

Bowlish Infant School Spelling Planning

Spelling happens 4 days a week for 15-minutes. It is a whole-class session involving direct modelling and teaching of spellings, linked to either the phonic or spelling rule being taught. By receiving direct teaching and engaging in meaningful practice, children will strengthen their spelling skills, leading to greater fluency in writing transcription.

Spelling

	Day 1	Day 2	Day 3	Day 4
Weekly Spelling System	<p>Remind children of the grapheme or spelling rule being covered.</p> <p>Write words using the format I do, You do, We do.</p> <p>Check word matches the modelled spelling.</p>	<p>Remind children of the grapheme or spelling rule being covered.</p> <p>Write words using the format I do, You do, We do.</p> <p>Check word matches the modelled spelling.</p>	<p>Write words using the format I do, You do, We do.</p> <p>Write words. Use I do, followed by 'look, say, cover' then children write (You do)</p> <p>Check word matches the modelled spelling.</p>	<p>Remind children of the grapheme or spelling rule being covered.</p> <p>Dictate short sentences containing words with the grapheme or rule.</p> <p>Check word matches the modelled spelling.</p>

Spelling Success Criteria				
Spelling Success Criteria	Explain which grapheme or spelling rule is being used.	Choose graphemes or spelling rules to write words	Check spelling and make corrections when needed.	Understand how different graphemes can make the same sound

Year 1	
Curriculum Coverage	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs</p> <p>Words ending -y</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Y1 common exception words</p>

Year 2	
Curriculum Coverage	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p>



The /n/ sound spelt kn and (less often) gn at the beginning of words
The /r/ sound spelt wr at the beginning of words
The /l/ or /əl/ sound spelt -le at the end of words
The /l/ or /əl/ sound spelt -el at the end of words
The /l/ or /əl/ sound spelt -al at the end of words
Words ending -il
The /aɪ/ sound spelt -y at the end of words
Adding -es to nouns and verbs ending in -y
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
The /ɔ:/ sound spelt a before l and ll
The /ʌ/ sound spelt o
The /i:/ sound spelt -ey
The /ɒ/ sound spelt a after w and qu
The /ɜ:/ sound spelt or after w
The /ɔ:/ sound spelt ar after w
The /z/ sound spelt s
The suffixes -ment, -ness, -ful, -less and -ly
Contractions
The possessive apostrophe (singular nouns)
Words ending in -tion
Homophones and near-homophones
Y2 common exception words