



Spelling at Wintringham

Spelling is a vital part of learning to read and write. It supports children to communicate clearly, develop confidence as writers and understand how language works. At our school, spelling is taught in a structured, progressive way that builds on children's early phonics knowledge and develops into a deeper understanding of spelling patterns, word structure and meaning.

We recognise that children learn to spell most effectively when they understand **why** words are spelled the way they are. Therefore, our approach combines phonics with the teaching of spelling rules, patterns, morphology (how words are built) and etymology (where words come from). Spelling is taught explicitly and revisited regularly so that children can apply their learning confidently across the curriculum.

Early Years, Year 1 and Transition into Year 2

In the Early Years and Year 1, children learn spelling through high-quality daily phonics teaching. These lessons focus on developing secure knowledge of the alphabetic code, enabling children to segment spoken words into sounds and represent those sounds accurately in writing.

As children move into **Year 2**, phonics lessons gradually transition into more formal spelling lessons. The phonics programme is continued to ensure consolidation, while spelling teaching becomes more explicit and structured. Children who require additional phonics support continue to receive targeted intervention to meet their individual needs.

The Year 2 spelling programme is designed to:

- Build directly on children's secure phonics knowledge
- Support a smooth transition from phonics to spelling
- Develop confidence and accuracy in spelling

Spelling lessons in Year 2 are taught **daily**. Children are introduced to spelling rules and patterns alongside elements of:

- **Morphology** (root words, prefixes and suffixes)
- **Etymology** (word origins and meaning)
- **Grammar** (how words function in sentences)

This approach helps children understand how words are constructed and how they are connected to other words, supporting both spelling and vocabulary development.



Key Stage 2

In Key Stage 2, children progress onto a structured spelling programme that builds systematically on prior learning. Spelling is taught through **three focused lessons each week**, ensuring time for teaching, practice and consolidation.

Each week:

- A **set of words** is introduced that exemplifies a specific spelling pattern, rule, sound or affix
- Previous spelling rules and words are **revisited and revised** at the start of the week
- Children explore how the words are linked and what makes them similar

Lessons include explicit teaching of:

- Spelling patterns and rules
- Number of syllables
- Tricky sounds or letter combinations
- Word morphology, including prefixes, suffixes and root words

A range of engaging activities is used during the introduction and main teaching input to support understanding. These are followed by **independent tasks**, allowing children to practise and apply their learning. Teaching sequences are carefully planned to ensure knowledge is built upon progressively and securely.

Challenge Weeks and Statutory Spellings

Throughout Key Stage 2, children also take part in **challenge weeks**. During these weeks, spelling lists are drawn from the **statutory word lists** outlined in the National Curriculum English Programme of Study (Spelling Appendix). These words often include unusual or less predictable spellings and are designed to challenge children and deepen their spelling knowledge.

A Confident Approach to Spelling

By following a consistent, progressive and inclusive approach to spelling, we aim to ensure that all children:

- Develop secure spelling skills
- Understand how words are formed and connected
- Apply spelling knowledge confidently in their writing

This structured journey from phonics to spelling supports children to become confident, capable and enthusiastic writers.



Activities

Sorting Words

Sorting words according to sounds, e.g., sorting words containing 'ou' according to how it is pronounced /ow/, /or/, /oo/ or /u/.

Sorting words based on the number of sounds, e.g., found has four sounds f-ou-n-d and around has five sounds a-r-ou-n-d.

Syllable Maps (also known as orthographic mapping)

Students will break words down into syllables. They will be supported in this process before becoming more independent as they move through the programme.

Once a word has been broken down into syllables, then students will be encouraged to look for 'tricky' spellings within these parts. For example, in the word advancement there are three syllables: ad-vance-ment. Ad- and -ment are both simple spellings but there is a teaching point around the middle syllable -vance- where the 'ce' is pronounced /s/.

Similarly, in the word again there are two syllables. The 'a' is straightforward; however, in the word 'gain', the 'ai' digraph is a short /e/ and not the longer /a/ vowel sound as in the word 'train'.

In some lessons, students will sort words according to the number of syllables.

Cloze Sentences

Students will be asked to read sentences with their spelling words missing. They should insert each word word into the space in the sentence. In this activity, students will need to read, understand and write their spelling words correctly in context. We do feel there is little benefit in copying these sentences out in full and it is more effective to focus on the key spelling words.

Alphabetise

The National Curriculum English Programme of Study has statutory elements which state that students should be taught to name the letters of the alphabet in order using letter names. There are a number of activities in Spelling Shed where students are asked to place words in alphabetical order. This will aid with using a dictionary/thesaurus and searching for content in an index or glossary which is a statutory requirement for children in KS2.



Segmenting Words

In Spelling Shed lessons, students will continue to segment words. They will separate sounds or demarcate words to show individual sounds.

Students will be asked to identify sounds in order to aid their spelling and reading of words. For example, in the word sprout there are five sounds /s/ /p/ /r/ /ou/ /t/.

Students will be familiar with the different spellings of the graphemes from their experience of systematic synthetic phonics. Students will need to demonstrate this knowledge throughout their spelling lessons. For example, students will need to know that in sprout the digraph 'ou' represents the sound /ow/.

- Note: If children are not secure in their grapheme/phoneme correspondence then further practice will be required.

There are two main ways of segmenting across the Spelling Shed scheme: 'Sound Buttons' and 'Elkonin Boxes'.

Elkonin Boxes

Elkonin Boxes can be used to segment words into their component sounds.

Brochure becomes

b	r	o	ch	ure
---	---	---	----	-----

 with each box containing a single grapheme.

- **Note:** The alphabetic code is not an exact science, whilst grapheme/phoneme correspondence is vital for early and emergent readers, by the time students are reading more complex vocabulary they may not need to rely on the sound buttons.

Choose the Correct Spelling

Students will be presented with alternative close spellings of words such as 'intrest', 'interest' and 'interrest'. Students need to identify the correct version. In this example, students will need to identify that in the first iteration, 'intrest' has been spelled as many people say the word with an elided 'e', and that 'interrest' has an extra 'r'. Students' knowledge of GPCs and morphology is utilised and therefore embedded further during this activity.

Sound Buttons

When using sound buttons, students will use dots, dashes and arcs below words to indicate individual sounds.

For example, **'jet'** is made up of three sounds.

Phonemes which are all single letter graphemes represented by a dot below each of them.



'Rocket' is made up of five phonemes. There are four single-letter graphemes and one two-letter grapheme (digraph) which is identified by a dash. There are also trigraphs and quadgraphs in some words which can also be identified with a longer dash, for example, in the word **'eight'**.



'Kite' is made up of three graphemes, two of which are single letter graphemes; these are the /k/ and /t/ sounds. The long /i/ sound is made by the addition of the 'e'. This is identified by linking the 'i' and the 'e' together with an arc.



In some instances, students may be asked to match the word with the correct pattern of sound buttons, for example, matching the word 'naughty' with ● ——— ● ●

Morphology

Morphology is the study of words and their parts. In terms of their architecture, words can be placed into two distinct categories. Words such as 'car', 'skill' and 'pen' seem to exist in whole forms. The word as a whole holds the full meaning. The second category of words, such as 'walking', 'inconceivable' and 'disagreement', can be split into a number of sections with each section holding a portion of the whole meaning.

A morpheme is the smallest unit of meaning in a word. For example, the word 'dogs' is made up of two morphemes. These are 'dog' meaning a canine animal and '-s' which pluralises the noun to show that there is more than one.

The word 'disagreement' can be split into three sections. The base word 'agree' and two affixes 'dis-' and '-ment'. 'Dis-' is a prefix added before the base word and '-ment' is a suffix added after the base word. These morphemes can aid understanding of the word that is being read. Adding the suffix '-ing' indicates an action. Adding 'dis-' as a prefix shows us that the word means 'opposite of', 'not', or 'reverse' of the base word meaning. For example, adding 'dis-' to 'agree' reverses its meaning.

Morphology Matrix

In many lessons, we use a Morphology Matrix to demonstrate how morphemes fit together. In this example, students can create new words by adding affixes to the base word 'round'.

The prefix 'sur' can be added to 'round' to create 'surround'. The suffix '-ed' can be added to the base word to make 'rounded'. Both prefixes and suffixes can be added to the base to further change the meaning, e.g., 'surrounded'.

Note: In some examples, the section title 'Base Word' is changed to 'Root Word'. Base and root words are similar, they are both root words

but a base word can stand alone and have meaning as in 'round' above. Whereas, root words do not always have a meaning of its own in English, these are often of Greek or Latin origins, for example:

- jur - meaning law or justice as in jury and jurisdiction,
- magn - meaning large or great as in magnificent,
- terr - meaning earth as in territory.

Morphology Matrix
How many new words can you create by adding a prefix and/or suffix(es)?

Prefix	Base Word	Suffix	
a (on, in, into) sur (above, over)	round (circular in shape)	s est ed ing	er s

Which new words can you make by adding just a prefix?
Which new words can be made using just a suffix?
Can you make any words which use a prefix and a suffix?

In the example below students are presented with clues and asked to guess their new spelling word (in red) then a discussion takes place about the meaning of the parts of the word.

Etymology

Which of your new words is this?

1.4

In the 1640s, it meant 'combining two qualities; having two modes of life'.

This word describes frogs, toads, newts and salamanders.

From the Greek word *amphibios*, meaning 'having a double life; living on land and in water'.

amphibious

amphi

↓

means 'of both kinds'

bios

↓

means 'life'

In this example, it is explained how the word preparation is constructed from a root and two affixes with distinct meanings.

Etymology

preparation

7.4

If you do something in preparation, what does this mean?

'Preparation' comes from the word *preparacioun*, a Middle English word used in the late 1500s to mean the 'act of preparing or making ready'.

Preparacioun comes from the Middle French word *preparacioun* used between 1300-1500.

The word *preparacioun* comes directly from the Latin *praeparationem* meaning 'making ready'.

preparation

From the Latin *prae* meaning 'before'.

From the Latin *parare* meaning 'make ready'.

Suffix '-ation' changes the verb to a noun.

Parare forms the basis of many words including:

- apparel (clothes) – to make ready by getting dressed.
- separate – to make something ready apart or away from something else.
- apparatus – the tools or other pieces of equipment that are needed ready for a particular activity or task.