



Spelling & Handwriting at Banks Lane Junior School

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning as confident and coherent writers. We aim for pupils to be able to write clearly and accurately, adapting their grammar, language and style for a range of purposes and audiences.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In writing these concepts are:

KEY CONCEPTS

Phonics

Encoding

Fluency

Transcription

Joining letters

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in writing composition skills and disciplinary knowledge

By the end of KS2 pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals and irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- write legibly, fluently and with increasing speed
- choosing which shape of a letter to use when given choices and deciding whether or not to join
- specific letters
- choosing the writing implement that is best suited for a task

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

Reception - Year 2

BLIS Key concepts: Fluency, Transcription, Composition, Vocabulary, Encoding, Communication, Purpose

SPELLING

By the end of Year 1 pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

By the end of Year 2 pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

HANDWRITING

By the end of Y1 pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

By the end of Y2 pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.



LKS2

Words

- I can spell words from the Years 3 and 4 statutory word list

Phonics

- I can spell the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym
- I can spell words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight
- I can spell words containing the /u/ sound spelt 'ou' e.g. double, trouble
- I can spell homophones e.g. male/mail, fare/fair

Affixes and Roots

- I can spell suffixes beginning with vowel letters to words of more than one syllable
- I can spell words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-
- I can spell words using suffixes: -ly, -ation, -ous
- I can spell words with endings sounding / shun/: -tion, -sion, -ssion, -cian
- I can spell words ending with the schwa sound: measure, creature

Word Origins

- I can spell words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist
- I can spell words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine
- I can spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique
- I can spell words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- I can increase the legibility, consistency and quality of my handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 3 key vocabulary:

vowel, consonant, homophones, prefixes, suffixes, regular plurals, irregular plurals, possessive apostrophe

Year 4 key vocabulary:

possessive apostrophe for plurals



UKS2

Words

- I can spell words from the Years 5 and 6 statutory word list

Rules and Conventions

- I can spell words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize

Phonics

- I can spell words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough
- I can spell homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/passed

Affixes and Roots

- I can spell words with the ending /shus/ spelt -cious or -tious
- I can spell words with the ending /shul/ spelt -cial or -tial
- I can spell words with the endings -ant, -ance/-ancy, -ent, -ence/-ency
- I can spell words ending in -able and -ible
- I can spell words ending in -ably and -ibly
- I can spell adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)

Word Origins

- I can spell words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb

Handwriting

- I can write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Year 5 key vocabulary:

thesaurus, morphology, etymology, silent letters

Year 6 key vocabulary:

hyphens