

Spelling at Allesley

Getting spelling right is such a huge job in the English language. Firstly, there are so many codes for different sounds that are written (for example: or, aw, oor, ore, au) and secondly, there are so many rules to adhere to. It is no wonder that children can find spelling difficult.

At Allesley, knowing that spelling is so hard, we have daily sessions of phonics in Early Years and KS1 which build on from listening to environmental sounds; listening to rhymes; listening to and discriminating sounds within words and then building upon these further with all the graphemes. We continue with phonics until they reach Year 2 and, for those who are not fully secure with the written graphemes, we make this a focus in Year 2 and lower KS2.

In Year 2, children will begin to learn spelling rules. We track these rules and revisit in subsequent year groups if the children have not yet grasped them.

For four days out of the five days in school, children in KS2 play games or have activities focussing upon a rule of spellings. Spellings have been sent home and are tested on the 5th day (usually a week later than handed out). The new rule is then taught and discussed. Spellings can be found on the website on your child's class page – along with the rule, so you can help your children at home. Regular practice and talk really helps progression.

Here is an example of what can be found in the class pages on the school website.

Spelling Rule i before e except after c

i before e except after c but only when the ie makes an ee sound.

believe thief piece (these all make the ee sound)
ceiling receipt receive (these all have a c first so are ei)

If the sound made is ay, the spelling is usually ei.

beige vein neighbour

Ask yourself:

Does the word contain a 'c'?

Does it make a 'ee' sound or an 'ay' sound?

Exceptions to the rule

What rules do the following words break?

seize protein weird caffeine neither counterfeit either Keith Sheila Neil

The activities, done in school, are not always concentrating upon spellings that are sent home; others are often added in, so the focus is not on merely remembering one spelling, but on the rule and having to discuss and think

about the correct way to spell. This is key as there is always a time when we come across a new spelling and have to attempt to write it.