

No Nonsense
Spelling



A complete spelling programme
Years 2 to 6

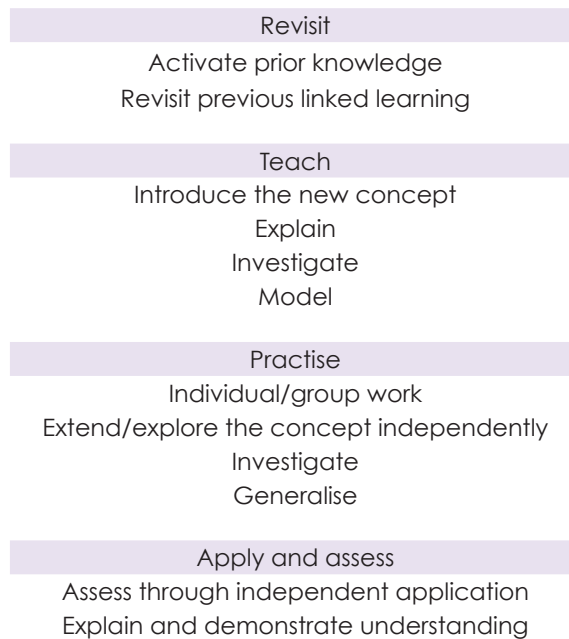
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Using the lessons – an overview

The lessons progress through the school year and are presented in blocks, and there are six blocks per year group.

Teaching sequence

This is the typical teaching sequence and shows the features of the teaching and learning:



Strategies used with the lessons

Within each lesson the following may be referred to:

Have a go	The process by which children try different possible spellings of a word they want to write but don't know, in order to see which is the most likely. Typically children would write three versions and then choose which one looks right.
Quickwrite	Writing with speed and fluency the words linked to the teaching focus.. The aim is to write as many words as possible within a time constraint. Children can write words provided by the teacher or generate their own examples e.g. in two minutes write as many words as possible with the /ai/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Proofreading	The process of checking writing for spelling and punctuation errors. This task is often done with a spelling buddy (Spuddy).
Countdown	Practise reading/blending with speed and fluency. The aim of the activity is to read as many words as possible before the time limit runs out. Children need to read words linked to teaching focus with the time constraint. This can be turned into a variety of games including using teams and a relay race approach.

Modelling	An activity is described, and it is anticipated that the action expected of the children is modelled to them first.
Spelling buddy ('Spuddy')	Children are asked to work in pairs, often to 'test' each other. They will be asked to work with their 'Spuddy' or spelling buddy, from time to time.
Word bank	within the electronic resources, all the word lists are supplied. The choice can then be made on whether the words are printed and made into laminated cards, copied onto interactive whiteboard software, or used in the PowerPoint format.
Wall charts	Classroom displays can also be made using the word lists supplied.

Complimentary resources

To support the teaching, additional supporting resources are provided within the Programme, or recommended throughout. The details for each are as follows:

Spelling journal/ log	<p>Developing the use of spelling journals ,or logs, can support both teachers and children in many ways. They enable:</p> <ul style="list-style-type: none"> • Children to take responsibility for their spelling learning • Children to refer back to previous learning • Teachers to see how children are tackling tricky bits of spelling • Teachers and children to discuss spelling with parents <p>Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for:</p> <ul style="list-style-type: none"> • Practising strategies • Learning words • Recording rules/conventions/generalisations as an aide-memoire • Word lists of really tricky words (spelling enemies) • 'Have a go' at the point of writing • Ongoing record of statutory words learnt • Investigations • Recording spelling targets or goals • Spelling tests <p>In the programme, there is flexibility for journals to be set up in a variety of ways. Below are a few recommendations:</p> <ul style="list-style-type: none"> • Make sure that the journal can be used flexibly. A blank exercise book gives much more scope for children to try out ideas and organise their learning than a heavily structured format. • Model different ways of using the journal. A class spelling journal could be used to do this; or examples from different children. • Give time for children to use their journals and to review them • Do the majority of spelling work in the journal
GPC (graph-eme-phoneme correspondence) choices chart	The teaching of spelling complements very much the teaching of phonics. It is anticipated that the school will draw upon the GPC charts used in their phonics programme, to work alongside the teaching of spelling.

Lesson structure

The lessons themselves then follow the structure below:

Lesson	<i>Reference to year group and number in sequence</i>
Lesson type	<i>revise/teach/practise/apply/assess</i>
Lesson focus	<i>The particular spelling focus for the day</i>
Resources needed	<i>A list of the resources, available within the Programme, that will need be needed. These might be documents that are photocopied in advance so that flashcards can be prepared; or PowerPoint presentations, to display the task/activity on a whiteboard.</i>
Teaching activity	<p><i>Getting the session started</i></p> <p><i>Key teaching points</i></p> <p><i>Notes on teaching conventions, to support teacher subject knowledge</i></p> <p><i>Summarising and suggesting possible further activities</i></p>

Year 3 lessons plans

Block 1 – autumn first half term

Lesson	Year 3, block 1, [Autumn first half term] lesson 1
Lesson type	Revise
Lesson focus	Suffixes from year 2 -s, -es, -ed, -ing
Resources needed	Words in an Instant, Year 3, list 001 Supporting resources 001 (chart)
Teaching activity	<p>Use a range of verbs and add the above endings. Talk through why there needs to be spelling changes for some of the verbs.</p> <p>Show the chart in Supporting Resource 001. Children record verbs adding on endings and check that they are correct</p> <p>Note that a short vowel sound indicates a doubling of the consonant, verbs ending in e have the e removed before adding ed or ing</p> <p>Reflect on when you double the consonant and when you take off an 'e' and make notes about this in your spelling journal.</p>

Lesson	Year 3, block 1, lesson 2
Lesson type	Practise
Lesson focus	Suffixes from Yr2 -s, -es, -ed, -ing
Resources needed	Words in an Instant list 001 Supporting Resources 002 – poem)
Teaching activity	<p>Check children can recall examples of suffixes from previous lesson.</p> <p>Use the poem from Supporting Resources 002, and ask the children to change into a poem about yesterday.</p> <p>Make up a poem about your class, as could the children but remember to emphasise correct spelling of the verbs.</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 3
Lesson type	Revise
Lesson focus	Prefixes: un- and teach dis-: disappoint, disagree, disobey
Resources needed	Supporting resources 003, Prefix cards
Teaching activity	<p>Discuss the term prefix. Put two columns on your whiteboard – one with un- and one with dis-</p> <p>Take a pile of cards from Supporting Resources 003 and sort them into the correct side of the chart discussing how the prefix affects the meaning of the word.</p> <p>Practise handwriting un- and dis-</p> <p>Call out some of the words and children write them down three times with the prefix, focusing on handwriting</p>

Lesson	Year 3. Block 1, lesson 4
Lesson type	apply
Lesson focus	prefix un- and teach dis-: disappoint, disagree, disobey
Resources needed	
Teaching activity	<p>Ask children to tell partners and then you what a prefix is and suggest some that they know.</p> <p>Write a word on the whiteboard and children write the opposite down using a prefix.</p> <p>Dictate a sentence or two using the words. Make one sentence with phase 4/5 graphemes and one harder</p> <p>Examples: He disliked this unkind boy. The king was displeased. He was unable to go outside because it was raining.</p> <p>Next steps to come</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 4
Lesson type	revise
Lesson focus	Apostrophe for contractions can't, didn't from Yr2
Resources needed	Words in an Instant list 002/Supporting Resources list 004
Teaching activity	<p>Ask children to tell you what an apostrophe is and find some in the following sentences.</p> <p>“Don't stay up too late,” shouted mum. I haven't got any biscuits so you can't dunk them in your tea. Where are they used and why?</p> <p>Read out some phrases and children contract them. Pair mark and identify ones that were not correct. Spend some time practising them with quick write.</p> <p>If children are not secure with these apostrophes for contractions, put extra sessions for further practice.</p>

Lesson	Year 3, block 1, lesson 5
Lesson type	Learn
Lesson focus	New words from personal spelling list and statutory list
Resources needed	Personal word list for each pupil, plus selected words from the statutory list
Teaching activity	<p>Introduce a learning strategy to the children such as 'Pyramids' ((See Learning Spellings section 3, on page 00.)</p> <p>Identify the tricky part of the word in up to five statutory words and try writing that bit as many times as possible in 30 seconds. Then do as below for each word.</p> <p style="text-align: center;"> s sh sho shou shoul should </p> <p>Or do this in reverse. Practise this on the five words from the statutory list.</p> <p>Send words home for further practice. Encourage children to use the learning strategy that works best for them.</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 6
Lesson type	apply
Lesson focus	Apply words learned
Resources needed	Personal word lists for each pupil
Teaching activity	<p>Pair the children up and ask them to test each other with their list of words they have learned.</p> <p>Mark their words and then do the same for the other person. You will need to train the children to do this but it will be worthwhile as it is a routine that they will need to use frequently.</p> <p>Next steps to come</p>

Lesson	Year 3, block 1, lesson 7
Lesson type	teach
Lesson focus	rarer GPCs Words with the /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh – straight)
Resources needed	
Teaching activity	<p>Children to name as many ways as possible that they know of to spell the /ai/ sound.</p> <p>Spend 3 minutes generating as many words as possible that children know with the /ai/ sound in them.</p> <p>Add some words in such as they, eight, eighty, eighteen, straight, vein. Children record them in a chart according to the grapheme for /ai/. Which spellings do you find where?</p> <p>This can be differentiated so that some children only work with three spellings of /ai/, e.g. ai, ay and a-e</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 8
Lesson type	Practise
Lesson focus	Words with the /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh – straight)
Resources needed	
Teaching activity	<p>Play countdown – reading the words with the sound /ai/ in them</p> <p>Show pictures – children work out the word or tell them sound it out and model writing one down making a choice about the / ai/ grapheme and whether it looks right. Sound out all the words and then children write them down.</p> <p>For some children you might have objects with the /ai/ sound in them</p>

Lesson	Year 3, block 1, lesson 9
Lesson type	apply
Lesson focus	Dictation using words with /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight)
Resources needed	
Teaching activity	<p>Handwriting practice for they, day, made and baby</p> <p>Dictations for children to write:</p> <p>They went away for the day. The sale was on Monday. We weighed the eight carrots and cooked them. It is a grey day and Agent Snail is surveying the sleigh.</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 10
Lesson type	learn
Lesson focus	New words from personal spelling list and statutory list
Resources needed	Personal word list for each pupil, plus selected words from the statutory list on sheets of paper folded to create three columns. The words to be learned are on the left.
Teaching activity	<p>Go over words from statutory list learnt in the previous session and see if spellings have been remembered.</p> <p>Introduce another spelling strategy, such as trace, copy, recall (See Learning Spelling section 3 on p.00.)</p> <p>Give pupils the paper in three columns, and ask them to add their personal words to the column on the left. Trace over the words first time saying it out aloud as you do so. Write it in the next column trying to keep the same rhythm and saying it out aloud again. The fold over and write the word from memory. Do this for the rest of the words.</p> <p>Ask parents to practise these spellings by asking the pupil to put the words into sentences and write them.</p>

Lesson	Year 3, block 1, lesson 11
Lesson type	teach
Lesson focus	Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun
Resources needed	Supporting Resources, list 003
Teaching activity	<p>Explain that a homophone is a word that sounds the same but is spelt differently and means something different. Homo meaning same and phone meaning sound.</p> <p>Show some homophones and children orally compose sentences to use them in context. Use homophones that are unfamiliar to the class, e.g. there/their/they're or where/wear as well as break/brake, son/sun and eight/ate. Teach the difference in meaning and link to something that might make them memorable.</p> <p>There – means over there like over here Their – means it belongs to someone They're is a contraction for they are</p>

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 12
Lesson type	practise
Lesson focus	homophones brake/break, grate/great, eight/ate, weight/wait, son/sun
Resources needed	Supporting Resources, list 003 and ref. 005.
Teaching activity	Use a range of sentences with missing words and children choose the correct homophone to go in them. For homework they could take the homophones home and create their own sentences.

Lesson	Year 3, block 1, lesson 13
Lesson type	apply
Lesson focus	Dictation using words with /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh – straight)
Resources needed	Dictation using words with /ei/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh – straight)
Teaching activity	images Use a range of images and ask the children to write the correct spelling of the word under the image. Proof-read own writing to see if the correct version of homophones studied is used.