

Gordon Primary Spelling Scheme

What does the scheme consist of?

There are 32 lists of words for children to learn. The words are taken from the 2014 National Curriculum. The lists get progressively more challenging, matching the content of the new NC. It is likely that the school will choose to use the lists flexibly, but the table below shows how the lists align to the demands of different year groups drawn from the 2014 National Curriculum.

Words Lists	Year Group
1-6	Year 1
7-12	Year 2
13-18	Year 3
19-24	Year 4
24-32	Years 5 & 6

The demands for spelling in the 2014 National Curriculum are challenging and it may take a number of years for children to 'catch up' with the programme. Across each year group, the word list contain a mixture of new words and words previously learnt. This should give children the opportunity to revise words they know already, ensuring children do not simply learn them for the test and then forget them.

How should it be used?

Children move through the lists, with a new list each half term or when they have mastered the spelling rules/sounds on the list.

Spelling, especially in KS1, is taught through a phonetic approach. Schools may wish to rearrange the order of word lists so they match the phonics scheme of work followed by the school. This moves to learning words organised by specific spelling rules. In addition, there are common exception words that do not fit with spelling patterns on each list. This means children would benefit from spelling being explicitly taught, as well as children taking lists home to learn. It should be noted that apart from the common exception words and statutory spelling words, children are learning *the letter string, sound or spelling rule, not the specific word*.

Teachers should give regular spelling tests (the number of words and frequency depends on the age of the children). Where spellings are built around a particular sound or letter string, children should be given one or two words that are not on the list but fit with the rule or sound to see if they are able to generalise. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) the teacher might also test to see if they can also spell *may* and *bay*.

In addition to teaching the rule/sound, children will benefit from being taught the meanings of words and how they can be used, supporting the development of their vocabulary. Spelling should also be corrected in children's writing.

Where does the scheme start?

The scheme begins at the start of Y1. Before children can begin on the first sheet, they need to be familiar with:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs and the sounds which they represent
- vowel digraphs which have been taught through the phonics scheme and the sounds which they represent
- the process of segmenting words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants

Where does the scheme end?

If children work at the rate of one wordlist per half term they should finish the scheme at the end of term 1 of Y6. This would give two terms to return to any areas of that still need development.