**Spelling Scheme**

Pupils make the best progress when learning is built upon year on year, and a consistent programme for spelling is applied across the year groups and Key Stages.

Children learning phase 1-6 phonics will receive weekly spellings based on the phonics phase they are working at. For those children, the word lists from this spelling scheme provide an opportunity for exposure to the age related expectations for spelling from the 2014 National Curriculum. Once children have finished phase 6 they will work through this spelling scheme.

**What does the scheme consist of?**

There are 32 lists of words for children to learn during their 6 years at Pondhu. The words are taken from the 2014 National Curriculum. The lists get progressively more challenging, matching the content of the National Curriculum. The table below shows how the lists align to the demands of different year groups.

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| **Words Lists** | **Year Group** |
| 1-6 | Year 1 – Aligned to Phase 5 phonics (One list per half term) |
| 7-12 | Year 2 – Aligned to Phase 6 phonics (One list per half term) |
| 13-18 | Year 3 (One list per half term) |
| 19-24 | Year 4 (One list per half term) |
| 24-32 | Years 5 & 6 (One list per half term)Spring term onwards for Yr 6-revision |

Across each year group, the word list contains 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 will move through the lists, with a new list each half term. Weekly spelling tests will be based on these lists, with words from previous lists also tested to ensure words are being revisited.

The words on the lists are organised by specific spelling rules. In addition, there are common exception words that do not fit with spelling patterns on each list.

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.