2015 PRIMARY TEACHER UPDATE Awards SILVER

No Nonsense
Spelling

An AWARD-WINNING spelling programme created by teachers for teachers

Spelling — A complete spelling programme Year 2
Spelling — A complete spelling programme Year 3
Spelling — A complete spelling programme Year 4
Spelling — A complete spelling programme Year 5
Spelling — A complete spelling programme Year 6

No Nonsense Spelling has helped me, first and foremost, to up my game in spelling. It's very clear on the rules and patterns you have to follow, but then also makes clear activities you can use to help teach that spelling pattern.

"The children are now obsessed with spelling!"

—Martin Evely, Year 3 Teacher and Literacy Subject Leader

raintree
a Capstone company — publishers for children

Babcock ldp
partners in education

A no-nonsense straightforward approach to spelling for Years 2-6:
• 5 Teacher's Books - one per year for Years 2-6
• 1 x USB stick with editable documents and helpful video guidance from the
Babcock LDP Primary Literacy team

"The fact that it's easy to follow and quick to resource makes this scheme both useable and great value for money."

— Jayne - Literacy Subject Leader, Oasis Academy Henderson Avenue

www.raintree.co.uk

Contents

Introduction

What is the *No Nonsense Spelling Programme*?

The *No Nonsense Spelling Programme* was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme

- delivers a manageable tool for meeting the requirements of the 2014 National Curriculum
- has a clear progression through blocks of teaching units across the year
- comprehensively explains how to teach spelling effectively.

How *No Nonsense Spelling* is organised

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the USB stick.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

The lesson plans

The lessons themselves then follow the structure below:

Lesson	*Reference to year group, block of lessons and lesson number in sequence*
Lesson type	*Revise/Teach/Learn/Practise/Apply/Assess*
Lesson focus	*The particular spelling focus for the day*
Resources needed	*A list of the resources that will be needed. These might be documents that are photocopied or printed in advance so that flashcards can be prepared, or presentations to display the task/activity on a whiteboard. The resources are featured at the end of each book for reference. Editable versions are available on the USB stick, which can be copied and pasted into your own documents and edited.*
Teaching activity	*Key teaching points, sometimes including extra notes and tips for the teacher*

Each lesson is approximately 10 to15 minutes long, but lesson plans are flexible so that the teaching can reflect the extra time needed on a teaching point if required. The Supporting Resources at the back of each book can be used as appropriate to adjust the pace and focus of the lesson. Each lesson clearly signposts when additional resources from the Programme can be used.

Supporting Resources

The Supporting Resources include pictures and word lists, which can be photocopied and made into flashcards or used in classroom displays, and pictures. They also include games and quizzes. The Resources are featured at the end of each book for reference and as editable Word documents on the USB stick, which can be copied and pasted to be used on classroom whiteboards and in other documents.

Teaching sequence

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. Frequently there is also a 'Revise' session before the teaching session. A typical teaching sequence is as follows:

Revise
Activate prior knowledge
Revisit previous linked learning
↓
Teach
Introduce the new concept
Explain
Investigate
Model
↓
Practise
Individual/group work
Extend/explore the concept independently
Investigate
Generalise
↓
Apply/Assess
Assess through independent application
Explain and demonstrate understanding

Within the lessons, the particular focus is identified, followed by suggested teaching strategies.

By integrating activities for handwriting, the benefit of making a spelling activity kinaesthetic is secured. The pupil acquires the physical memory of the spelling pattern as well as the visual. Integral to the process is the scope to encourage pupils to learn spellings. The value of a school policy and possible approaches are explored further on page 8, 'Learning spellings'.

You will find the following referred to in the lessons:
Modelling: An activity is described, and it is anticipated that the action expected of pupils is modelled to them first.
Spelling partners: Pupils are asked to work in pairs, often to 'test' each other. They will be asked to work with their spelling partner from time to time.

Assessment

Pupils' learning is assessed throughout the programme. The 'Apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing – by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words.

Error Analysis

Error Analysis can be used to assess what strategies pupils are using in their day-to-day writing. It can also help identify where to put emphasis in the programme – for the whole class, groups or individuals. Error Analysis can also be repeated to assess progress over a longer period of time.

A template for a suggested grid for Error Analysis can be found in the Supporting Resources.

How to complete an Error Analysis:

1 Choose one piece of independent writing from each pupil.
2 Identify all the spelling errors and record them on the grid. Decide what you think is the main source of the error and record the word in the corresponding column. It is a good idea to record the word as the pupil has spelt it.
3 Identify any patterns. Quite quickly you will be able to see which aspect of spelling needs to be addressed.

The headings on the grid included are

- Common exception words
- GPCs (grapheme–phoneme correspondences) including rarer GPCs and vowel digraphs
- Homophones
- Prefixes and suffixes
- Word endings
- Other.

These headings correspond to key strands within the National Curriculum. These could be changed or further areas added if needed.

Year Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Others
firead whent	parunts for clouver (clever) flow (flaw) amzing nealy eavon	their (there) x 2	phond horrerfied		orgument argement

3

Complementary resources

To support the teaching, additional resources are recommended and referred to throughout the programme.

Spelling journals	Developing the use of spelling journals can support both teachers and pupils in many ways. They enable • pupils to take responsibility for their spelling learning • pupils to refer back to previous learning • teachers to see how pupils are tackling tricky bits of spelling • teachers and pupils to discuss spelling with parents and carers Spelling journals can take many forms and are much more than just a word book. Spelling journals can be used for • practising strategies • learning words • recording rules/conventions/generalisations as an aide-memoire • word lists of really tricky words (spelling enemies) • 'Having a go' at the point of writing • ongoing record of statutory words learnt • investigations • recording spelling targets or goals • spelling tests. In the programme, there is flexibility for journals to be set up in a variety of ways. Below are a few recommendations: • Make sure that the journal can be used flexibly. A blank exercise book gives much more scope for pupils to try out ideas and organise their learning than a heavily structured format. • Model different ways of using the journal. A class spelling journal or examples from different pupils could be used to do this. • Give time for pupils to use their journals and to review them. • Do the majority of spelling work in the journal.

Have a go sheets	These are a key component of Strategies at the point of writing. They are introduced in the Year 2 programme and then revisited in Years 3, 4, 5 and 6. Schools need to decide how Have a go will form part of their spelling policy, together with the use of spelling journals and establishing routines for attempting unknown spellings. A Have a go sheet template is provided in the Supporting Resources.
	Have a go sheets can take several different forms, for example:
	• a large sheet of paper on a table that pupils write on when they need to.
	• sheets stuck in all pupils' books that fold out when pupils are writing
	• a book placed on the table open at a clean sheet for pupils to use.
	• a page in pupils' spelling journals.
	Note: it is important that teachers have an enlarged version of a Have a go sheet displayed for modelling when writing in any curriculum area and at any time in the school day.
	Introducing Have a Go:
	1. Model writing a sentence and being unsure about how to spell a word. Talk about the tricky part in the word and some of the choices you might have for that part. You could refer to a GPC chart to find the choices if appropriate.
	2. Model writing the word with two or three choices on your own enlarged version of a Have a go sheet and then model choosing the one that you think looks right and using it in your sentence. It is important that pupils learn to ask themselves the question 'Does it look right?' or 'Have I seen it like this in a book?' to help them make their choices.
	3. If you are still unsure of the spelling, put a wiggly line under it in the sentence to signal that this needs checking by the teacher, or the pupil if appropriate, during proofreading time.
	4. Model continuing with writing and *not* checking the correct version of the spelling at this point. This is important so that the flow of writing is not unnecessarily slowed.
	5. Make sure you model this process briefly in writing in all curriculum areas.
	6. Pupils use their own Have a Go sheet (or group sheet) whenever they write and refer to GPC charts and other classroom displays as support, as well as specific strategies that have been taught for using at the point of writing.
	7. Remind them never to make more than three attempts at a word.
	Misspelt words will need to be corrected in line with your school's spelling and marking policy. Some of these words may be included in pupils' individual word lists for learning.
	To see lessons where Have a go strategies are first introduced, please refer to Year 2 Block 1 Lessons 11 and 17.
GPC (grapheme-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.

Individual whiteboards	Individual whiteboards these can be used in a variety of ways to support lessons including checking spelling attempts, Quickwrite and Have a go.
Working wall	It is really useful to have a small area of display space in the classroom that can reflect current teaching focuses and provide support for pupils' spelling as they write. GPC charts, reminders of common spelling patterns or conventions and tricky words to remember could be part of a working wall for spelling.

Learning spellings

A school policy can help inform

- the strategies for learning spellings that are being taught
- routines for learning spellings
- links with home learning.

Learning needs to happen in school and at home. There is little evidence, though, that the traditional practice of learning spellings (usually 10) at home and being tested on them (usually on a Friday) is effective. However, there is a high expectation within the new National Curriculum that pupils will learn many increasingly complex words. Within the programme, learning spellings is built into each six-week block. Within the sessions a range of strategies for learning spellings are introduced and practised. This enables pupils to choose the strategies they find most effective for learning different words.

Tips for learning spellings at home

Learning at home needs to be an extension of the practice in school. Consider

- limiting the number of words to five or less a week to ensure success and enable deeper learning
- making sure pupils and parents have access to the range of learning strategies which have been taught in school, to use in home learning
- assessing spellings in context, for example: learning spellings in a given sentence, generating sentences for each word, assessing through unseen dictated sentences
- keeping an ongoing record of words learnt and setting very high expectations of correct application in writing once a word has been learned.

The learning strategies on the next two pages are introduced incrementally throughout the programme and can then be used to support learning spellings at home.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. **Look:** first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. **Say:** say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. **Cover:** cover the word. **Write:** write the word from memory, saying the word as you do so. **Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /iː/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. totally

Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable. You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*: f_____ld
Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
Other strategies	Other methods can include: • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

SAMPLE MATERIAL FROM YEAR 2 BOOK

Year 2 National Curriculum requirements
Pupils should be taught to

- develop a range of personal strategies for learning new and irregular words*
- develop a range of personal strategies for spelling at the point of composition*
- develop a range of strategies for checking and proofreading spellings after writing*

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 learning 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
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

* non-statutory

Year 2 Term 3 overview

Block 5 – summer first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go sheets	Lesson 2 Teach The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 3 Practise The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 4 Apply The /l/ or /əl/ sound spelt '-el' at the end of words	Lesson 5 Revise Proofreading: using a dictionary/ word bank
Week 2	Lesson 6 Teach Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 7 Practise Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 8 Apply Adding the endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'	Lesson 9 Teach/ Practise/Apply Strategies at the point of writing: using analogy (includes dictation)	Lesson 10 Revise/Learn Strategies for learning words
Week 3	Lesson 11 Teach The /ɔː/sound spelt 'a' before 'l' and 'll'	Lesson 12 Practise The /ɔː/sound spelt 'a' before 'l' and 'll'	Lesson 13 Teach The /ɔː/ sound spelt 'ar' after 'w'	Lesson 14 Practise The /ɔː/ sound spelt 'ar 'after 'w'	Lesson 15 Apply Strategies for learning words: words including /ɔː/ spelt 'a' before 'l' and 'll' and /ɔː/ spelt 'ar' after 'w'
Week 4	Lesson 16 Teach Suffixes '-ment' and '-ness'	Lesson 17 Practise Suffixes '-ment' and '-ness'	Lesson 18 Apply Suffixes '-ment' and '-ness'	Lesson 19 Teach Strategies for learning words: selected words using cards	Lesson 20 Learn Strategies for learning words: common exception words and words from errors
Week 5	Lesson 21 Teach The /ɜː/ sound spelt 'or' after 'w'	Lesson 22 Practise The /ɜː/ sound spelt 'or' after 'w'	Lesson 23 Assess The /ɜː/ sound spelt 'or' after 'w': dictation	Lesson 24 Revise The possessive apostrophe (singular nouns)	Lesson 25 Practise/Assess The possessive apostrophe (singular nouns): dictation
Week 6	Lesson 26 Teach The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 27 Practise The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 28 Apply The /l/ or /əl/ sound spelt '-al' at the end of words	Lesson 29 Teach Strategies for learning words: using Look, say, cover, write and check for common exception words	Lesson 30 Practise/Apply Common exception words

No Nonsense Spelling

Block 6 – summer second half term

Week 1	Lesson 1 Revise Spellings and concepts that pupils need to secure	Lesson 2 Practise Spellings and concepts that pupils need to secure	Lesson 3 Apply Spellings and concepts that pupils need to secure	Lesson 4 Teach Spellings and concepts that pupils need to secure	Lesson 5 Practise/Apply Spellings and concepts that pupils need to secure
Week 2	Lesson 6 Revise Homophones	Lesson 7 Apply Homophones	Lesson 8 Teach /ʌ/ sound spelt 'o'	Lesson 9 Practise/Apply /ʌ/ sound spelt 'o'	Lesson 10 Apply Words revised or learnt this week
Week 3	Lesson 11 Teach /l/ or /əl/ sounds spelt 'il' at the end of words	Lesson 12 Practise /l/ or /əl/ sounds spelt 'il' at the end of words	Lesson 13 Apply /l/ or /əl/ sounds spelt 'il' at the end of words	Lesson 14 Revise Strategies for learning words: common exception words	Lesson 15 Apply Common exception words
The remainder of the term	Spelling lessons should now focus on the following: • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words.				

No Nonsense Spelling

Block 5 – summer first half term

Lesson	Year 2, block 5, lesson 1
Lesson type	Revise
Lesson focus	**Strategies at the point of writing: Have a go sheets**
Resources needed	Supporting Resource 2.2 (Have a go sheet)
Teaching activity	Remind pupils how to use a Have a go sheet and introduce individual sheets if pupils do not have these already. Ensure that they are available for all writing activities. Model needing to write a difficult word. What strategies could they use to have a go? • Segmenting, counting phonemes and then matching phonemes to graphemes • Chunking by syllables and then selecting graphemes • Using a GPC chart to help make the correct choice of grapheme for the tricky part of the word • Using word banks displayed in the classroom Dictate a sentence including a commonly misspelt word or word that is challenging for pupils and ask them to practise having a go using one or more of the strategies – for example, I can see a **beautiful** big cat. Ask: Does the word look right? Have you seen it looking like that in a book? Reinforce that pupils should continue with writing once they have tried the word once or twice.

Lesson	Year 2, block 5, lesson 2
Lesson type	Teach
Lesson focus	**The /l/ or /əl/ sound spelt '-el' at the end of words**
Resources needed	Supporting Resources 2.34 (cards with '-el' words) and 2.35 (chart with columns '-le' and '-el')
Teaching activity	Revisit the /l/ or /əl/ sounds spelt '-le' at the end of words, for example: bottle, muddle, little. Tell pupils that another spelling of this phoneme is '-el'. Pupils work in small groups. Give each group a set of word cards and a chart headed '-le' and '-el'. Ask them to read each word card and then put it into either the '-le' or '-el' column on the chart. Display a class version of the chart. Note: Keep this display for use in future weeks with other spellings for this phoneme. Pupils add two or three '-el' words to their spelling journals.

Block 5 – summer first half term

Lesson	Year 2, block 5, lesson 3
Lesson type	Practise
Lesson focus	The /l/ or /əl/ sound spelt '-el' at the end of words
Resources needed	Supporting Resource 2.34 (cards with '-el' words)
Teaching activity	Take pupils into the playground. Label one side of the playground with '-el' and the other with '-le'. Call out a word and pupils run to the correct side of the playground depending on the spelling of the ending. Hold up the word card and ask pupils to chant it letter by letter.

Lesson	Year 2, block 5, lesson 4
Lesson type	Apply
Lesson focus	The /l/ or /əl/ sound spelt '-el' at the end of words
Resources needed	Supporting Resource 2.36 ('-le' and '-el' words list), spelling journals
Teaching activity	Display a list of words with the '-le' or '-el' missed off. Ask pupils to work with their spelling partners to write the words with the correct ending. Reinforce asking 'Does it look right?' or 'Have I seen this word written like this in a book?' Check spellings as a class.

Lesson	Year 2, block 5, lesson 5
Lesson type	Revise
Lesson focus	Proofreading: using a dictionary/word bank
Resources needed	Dictionaries/word bank
Teaching activity	Revise using a dictionary or word bank to check and correct words you are not sure about. Ask: • Which words will we look for (for example, words from spelling journals)? • How will you remember these words? • What strategies could you use?

Block 5 – summer first half term

Lesson	Year 2, block 5, lesson 6
Lesson type	Teach
Lesson focus	Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'y'
Resources needed	Spelling journals
Teaching activity	Use the following words: copy, worry, happy, cry, reply, funny. Choose one of the words from the list above and draw a chart on the board with the headings '-ing', '-ed', '-er', '-est'. Show pupils how the word is changed when adding the endings. What do they notice? (The 'y' changes to 'i 'apart from when '-ing' is added, otherwise there would be 'ii') Ask pupils to try one of the other words. (Not all the words can have all the morphemes added to them.) Try as many words as there is time for. Say the words in a sentence to check that they are real words. Pupils add the words to their spelling journals.

Lesson	Year 2, block 5, lesson 7
Lesson type	Practise
Lesson focus	Adding endings '–ing', '-ed', '-er', '-est' to words ending in 'y'
Resources needed	Supporting Resource 2.37 ('-ing', '-ed', '-er', '-est' matrix), spelling journals
Teaching activity	Using the matrix provided, ask pupils to make as many words as possible. After five minutes, stop them and check that they are spelling the words correctly and using the convention of 'y to 'i' apart from when adding '-ing'. Pupils continue making words.

Lesson	Year 2, block 5, lesson 8
Lesson type	Apply
Lesson focus	Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'y'
Resources needed	Spelling journals
Teaching activity	Write one of the root words on the board and then call out the word with one of the endings. Pupils write the words down.

Block 5 – summer first half term

Lesson	Year 2, block 5, lesson 9
Lesson type	Teach/Practise/Apply
Lesson focus	Strategies at the point of writing: using analogy (includes dictation)
Resources needed	Individual whiteboards
Teaching activity	Explain that sometimes when we don't know a word, we can use other words that are like it to help us spell. Tell them that this is called 'analogy' and explain that, for example, you may not know how to spell *right* as in 'Is this spelling right?' However you may know that on the wall you have the word *light* as part of your science display, so you can use that to help you to write *right*. Model doing this and writing *right*. Do pupils know any other words that can be made using the analogy with *light*? Put up some words on the board such as *light, ground, stick* and *late*. Ask pupils to sound them out, blend them and then put the sound buttons on them. Explain that you would like them to use one of these words to help spell *fright*. Pupils work in pairs to identify the word that will help them and then write it on their whiteboard and show. Do this for a range of words, for example, *found, brick, plate*. Tell them to highlight the part of the word that helps them. Dictate the following sentences for the pupils to write using this strategy and the displayed words to help them. *The light is bright.* *I can hear the sound.* *The cat was quick.*

Lesson	Year 2, block 5, lesson 10
Lesson type	Revise/Learn
Lesson focus	Strategies for learning words
Resources needed	Spelling journals
Teaching activity	Revise all the strategies pupils know for learning words. Remind pupils to use these strategies to learn words from their spelling journals and words from this week.

Common exception words for Year 2

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both	plant	half
old	path	money
cold	bath	Mr
gold	hour	Mrs
hold	move	parents
told	prove	christmas
every	improve	
everybody	sure	

(and/or others according to programme used)

Year 2 Supporting Resources

Error Analysis template | 2.1

Name _____   Class _____   Date _____

Common exception words	GPC (includes rare GPCs and vowel digraphs)	Homophones	Prefixes and suffixes	Word endings	Other

No Nonsense Spelling

Have a go template   2.2

My column	Teacher's column	My column	Teacher's column

GPC chart 2.3

These charts show the phonemes of English represented by the International Phonetic Alphabet together with their common grapheme representations. All Phase 5 GPCs are included together with other less common grapheme choices needed in Year 2 and above. The correspondences in the table are based on Received Pronunciation and could be significantly different in other accents. One example word is provided for each phoneme to support teachers unfamiliar with IPA. Other examples can be found in Appendix 1 of the National Curriculum.

Consonant GPCs

/b/ bat	/d/ dog	/ð/ mother	/dʒ/ jug	/f/ fish	/g/ goat	/h/ hand	/j/ yawn	/k/ cat	/l/ and /əl/ lamp, bottle	/m/ mouse	/n/ nail
b bb	d dd	th	j g ge dge	f ff ph	g gg	h	y	c k ck ch q	l ll le el al il	m mm mb	n nn kn gn pn mn

/ŋ/ wing	/θ/ thumb	/p/ pin	/r/ rain	/s/ sun	/ʃ/ ship	/t/ tap	/tʃ/ chick	/v/ van	/w/ watch	/z/ zip
ng n(k)	th	p	r rr wr	s ss se c ce	sh ch ti ci ss(ion, ure) s (ion, ure)	t tt	ch tch t	v ve	w wh u	z zz ze s se x

Note: The letter x in English frequently represents 2 adjacent consonant phonemes /k/ and /s/, for example in the word box.

Vowel GPCs

/a:/ arm	/ɒ/ hot	/æ/ cat	/aɪ/ pie	/aʊ/ cow	/ɛ/ hen	/eɪ/ day	/ɛə/ pair	/əʊ/ boat	/ɪ/ pin
ar a	o a	a	igh i-e ie i y	ow ou	e ea	ai ay a-e a ei eigh ey	air are ear	ow oa oe o-e o	i y e

/ɪə/ cheer	/iː/ bean	/ɔː/ fork	/ɔɪ/ boy	/ʊ/ book	/ʊə/ cure	/uː/ blue	/ʌ/ cup	/ɜː/ girl
ear eer ere	ea ee e-e ie y ey e ei eo	or oor ore aw au our a al ar	oy oi	oo u oul	ure our	oo u-e ue ew ui ou ough	u o	er ir ur or ear

Note: The symbol /ə/, known as "schwa" represents the unstressed phoneme in many English words. It can be spelt in many different ways, for example er as in farmer.

Year 2 – Block 4 – Lesson 26   2.33

can't	doesn't	I'll	they're	he's
cannot	does not	I will	they are	he is
won't	it's	I'm	wasn't	couldn't
will not	it is	I am	was not	could not

Year 2 – Block 5 – Lessons 2 and 3   2.34

middle	tickle	apple	little
circle	table	giggle	puddle
camel	tunnel	towel	tinsel
parcel	angel	squirrel	label

Year 2 – Block 5 – Lesson 2   2.35

-le	-el

Year 2 – Block 5 – Lesson 4 2.36

midd cam bott padd tunn app squirr ang	-le -el

Year 2 – Block 5 – Lesson 7 2.37

copy worry happy cry reply funny	er est ed ing

Year 2 – Block 5 – Lesson 11 2.38

or	a	au	aw	oor

No Nonsense Spelling

2015 PRIMARY TEACHER AWARDS
Awards
SILVER

Written by the **Babcock LDP Primary Literacy team**, No Nonsense **Spelling** is:

- **Easy to use:** designed to specifically meet the needs of the National Curriculum (2014) in a manageable way

- **Tried and tested by teachers:** developed with teachers and tested in their classrooms

- **Comprehensive:** provides sufficient guidance to implement an effective spelling teaching programme from Year 2 to Year 6

The programme breaks down the curriculum requirements into termly overviews with individual lesson plans and resources.

No Nonsense Spelling was developed by the Babcock LDP Primary Literacy team in response to Devon teachers' concerns over implementing the New Curriculum. The team, made up of experienced KS1-2 teachers and advisers, saw great results and collaborated with Raintree Publishers to offer the programme to the whole country.
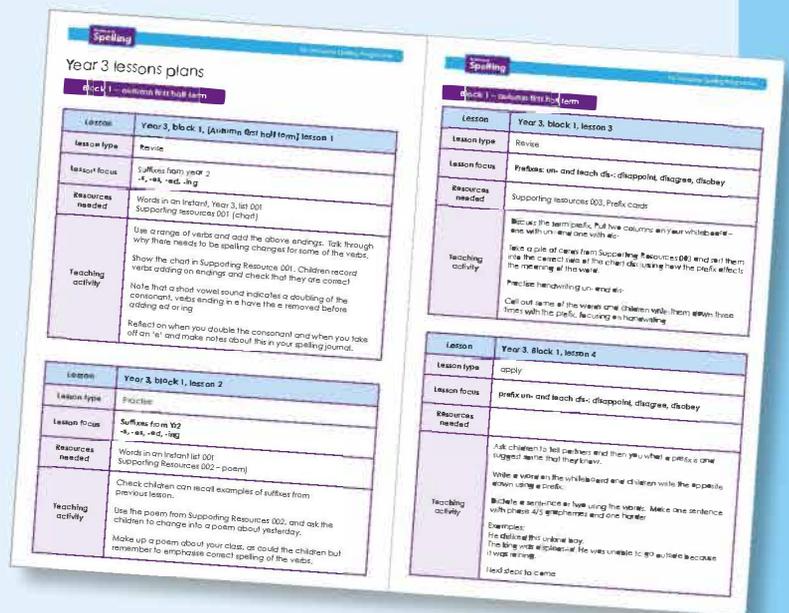
How to find out more:

Simply contact your local educational consultant today for further details, to arrange a visit or to place an order

Tel: 01865 312244 • Email: feedback@raintree.co.uk
http://pages.raintreepublishers.co.uk/nnspelling

RRP: £299 • ISBN: 978 1 4747 09811 • Now available!

raintree
a Capstone company — publishers for children

Babcock ldp
partners in education

www.raintree.co.uk • 01865 312244