

2024 - 2025



HILTON

SPENCER ACADEMY

Spelling Statement

Intent

At Hilton Spencer Academy, our intent within our spelling programme is to ensure that all learners develop a strong foundation in spelling skills, enabling them to accurately and confidently communicate through the written word. The school aims to instil a love for language and words while equipping students with the necessary knowledge and strategies to become proficient spellers. The spelling curriculum focuses on promoting both accuracy and fluency in spelling, enhancing pupils' writing and enabling them to express themselves effectively.

Implementation

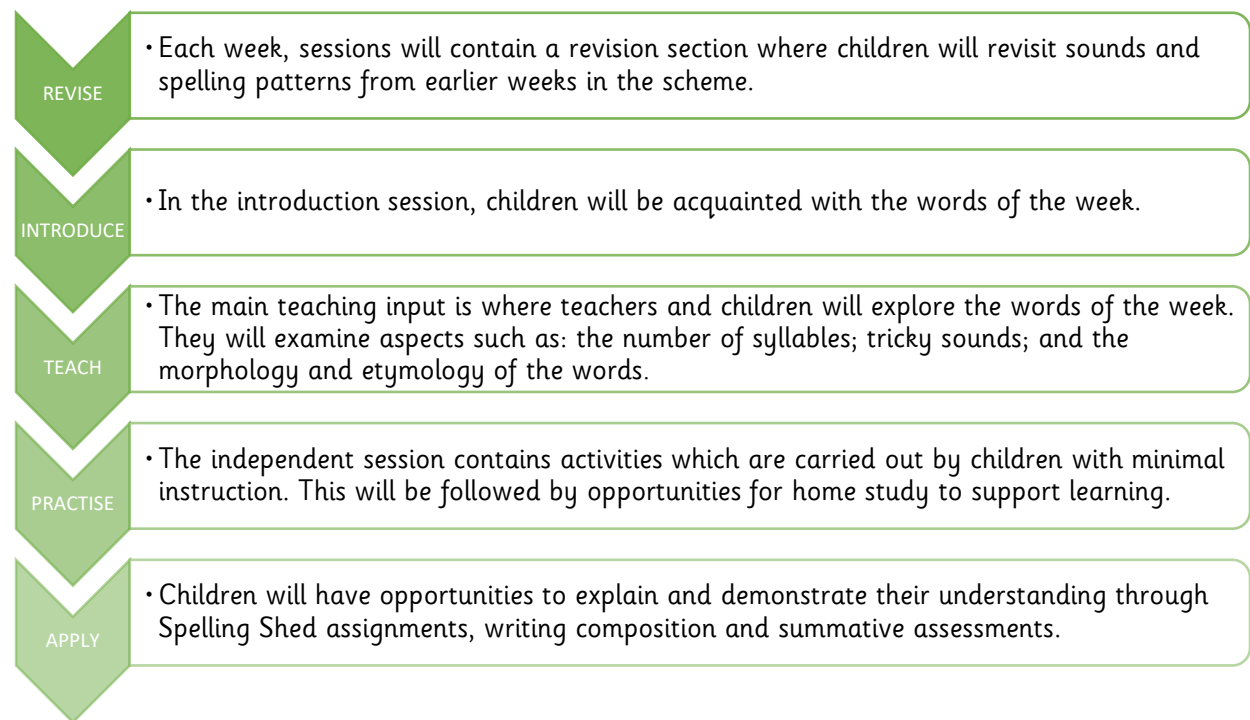
In EYFS and Year One, our spelling is taught through our phonics programme: Little Wandle. From Year Two to Year Six we follow the Spelling Shed programme, which is a comprehensive yet accessible progression in the teaching of spelling. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules. Integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. The programme is designed to meet the requirements of the 2014 National Curriculum with a clear progression, through blocks of teaching units across each year from Year Two – Year Six.

Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with '-ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence , license, practice, practise , prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re- educate, re- engage , re-enter, re- evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, brilliancy, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '- ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, ought , ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though

Spelling Shed 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 through weekly assignments, writing composition and termly summative assessments.

A typical teaching sequence at Hilton follows:



Impact

Overall, our outstanding spelling provision at Hilton Spencer Academy fosters a love for language, equipping pupils with spelling skills necessary for effective communication and future academic success.