

Spelling Knowledge Organiser

Beddington Infants' Knowledge Organiser

English: spelling



Year Group: Nursery

Term:

Autumn, spring, summer

Topic: Spelling

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior skills and knowledge:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Learning Journey:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

Vocabulary

phonics

recognise the sounds that each individual letter makes. identify the sounds that different combinations of letters



Beddington Infants' Knowledge Organiser

English: spelling

Year Group: Reception

Term:

Autumn, spring, summer

Topic: spelling

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Prior skills and knowledge:

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

Learning Journey:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Vocabulary

phonemes	the smallest unit of sounds in the English language.
graphemes	written symbols that represent a sound (phoneme)

Beddington Infants' Knowledge Organiser

English: Spelling

Year Group: Year 1

Term: Autumn, Spring, Summer



Topic: Spelling

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

Prior skills and knowledge:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Learning Journey:

Spell words containing each of the 40+ phonemes already taught, common exception words, days of the week, naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words, apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Vocabulary

Common exception words	words where the usual spelling rule doesn't apply
alphabet	a set of all the letters in a written language
prefix	a group of letters that goes in front of a root word to alter the meaning.
suffix	a letter or group of letters that goes on the end of a word and changes the word's meaning

Beddington Infants' Knowledge Organiser

Spelling



Year Group: Year 2

Term: Autumn, Spring, Summer

Topic: Spelling

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, without needing to blend the sounds out loud first. Pupils' reading of common exception words should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.

Prior skills and knowledge:

Spell words containing each of the 40+ phonemes already taught, common exception words, days of the week, naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words, apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Learning Journey:

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 learn 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) distinguishing between homophones and near-homophones, add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1, write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Vocabulary

homophones

two or more words that share the same pronunciation, but which have different spellings or meanings.