



# Spelling and Writing

10th February 2026

# What makes spelling in English so challenging?

- 26 letters of the alphabet 44 sounds or ‘phonemes’
- 19 – vowel sounds 25 – consonant sounds
- Sounds can be represented by more than one letter, e.g. sh-o-p
- One sound can be represented in a variety of different ways, e.g. shop, chef, sugar, tissue
- One spelling can represent a variety of sounds e.g. moon, book.

**‘Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice’**

# Different types of sounds

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).

# Phonics

s	a	t	i	p	n	c	e
h	r	m	d	g	o	u	l
f	b	ai	j	oa	ie	ee	or
z	w	ng	v	oo	y	x	ch
sh	th	qu	ou	oi	ue	er	ar

## Phoneme frames

I will give you a word, you choose which phoneme frame it should go in:

2 box phoneme frame

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3 box phoneme frame

--	--	--

4 box phoneme frame







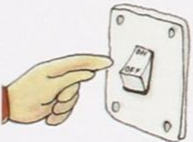


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Clap sounds

Talk like a robot

Sound out units  
of sound

# Building Words (English language is so tricky)

ai ay		a-e	ee		ea	ie igh		y i-e
oa ow		o-e	ue ew		u-e	er ir		ur
o au		al aw	oi		oy	ou		ow

igh n igh t

ie p ie

i\_e mile / shine

oo		ou		oo		th	
moon	school	soup		look		the	them
spoon	balloon	you		book	took	then	there
u - e		ue		ew		th	
mule	tube	blue		threw	new	three	
cube		glue		grew		thanks	
or		ore		au		aw	
for	fork	more	sore	taught	because	raw	straw
storm		store		august	caught	saw	
oa		o - e		ow		qu	
loaf	float	hole		slow	grow	queen	
coat	goat	sole	mole	mow	snow	quest	
ch		a - e		ay		ai	
church	chin	make	page	play	say	again	mail
chocolate		pale	snake	day	way	rain	snail
igh		ie		i - e		ar	
bright	light	tie	die	mile	shine	car	farm
night	sight	lie		mine		star	Mark
cks		x		ck		ng	
sticks		box		knock		sing	hung
socks		fix		block		strong	long
sh		er		ir		ur	
shop	fashion	jumper	fern	bird	girl	fur	surf
fish	shower	were	her	birthday		hurt	
ee		ea		oy		oi	
see	tree	beach	peach	boy		spoil	foil
been	bee	seal	heat	toy		boil	
ow		ou		y		wh	
now	how	shout	found	jolly	funny	whale	why
cow	flower	cloud	proud	happy		what	when

**Daily phonics (Foundation Phase)**

**Teaching identified spelling errors (teacher assessed errors in marking)**

**Weekly spellings (Jolly phonics - Foundation Phase, Jolly Grammar KS2)**

**Red pen (editing)**

**Enhanced activities (Foundation Phase)**

**Consolidation activities (Guided reading & class activities)**

**Precision teach (for identified learners)**

**Key word checklist (OPP targets)**

**GGR vocabulary**

**Non Negotiable spellings (expected spellings for ability)**

**EMA spelling tasks**



# Phases of Spelling Development

**Phase 1 - Preliminary Spelling** - aware print carries a message. Experimentation with with writing like symbols.

**Phase 2 - Semi-Phonetic Spelling** - developing an understanding of sound symbol relationships, shorter words spelt correctly or use of letter strings

**Phase 3 - Phonetic Spelling** - Spelling attempts are meaningful, rote recall of more high frequency words. Letters are chosen on the basis of sound often without regard for conventional spelling patterns.

**Phase 4 - Transitional Spelling** - moving away from phonetic strategies and are using more visual and meaning based strategies, increased bank of learnt words. Beginning to extend repertoire to visual patterns critical features and alternative strategies. Still needs support to identify if a word look correct.

**Phase 5 - Independent Spelling** - Awareness of patterns and rules. Multiply approaches used to spell an unknown word. Large bank of known words. Use of prior knowledge informs spelling decisions.



# Knowledge of the Spelling System

## Phonemic Knowledge - correspondence between letters (graphemes) and sounds (phonemes)

- Phonics (difference between long short vowels, segmentation and blending of phonemes)
- Spelling patterns and conventions ( words with common letter strings but different pronunciations eg OO oo)
- Homophones (eg to, too, two)
- Phonological knowledge (Syllables and rhymes)

## Morphological Knowledge

- Root words
- Compound words
- Suffixes and prefixes
- Word derivations

# Progression step stages of spelling



Spelling Progression		
Progression Step 1	Progression Step 2	Progression Step 3
<p><b>Jolly Phonics:</b> s,a,t,p,i,n c,k,ck,e,h,r,m,d g,o,u,l,f,b ai,j,ee,or,oa,ie z,w,ng,v,oo,oo y,x,ch,sh,th,th qu,ou,oi,ue,er,ar</p> <p><b>Vowel diagraphs:</b> ai,ie,ng,ou,oi,ue,er,oa,ee,or,oo,o o,sh,ch,th,th,qu,ar,ay</p> <p><b>Common end clusters:</b> ll,ff,ss,zz,ld,nd,lk,nk,sk,lp,mp,sp, ct,ft,it,nt,pl,st,xt</p> <p><b>Common blends:</b> bl,br,cl,cr,dr,dw,fl,fr,gl,fr,pr,sc,sk, si,sm,sn,sp,st,str,sw,tr,tw</p> <p><b>Suffix:</b> ing / ed ending</p>	<p><b>Common spelling patterns for vowel phonemes:</b> oo (short), u (pull), oo (good), ar (car), oi (boil), oy (enjoy), ow (cow), air (fair), are (scare), ere (there), ear (bear), or (sport / floor), aw (claw), au (caught), ore (more), er (her), ir (bird), ur (fur), ear (fear), igh (high), ey (key), ei (veil) and eigh (weight), qu (queen)</p> <p><b>Alternative sounds</b> <b>wa</b> (for the 'wo' sound e.g. wasp) <b>ou</b> (ou for the 'u' sound e.g. touch) <b>ou</b> (ou for the sounds 'ou' or 'ow' e.g. out, owl) <b>ie</b> (ie for the 'ee' sound e.g. yield) <b>ch</b> (ch for the 'k' sound e.g. chord) <b>ea</b> (ea for the 'e' sound e.g. head)</p>	<p><b>Alternative Sounds</b> <b>ve</b> (for the 'v' sound e.g. twelve) <b>or</b> (for the 'er' sound e.g. worm) <b>ear</b> (for the 'er' sound e.g. earn) <b>u</b> (for the long 'oo' sound e.g. super) <b>ive</b> (for 'iv' sound e.g. festive) <b>st</b> (for the 's' sound e.g. castle) <b>ch and che</b> (for the 'sh' sound e.g. chef, chute) <b>ei and eigh</b> (for the 'ai' sound e.g. vein and weight) <b>ei and ie</b> (for the 'ee' sound e.g. niece, shriek) <b>ci</b> (for the 'sh' sound e.g. ancient) <b>cc</b> (for the 'k' sound e.g. hiccup) <b>ui and u</b> (for the 'i' sound e.g. build, busy) <b>que</b> (for the 'k' sound e.g. unique) <b>ne</b> (for the 'n' sound e.g. one)</p>

# Progression step stages of spelling



**Suffix:**  
ing / ed ending

**Magic e rule:**  
o\_e, a\_e, u\_e, i\_e

**ch** (ch for the 'k' sound e.g. chord)

**ea** (ea for the 'e' sound e.g. deaf)

**a** (a for the 'ai' sound e.g. crazy, taste)

**ai** (ai for the sounds 'ai', 'ay' or 'a\_e' e.g. paint, play, name)

**ee** (ee for the sounds 'ee' or 'ea' e.g. sweet, tea)

**ee** (ee for the 'e\_e' sound e.g. eve, these)

**ie** (ie for the sounds 'ie', 'igh', 'y' or 'i\_e' e.g. pie, sight, try, mine)

**oa** (oa for the sounds 'oa', 'ow', or 'o\_e' e.g. oat, crow, stove)

**ue** (ue for the sounds 'ue', 'ew' or 'u\_e' e.g. due, few, tune')

**k** (k for the sounds 'k' or 'ck' e.g.

**ne** (for the 'n' sound e.g. one)

## Digraphs

ch, sh, th, ic, oo, gh,  
Silent 'h' digraphs e.g. sikh,  
rhyme

Silent 'p' digraphs e.g. psalm,  
attempt

## Prefix

un-, mis-, dis-, in-, pre-, anti-,  
sub-, trans-, inter-, tele-, multi-,  
auto-, mega-, micro-, super-  
cent-, kilo-, milli-, post-, uni-,  
mono-, bi-, di-, du-, dec-,

## Suffix

-ation -ly -ous -al

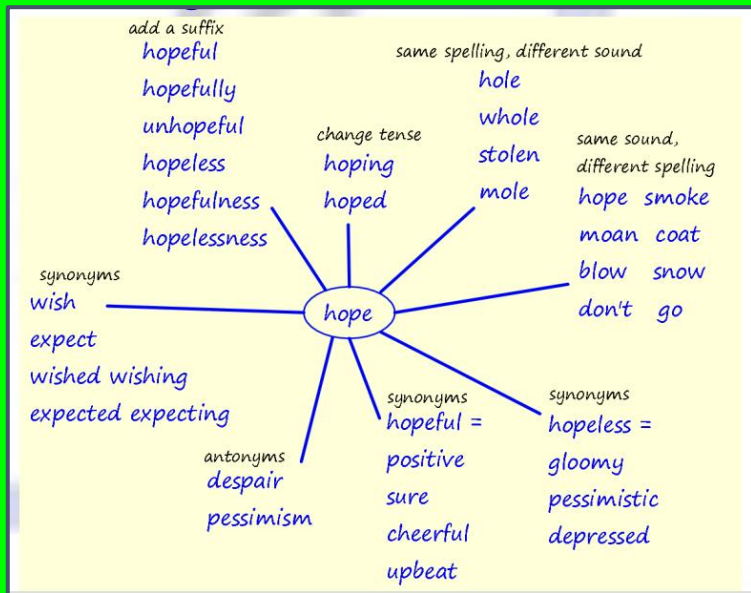


# What and How?

- Understanding the principles underpinning word construction
- Recognising how these principles apply to each word, in order to learn to spell words
- Practising and assessing spelling
- Applying spelling strategies and proofreading

**Spelling strategies need to be taught explicitly and applied to high frequency words, cross curricular words and specific words for an individual.**

# Examples of recognising and using spelling rules



ay	ai	a_e	eigh	ei	ey	a
day	raisin	cake	neighbour		grey	stable
away	wait	came	eight	rein	prey	apricot
lay	tail	snake		reign		table
way	rain	shame				
	paint	make				
	train	bake				
		lake				
		drake				
						grapes
						→ dates

What are the rules?  
Which is the most common?

# Examples of spelling strategies

Phonetically plausible attempts.

becos - because

sed - said

wos - was

litul - little



# Examples of spelling strategies

Phoneme frame



**3 Section**

**4 Section**

**5 Section**

**6 Section**

# Examples of spelling strategies

Snail trail:

Spelling the part of the unknown word that they recognise.

Con\_ id\_\_t = confident

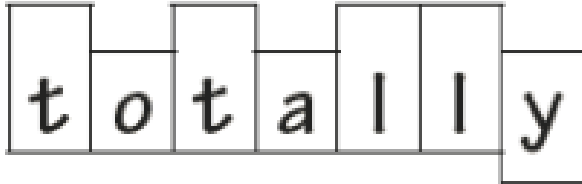
po\_eshun = possession (phonetically plausible)

This encourage children to attempt tricky and adventurous language without fear of an incorrect spelling, as they are showing the teacher the part they do know.

# Examples of spelling strategies

## Word shape

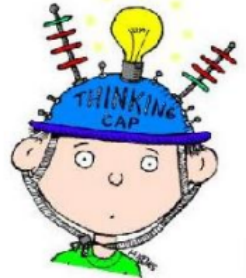
Draw around the shape of the word and try to remember the shape.



## Rhymes and rememberings

Use rhymes and pictures with difficult words to aid retention:

- You **hear** with your **ear**
- The word **separate** has 'a **rat**' in it
- The word **here** is also in its opposite, **there**
- **Villain** – someone who could live in a **villa**
- **Environment** – don't forget my mate **Ron!**



## Doodle words

Draw pictures around the word so that the word definition is learned as well as the spelling.



# Examples of spelling strategies

## Using syllables

ha-ppy

un-con-trol-able

sus-pi-cious

To use syllables, children need to have a sound understanding of: phonemes, graphemes, digraphs and trigraphs.



# Spelling banks

## ▼ Understanding languages is key to understanding the world around us.

### Progression step 1

I can enjoy sharing books and reading materials and handle them like a reader.

I can use units of sound of varying sizes to learn to read.

I can segment and blend.

### Progression step 2

I can use grapheme-phoneme correspondences when reading.

I can use a range of strategies to read with increasing fluency.

I can read different texts using a range of strategies to make meaning.

### Progression step 3

I can read texts, choosing strategies which best help me understand them; these strategies may include working across my languages.

I can compare different things I read.

# Expectations of children as spellers

▼ Expressing ourselves through languages is key to communication.

Progression step 1	Progression step 2	Progression step 3
I am beginning to form letters correctly using an appropriate grip.		
I am beginning to write using familiar words and phrases.	I can spell common irregular words correctly.	
I can write words and phrases by using knowledge of letters and the sounds they represent.	I can use my knowledge of letter sounds and patterns accurately in my spelling.	
	I can attempt to spell more difficult words plausibly using a range of strategies.	

Please note the language:  
attempt not know or be able to.

You will notice, there is nothing in Progressions Step 3 (Yr5-7). This is because it is expected that children will be able to use the strategies independently by the end of year 4!

# Jolly Phonics and Jolly Grammar



Both of these teaching resources teach the children the tools how to recognise words and spell words. They do not teach children sets of words that have a similar pattern.

JP & JG provide the children with the: 44 phoneme sounds, graphemes, digraphs and spelling rules/patterns to understand word construction.

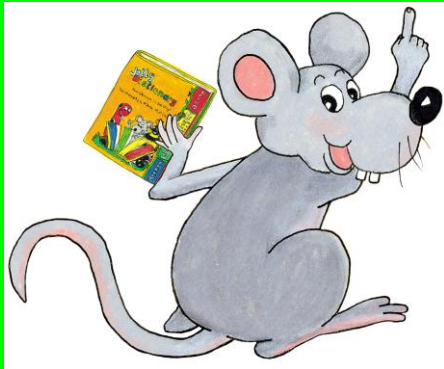
Example of progression:

Early spellers = cvc words (d-o-g) using phonic sounds (Beginning of progression step)

Advanced spellers = identifying adjectives, nouns and verbs. Adding 'ly' to an adjective turns it into an adverb (ly begins with a consonant so it is just added to the word: actual=actually frequent=frequently sincere=sincerely physical=physically (Progression step 3 as they will be doing this accurately. Progression step 2 if they are attempting it or supported.

## What is covered in teaching grammar?

- Sentence structure
- Punctuation
- Parts of speech
- Verb tenses



## What is covered in teaching spellings?

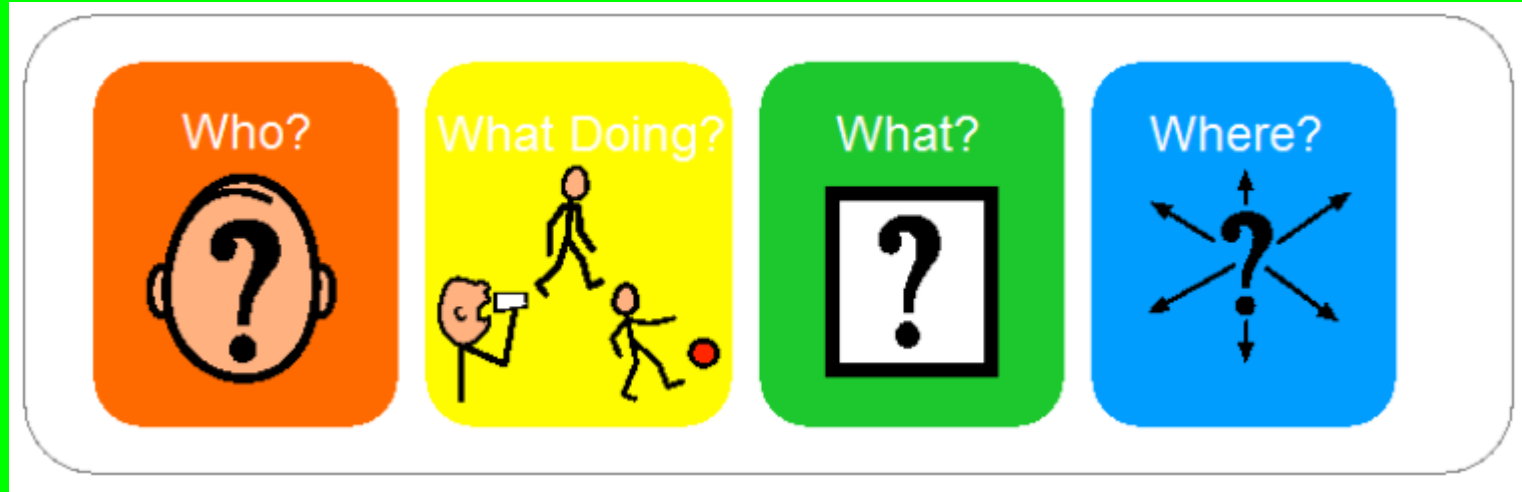
- Vowel digraphs
- Alternative spellings of vowel sounds
- Plural endings
- Short vowels and consonant doubling
- Tricky words
- Consonant blends

# Writing

Teaching children to write



# Building up sentence writing



Children begin with **who** (noun) **what doing** (verb) what (adjective/noun) **where** (noun)

**Mr Lewis** was **reading** a book in his chair.

# Blank's Level of questioning (developmental)

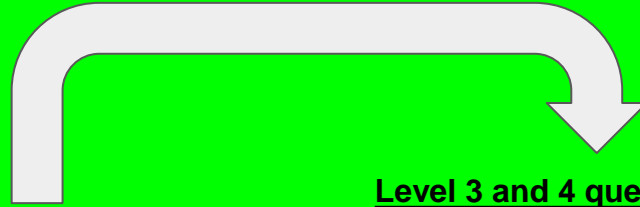


## Level 1 questions

Who is that?  
What is the wild thing doing?  
Can you find the boat?  
Can you find one like this? (point to one of the trees)  
What is that called? (point to the flag on the boat)

## Level 2 questions

What is happening in this picture?  
(show front cover)  
What is on the water?  
What colour are the trees?  
Where is the wild thing?  
How are these different? (point to two trees)  
Tell me something that is part of nature.  
What can you do on a boat?



## Level 3 and 4 questions

What do you think will happen next?  
Tell me something different that you notice about the front cover?  
What is a sail?  
Find the things that are not green?  
How are these the same? (point to two trees)  
What will happen if the wild thing wakes up?  
How can we tell where the story is set? (in a jungle/imaginary land - how do you know?)  
What could the wild thing use to build a home/shelter?

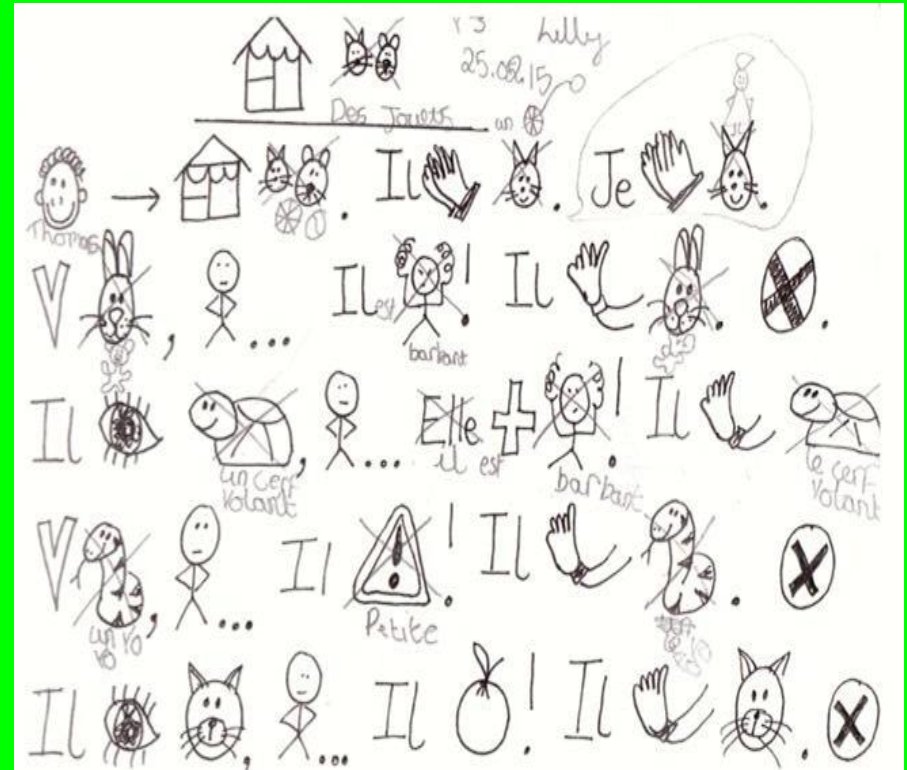
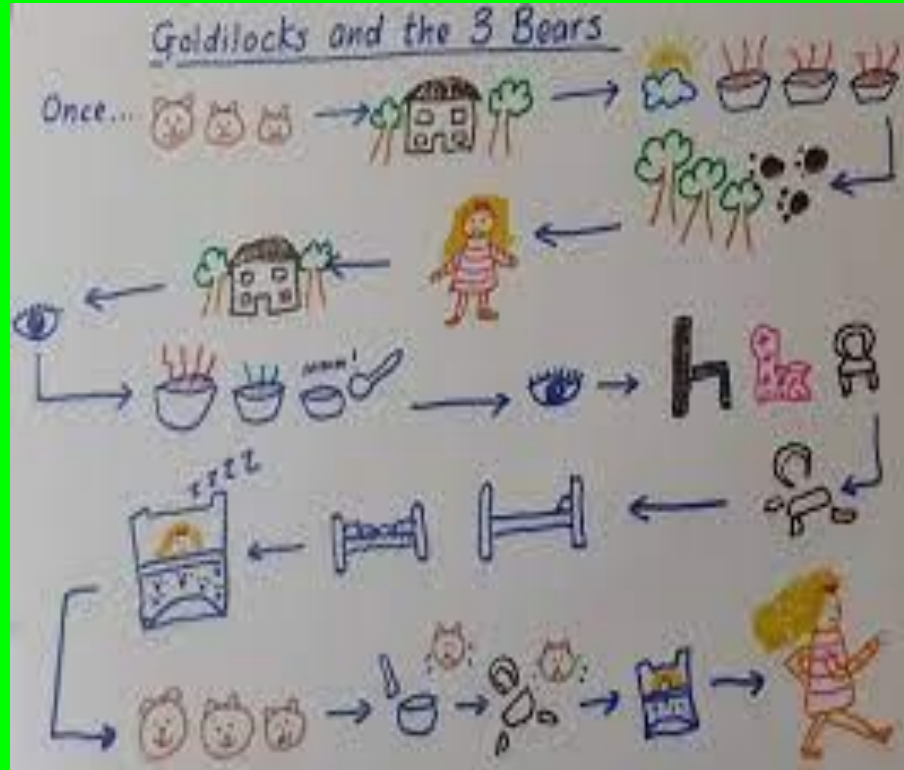
# Descriptive sentence writing development.



## Progression Steps

Progression Step 1	Progression Step 2	Progression Step 3
<p>2A's</p> <p>All the W's</p> <p>List sentences</p> <p>Like a / as a...</p> <p>B.O.Y.S</p>	<p>3 ED</p> <p>Verb, person</p> <p>Emotion word, (comma)</p> <p>ing/ed</p> <p>The more, the more...</p> <p>Short sentences for effect</p> <p>Ad same ad</p> <p>DE:DE</p> <p>Noun, which/who/where...</p> <p>Many questions</p>	<p>Personification</p> <p>Paired conjunctions (PC)</p> <p>2 Pairs</p> <p>Outside Inside</p> <p>If, if, if then...</p> <p>3 bad - (dash)</p> <p>Double ly ending</p> <p>Some; others sentences</p> <p>Imagine 3</p> <p>Irony</p>

# Planning Frames for story narrative



# Writing sentences



1. Phonic letter sounds
2. Spelling key words
3. Writing simple noun sentences
4. Simple adjective noun sentences
5. Simple adjective, noun and verb sentences
6. Extending simple sentences with 'and' or 'because'
7. Introduction to compound and complex sentences
8. Using and applying sentence types to different genres
9. Past tense/present tense/future tense (continuous tenses)
10. Descriptive sentences (Alan Peat, figurative language, adjectives...)
11. Informative sentences, statements, 'did you know'...
12. 1st person/3rd person points of view
13. Causal sentences (due to, as a result - explanations)

# Writing stimulus examples



Audio - video, movie  
extract, literacy  
writing shed, bbc  
newsround or imovie.

Smell - indoors/outdoors, natural, sweet,  
spicey, lovely/vile ...

Stimulus

See/hear - music, nature, movie  
or song.

Create - write about  
something that has been  
made by the children  
(personal)

Touch - natural/manmade, rough,  
smooth, slippery ...

Writing - these are not in order of when they are taught.  
They show how different genres build on one another.



Writing begins with children using repeated patterns(colourful semantics): The dog ran, the dog walked, the dog jumped ...

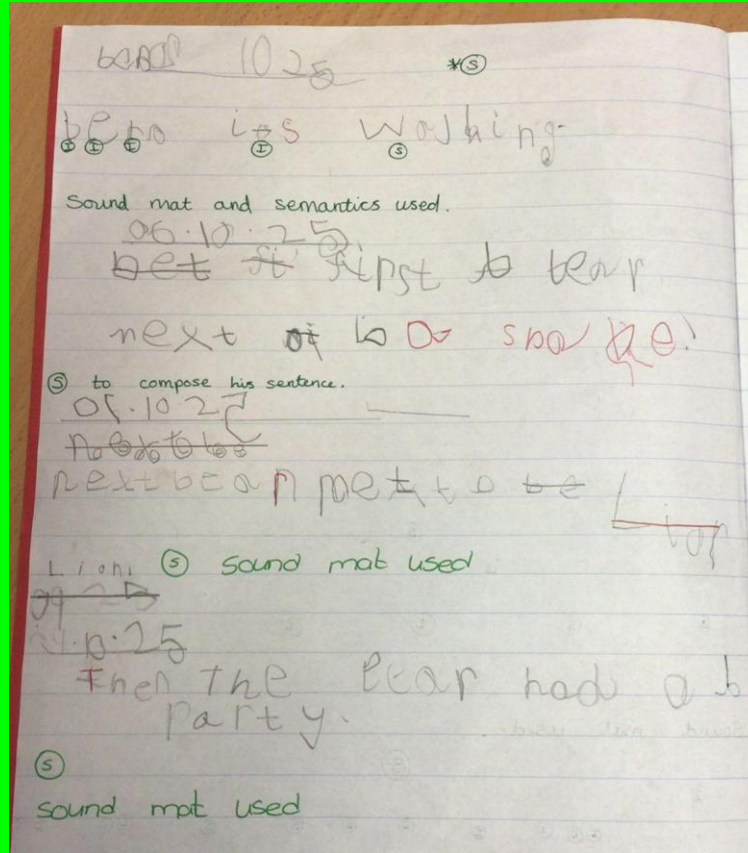
This is built up using extended colourful semantics describing the dog, how it jumped and where it ran. Children move onto writing about known topics, retelling stories and following teacher created scaffolds in instructional writing or writing reports. All writing is modelled.

Children then move onto identifying features within texts: reports are 1st person, stories can be 1st or 3rd person. Stories have beginning middle and endings, reports have organised facts. Some reports are chronological. Facts need to be real (non-fiction), stories can be made up (fiction).

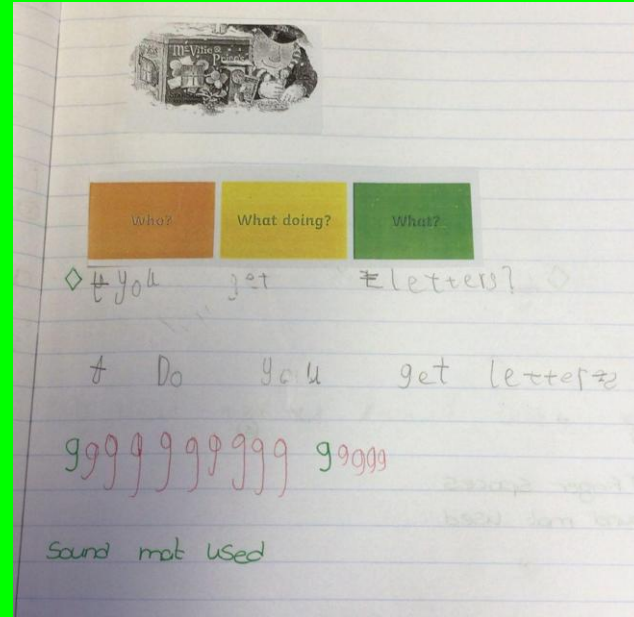
Instructions need to be in order like stories do, reports can be organised how the writer wants it to be. Biographies are in 3rd person because they are about someone, but autobiographies are 1st person and both are written in past tense (linked to recount writing).

Sentences use clauses and punctuation. Sentences can be informative, descriptive, factual, statements, questions, rhetorical questions, compound, complex ... Persuasive writing uses points of view that need to be expanded upon and explained, organised into paragraphs with factually accurate evidence (if this a child's point of view, they need reasons - facts from the text/movie/information picture/infographic...)

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025 W

Vampires are mythical creatures that appear in folklore and fiction films, or stories. There are many rumors/legends surrounding their odd or the ordinary characteristics, pale skin, and fangs. They are generally found in Bulgaria, and existed in the medieval period of time. // introduction // formal tone

(AI supported)

Key:

- who
- what
- where
- when

20.10.25 22.10.25 \* \* \* (S)

Nouns  
moss twigs ivy rocks log tree  
dew mushrooms squirrels  
bird ✓

Adjectives  
rough wet glistening  
emerald green sparkly soft  
gnarled tall towering ✓

prepositions  
under a log over the  
trees behind the bushes  
on the grass on top of  
the leaves ✓

similes  
like a green blanket  
roofs like enormous wooden  
tentacles as tall as skyscrapers  
a squirrel as quiet as a  
mouse //

# Writing - these are not in order of when they are taught. They show how different genres build on one another.



Vampires non-chronolog: emb report  
 20.10.20 Red ⊕ Vampires

What do they look like? <sup>technical</sup>

- Vampires (very pale) <sup>who</sup> need to eat blood, sometimes drink red wine.
- Sometimes you can spot blood on their lips.
- Vampires, who also have long nails, have red veins <sup>eyes</sup> that glow in the dark. (holding on, they have high cheekbones, that make their faces look slim)
- A vampire is a powerful creature; powerful because of their powers.
- Vampires and ghosts are very similar.
- Since you can't see them in tunnels.
- Vampires who never age, naturally have black hair. Did you know, they have black marks around their eyes.
- Vampires always wear dark clothes, so do witches.

What do vampires hate? <sup>category</sup>

- Vampires hate children, so do witches.
- Vampires who despise garlic, because of the smell and it causes them pain (sometimes death). A vampire could die by looking in the mirror: could die because of their reflection. You can't see vampires in a photo, not can you see ghosts.
- Vampires also hate light, because it turns them to burnt into ashes. Vampires hate religious stuff, suffer because

it bothers them, because of the gods saying not to believe in evil.

What are vampires?

Vampires (very scary and deadly) who are blood sucking creatures, are mythical, <sup>bestial</sup> creatures, who love to drink blood. A vampire always needs blood to survive. Did you know that blood makes them stronger, so they are faster and can lift up heavier things. Vampires are half human, so they have the same strength. Vampires, who are blood sucking creatures (mythical as well); but they hate garlic, because it can lead to death.

What are their powers?

Vampires, who are super fast, and strong, have the ability to shape shift into bats, and sometimes werewolves. Vampires are able to mind read. They can turn into a shadow to disappear when people are around.

When were they made up?

Vampires, who were around in the 18<sup>th</sup> century, in the Eastern Europe, were first found in the 11<sup>th</sup> century in Romania. They used to be called "pir". (means ghost)

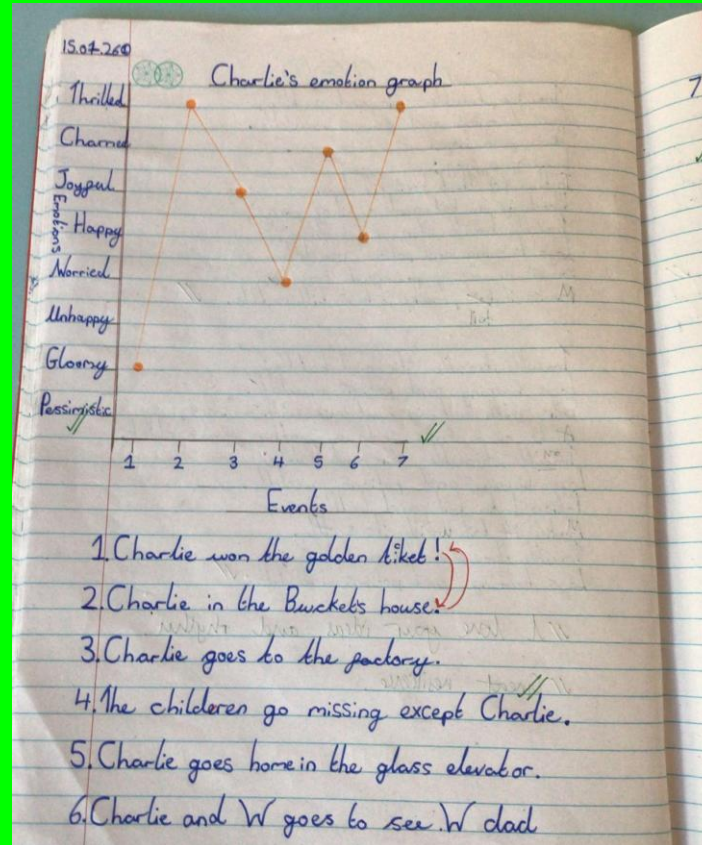
Writing - these are not in order of when they are taught.  
They show how different genres build on one another.

D Red

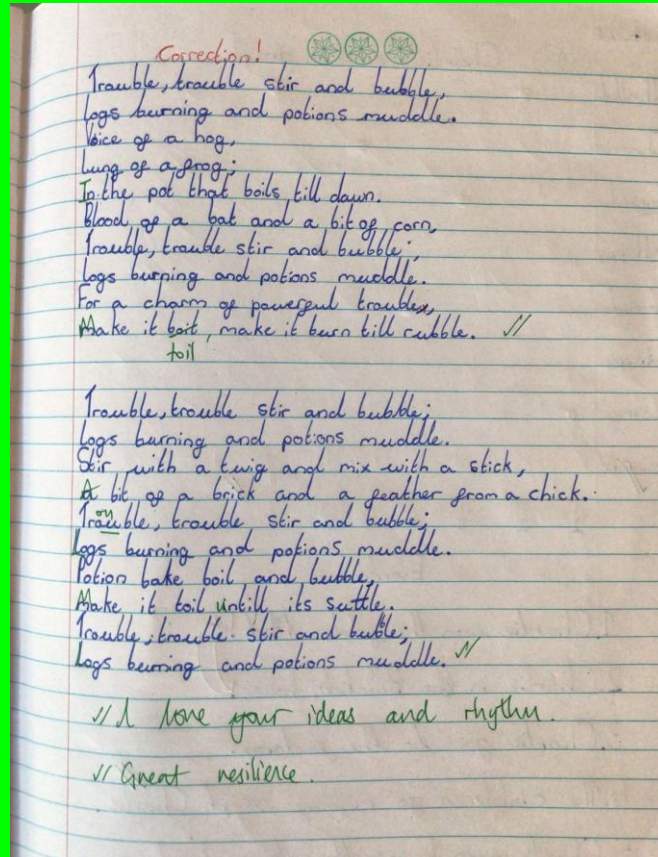
Imagine a place where the sun shines  
constantly, where ~~every~~ everyone <sup>is</sup> ~~are~~ kind  
and the sky is calm. Like a rainy day  
inside. The tall crystal clear glass  
shines elegantly on the skyscrapers. The  
city is busy but happy, huge, but  
pleasing. Sweetly, every day you hear the  
soft chime of children merrily playing  
together. In the ~~to~~ cities delightful, appeal-  
ing, lovely beach the sand is as soft  
as ice cream, the waves are as blue as  
the sky. On this peaceful, soothing beach  
lies a young girl called Luna. But  
this calm relaxing world

Key:  
under  
lined  
sentences  
s when  
I'm talking  
about my  
rain  
racer

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Thank you for joining us today, we hope this has enlightened you into the ways in which spelling and writing are both introduced and taught.