



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

New Delaval's teaching of Spelling approach:

At New Delaval, spelling is taught explicitly through carefully sequenced lessons and regular opportunities for practice and revision.

From Year 1 to Year 6, spelling lessons follow a consistent structure:

Step 1: Retrieval

We revisit previously taught spelling patterns and words to strengthen long-term memory.

Step 2: Identifying the New Spelling Pattern

Children explore and identify the new spelling pattern or rule, developing their orthographic awareness.

Step 3: Breaking Words into Syllables

Children learn to break words into syllables, supporting accurate spelling and long-term retention.

Step 4: Exploring Words Within Words

Attention is drawn to meaningful letter patterns and word parts to deepen understanding.

Step 5: Investigating Word Families

Children make connections between related words, developing their understanding of morphology and word structure.

Step 6: Dictation

Children apply their spelling knowledge in context through carefully planned dictation activities.

In KS1 they also have the task of adding Sound Buttons.

Each half term, children receive a list of 48 spellings, organised into six spelling patterns or rules. These patterns are taught and reinforced during spelling lessons and SPaG (Spelling, Punctuation and Grammar) lessons. Wherever possible, spelling words are linked to the children's History and Geography topics to help build vocabulary across the curriculum.

An example of a spelling list can be found below.

 **Autumn 1 Year 5 and 6 Crime and Punishment** 

Group 1- cious/tious suffix	Group 2- cial/tial suffix	Group 3- able/ible suffix	Group 4- Homophones	Group 5- ance/ence suffix	Group 6- Hyphenated words
malicious	official	responsible	principle/principal	importance	well-known
suspicious	judicial	punishable	allowed/aloud	guidance	self-defence
vicious	special	reasonable	advice/advise	defiance	on-going
atrocious	crucial	detectable	practise/practice	evidence	co-operate
ferocious	social	credible		innocence	co-ordinate
cautious	essential	possible		violence	re-examine
fictitious	partial	visible		tolerance	ex-offender
contentious	confidential	terrible		persistence	re-enter

There is a test of all 48 words at the end of each half term.

Children are also prompted to practise these spellings at home too.