



Magic Spell

The magic
starts here!

Aims

- The link between spelling and reading
- Why consistency is important
- The importance of phonics
- Magic Spell introduction
- Planning
- Resources
- Slides
- Practise and Apply activities
- Assessment
- Organisation
- The website



The link between spelling and reading

Reading has a powerful and positive impact on spelling—like two sides the same literacy coin.



Shared Mental Representations



- Reading and spelling both rely on building strong mental representations of words. When children see words repeatedly in books, they internalize patterns of letters and sounds. This helps them recognize and reproduce those patterns when spelling.

Phonics and Letter-Sound Knowledge /ai/ <ay>, <a>

- Reading exposes learners to the relationships between letters and sounds (phonics), which is essential for spelling. For example, understanding that "ea" often makes the /ee/ sound in "*beach*" helps with both reading and spelling that word.

Vocabulary and Morphology **un = happy = unhappy**

- The more children read, the more words they encounter—including complex ones with prefixes, suffixes, and roots. This builds morphological awareness, which supports spelling accuracy.



Sight Word Memory

- Reading helps develop a bank of sight words—words recognized instantly without sounding out. This visual familiarity makes it easier to spell high-frequency and irregular words like "*said*" or "*friend*".



Fluency and Confidence

- Children who read regularly tend to become more fluent and confident writers. When spelling becomes automatic, it frees up mental energy for higher-level writing tasks like organizing ideas and choosing vivid vocabulary.

Why a consistent approach to teaching spelling matters

A consistent approach to learning to spell is backed by strong educational research and practice. Here's why it matters:

Builds Long-Term Word Knowledge



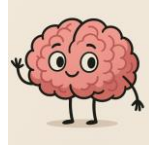
- When children encounter spelling patterns regularly and predictably, they're more likely to internalize them. Repetition across contexts—reading, writing, and explicit instruction—helps embed spelling into long-term memory.

Supports Reading and Writing Fluency



- Spelling, reading, and writing are deeply interconnected. A consistent approach reinforces phonics, morphology, and vocabulary, which in turn boosts fluency and comprehension. Research shows that confident spellers are better equipped to read complex texts and express themselves clearly.

Reduces Cognitive Load



- When spelling becomes automatic through consistent practice, children can focus more on content and creativity in their writing. This frees up working memory for higher-level thinking.

Improves Confidence and Communication



- A structured, reliable approach helps learners feel secure in their abilities. This confidence translates into clearer communication and greater willingness to take risks in writing.

Enables Strategic Learning



- Explicit, consistent instruction teaches children how to learn new words—not just memorize them. This includes strategies like segmenting, using morphology, and checking spelling systematically.

The importance of phonics

For some reason, we tend to talk about children learning phonics in EYFS and KS1 and spelling in KS2. In reality, they are one and the same – spelling is the application of phonics in writing.

From the National Curriculum:

- **Phonic knowledge** should continue to underpin spelling after key stage 1; teachers should still **draw pupils' attention to GPCs** that do and do not fit in with what has been taught so far.
- Teachers should be familiar with **what pupils have been taught about spelling** in earlier years.
- Increasingly, pupils also need to understand the role of **morphology and etymology**.
- The '**exception words**' (in EYFS and KS1) contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.

What is Magic Spell?

- Magic Spell is a fully planned and resourced spelling programme for **years 2 to 6**
- Aligned to the statutory requirements of the **National Curriculum**
- Follows on from **any phonics programme** and builds and embeds phonic knowledge
- Includes **assessments** and trackers
- **Interventions** to support pupils to keep up

Planning

Lessons 1 and 2 are 4-part lessons

Weekly plan Y4 Spelling Week 27

Focus: Y4 Words containing the graphemes <ch> making the phoneme /sh/ and the grapheme <sc> making the phoneme /s/ LO: Spelling words containing the phonemes /sh/ and /s/, spelt with <ch> and <sc> respectively				
Lesson	Review	Teach and practise	Practise and apply	Revise
1	<ul style="list-style-type: none"> Say: Last week we revised words written with the <ch> grapheme, which made the phoneme /k/, words such as school and choir. Let's see if you can remember how to spell some of the words we learnt. Ask the children to spell the words: school, choir, echo, stomach, chaos Display the slide Check and correct Say: Today, we are learning about an alternative phoneme which is also made by the grapheme <ch>. 	<ul style="list-style-type: none"> Display the words: shipping, shimmer, marsh, brushing, shelter Say: All of these words contain the phoneme /sh/, spelt with the letters s and h. Let's read them fluently. Display the Complete the Code Chart Say: These are all the graphemes we know which represent the /sh/ phoneme. The letters <s> and <h> together is the most common. Today we are going to be learning to spell words containing the /sh/ phoneme spelt with the grapheme <ch>. There are not too many of these words but they are quite commonly used. These words all come from the French language. Display the words: machine, chef, chalet, parachute, brochure, moustache Say: Let's read these words fluently. Tell your partner, where in the words the phoneme /sh/ appears. Is it the beginning, middle or end? Check all children know the /sh/ phoneme is at the beginning or the middle of the word. Say: In all of these words the phoneme /sh/ is made by the grapheme <ch> at the start or in the middle of words. Display the words: chef, machine, chalet, cache, crochet, quiche Say: Write the words and add the sound buttons. Display the slide Check and correct 	<ul style="list-style-type: none"> Picture Match chef, machine, quiche, moustache, parachute, chandelier Display the image Say: Write the word to match the pictures. Check and correct. Repeat for all images and words. 	<ul style="list-style-type: none"> Say: Remember, if we're not sure of a spelling we can write the word several different ways to see which way looks right.

- **Review** – recaps prior learning
- **Teach and practise** – teaches new learning
- **Practise and apply** – pupils practise new learning through planned activity
- **Revise** – A reminder of key strategies taught in the lesson

All plans can be printed off and annotated as required

Lesson	Review spellings	Dictation
3	<ul style="list-style-type: none"> • Say: <i>Get ready to spell!</i> • Ask the children to spell the following words, putting each word into a sentence for context. <i>machine</i> <i>brochure</i> <i>quiche</i> <i>parachute</i> <i>chandelier</i> <i>ascend</i> <i>science</i> <i>fascinate</i> <i>scissors</i> <i>muscle</i> • Check and correct with a different coloured pen • Check pupils understand the meaning of <u>all of</u> the words. 	<ul style="list-style-type: none"> • Read the sentence out and ask the children to repeat several times: <i>The chef made a delicious quiche when he worked in a French chalet.</i> • Say: <i>Write the sentence. Remember to use the correct punctuation.</i> <ul style="list-style-type: none"> • Display the sentence. • Check and correct. • Repeat for the other sentence. <i>The man's moustache looked like a crescent moon!</i>

Lesson 3

- **Review spellings** – 10 word spelling ‘test’ of words containing the spelling learning of the previous two lessons.
- **Dictation** – pupils write two dictated sentences

Lesson 4

- **Review and address misconceptions** – teacher addresses any pupil misconceptions from the ‘test’ and application in the dictated sentences.
- **Read the sentence** – pupils fluently read the sentence, discussing words with the weekly learning and adding prosody.

Lesson	Review and address misconceptions	Read the sentence
4	<ul style="list-style-type: none"> • Review any words the children misspelt in the previous lesson, addressing any misconceptions. 	<ul style="list-style-type: none"> • Read the sentence on the board together (whole class), repeating several times for fluency and adding prosody. <i>As the sun ascended in the morning sky, the disciplined and chivalrous young knight spotted the charlatan pretending to be a king, hiding in the castle's crenelations.</i>

Resources, technical vocabulary and mantras

Our aim is to build on the pupils' prior phonics knowledge, so we strongly recommend you continue to use the resources, vocabulary and mantras of your school's SSP.

The planning refers to '**phonemes and graphemes**'. If your SSP uses '**sounds and letters**' then use this vocabulary.

Alternative Grapheme Chart

/s/	/t/	/p/	/n/	/m/	/d/	/g/	/k/	/r/	/h/
s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	kk	rr	
c	tte		kn	mb		gu	ck	wr	
ce			gn	mn		gue	ch	rh	
se						gh	cc		
st						que			
sc									
/b/	/f/	/l/	/j/	/v/	/w/	/y/	/x/	/z/	/qu/
b	f	l	j	v	w	y	x	z	qu
bb	ff	ll	jj	vv	ww			z	
	ph	le	ge	ve				se	
		al	dge	vu				zz	
								ze	
								x	
/sh/	/ch/	/th/	/ng/	/nk/	/a/	/e/	/i/	/o/	/u/
sh	ch	th	ng	nk	a	e	i	o	u
ti	tch	the				ea	y	a	o
ch	ture							ou	ou
ssi								o-e	ough
ci									
si									
s									

Top Choice for Spelling

Beginning	Middle	End
ea eagle	ea beak	y dirty
e see	ee meet	ie brownie
ee eerie	e equal	ee see
e-e eve	ie field	ey donkey
	i magazine	ea tea
	ei seize	e bee
	e-e concrete	

Spelling Rules

<p>The prefix un- is added to the beginning of a word without any change to the spelling of the root word.</p> <p>un + happy = unhappy</p>

If your SSP has any of the above, pupils should use these during the lessons.

Lesson slides

Y5 & 6 Spelling Week 20

Teach and practice

possible
unhappily
beginning

Y5 & 6 Spelling Week 20

Teach and practice

possible
unhappily
beginning

- Lessons follow the same format
- Colour is used to highlight key features

Y5 & 6 Spelling Week 20

Teach and practice

secretary

No prefix

Root word **secret** from the Latin '*secretus*' meaning 'set apart' or 'hidden'

Suffix **-ary** turns the root into a noun that refers to a person or a thing associated with a specific role or place.

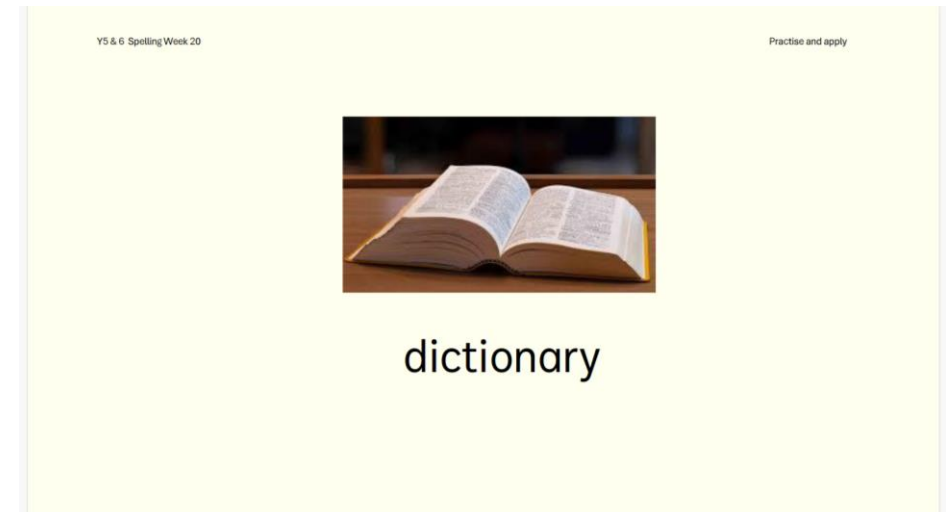
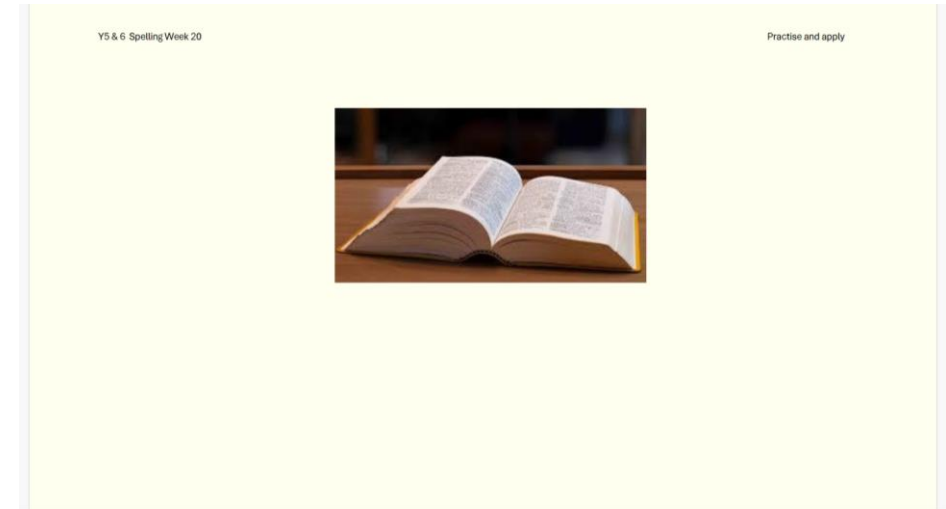
'Someone who performs administrative or clerical duties, often handling confidential or secret information'

Practise and Apply activities

Picture Match

- Teacher show slide with picture and says the word
- Pupils write the word
- Teacher reveals next slide
- Pupils ‘inspect and perfect’
- Repeat for all other pictures

‘Inspect and perfect’ should be changed to the mantra used by your SSP.



Practise and Apply activities

Missing Word

- Teacher show slide with sentence and says the missing words
- Pupils can either write the whole sentence, including the missing words, or just write the missing words
- Teacher reveals next slide
- Pupils 'inspect and perfect'
- Repeat for all other sentences (usually 2, sometimes 3).

'Inspect and perfect' should be changed to the mantra used by your SSP.

Y5 & 6 Spelling Week 20 Practice and Apply

The archaeologist was filled with _____ about the potential _____ of _____ remains.

Y5 & 6 Spelling Week 20 Practice and Apply

The archaeologist was filled with **curiosity** about the potential **existence** of **ancient** remains.

Practise and Apply activities

Speedy Spell

- Teacher says the word, including it in a sentence
- Pupils writes the word
- Repeat for all words
- Teacher reveals next slides, revealing the correct spellings one at a time
- Pupils ‘inspect and perfect’

‘Inspect and perfect’ should be changed to the mantra used by your SSP.

Y5 & 6 Spelling week 28

Practise and apply

achieve
bruise
criticise
rhythm
nuisance

Practise and Apply activities

Which is Right?

- Teacher shows the slide with three possible spellings
- Pupils writes the spelling they think is correct
- Teacher reveals next slide
- Pupils ‘inspect and perfect’
- Repeat for all slides

‘Inspect and perfect’ should be changed to the mantra used by your SSP.

Y4 Spelling Week 26 Practise and apply

antique
anteek
anteak

Y4 Spelling Week 26 Practise and apply

antique ✓
anteek ✗
anteak ✗

The starting point

We strongly recommend that pupils should be secure with all of the National Curriculum spelling content of Year 1 before moving on to Magic Spell.

Year 2 pupils

If your SSP has lessons for Year 2 pupils, these should be completed before moving onto Magic Spell. If your SSP does not have Year 2 lessons, then start pupils on Year 2 Magic Spell. The first two terms (until Christmas) ask you to use your SSP lessons to review alternative phonemes and graphemes. There is a suggested progression under the resources tab. From January onwards, the Year 2 lessons focus on the other National Curriculum Year 2 requirements.

The starting point

Year 3 pupils

If Year 3 pupils are mostly secure with the Year 2 National Curriculum content, they are ready to begin Magic Spell Year 3 lessons. As well as teaching the National Curriculum Year 3 and 4 content, they also review the content from KS1.

Year 4 pupils

The Magic Spell Year 4 programme reviews and builds on the learning from KS1 and Year 3. Use the Year 3 and Year 4 progression documents (in the resources tab) to decide whether pupils have a good grasp of the content taught in Year 3 and so will therefore be ready for the Year 4 programme.

The starting point

Year 5 pupils

If Year 5 pupils are not secure with the Year 3 and 4 National Curriculum content, we advise that they do not move on to the Year 5 & 6 lessons. For these pupils, it would be better to teach the Year 4 Magic Spell lessons to embed this knowledge first.

Year 6 pupils

As this is the first year of Magic Spell, we feel it is really important that Year 6 pupils embed the spelling knowledge from the National Curriculum before they move onto Secondary School. To ensure pupils have this knowledge, for this year we recommend all pupils in Year 6 have the Year 5 & 6 lessons. From next year, further Year 6 lessons will be available for pupils who are secure in the National Curriculum content by the end of Year 5. These lessons will further build on this content and help to prepare pupils for the challenges Secondary School subjects may bring.

Assessment

Weekly assessment of words tested on day three

Use the assessment spreadsheets to record the pupils' outcomes from the 'spelling test'. The spreadsheet will give you the percentage of correct answers each child has as well as the percentage of the class who correctly spelt each words. This allows staff to easily see what the common misconceptions are, and which pupils may benefit from some additional interventions.

There is time set aside at the beginning of lesson 4 to address any misconceptions.

[illegible]

Interventions

For pupils who struggle to recall and apply a particular spelling rule or pattern, we have created some quick, targeted interventions to support them.

The interventions consist of three parts:

- **See it**
- **Make it**
- **Write it**

super

supersonic

supermarket

superhero

market

sonic

Group/class organisation

This is a school's decision, but one potential way maybe to ensure phonics and spellings are taught at the same time across the school. This enables pupils to move to the correctly pitched lesson for their point of security.

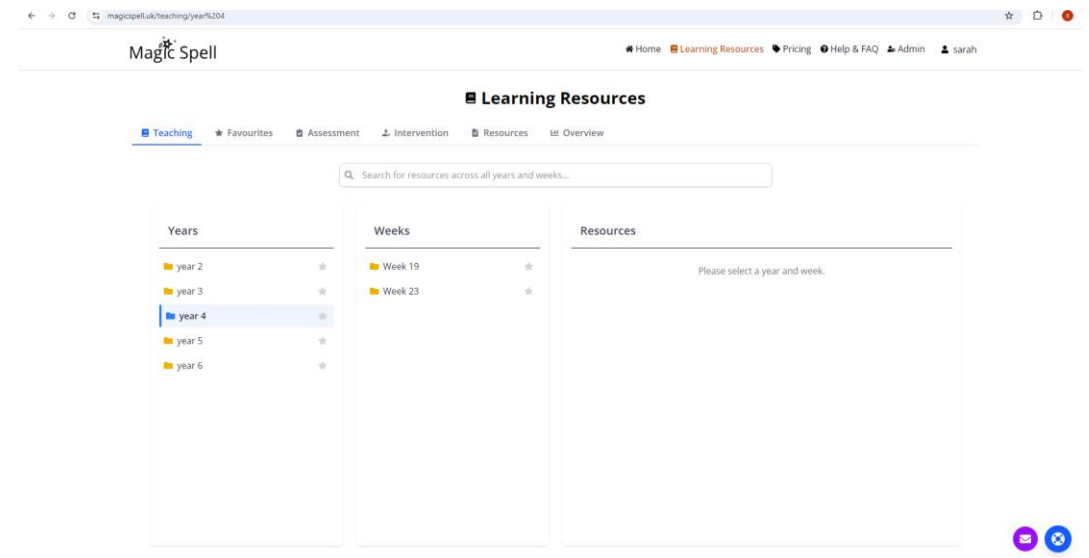
Alternatively, if you have enough adults, you may decide to have more than one group within your class.

If your SSP has year 2 lessons, then we strongly advise you follow these before starting Magic Spell.

Let us know what works for you!

Magic Spell Website

- www.magicspell.uk
- Click 'register' and complete
- Then sign in, you will receive a 6 digit code to access the website
- Click Explore resources to get to the plans, slides, assessments and supporting resources



For further advice or information

Contact

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