

Phonics and Spelling Policy



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1. Aims

At Temple Grafton Primary School, we believe that children should become confident, proficient readers and spellers through a fun, systematic and progressive approach. By becoming confident spellers and decoders, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing. It is important that all members of staff are fully aware of, and understand, the way in which phonics and spelling are taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning.

Although guidelines for the teaching of spelling are outlined in this policy, it is essential that these are adapted to meet the needs of individual pupils.

Our aim is to produce capable and independent spellers through an engaging and challenging whole school approach.

We will:

- Continue to build on phonological awareness using Little Wandle Letters and Sounds Revised. The scheme is a complete systematic synthetic phonics programme (SSP) developed for schools by schools following the Early Years Foundation Stage and Key Stage 1 curriculum.
- Using the No Nonsense Spelling programme, we will provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.
- Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions.
- Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings in their own work, on paper and on screen.
- Be fully inclusive of the individual, providing tailored support to ensure progress.

2. Overview of programmes

We follow Little Wandle Letters and Sounds, and Babcock No Nonsense Spelling programmes to meet the statutory and non-statutory requirements of the National Curriculum 2014.

Little Wandle

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check. It gives your children the best chance of success in reading, whilst incorporating effective assessment to accelerate every child's progress and ensure no child is left behind. Through small, focussed sessions matched to their phonological understanding, children learn to convert graphemes (written letters) into phonemes (sounds).

An overview of the Little Wandle programme can be found in appendix 1.

No Nonsense Spelling Programme

Children progress through the programme as follows-

The No Nonsense Spelling programme is targeted at years 2-6, and was written by the Babcock LDP Primary Literacy Team. It is designed to build firmly on the foundations of high-quality phonics teaching and support a shift to the wider understanding of spelling conventions, patterns and rules whilst providing the opportunity to promote the learning of spellings, including statutory words, common exception and personal spellings.

The programme overview (appx. 2) shows the progression of grapheme-phoneme correspondences (GPCs) and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most encountered words. All the graphemes taught are practised in words, sentences, and later, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable because we aim to maintain pace, practice, and participation by all our children, including those who may have special educational needs (SEN). Children not reaching age-related expectations (AREs) will be given additional practice and appropriate interventions.

3. Teaching Sequences

To ensure progression we teach phonics, spelling skills and strategies in all year groups as follows:

Early Years

Phonic knowledge underpins spelling. The teaching of this begins in Early Years. Children learn how to 'read' sounds in words and how those sounds can be written down; this is essential for reading, but it also helps children learn to spell well.

The primary skills for reading and spelling which 'Little Wandle' highlights are blending and segmenting - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. These skills are integral throughout the phases. During their phonics sessions, children can learn strategies for spelling, including spelling patterns linked to the phases. They will also practise recalling key/tricky words. It is essential that children apply their knowledge of spellings and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic activities. In Early Years, spellings lists are not given out, however children are given words linked to their progression through Little Wandle to learn to read and parents are made aware of which words their child should be able to read and spell.

4. Progression

Early Years Foundation Stage:

- Phase 1 of Letters & Sounds programme is the main focus of the first 3-4 weeks of the Reception year to support the development of listening skills.
- Phase 2-4 of the Letters and Sounds programme is taught in daily phonics sessions.
- High Frequency/Tricky words learnt.
- Spellings focused on through daily reading and writing opportunities.
- In Summer 2, up to four spellings a week will be sent home to aid transition to Year 1

Years 1 and 2:

- Consolidate spellings taught in previous years.
- Continue through the Letters and Sounds programme from Phase 5 to Phase 6 during daily phonics sessions.
- Use New Curriculum Spelling work for Year 1 and 2 (Year 2 through No Nonsense programme).
- High Frequency/Common exception words.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonics Screening
- Check in Year 1 will be through ELS. Year 2 children who have not passed the Phonics Screening Check at the end of Year 1 will be through the use of the No Nonsense Phonics Skills set.

Years 3 and 4:

- Consolidate spellings taught in previous years, using the Letters and Sound programme where necessary to teach the appropriate phase of phonics. Where appropriate, No Nonsense Phonics skills-set will be used to support children below the expected standard.
- Phonics intervention for those children who have not passed the Phonics Screening Test by the end of Year 2 will be through the use of the No Nonsense Phonics skills set and other phonics resources, as appropriate.

- Use New Curriculum Spelling work for Year 3 and 4 (through No Nonsense programme).
- High or Medium Frequency/Tricky words learnt.
- Learn a greater range of prefixes and suffixes.
- Learn a greater range of homophones and near homophones.
- Learn possessive apostrophe with plural words.
- Learn words from the Years 3 and 4 wordlist.
- Learn a range of subject specific vocabulary and their definitions.

Years 5 and 6:

- Consolidate spellings taught in previous years.
- Use 2015 Curriculum Spelling work for Year 5 and 6 (through No Nonsense programme).
- Learn a greater range of subject specific vocabulary and their definitions.
- Develop technical and exciting vocabulary to be used in the appropriate contexts.
- Learn spellings from the Years 5 and 6 word list.

5. Inclusion

Where individuals are early EAL, SEND or unable to access the expected age-related level for spelling, provision will be made by the class teacher to enable pupils to access the appropriate phase of the Little Wandle programme or National Curriculum spelling level.

6. Expectations

The whole school spelling scheme will be followed by all year groups and teachers are responsible for ensuring full coverage and progression. In the autumn term teachers will revise spelling patterns from the previous year, using the supporting National Curriculum Spelling Progression appendix to track back to the appropriate point for children in their class.

We use baseline assessments, half-termly, in school to identify gaps in knowledge and personalise spelling targets. All children will work to a spelling pattern or rule each week; KS1 learners will follow this through with suggested activities to work with at home and KS2 will have opportunities daily, in class, to practise the rule and their common exception words.

7. Assessment

Little Wandle

Children are assessed on their understanding of the sounds and corresponding words every six to eight weeks by their class teacher. Children are. Information on the child's progress and learning is given out to parents after each assessment. Additionally, this can be found in appendix 1 and on the school website. Children not making sufficient progress are quickly identified and will benefit from one-to-one phonics to speed up their progress. Children above year 4 who have still not developed a sufficient understanding of phonics will take part in small, focussed groups following a phonics programme linked to Little Wandle.

Spelling

Pupils' learning is assessed throughout the programme. The 'apply' part of the sequence regularly includes assessment activities to identify if pupils have learnt the key concept taught. These activities include:

- Testing by teacher and peers
- Dictation
- Explaining
- Independent application in writing
- Frequent learning and testing of statutory and personal words

8. Error Analysis

Error Analysis tasks are used termly across years 1-6 to assess what strategies pupils are using in their independent writing. It helps teachers to identify misconceptions and where to focus future learning. As the children progress through the years, they are encouraged to undertake error analysis both independently and with peer support to develop editing and self-correction skills.

9. Expectations

Weekly Expectations

Throughout the week, class teachers will use a range of strategies, including word searches, spelling games and dictation, to support the learning of specific spellings for that half-term. These spellings are shared with parents through the termly topic web in KS2 and **sent home weekly in KS1**. Support given at home to learn and become familiar with the common exception words throughout the year helps build children's confidence as spellers.

Termly Expectations

Informal checks of progress take place in class throughout and at the close of each half-term. At the end of each half-term, teachers should use their formative assessment to identify gaps and plan the next term's target accordingly. In KS2 children are encouraged to identify their own 'tricky' words and are supported in building strategies to help their recall. ***It is essential that children are given the opportunity to consolidate their spelling knowledge of patterns and rules in a meaningful way and that they know that spellings are not simply there to be learnt for a weekly test.***

10. The Big Picture

This policy serves to underline the importance of building phonic and spelling skills through quality teaching of spelling patterns and investigational work that goes on continually within the classroom – it is this approach that is key to spelling success. Learning spellings by rote is rarely effective and often results in great spelling test results but poor application in writing. The best spelling sessions are investigative. If children have explored the patterns, 'tricky bits' and history of words, they are far more likely to make informed decisions about how to spell a word when writing it independently.

11. Feedback and Editing

Children are coached to identify spelling errors in their written work and make the appropriate corrections. When providing feedback on written work, teachers will draw attention to errors in spelling that relate to common exception words or spelling rules that are age and ability appropriate.

Children should be given the opportunity, as part of editing and feedback response time, to correct their spellings independently or with a 'Learning Partner' using dictionaries or word banks. As good practice,

teachers will use a child's common spelling errors from their independent writing to inform their personalized spelling targets.

12. Resources

- Little Wandle Revised Letters and Sounds programme.
- No Nonsense Spelling programme.
- Essential Letters & Sounds (ELS)
- No Nonsense Phonics Skills Set.
- Support for Spelling: A useful guide for teaching sequence ideas and spelling investigations linked to the spelling patterns covered in each year group.
- Spelling games- SEN room.
- Phonics Bug on Active Learn website /Jolly Phonics Songs

Online Resources

[Mr Thorne Does Phonics TES elements](#)
[Phonics Play](#)
[Free Rice Twinkl](#)

Apps

Alan Peat – SpellFix and Word-Juice (not free)

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is I the |

| Autumn 2 Phase 2 graphemes | New tricky words |
|--|--|
| ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending –s /z/ (his) and with –s /z/ added at the end (bags) | put* pull* full* as and has his her go no to into she push* he of we me be |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|--|---|
| Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est | said so have like some come love do were here little says there when what one out today |

| Summer 2 Phase 4 graphemes | No new tricky words |
|--|--------------------------|
| Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words | Review all taught so far |

| Spring 2 Phase 5 graphemes | New tricky words |
|---|------------------------|
| /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | once laugh because eye |

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

| Summer 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour move improve parents shoe |

Year 1

| Autumn 1 | Review tricky words Phases 2–4 |
|--|---|
| Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each | Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Autumn 2 Phase 5 graphemes | New tricky words |
|--|--|
| /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw | their people oh your Mr Mrs Ms ask* could would should our house mouse water want |

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|--|---|
| /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup | any many again who whole where two school call different thought through friend work |

Appendix 2

Appendix 2 – No Nonsense Spelling

Year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) | | |
|---|---|--|---|---|---|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p> | | badge edge bridge fudge dodge age join | change charge bulge village huge adjust jog | magic giraffe energy gem giant jar jacket |
| The /s/ sound spelt c before e, i and y | | | race ice cell lace pace space nice | city circle cinema circus mercy fancy rice | |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago. | | knit knob knock knowledge knee knapsack knuckle know knew | known knead kneel knight knot gnat gnaw gnome gnash | |
| The /r/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | | write wrote written wrestle wrist wrong answer sword | wren wrap wring wrapping wrapped wreck wriggle | |
| The /l/ or /əl/ sound spelt –le at the end of words | The –le spelling is the most common spelling for this sound at the end of words. | table apple bottle little middle puzzle candle | castle staple ripple topple sample people | cable tumble eagle angle jungle uncle | |
| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) | | |
| The /l/ or /əl/ sound spelt –el at the end of words | The –el spelling is much less common than –le . The –el spelling is used after m, n, r, s, v, w and more often than not after s . | | angel wheel level model label hotel jewel | cruel camel tunnel squirrel towel tinsel | |
| The /l/ or /əl/ sound spelt –al at the end of words | Not many nouns end in –al , but many adjectives do. | | metal pedal capital hospital animal local | vocal legal total mental petal | |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|---|--|--|
| Words ending –il | There are not many of these words. | pencil fossil nostril basil peril pupil stencil |
| The /aɪ/ sound spelt –y at the end of words | This is by far the most common spelling for this sound at the end of words. | cry fly dry try reply July fry shy sky why sly defy |
| Adding –es to nouns and verbs ending in –y | The y is changed to i before – es is added. (Just the words that follow the rule.) | babies diaries copies carries tries flies replies |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it | The y is changed to i before – ed , – er and – est are added, but not before – ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied copier happier happiest cried replied worrier worried |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it | The – e at the end of the root word is dropped before – ing , – ed , – er , – est , – y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking hiked hiked nicer nicest |
| Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | shiny icy iced icing coming |
| The /ɔ:/ sound spelt a before l and ll | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting patted humming hummed dropping dropped sadder saddest |
| The /ʌ/ sound spelt o | The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll . | fatter fattest runner runny running hitting hitter |
| The /i:/ sound spelt –ey | | ball call fall wall talk |
| The /ɒ/ sound spelt a after w and qu | | mother other brother nothing Monday love glove |
| The /ɜ:/ sound spelt or after w | The plural of these words is formed by the addition of – s (<i>donkeys, monkeys, etc.</i>). | come honey money dozen above done some |
| The /ɔ:/ sound spelt ar after w | | key donkey monkey valley chimney alley |
| The /ʒ/ sound spelt s | a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu . | wallet quarrel quantity quantity squad squash |
| The suffixes –ment, –ness, –ful, –less and –ly | There are not many of these words. | want watch wander what wash was |
| | There are not many of these words. | word work worm world |
| | There are not many of these words. | worth work worthy |
| | <i>I do not understand why treasure is in this sections as well as in –sure section.</i> | war warmth warm |
| | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> | towards warble |
| | | treasure usual |
| | | enjoyment payment movement sadness happiness |
| | | helpful painful hopeful careful hopeless |

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) |
|--|--|--|--|
| | (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. | darkness prettiness laziness | homeless badly happily |
| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive. | can't haven't didn't couldn't wouldn't shouldn't it's | I'll I'm you're you'll he'll doesn't |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's | |
| Words ending in -tion | | station fiction motion national | section action |
| Homophones and near-homophones | It is important to know the difference in meaning between homophones. | there/their/ they're here/hear quite/quiet see/sea bare/bear | one/won sun/son to/too/two be/bee blue/blew night/knight |
| Common exception words | Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea . – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. | door floor poor because find kind mind behind child children* wild climb most only both old could should would | cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas |

Spelling - Years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) |
|--|---|--|--|
| 1. Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | | forgetting forgotten beginning beginner begging hugged grabbed hopping |
| 2. The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | | hoping prefer preferred gardener gardening limiting limitation limited |
| 3. The /ʌ/ sound spelt ou | These words should be learnt as needed. | | myth gym Egypt mystery pyramid cygnet |
| 4. More prefixes | <p>touch young double trouble country trouble couple</p> <p>country cousin courage encourage flourish nourish</p> | | |
| 5. The suffix –ation | <p>Most prefixes are added to the beginning of root words without any changes in spelling but see in– below.</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’.</p> <p>In the words given here it means ‘not’. Before a root word starting with l, in– becomes il–.</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> | | <p>miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress interactive internet international interrelated</p> <p>inactive incorrect indefinite incomplete</p> <p>illegal illegible</p> <p>immature immortal impossible impatient impossible impolite impure</p> <p>irregular irrelevant irresponsible</p> <p>superhero superman supermarket superstar</p> <p>autobiography autograph automatic automobile subway subdivide subheading</p> |
| | <p>dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect</p> <p>rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge</p> <p>antiseptic antisocial anticlockwise</p> | | <p>information adoration sensation preparation admiration</p> <p>vibration decoration donation coronation duration registration population</p> |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|--|--|---|
| 6. The suffix –ly | <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p> | station reparation sadly, completely usually finally comically badly happily strangely really gently simply humbly nobly | suddenly actually loudly quickly carefully probably unhappily easily luckily angrily basically frantically dramatically |
| 7. Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p> | measure treasure pleasure enclosure adventure feature feature creature furniture | mixture picture nature adventure stretcher catcher richer teacher |
| 8. Endings which sound like /ʒən/ | If the ending sounds like /ʒən/, it is spelt as –sion . | | division invasion confusion decision collision television |
| 9. The suffix –ous | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. –our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p> | poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous courageous outrageous | serious obvious curious hideous spontaneous courteous |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|--|--|---|
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
| 10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>–cian is used if the root word ends in c or cs.</p> | invention injection action hesitation completion fraction detention mention expression discussion confession permission admission progression expansion extension | comprehension tension session musician optician electrician magician politician mathematician |
| 11. Words with the /k/ sound spelt ch (Greek in origin) | | scheme chorus chemist echo character ache | orchid architect orchestra mechanic stomach |
| 12. Words with the /ʃ/ sound spelt ch (mostly French in origin) | | chalet chef machine | brochure parachute chute |
| 13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) | | league tongue catalogue dialogue epilogue vague rogue | antique unique boutique picturesque mosque cheque |
| 14. Words with the /s/ sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. | science scene discipline fascinate | crescent scissors descend ascent |
| 15. Words with the /eɪ/ sound spelt ei, eigh, or ey | | sleigh neigh eight weight neighbour | vein they convey obey grey |
| 16. Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>). | girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an <i>s</i> use the ‘s suffix e.g. Cyprus’s population) | |
| 17. Homophones and near-homophones | | accept except affect effect ball bawl berry bury brake break fair fare grate great groan grown here hear heel heal he’ll knot not | mail male main mane meat meet medal meddle missed mist peace piece plain plane rain rein reign scene seen weather whether whose who’s |

Word list – years 3 and 4

| Y3/4 T 1A Cycle A | Y3/4 T 1B Cycle A | Y3/4 T 2 A Cycle A | Y3/4 T 2 B Cycle A | Y3/4 T 3 A Cycle A | Y3/4 T 3B Cycle A |
|--|---|--|--|---|---|
| actual learn build group heard often arrive circle | woman women perhaps pressure promise therefore opposite ordinary | continue decide consider earth enough island minute difficult | different exercise separate special regular complete remember sentence thought weight | though notice answer library appear quarter length famous describe mention | peculiar occasion occasionally probably knowledge experiment experience question disappear important |
| Y3/4 T 1A Cycle B | Y3/4 T 1A Cycle B | Y3/4 T 1A Cycle B | Y3/4 T 1A Cycle B | Y3/4 T 1A Cycle B | Y3/4 T 1A Cycle B |
| eight caught centre century heart breath busy early | accident believe strange reign interest various possible grammar | perhaps address guard material recent guide forward fruit February | particular calendar popular position possess possession purpose potatoes | straight favourite strength suppose surprise bicycle business medicine natural naughty | actually extreme certain height history imagine increase interest important |

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as ‘u’, *business* can then be spelt as **busy** + **ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning ‘two’) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|---|---|---|
| 1. Endings which sound like /ʃəs/ spelt –cious or –tious | Not many common words end like this. If the root word ends in –ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> . | vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious | ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious |
| 2. Endings which sound like /ʃəl/ | –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i>). | official special artificial beneficial commercial crucial facial glacial | social partial confidential essential initial partial essential potential |
| 3. Words ending in –ant, –ance/–ancy, –ent, –ence/–ency | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant observance observat <u>ion</u> expectant expectat <u>ion</u> hesitant hesitancy hesitat <u>ion</u> tolerant tolerance substance substant <u>ial</u> innocent innocence frequent | frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence |
| 4. Words ending in –able and –ible Words ending in –ably and –ibly | The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy , the –able ending is used if there is a related word ending in –ation . If the –able ending is added to a word ending in –ce or –ge , the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation . The first five examples opposite are obvious; in <i>reliable</i> , the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>). | adorable adorably adoration applicable applicably pplication considerable considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable | reasonable enjoyable forcible legible reliable possible possibly horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly |
| 5. Adding suffixes beginning with | The r is doubled if the –fer is still stressed when the ending is added. | referring referred referral preferring | transferred reference referee preference |

| | | | |
|---------------------------------------|--|---|---|
| vowel letters to words ending in -fer | The r is not doubled if the -fer is no longer stressed. | preferred transferring | transference |
| 6. Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend | ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|--|---|---|
| 7. Words with the /i:/ sound spelt ei after c | The ' i before e except after c ' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound). | conceit ceiling deceive perceive receipt deceit conceive receive | |
| 8. Words containing the letter-string ough | ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | enough rough tough ought bought thought brought fought nought though | although dough through thorough borough plough bough cough |
| 9. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . (words with silent 'w's are in Year 2 spellings) | doubt lamb lamb limb tomb knight island solemn thistle | whistle listen plumber gnome gnat gnash foreign sign column |

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) |
|--|--|--|---|
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
| 10. Homophones and other words that are often confused | In the pairs of words opposite, nouns end – ce and verbs end – se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. | advice/advise device/devise licence/license practice/practise prophecy/prophecy aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father | guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose |

Word list – years 5 and 6

| Y5/6 T 1A Cycle A | Y5/6 T 1B Cycle A | Y5/6 T 2A Cycle A | Y5/6 T 2B Cycle A | Y5/6 T 3A Cycle A | Y5/6 T 3B Cycle A |
|--|---|--|---|---|--|
| occur accompany according achieve aggressive ancient apparent occupy forty according | symbol system temperature committee environment government accommodate embarrass rhyme rhythm communicate thorough | attached available average bargain bruise category critic community communicate cemetery awkward | exaggerate hindrance excellent explanation familiar amateur frequently government guarantee immediate existence | competition conscience conscious equipped curiosity harass foreign dictionary definite | knowledge experiment experience business possession disappear weight separate embarrass |
| Y5/6 T 1A Cycle B | Y5/6 T 1B Cycle B | Y5/6 T 2A Cycle B | Y5/6 T 2B Cycle B | Y5/6 T 3A Cycle B | Y5/6 T 3B Cycle B |
| individual interfere interrupt language lightning marvellous mischievous muscle recommend relevant restaurant signature | controversy convenience correspond criticize desperate determined disastrous environment equipment especially | sincere immediately soldier stomach suggest twelfth variety vegetable yacht neighbour nuisance appreciate | sacrifice secretary shoulder appreciate conscious competition definite convenience desperate | opportunity parliament persuade physical privilege profession programme pronunciation queue recognise sufficient prejudice | disastrous especially equipment foreign familiar frequently government guarantee immediate |

Notes and guidance (non-statutory)

Teachers should continue to emphasize to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.

Familiar is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.



Spelling Pathway

Years 2 to 6

Year 2

| Term 1 | Term 2 | Term 3 |
|--|---|---|
| <p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flor/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The /s/ sound is spelled 's' and 'ss' at the end of words, and sometimes spelled 'ss' elsewhere in words before 'e', 'i' and 'y'. • The /z/ sound is spelled 'z' before 'e', 'i' and 'y'. • The /n/ sound is spelled 'n' and 'less often' 'gn' at the beginning of words. <p>Common exception words /a/ sound is spelled 'a' in common exception words: <i>fin, knd, rnd, behnd, dild (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> • Segmentation • Using a GPC chart • Using spelling journals, word banks, the environment, working wall. • Word sort • Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception words and individual target words.</p> <ul style="list-style-type: none"> • Identify the tricky part of the word • Segmentation strategy • Look, say, cover, write, check • Rainbow write • Saying the word in a funny way | <p>Revisit The /r/ sound is spelled 'r' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The /a/ sound is spelled 'a' at the end of words • The /i/ sound is spelled 'y' at the end of words • The /r/ sound is spelled 'r' at the beginning of words • The /o/ sound is spelled 'a' after 'w' and 'qu' • The /u/ sound is spelled 'u' at the end of words <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. Adding -es to nouns and verbs ending in 'y'. The suffixes -ful, -less and -ly. Words ending in -tion.</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> • Have a go • Using the working wall to check spellings of high frequency and common exception words • Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> • If not already introduced, introduce the use of spelling journals. • Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Segmentation • Look, say, cover, write, check • Using mnemonics • Saying the word in a funny way | <p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> • The /r/ sound is spelled 'r' at the end of words • The /l/ sound is spelled 'l' at the end of words (unusual spelling) • The /o/ sound is spelled 'a' before 'l' and 'l' • The /o/ sound is spelled 'a' after 'w' • The /u/ sound is spelled 'u' at the end of words • The /s/ sound is spelled 's' after 'w' <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings -ing, -ed, -er, -est to words ending in 'y'. The suffixes -ment, -ness, -</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> • Introduce individual Have a Go sheets if not established already • Teach using analogy to spell a word • You don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> • Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Writing in the air • Tracing over the word • Rainbow writing • Look, say, cover, write, check |

Year 3

| Term 1 | Term 2 | Term 3 |
|--|---|--|
| <p>Revisit Common exception words from Year 2e</p> <p>Prefixes and suffixe Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /t/ sound in 'tear', 'deigh', 'bride'. The /t/ sound in 'tough'. Words ending with the /g/ sound in 'tough' and the /k/ sound in 'tough' (French origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS 1 common exception and tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> | <p>Revisit Strategies at the point of writing. Suffixes from Year 2: '-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixe Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes: 'less' and 'ly'</p> <p>Rare GPCs The /t/ sound in 'tough' (mostly French origin) The /k/ sound in 'tough' (Greek origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> | <p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixe Suffixes: 'ly' with root words ending in 'e' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /t/ sound in 'tough' (other than the end of words) (<i>gym, myth</i>) The /v/ sound in 'tough' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> |

Year 4

| Term 1 | Term 2 | Term 3 |
|--|---|--|
| <p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise: <ul style="list-style-type: none"> • The <i>ex</i> /ɪks/ sound (e.g. <i>deign</i>, <i>deign</i>) • The <i>ch</i> /tʃ/ sound (e.g. <i>ch</i>) • The <i>au</i> /ɔ:/ sound (e.g. <i>bow</i>) (all from Year 3)</p> <p>Word endings: Words ending /ure/ (<i>treasure</i>, <i>measure</i>)</p> <p>Prefixes and Suffixes <ul style="list-style-type: none"> • Prefixes: <i>in-</i>, <i>dis-</i>, <i>im-</i> and <i>ir-</i> • Adding suffixes: beginning with vowel letters <ul style="list-style-type: none"> □ to words with more than one syllable: <i>-ing</i>, <i>-ed</i> □ <i>-en</i>, <i>-er</i>, <i>-ed</i> </p> <p>Homophones <i>peace/piece</i>, <i>main/mane</i>, <i>fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> | <p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The <i>g</i> /dʒ/ sound (e.g. <i>g</i>)</p> <p>Word endings Words ending /iə/ (e.g. <i>creature</i>, <i>furniture</i>) Endings that sound like /ən/, /ɪən/ (e.g. <i>-sion</i>, <i>-ssion</i>, <i>-cian</i>) (<i>invention</i>, <i>comprehension</i>, <i>expression</i>, <i>magician</i>)</p> <p>Prefixes and Suffixes Prefixes: <i>anti-</i> and <i>inter-</i> Suffix: <i>-ation</i></p> <p>Homophones <i>scene/seen</i>, <i>male/mail</i>, <i>bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> | <p>Revisit Prefixes from Year 3: <i>un-</i>, <i>dis-</i>, <i>in-</i>, <i>re-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound (e.g. <i>Latin</i>)</p> <p>Word endings Endings that sound like /ʒən/ (e.g. <i>-sion</i>) (<i>division</i>, <i>confusion</i>)</p> <p>Prefixes and Suffixes Suffix: <i>-ly</i>. Teach the exceptions, for example <i>'y'</i> changed to <i>'i'</i>, <i>'e'</i> ending changed to <i>'y'</i>, <i>'c'</i> ending changed to <i>'i'</i> ally. Suffix: <i>-ous</i> (<i>poisonous</i>, <i>outrageous</i>)</p> <p>Homophones <i>whether/weather</i>, <i>who's/whose</i>, <i>missed/mist</i>, <i>medal/meddle</i>, <i>team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelled words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> |

Year 5

| Term 1 | Term 2 | Term 3 |
|---|---|--|
| <p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> </p> | <p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> </p> | <p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/who</i>)</p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> </p> |

Year 6

| Term 1 | Term 2 | Term 3 |
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| <p>Revisit Strategies at the point of writing: Have a go Words ending in -able/ably, -ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound and /e/ after 'c'.</p> <p>Prefix and Suffix Adding suffixes beginning with vowel letters to words ending in -fer'.</p> <p>Word endings Endings that sound like /ous/ and /-cious/ (e.g. 'tious' in <i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advice, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks and sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> | <p>Revisit Words containing the letter string -ough'</p> <p>Prefix and Suffix Generating words from prefixes and suffixes</p> <p>Word endings The /ə/ sound, words ending in -al and -ial (e.g. <i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, prophet/prophet, stationary/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> | <p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in -ant, -ance/-ancy, -ent, -ence/-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p> |