Glazebury C E Primary School

Policy Header

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| **Policy Title** | **Spelling Policy** |
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| **Written By** | **School** |
| **Date shared with Staff** | **September 2021** |
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**Spelling Policy**

**School values central to life in our community**

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust,compassion,justice, humility and forgiveness are fundamental to the growth of all.

**The HEART of our Curriculum:**

**H – Helping children prepare for life, growing with God.**

**E – Embracing Christian Values.**

**A - Achievement for all.**

**R - Reading at the heart of our school**

**T – Teaching a knowledge rich curriculum.**

**Love never fails, 1 Corinthians 8:13**

**For the Lord gives wisdom : from his mouth comes knowledge and understanding. Proverbs 2:6**

**Intent:**

At Glazebury CE Primary School we firmly believe that good spelling is an essential skill which allow the children to communicate their understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers they need to develop and use a range of effective spelling strategies. By providing the children with a range of strategies we will equip them with the independence to attempt spellings before asking adults for help.

This policy will relate to other school policies in particular:

* Handwriting Policy
* Feedback and Marking Policy
* SEND policy
* Home-work Policy
* Curriculum Guidance
* Curriculum statement
* English Policy- Reading and Writing
* Assessment Policy

**Rational**

• To develop and teach the children to use a range of effective spelling strategies.

• Encourage creativity and the use of ambitious vocabulary in their writing.

• Enable children to write independently, attempting to spell unknown words.

• Encourage children to identify and engage in spelling investigations to find patterns in words.

• To promote a positive and confident approach to spelling, having a sound knowledge of age related high frequency words.

• To be aware of the differences between the spoken dialect and written English in terms of

spelling.

• To enhance proof reading and editing skills using dictionaries and spell checkers effectively.

• Provide equal opportunities for all children to achieve success.

**This policy supports our school aim of raising writing standards and attainment which will include:**

* Spelling included as a part of the whole school Homework Policy.
* Each class will take part in ongoing spelling assessments, weekly as determined by the class teacher.
* Corrections of spellings will be linked to the school’s Feedback and Marking Policy.
* Spelling will be taught every day within lessons
* As a whole school we will track Children’s spelling progression with Salford Sentence Assessments – one per term with any gaps analysed, revisited and taught.

**Implementation – Guidelines Teaching and Learning:**

Spelling is taught as part of a planned programme following the requirements of the National curriculum. In addition, handwriting, reading and writing sessions afford many opportunities for talking about spelling – revisiting and practising strategies.

**EYFS:** High quality phonic work is taught in EYFS through a systematic and synthetic programme, that helps children learn synthetic phonics. The sessions happen every day increasing the speed of children’s reading development. Children are helped to recognise letter formation and CVC awareness. Reception children will read all high frequency words associated with their reading books. Common exception words are also taught.

**Year 1:** Phonological awareness continues to be taught through the systematic and synthetic Programme within school. Children learn to blend and segment words in reading developing into writing. High frequency words and common exception words continue to be recognised and spelt. Homework: Year 1 spellings are linked to their phonic sounds, common exception words or the Year 1 statutory list.

**Year 2 :** Consolidation of phonic skills and knowledge takes place (Phase 5 and 6) This is taught daily. During English sessions children will investigate and be taught spelling conventions and age related common exception words. This will be also taught from adaptations from ***Support for Spelling*** documentation and ***No Nonsense Spelling (Babcock)*** Through assessment procedures, identified children who require intervention will be helped by revisiting the systematic and synthetic programme, ELS and appropriate ICT software packages. Home work: Year 2 spellings are linked to their phonic sounds, spelling investigations and common exception words or the Year 2 statutory list.

**Key Stage 2:** Children will be taught within the spelling objectives set out in the national curriculum, 2014. Spelling sessions will be supported by adapted ***Support for Spelling*** documentation and the ***No Nonsense Spelling*** (Babcock) programme. Spelling sessions will take place at least 4 times a week to ensure children have the opportunity to practise and embed new spellings. This also includes the learning of the statutory word list in the curriculum. Where necessary, some pupils will consolidate their phonic knowledge and skills from Key Stage 1. Homework: Children receive weekly spellings on a Monday to be tested on the following Friday. Spellings are differentiated and include spellings based on their weekly spelling pattern.

**Assessment:** (See assessment policy) As part of the Key Stage 2 testing the children in Year 6 will undertake the Grammar, Spelling and Punctuation test. Where 20 spellings are assessed.

Weekly spelling tests are used throughout the school as indicated. Marking of written work also provides the opportunity to see how well individual children understand and apply what has been taught. When marking, teachers identify misspelt words by putting an **sp** next to the word and children are expected to rewrite that word again a number of times indicated by the teacher e.g. X3, X5, X8 (See Feedback and Marking Policy). Teachers will not correct every spelling if it is beyond what has been taught or other objectives take priority. Once a child is secure in the spelling of that word, it will not be accepted to be spelt incorrectly.

**Writing Assessment:** Children are encouraged to edit and improve their spellings independently before handing in their work. In Year 2 and 6, when the work is being used as an assessed piece, incorrect spellings will not be indicated in the margin as this will not count as an independent piece of writing.

**Monitoring and evaluation:** Teaching staff monitor their pupils through observation, teacher assessment, marking of work and testing. The English Subject lead regularly monitors planning and observes spelling lessons.

**Inclusion:** We teach spelling to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. Spellings are differentiated and spelling interventions are run regularly.

**Parental involvement:** Spelling will be given as homework as indicated in the Homework Policy, however to ensure parents are supported a “Spelling Support for Parents” leaflet which offers guidance and advise will be given, emailed and available on the website. This will be given out annually.

**Governing Body:** The English Subject lead encourages positive links with the Standards and Curriculum Governors and keeps the governing body informed of all major issues related to spelling in the school.

**Spelling Non-negotiables:**

|  |  |
| --- | --- |
| Year Group | Expectations |
| Reception | By the end of the year to read and spell all word in **Pink** band:  **a, he, the, am, I, and, in, to, is, at, it, can, cat, me, dog, dad, mum, like, my, one, see, are, two, went, three, have, five, four, play, six.**  To read and be attempt to spell words in **Red** band:  **am, me, we, no, go, of, and, she, all, you, for, look, took, want, was, away, come, going, said, they, this,** |
| Year 1 | By the end of the year spell 90% of key words on Yellow, Blue, Green High Frequency word checklist: **be, do, open, must, some, time, make, came, name, more, love, loved, over, door, again, eat, new, along, everyone, night, here, there, were, where, another, brother, sister, first, now, boy, our, your, out, ball girl, old, too, very, want, wanted, house, little, people, what, pulled, pushed, would, school, wouldn’t, can’t, don’t, down,**  Attempt spellings of Orange, Turquoise, Purple, Gold, White High Frequency word checklist :  Spell **common exception words**(see appendix)  Also spell **days of the week**  **Spelling patterns**: long vowel phonemes and alternatives–  **ee**/ e.g. me, been, being, people, these, weak, sea, chief,  **igh**/ e.g. high, I, by, like. pie, try,  **oa**/ e.g. so, going, old, open, both, boat, toe, low, those, phone  **oo**/ blue, balloon, look, cube  **ai/**e.g**.** rain, made, day, break, baby, pale,  **ed and ing**  **-s and –es**  **Ful e.g. painful, restful** |
| Year 2 | By the end of the year spell 90% of the words on Orange, Turquoise, Purple, Gold, White, word check list: **So, her, by, may, call, called, about, live, who, after, lived, many, could, should, once, good, half, their, home, these, how, two, laugh, water,**  Spell **common exception words**(see appendix)  Spell compounds words – age related words (see planning)  Words with Suffix: **-y, -ful, -less, ed, ing, ly, tion, er, est, singular and plural.** Prefix**: un**  **Apostrophes for contractions**  Spelling Patterns: alternative graphemes  **ai/**e.g**.** rain, made, day, break, baby, pale,  **igh**/ e.g. high, I, by, like. pie, try  **r/** wr  **To follow planning outline from No Nonsense Spelling year 2 and year 2/3 planning from Support for Spelling. ( see Appendix)** |
| Year 3 | By the end of the year Spell 90% of year 3 **Common word list** (see appendix)  Words with suffix: **less, ly,** **le, ic** Prefixes: **pre, dis, mis, re, sub, tele, super, auto,**  **Apostrophes for contractions**  Spelling patterns: alternative graphemes  **ei/sounds** eigh, ey  **I/ sounds** y  **g/sounds** gue  **k/sounds** qu  **To follow planning outline from No Nonsense Spelling year 2 and year 2/3 planning from Support for Spelling. ( see Appendix)** |
| Year 4 | By the end of the year Spell 100% of year 4 **Common word list** (see appendix)  Words with Suffixes: **ation,** **ally, ous,** sion, Prefix: **il, im, ir, in,** **anti, inter**,  **Apostrophes for contractions**  Spelling patterns: alternative graphemes  **Ure/**  **To follow planning outline from No Nonsense Spelling year 2 and year 2/3 planning from Support for Spelling. ( see Appendix)** |
| Year 5 | By the end of the year Spell 95% of year 5 **Common word list** (see appendix)  Words with Suffixes: **able, ible, ably, ibly,** Prefix:  **Silent letters;**  **Apostrophes for contractions**  Spelling patterns: alternative graphemes  ough/  **To follow planning outline from No Nonsense Spelling year 2 and year 2/3 planning from Support for Spelling. ( see Appendix)** |
| Year 6 | By the end of year Spell 100% of year 6 Common Word List (see appendix)  Words with Suffixes: **cious, tious, tial, cial, ant, ance, ancy ent,ence,ency**  Revision of spelling patterns from gap analysis  **To follow planning outline from No Nonsense Spelling year 2 and year 2/3 planning from Support for Spelling. ( see Appendix)** |

**Impact** : **H.E.A.R.T.**

**What we want children to achieve.**

* Children to have acquired the use of ambitious vocabulary in their writing.
* Children who are able to write independently, and be confident attempting to spell unknown words.
* The ability for all children to identify and engage in spelling investigations and to find patterns in words.
* Children that are increasingly aware of the differences between the spoken dialect and written English in terms of spelling.
* Children to have acquired enhanced proof reading and editing skills using dictionaries and spell checkers.
* Acquisition of a positive and confident approach to spelling, enabling children to have a sound knowledge of age related high frequency words.
* Through **love** and **wisdom** to have experienced equal opportunities for all children to achieve success.

Appendix:

* 1. Pink High Frequency word checklist
  2. Red High Frequency word checklist
  3. Yellow, blue, green High Frequency word checklist
  4. Orange, Turquoise, Purple, Gold, White, word check list
  5. Year 2 Non Nonsense spelling planning
  6. Year 3 Non Nonsense spelling planning
  7. Year 4 Non Nonsense spelling planning
  8. Year 5 Non Nonsense spelling planning
  9. Year 6 Non Nonsense spelling planning
  10. Support for spelling (web address for plans)
  11. National curriculum expectations (year 1-6)
  12. Year 1 Common exception words
  13. Year 2 Common exception words
  14. Year 3/4 Statutory word list
  15. Year 5/6 Statutory word list

**1.1.Pink Level High Frequency Word Checklist**

**(Married to letters and sounds tricky words)**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_**

**a he the am**

**I three and in**

**to are is two**

**at it went can**

**like cat me dad**

**mum day my dog**

**one five play four**

**see have six**

**Here are a list of high frequency words. DO NOT MAKE YOUR CHILD SOUND THESE WORDS OUT.**

**Your child needs to memorise them. Tick if they can recognise them instantly- 3 ticks and you can assume they have acquired them into their sight vocabulary.**

**1.2 Red Level High Frequency Word Checklist**

**(Married to letters and sounds tricky words)**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_**

**all look want am**

**me was and my**

**we are no went**

**away of you come**

**play for said go**

**she going the have**

**they he this to**

**like took**

**Here are a list of high frequency words. DO NOT MAKE YOUR CHILD SOUND THESE WORDS OUT.**

**Your child needs to memorise them. Tick if they can recognise them instantly- 3 ticks and you can assume they have acquired them into their sight vocabulary.**

**1.3 Yellow, Blue and Green Level High Frequency Word Checklist**

**(Married to letters and sounds tricky words)**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_**

**again eat new some along**

**everyone night there now another**

**first now time ball girl**

**old too be here open**

**very boy house our want**

**brother little out wanted came**

**love over were can’t loved**

**people what do make pulled**

**where don’t more pushed would**

**door name school wouldn’t down**

**must sister your**

**Here are a list of high frequency words. DO NOT MAKE YOUR CHILD SOUND THESE WORDS OUT.**

**Your child needs to memorise them. Tick if they can recognise them instantly- 3 ticks and you can assume they have acquired them into their sight vocabulary.**

1.5

Term 3

Term 2

No Nonsense Spelling Programme

**Year 2**

**Revisit**

The /l/ or /əl/ sound spelt ‘-le’ at the end of words

**Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they’re/there/their* and others as relevant

**Apostrophe**

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re*)

**Year 2 phonics**

The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’

The /r/ sound spelt ‘-wr’ at the beginning of words

The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’

**Common exception words**

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

**Suffixes**

Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it 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’

**Strategies at the point of writing**

* + Have a go
  + Using the working wall to find correct spellings of high frequency and common exception words
  + Using an alphabetically-ordered word bank

**Proofreading:**

After writing, teach pupils to:

* + 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

Ensure that guidance on marking is used to support pupils’ proofreading.

**Learning and Practising spellings**

* + If not already introduced, introduce the use of spelling journals.
  + Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

* + Segmentation
  + Look, Say, Cover, Write, Check
  + Using mnemonics
  + Saying the word in a funny way

Term 1

**Revisit**

Phase 5 GPCs as required by pupils

**Homophones**

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two*)

**Year 2 phonics**

* The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
* The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’
* The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words

**Common exception words**

/aɪ/ sound spelt ‘i’ in common

exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

**Strategies at the point of writing** Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

* Segmentation
* Using a GPC chart
* Using spelling journals, word banks, the environment, a working wall.
* Word sort
* Which one looks right?

**Proofreading**

After writing, teach pupils to:

* 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.

**Learning and practising spellings**

Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.

* Identify the tricky part of the word
* Segmentation strategy
* Look, Say, Cover, Write, Check
* Rainbow write
* Saying the word in a funny way

**Revisit**

The possessive apostrophe (singular nouns)

**Homophones**

Revision of all homophones taught so far

**Apostrophe**

The possessive apostrophe (singular nouns)

**Year 2 phonics**

The /l/ or /əl/ sound spelt ‘-el’ at the end of words

The /l/ or /əl/ sound spelt ‘-al’ at the end of words

The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)

The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’

The /ʌ/ sound spelt ‘o’

The /ɜ:/ sound spelt ‘or’ after ‘w’

**Common exception words**

All Year 2 words not taught so far

**Suffixes**

Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’

The suffixes ‘-ment’, ‘-ness’,

**Strategies at the point of writing** Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

* + Introduce individual Have a Go sheets if not established already
  + Teach using analogy to spell a word you don’t know

**Proofreading**

After writing, secure routines for proofreading:

* + 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 or tricky words.
  + Ensure that guidance on marking is used to support pupils’ proofreading.

**Learning and practising spellings**

* + Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

* + Writing in the air
  + Tracing over the word
  + Rainbow writing
  + Look, say, cover, write, check

**Year 3**

1.6

Term 1 Term 2 Term 3

**Revisit**

Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2

**Prefixes and suffixes**

Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes

**Rare GPCs**

The /ɪ/ sound spelt ‘y’ other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt ‘ou’ (*young, touch*)

**Homophones**

*heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Proofread own writing for misspellings of per- sonal spelling list words.

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Strategies at the point of writing.

Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)

**Prefixes and suffixes**

Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’

**Rare GPCs**

The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)

**Homophones**

*here/hear, knot/not, meat/meet*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Revise proofreading routines

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Common exception words from Year 2

**Prefixes and suffixes**

Revise prefix ‘un’.

New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.

Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’

**Rare GPCs**

The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’

Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)

**Homophones**

*brake/break, grate/great, eight/ate, weight/wait, son/sun*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Focus: checking after writing the spelling of KS1 common exception or tricky words.

**Strategies at the point of writing** Reintroduce Have a go sheets and strategies from Year 2.

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Year 4**

1.7

Term 1 Term 2 Term 3

**Revisit**

Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’,

‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.

**Rare GPCs**

Words with the /s/ sound spelt ‘sc’ (Latin in origin)

**Word endings**

Endings that sound like /ʒən/ spelt ‘-sion’ (*division, confusion*)

**Prefixes and Suffixes**

Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’

Suffix ‘-ous’ (*poisonous, outrageous*)

**Homophones**

*whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem*

**Apostrophe**

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

**Proofreading**

Check writing for misspelt words that are on the Years 3 and 4 word list.

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list

**Revisit**

Year 3 rare GPCs

**Rare GPCs**

The /g/ sound spelt ‘gu’

**Word endings**

Words ending /tʃə/ spelt ‘ture’ (*creature, furniture*)

Endings that sound like /ʃən/, spelt ‘-tion’,

‘-sion’, ‘-ssion’, ‘-cian’ (*invention, comprehen- sion, expression, magician*)

**Prefixes and Suffixes** Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’

**Homophones**

*scene/seen, male/mail, bawl/ball*

**Apostrophe**

Revise contractions from Year 2 Possessive apostrophe with plurals

**Proofreading**

Model how to use various strategies in proof- reading, including using a dictionary.

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Strategies at the point of writing: Have a go

**Rare GPCs**

Revise:

* The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’
* The /ʃ/ sound spelt ‘ch’
* The /ʌ/ sound spelt ‘ou’ (all from Year 3)

**Word endings:**

Words ending /ure/ (*treasure, measure*)

**Prefixes and Suffixes**

* Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’
* Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’,

‘-en’, ‘-er’, ‘ed’)

**Homophones**

*peace/piece, main/mane, fair/fare*

**Apostrophe**

Possessive apostrophe with singular proper nouns (*Cyprus’s population*)

**Proofreading**

Teach proofreading strategies

**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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Year 5**

1.8

Term 1 Term 2 Term 3

**Revisit**

Strategies at the point of writing: Have a go A range of strategies for learning words

**Homophones**

(*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)

**Suffixes**

Problem suffixes

**Dictionary**

Teach use of dictionary to check words, refer- ring to the first three or four letters

**Proofreading**

Check writing for misspelt words that are on the Years 5 and 6 word list

**Morphology/ Etymology**

Teach morphemic and etymological strategies to be used when learning specific words

**Learning and Practising spellings**

Pupils:

* + 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Strategies at the point of writing: Have a go Apostrophe for possession

**Rare GPCs**

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)

**Morphology/ Etymology**

Teach extension of base words using word matrices.

**Word endings**

Words ending in ‘-ably’ and ‘-ibly’

Revise words ending in ‘-able’ and ‘-ible’

**Homophones**

*altar/alter, led/lead, steal/steel*

**Dictionary**

Use a dictionary to create collections of words with common roots

**Proofreading**

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

**Learning and Practising spellings**

Pupils:

* + 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession

**Rare GPCs**

Words with ‘silent’ letters

**Morphology/ Etymology**

Use spelling journals to record helpful etymological notes on curious or difficult words

**Word endings**

Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’

**Homophones**

*isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*

**Hyphen**

Use of the hyphen (*co-ordinate, co-operate*)

**Dictionary**

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

**Proofreading**

Focus on checking words from personal lists.

**Learning and Practising spellings**

Pupils:

* 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Year 6**

1.9

Term 1 Term 2 Term 3

**Revisit**

Spelling strategies at the point of writing

**Rare GPCs**

Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

**Word endings**

Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’

**Homophones and near homophones** *draft/draught, dissent/descent, precede/pro- ceed, wary/weary*

**Proofreading**

Embedding proofreading strategies when reviewing own writing independently.

**Learning and Practising spellings**

Pupils:

* + 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
  + 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.

**Revisit**

Words containing the letter string ‘-ough’

P**refixes and Suffixes**

Generating words from prefixes and suffixes

**Word endings**

The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)

**Homophones**

*compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary*

All homophones from KS2

**Proofreading**

Proofreading someone else’s writing. Note down strategies that help in spelling journals

**Learning and Practising spellings**

Pupils:

* + 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’

**Rare GPCs**

Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.

**Prefixes and Suffixes**

Adding suffixes beginning with vowel letters to words ending in ‘-fer’.

**Word endings**

Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)

**Homophones**

*advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*

**Proofreading**

Proofreading in smaller chunks – sentences and paragraphs.

**Learning and Practising spellings**

Pupils:

* 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.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

1.10 Support for spelling- with adaptations

On shared drive and:

<http://webarchive.nationalarchives.gov.uk/20110813013929/http://teachingandlearningresources.org.uk/collection/35326>

**1.11 National Curriculum Expectations**

Explanation of knowledge required in spelling

|  |  |  |
| --- | --- | --- |
| **Phonemic knowledge** | **Morphological knowledge** | **Etymological knowledge** |
| This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:  • phonics (e.g. knowledge about letter and sound correspondence, differences between long and  short vowels, the identification, segmentation and blending of phonemes in speech and how these  influence spelling);  • spelling patterns and conventions (e.g. how the consonant doubles after a short vowel, words  with common letter strings but different pronunciations);  • homophones (e.g. words with common pronunciations but different spelling: to, two, too).  • **Phonological knowledge.** This relates to:  – syllables and rhymes;  – analogy. | This is the spelling of grammatical units within words (e.g. horse = 1 morpheme, horses = 2  morphemes). It includes knowledge about:  • root words – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. elephant, table, girl, day) and are sometimes referred to as the stem or base form;  • compound words – two root words combined to make a word (e.g. playground, football);  • suffixes – added after root words, changing the meaning and often the spelling of a word  (e.g. beauty – beautiful, happy – happiness). Some suffixes, called inflectional suffixes  (or inflections), modify words to indicate, for example, plurals (e.g. boy – boys, fox – foxes)  or verb tenses (e.g. walk – walks – walking – walked);  • prefixes – added before a root word, and change the meaning but rarely affect the spelling of  a word (e.g. replace, mistake); | Etymology (word derivations) – words in the English language come from a range of sources;  understanding the origin of words helps pupils’ spelling (e.g. audi relates to hearing – audible, audience, audition). |

**Year 1 pupils should be taught to:**

|  |  |  |
| --- | --- | --- |
| **1. spell:**  a. words containing each of the 40+ phonemes already taught  b. common exception words, e.g. the, said, one, two  c. the days of the week  **2.name the letters of the alphabet:**  a. naming the letters of the alphabet in order  b. using letter names to distinguish between alternative spellings of the same sound  **3. add prefixes and suffixes:**  a. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  b. using the prefix un  c. using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)  **4.** **apply simple spelling rules and guidelines**, as listed in Appendix 1  **5.** **write from memory** simple sentences dictated by the teacher that include words and punctuation taught so far. | | |
| **Focus** | **Words** | **Activities** |
| Phoneme spotter: children have copies of a text to highlight a particular phoneme. Then they  write the word and the phoneme on a separate sheet, for example:  – train – ai  – gate – a-e  – day – ay  • When they have completed it they should list all the different ways of spelling the phoneme.  Repeat with other vowel phonemes.  • **Partner work**: give the children sets of common words with a particular phoneme. Ask them to take turns in saying the word and writing the word. They should then check their spellings.  – /ai/ made, make, away, take, play, day, came, name, they, great, baby, paper, again  This activity can be repeated for other long vowel phonemes:  – /ee/ me, he, she, we, be, been, being, see, seen, tree, people, these  – /igh/ I, my, by, why, like, time, night, five, nine, nineteen  – /oa/ so, no, go, going, home, old, told, over, open, only, both  – /(y)oo/ blue, true, glue | **/ai/** made sale late  train sail day  rain paper break  baby make pale  **/ee/** see weak bead  sea seed seat  meat meet read  chief bee field  **/igh/** cry night time  sigh shine polite  slide nice nine  try lie pie  **/oa/** toe alone grow  soap slow home  low show note  phone window those  **/(y)oo//oo/** use tune blue  new cube glue  blew huge to | Introduce words where the long vowel is split (e.g. bake, hope, like).  Explain that the e is dropped before the -ed or -ing is added (e.g. hope – hoped, hoping). Demonstrate this using magnetic letters. Invite examples from the class.  – Draw three columns on the whiteboard, corresponding to the three possible actions to take  when adding -ed to verbs.  – Invite the children to change verbs ending in y preceded by a vowel into past or present tense.  Adding -ed to verbs  Add -ed Drop the e  • -s and -es: added to nouns and verbs, as in cats, runs, bushes, catches;  •-ed and -ing: added to verbs, as in hopped, hopping, hoped, hoping;  -ful: added to nouns, as in careful, painful, playful, restful, mouthful; |
| **NB Year 1 words should be taught in conjunction with the materials in Letters and Sounds** | See the relevant phonemes and words linked to each of the Phases which are currently taught |  |

**Year 2 pupils should be taught to:**

|  |  |  |
| --- | --- | --- |
| **1. spell by:**  a. segmenting words into phonemes and representing these by graphemes, spelling many correctly  b. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. two, to, too)  c. learning to spell common exception words  d. learning to spell more words with contracted forms, e.g. can’t, don’t  e. distinguishing between homophones and near-homophones  **2.** **add suffixes** to spell longer words, e.g. –ment, –ness, –ful and –les  **Write from memory** simple sentences dictated by the teacher that include words and punctuation taught so far. | | |
| Focus | Words | Activities |
| **simple words** – words that cannot be reduced any further without destroying their  meaning (e.g. girl);  –– **compound words** – words that consist of two simple words joined together (e.g. girlfriend | **High-frequency compound words**  Everyone, playground, hairbrush  Everybody, goalkeeper, fairground  Everything, paintbrush, downstairs  Nowhere, upstairs, football  Nobody, playground, outside  Somewhere, birthday, waterfall  Anyone, cornflakes, farmhouse  Anywhere, boathouse, weekend  Anybody, handbag, dustbin  Someone, greenhouse, earthworm  bluebell ,inside | Revise the term compound word and invite examples.  • Ask children what will help them to spell such long words. Revise the routine.  •Dictate three sentences containing compound words, for example:  – I heard a noise but nobody was there.  – I went into the classroom, then the playground, but nobody was there.  – Something made a noise.  -A paintbrush had fallen to the floor.   * Check the sentences and use this opportunity to remind the children of the spelling routine. * Ask the children to write an interesting sentence containing a compound word. * What have you learnt? Provide an opportunity for children to reflect on their learning and to   note down any compound words in their spelling journals that they need to practise and learn. |
| **Focus** | **Words** | **Activities** |
| **Complex words** – words that have had suffixes or prefixes added to them, which has  changed the meaning (e.g. girls);  Ask the children to collect adjectives and decide:  • which is the most common;  • how many have a -y suffix;  • how many a -ful suffix;  •how many a -less suffix;  • what other suffixes are used to form adjectives?  Explain the terms singular and plural.  •Explain that one suffix they all know is -s, when we want to say more than one  (e.g. table – tables, girl – girls, doll – dolls).  •This changes when the word ends in y (e.g. army – armies); the y changes to i.  • Practise: one dog but two…, one party but many….  •Establish that adding -s or changing y to i and adding -es changes the word from one to more | Wishful, funny, careless  Hopeful, misty, homeless  sorrowful ,nutty, endless  painful, sunny, speechless  beautiful ,chilly, fearless  hateful, lucky  forgetful, crispy  careful, fussy  restful, bony  useful ,stony | Revise the term suffix and the suffixes they have learnt so far: -ed, -ing, -y, -s, -ful, -less.  • Ask the children to provide sentences including examples of words, using each suffix.  • Dictate sentences, for example:  – At my party, we had lots of cakes and jellies. We played games and watched a DVD.  – It was a beautiful day yesterday, warm with hazy sunshine. I walked through the leaves which were crunchy under my feet.  •Compare the sentences with the correct versions, note successes and highlight any errors, identifying the part of the word that was incorrect.  •What have you learnt? Give the children an opportunity to reflect on their learning. Invite the children to write any words they find difficult into their spelling journals and practise the Look,  say, cover, write, check strategy. |
| How might splitting words into syllables help with spelling?  •Split the word elephant into syllables: el-e-phant. Demonstrate by drawing three lines on the whiteboard to represent the syllables. Then write down the letters for each phoneme in each syllable and read the word. Repeat, with other words, as necessary.  •Give children the opportunity to try the same method on their whiteboards, using other words such as seventeen, beautiful, classroom.  • Explain to the children that they are going to learn about ways to help them when they are spelling long words. | Unworn, unhappily  Unforgiving, merciful  Thankful, unselfish  plentiful ,unpopular  powerful, discomfort  fearful ,spending  another, skipping  something, grandmother  whatever, grandfather  pretending, tomorrow  wonderful, together | Tell the children that they have already learnt quite a few things to help them, during this term.  – Splitting a word into syllables (beats).  – Writing the letters to represent the phonemes for each syllable.  – Thinking if the word has a prefix or a suffix.  – Knowing that when the word is in the past tense it is likely to have an -ed ending.  – Explain to children that they are going to practise applying all that they have learnt to the  spelling of some long words.  • Demonstrate. Say unimportant, clap the syllables, draw lines to show the syllables, then write the word |
| Discuss the use of the apostrophe in contracted forms of words.  • Demonstrate in writing a couple of examples (e.g. do not – don’t, I had – I’d), again emphasising that it replaces missing letters and must be placed precisely.  Highlight the apostrophes; invite the children to explain why the apostrophe has been used.  •Emphasise that the apostrophe represents missing letters, not the joining of two words.  •Demonstrate this, using magnetic letters and replacing the missing letters with the apostrophe.  •Ask children to work in pairs. One child composes a sentence with the contracted form of words  (e.g. I’m, I’ve, I’ll, we’ve, we’re) and the other child repeats the sentence with the long forms of the  words. | do not don’t are not aren’t  cannot can’t had not hadn’t  is not isn’t have not haven’t  does not doesn’t could not couldn’t  I had I’d you are you’re  I would I’d they are they’re  I have I’ve you will you’ll  I will I’ll he will he’ll  I am I’m you have you’ve  •Select from the list of contractions and ask the children to give the full form. | Explain the special case:  – it’s means it is or it has;  – its means belonging to it.  Ask the children what they have learnt about contractions. Ask them to write three contractions and their full forms on individual whiteboards. Show me.  • Dictate the following passage for children to write down:  – I’m going to ask you to take your writing to the headteacher. She’ll be very pleased that you’ve  written such an interesting story. It’s very exciting.  – Children underline the contractions and check if they are correct.  • Children write these full forms as contractions: he had, she will, do not.  •Children check sentences and contractions with a partner.  • Children rehearse a sentence for a partner to write, check it and then change places. |
| **Topic words**  Highlight key words from other subject areas including Maths, Science and cross-curricular topics |  |  |
| **Personal spellings and misconceptions**  Ensure personal spelling mistakes are addressed each week to prevent over learning of incorrect spelling. |  | Spelling Logs – used regularly to learn own spellings and address personal mistakes.  Record and use Look- Cover- Write-Check method to self assess and peer mark the list of 5 words per week. |
| **NB Year 2 words should be taught in conjunction with the materials in Letters and Sounds** | See the relevant phonemes and words linked to each of the Phases which are currently taught |  |

**Year 3/4 pupils should be taught to:**

|  |  |  |
| --- | --- | --- |
| **1.** use further prefixes and suffixes and understand how to add them  **2.** spell further homophones  **3**. spell words that are often misspelt  **4.** Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **5 .**Ensure that pupils learn to spell – and have plenty of practice in spelling – new words correctly.  **6.** Ensure that they understand how to place the apostrophe in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s).  **7.** As in Years 1 and 2, continue to help pupils to understand and apply the concepts of word structure. | | |
| **Focus** | **Words** | **Activities** |
| This unit builds on work from Year 2 term 2 and extends understanding of the spelling and function  of the suffixes -ly, -ful, -less, -er and -able.  •Revise adding the -y suffix.  •Create sentences, using adjectives with the -y suffix, for example:  – It was a sunny day yesterday.  – The boy told a funny joke.  – The old man stumbled on the stony road.  •Ask children what the base word was for each of the adjectives (sun, fun, stone).  • Ask them to say why some base words drop the e or double the consonants when -y is added.  (Refer to previous learning.) | Kindly, wishful, hopeless, avoidable, taller  Friendly, hopeful, painless, bearable, nicer  Weekly, painful ,useless, enjoyable, smarter  Homely, forgetful, tuneless, drinkable, sweeter  Lonely, pitiful, fearless, likeable, bigger  Nearly, hateful, l breathless, breakable, closer  Freely, joyful, thankless, sinkable, hotter | Give the children examples of base words for them to change into adjectives by adding -y.  • Invite the children to form adjectives orally from base words (from Year 2). It will support  children if the base word is given in a sentence, for example:  – It is a (beauty) day. – beautiful.  – She made some (care) mistakes. – careless.  – Superman was (fear) when he faced the enemy. – fearful or fearless.  •Explain to the children that adding -y, -ful, -ly or -less to a base noun makes it into an adjective.  We are going to continue to find other ways of adding a suffix to change the meaning and  spelling of words. |
| Introduce the suffix -able (e.g. enjoy – enjoyable, rely – reliable). Invite examples from the class in the context of sentences.  • Invite groups of children to find as many adjectives as they can, in a given time, ending with  a specific suffix (-er, -est, -ly, -ful, -less, -able). Remind children they may have to change the base word if it ends in e or y.  • Invite the children to give a meaning for each suffix.  • Note:-ly means having the qualities of when it is attached to a noun to make an adjective. (It is  also a common way of turning an adjective into an adverb, as in beautiful – beautifully. When  used in this way, it means in this manner.)  – -less means without.  – -ful means full of.  – -able means being able to be – whatever is denoted by the root word e.g. capable of being  relied upon.  – -er and -est relate to more and most.  – -er can also mean belonging to (e.g. islander, villager) | quick quicker quickest  nice nicer nicest  big bigger biggest  happy happier happiest  cold colder coldest  late later latest  hot hotter hottest  chilly chillier chilliest  long longer longest  close closer closest  thin thinner thinnest  funny funnier funniest  tall taller tallest  ripe riper ripest  fat fatter fattest  lucky luckier luckiest | Give the children a list of base words and suffixes to form adjectives or adverbs.  • Compose two sentences, including three adjectives or adverbs that use different suffixes.  • Give a clue activity: give pairs of children a number of words with suffixes. They each have to  choose a word and give a clue for their partner to guess the word they have chosen.  •Words can be formed using more than one suffix (e.g. care, careful, careless, carelessly). Ask  children to investigate how to form different versions of the same base word, using suffixes.  • -s and -es: added to nouns and verbs, as in cats, runs, bushes, catches;  •-ed and -ing: added to verbs, as in hopped, hopping, hoped, hoping;  -ful: added to nouns, as in careful, painful, playful, restful, mouthful;  -er: added to verbs to denote the person doing the action and to adjectives to give the  comparative form, as in runner, reader, writer, bigger, slower;  • -est: added to adjectives, as in biggest, slowest, happiest, latest;  •-ly: added to adjectives to form adverbs, as in sadly, happily, brightly, lately;  • -ment: added to verbs to form nouns, as in payment, advertisement, development;  • -ness: added to adjectives to form nouns, as in darkness, happiness, sadness;  • -y: added to nouns to form adjectives, as in funny, smoky, sandy.  • The spelling of a suffix is always the same, except in the case of -s and -es. |
| A homophone is a word that sounds the same as another but is spelt differently (e.g. mail, male; to,  too, two). It must be recognised that sound is not necessarily an indication of spelling.  • Children will be interested to know that the word homophone comes from the Greek: homos meaning same and phone meaning sound.  In a language that uses about half a million words it  is not surprising that there are so many words that sound the same. | to – precedes a verb;  – two – always used as a number;  – too – means more than, as well as or also.  mail/male,  see/sea  wear where  their they’re there  to too two  be bee  see sea  new knew  right write  through threw  here hear  hole whole  flour flower | • Show homophones. In pairs, children orally compose sentences that use the words in context.  •Collect other examples of homophones from the children and ask them to use them in context.  • Can they compose a riddle? For example, What opens locks and is always found beside water?  (A key/quay).  Children choose the correct homophone to help you complete a sentence or write a recipe.  – When you go shopping, remember that you will need/kneed to by/buy/bye these items: flour/  flower, sum/some eggs and some currants/currents for/four the recipe.  • Ask children to make up their own descriptions for their partner to complete correctly. |
| **Topic words**  Highlight key words from other subject areas including Maths, Science and cross-curricular topics. |  |  |
| **Personal spellings and misconceptions**  Ensure personal spelling mistakes are addressed each week to prevent over learning of incorrect spelling. | Ensure High Frequency Words are taught in relation to relevant spelling choices in children’s own work. | Spelling Logs – used regularly to learn own spellings and address personal mistakes.  Record and use Look- Cover- Write-Check method to self assess and peer mark the list of 10 words per week. |
| **Support for Spelling: Although the guidance for each of the year groups has been adjusted in the English Curriculum 2014, the strategies for teaching are still very relevant.** |  |  |

**Year 5/6 pupils should be taught to:**

|  |  |  |
| --- | --- | --- |
| a. use further prefixes and suffixes and understand the guidelines for adding them  b. spell some words with ‘silent’ letters, e.g. knight, psalm, solemn  c. continue to distinguish between homophones and other words which are often confused  d. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in  Appendix 1  e. use dictionaries to check spelling and meaning of words  f. use the first three or four letters of a word to look up words in a dictionary  **Spelling**  As in earlier years, continue to help pupils to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.  Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of.  Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently. | | |
| **Focus** | **Words** | **Activities** |
| Introduce the term affix, the general term for a prefix or suffix. An affix is placed at the beginning or end of a root word to change its meaning. An affix cannot stand alone. For example, disappeared from the root appear has both a prefix (dis-) and a suffix (-ed).  • Provide other examples and invite the children to give examples of words with both prefixes  and suffixes.  •Quick-write activity: children write words with affixes (e.g. uninvited, recreated, disagreeable)  on individual whiteboards. Invite the children to explain their strategies for spelling the words.  Discuss strategies.  • Compose sentences orally, using words with prefixes and suffixes. Establish that:  – a prefix rarely changes the spelling of a word;  – a suffix frequently changes the spelling of a word at the join, when it is added to the end of  a word | misread exclaim replay  misfortune exile return  misinform export retry  misplace explode retake  autograph circumference bisect telephone transport  autobiography circus bicycle telegraph transfer  automatic circulate bifocals telescope transparent  automobile circle biplane television transplant  circular telephoto transmit  circumstance  Practice examples: words with affixes for diminutives:  Minibus kitchenette sapling microscope  miniature cigarette duckling microchip  mini-beasts weakling microfilm  minimum microphone | Children practise extending and compounding words, using other suffixes (e.g. -ive, -tion, -ic, -ist).  • Children collect words with similar prefixes.  • Play sorting games (e.g. for language of origin, same prefix, scientific words, words linked to  movement).  •Children find words that can take more than one suffix (e.g. correct – correctly, corrective, correction).  • Look up origins of affixes in an etymological dictionary and report to the class.  • Make up your own diminutives and give a dictionary definition  •Partner work: children select five words with either prefixes or suffixes that they didn’t know  before, then look up the meaning of each in the dictionary. |
| To spell unstressed vowels in polysyllabic words  (e.g. company, poisonous)  ii. To spell words with common letter strings and  different pronunciations (e.g. -ough: tough,  plough, through)  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words. | To explore the spelling patterns of consonants  and to formulate rules (e g. full becomes -ful  when used as a suffix, c is soft when followed by i)  ii. To explore less common prefixes and suffixes (e.g. -ian: magician, im-: immature, il-: illegal)  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words | To investigate and learn spelling rules for adding  suffixes to words ending in e, words ending in -y  and words containing ie (e.g. live, living, lively,  lifeless, happy, happiness, happier)  ii. To identify word roots, derivations and spelling  patterns as a support for spelling (e.g. sign,  signature, signal)  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words. |
| To embed the use of independent spelling  strategies for spelling unfamiliar words  (e.g. phonemic, syllabic, visual, word families,  mnemonics, etymology)  ii. To investigate the meaning and spelling of  connectives (e.g. furthermore, nevertheless)  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words. | To revise and extend work on spelling patterns,  including unstressed vowels in polysyllabic words  (e.g. definite, separate, miniature)  ii. To use what is known about prefixes and suffixes  to transform words (e.g. negation, tenses, word  class)  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words. | To spell unfamiliar words by using what is known  of word families and spelling patterns  ii. To revise and use word roots, prefixes and suffixes as a support for spelling  Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words. |

1.12 **Common exception words for Year 1**

This is a word list taken from the National Curriculum of recommended words a Year 1 child should be confident spelling as they complete Year 1.

**the a to**

**today of said**

**says are were**

**was is his**

**has I you**

**your they be**

**he me she**

**we no go**

**so by my**

**here there where**

**love come some**

**one once ask**

**friend school put**

**push pull full**

**house our**

1.13 **Common exception words for Year 2**

This is a word list taken from the National Curriculum of recommended words a Year 2 child should be confident spelling as they complete Year 2.

**door floor poor because**

**find kind mind behind**

**child children wild climb**

**most only both old**

**cold gold hold told**

**every everybody even great**

**break steak pretty beautiful**

**after fast last past**

**father class grass pass**

**plant path bath hour**

**move prove improve sure**

**sugar eye could should**

**would who whole any**

**many clothes busy people**

**water again half money**

**Mr Mrs parents Christmas**

1.14 **Statutory word list for Years 3 and 4**

This is a word list taken from the National Curriculum of words a child should be confident spelling as they complete Year 4.

**accident(ally) famous peculiar actual(ly) particular**

**favourite perhaps address February**

**popular answer forward(s) position**

**appear fruit possess(ion) arrive**

**grammar possible believe group**

**potatoes bicycle guard pressure**

**breath guide probably breathe**

**heard promise build heart**

**quarter busy business height**

**question calendar history recent**

**caught imagine regular centre**

**increase reign century important**

**remember certain interest sentence**

**circle island separate complete**

**knowledge special consider learn**

**straight continue length strange**

**decide library strength describe**

**material suppose different medicine**

**surprise difficult mention therefore**

**disappear minute though although**

**early natural thought earth**

**eight/eighth naughty notice through**

**enough occasion(ally) various exercise**

**often weight experience opposite**

**woman/women experiment ordinary extreme**

1.15 **Statutory word list for Years 5 and 6**

This is a word list taken from the National Curriculum of words a child should be confident spelling as they complete Year 6.

**accommodate equip (-ped, -ment) programme accompany**

**especially pronunciation according exaggerate**

**queue achieve excellent recognise**

**aggressive existence recommend amateur**

**explanation restaurant ancient familiar**

**rhyme apparent foreign rhythm**

**appreciate forty sacrifice attached**

**frequently secretary available government**

**shoulder average guarantee signature**

**awkward harass sincere(ly) bargain**

**hindrance soldier bruise identity**

**stomach category immediately sufficient**

**cemetery interfere suggest committee**

**interrupt symbol communicate language**

**system community leisure temperature**

**competition lightning thorough conscience**

**marvellous twelfth conscious mischievous**

**variety controversy muscle vegetable**

**convenience necessary vehicle correspond**

**neighbour yacht criticise (critic + ise) nuisance**

**curiosity occupy definite occur**

**desperate opportunity determined parliament**

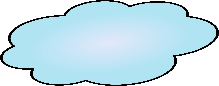
**develop persuade dictionary physical**

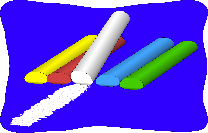
**disastrous prejudice embarrass privilege environment profession**

**Spelling Support for Parents**

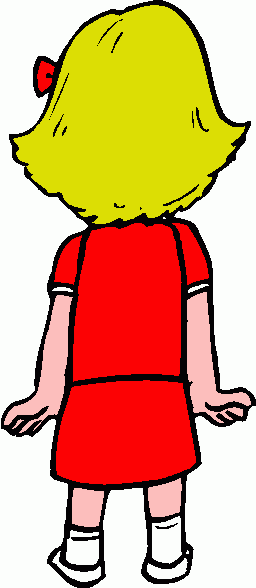
**Ideas to engage your child at home**

Being able to spell is a vital part of your child’s learning and as part of their home learning spellings will be sent home. The traditional method of SAY, LOOK, WRITE and CHECK can be very effective but it may also become less engaging after a long day at school. By encouraging your child to use some fun and different methods to learn their spelling you will not only be helping your child to retain and master the spelling of the words given BUT hopefully adding a smile to the work.

 **Cloud writing:** Say a target spelling word and then your child has to write the word in the air whilst saying each letter aloud. The writing can be as big as he/she wants…the bigger the movements the more laughter to be had.

 **Chalk words:** Buy a pack of coloured chalks and write their spelling words on your path or driveway. Children love writing in unusual places!

 **Lily Pad Spelling:** Write all the letters of the alphabet on pieces of paper or Post-it notes. Lay them in any order on the floor like lily pads on a pond. Say a spelling word and have your child step from one letter to the next spelling out the word. If your child chooses an incorrect letter remind them of the letter that it should be and start again at the beginning of the word.

**Words on your back:** Sit with your back facing our child and ask them to write one of their spelling words on your back. If spelt correctly he/she can have a point. If not remind you child by writing on their back.

 **Text spelling:** ask your child to write their spelling word/s onto their mobile phone (or tablet) and text you. You can them send any words spelt incorrectly to be repeated. **Always be aware of who your child is texting and encourage children to tell you if they are texting anyone other than yourself when using their phones**