



# **Spelling Pathway**

## **Years 2 to 6**

## Year 2

## 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 /d / 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**

/a / 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 spellings 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

## Term 2

**Revisit**

The // or /ə/ 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 /a / sound spelt 'y' at the end of words  
The /i:/ sound spelt '-ey'  
The /r/ sound spelt '-wr' at the beginning of words  
The / / sound spelt 'a' after 'w' and 'qu'  
The sound / / 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 3

**Revisit**

The possessive apostrophe (singular nouns)

**Homophones**

Revision of all homophones taught so far

**Apostrophe**

The possessive apostrophe (singular nouns)

**Year 2 phonics**

The // or /ə/ sound spelt '-el' at the end of words  
The // or /ə/ sound spelt '-al' at the end of words  
The // or /ə/ sound spelt '-il' at the end of words (unusual spelling)  
The / :/ sound spelt 'a' before 'l' and 'll'  
The / :/ sound spelt 'ar' after 'w'  
The / / sound spelt 'o'  
The / :/ 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

### Term 1

#### 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 /e / sound spelt 'ei', 'eigh', or 'ey' The / / 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.

### Term 2

#### 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 / / 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.

### 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 / / sound spelt 'y' other than at the end of words (*gym, myth*)

The / / 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 personal 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.

## Year 4

Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Rare GPCs</b> Revise:</p> <ul style="list-style-type: none"> <li>• The /e / sound spelt 'ei', 'eigh', or 'ey'</li> <li>• The / / sound spelt 'ch'</li> <li>• The / / sound spelt 'ou' (all from Year 3)</li> </ul> <p><b>Word endings:</b> Words ending /ure/ (<i>treasure, measure</i>)</p> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>• Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul> <p><b>Homophones</b> <i>peace/piece, main/mane, fair/fare</i></p> <p><b>Apostrophe</b> Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p><b>Proofreading</b> Teach proofreading strategies</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <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><b>Revisit</b> Year 3 rare GPCs</p> <p><b>Rare GPCs</b> The /g/ sound spelt 'gu'</p> <p><b>Word endings</b> Words ending /t ə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like / ən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p><b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p><b>Homophones</b> <i>scene/seen, male/mail, bawl/ball</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p><b>Proofreading</b> Model how to use various strategies in proof-reading, including using a dictionary.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <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><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p><b>Word endings</b> Endings that sound like / ən/ spelt '-sion' (<i>division, confusion</i>)</p> <p><b>Prefixes and Suffixes</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p><b>Homophones</b> <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p><b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <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

#### 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.

### Term 2

#### 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/steal*

#### 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.

### 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, referring 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.

## Year 6

### Term 1

#### 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.

### Term 2

#### Revisit

Words containing the letter string '-ough'

#### Prefixes and Suffixes

Generating words from prefixes and suffixes

#### Word endings

The / ə/ 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.

### 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/proceed, 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.