



"Growing together at the heart of God's community"



Glazebury C E Primary School

Policy Header

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| Policy Title | Spelling Policy |
| Version No | Four |
| Written / Adopted Date | Written June 2016 Reviewed May 2017 Reviewed June 2018 Reviewed July 2021 Reviewed December 2025 |
| Linked Policies | Feedback and marking policy, SEN Policy, Handwriting Policy, Homework Policy, Teaching & Learning Policy |
| Written By | School |
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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.

Love never fails, 1 Corinthians 8:13

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

The **HEART** of our Curriculum:

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

E – **E**mbracing Christian Values.

A – **A**chievement for all.

R – **R**eadng at the **heart** of our school

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

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 in KS2 using NFER spelling assessment termly along with weekly spelling assessments and in KS1 both through KS1 EPGS assessments, Little Wandle phonic programme and weekly spelling tracking.

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 via Little Wandle phonic programme. 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 Little Wandle 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 and delivered using the Emile spelling scheme which aligns with the National Curriculum . Children will have a taught session on Monday which introduces that week's spelling rule. Prior knowledge is highlighted and quick, fun tasks allow children to see, hear and use the new spellings to be learnt for the week. A copy of these spellings are sent home for children to practice , using the **Look, say , cover, write , check** method. During daily guided reading sessions, children will complete different tasks in their independent learning which practise these spellings. An assessment of these spellings takes place at the end of the week . These weekly , ongoing assessments allow teachers to identify which children may need additional support with spelling.

Activities will include : introduction of the spelling rule on **Monday:**

Word search to identify spelling rule and letter patterns

Practise using the correct word in context in a sentence

Push it task : to edit by identifying spelling error in the text and correcting.

Key Stage 2: Children will be taught within the spelling objectives set out in the national curriculum, 2014. Spelling sessions As for Year 2, our consistent approach to teaching and learning of spellings is as follows: A taught session using the Emile spelling scheme ,which aligns with the National Curriculum, takes place on Monday .This introduces that week's spelling rule. Prior knowledge is highlighted and quick, fun tasks allow children to see, hear and use the new spellings to be learnt for the week. A copy of these spellings are sent home for children to practice , using the **Look, say , cover, write , check** method. During daily guided reading sessions, children will complete different tasks in their independent learning which practise these spellings. An assessment of these spellings takes place at the end of the week . These weekly , ongoing assessments allow teachers to identify which children may need additional support with spelling.

Activities will include : introduction of the spelling rule on **Monday**

Word search to identify spelling rule and letter patterns

Practise using the correct word in context in a sentence

Push it task : to edit by identifying spelling error in the text and correcting.

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. Marking of written work also provides the opportunity to see how well individual children understand and apply what has been taught. When marking work, 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 adapted and differentiated to support children and spelling interventions are arranged to help children develop.

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

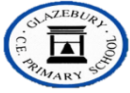
Governing Body: The English Subject lead encourages positive links with the Standards and Curriculum Governors and keeps the governing body informed of all major issues related to spelling in the school.

Spelling Non-negotiables:

| Year Group | Expectations |
|------------|---|
| Reception | By the end of the year to read and spell all word in Pink book 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 book 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 book band , 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, book band 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 |



| | |
|--------|---|
| | <p>-s and -es Ful e.g. painful, restful</p> |
| Year 2 | <p>By the end of the year spell 90% of the words on Orange, Turquoise, Purple, Gold, White, book band 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</p> |
| Year 3 | <p>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</p> |
| Year 4 | <p>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/</p> |
| Year 5 | <p>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/</p> |
| Year 6 | <p>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</p> |



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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:

- 1.1 BOOK BAND WORDS: Pink High Frequency word checklist
- 1.2 BOOK BAND WORDS: Red High Frequency word checklist
- 1.3 BOOK BAND WORDS: Yellow, blue, green High Frequency word checklist
- 1.4 BOOK BAND WORDS: Orange, Turquoise, Purple, Gold, White, word check list
- 1.5 National curriculum expectations (year 1-6)
- 1.6 Year 1 Common exception words
- 1.7 Year 2 Common exception words
- 1.8 Year 3/4 Statutory word list
- 1.9 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.



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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.



Year 2 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.



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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

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 |
|---|--|--|
| <p>This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:</p> <ul style="list-style-type: none"> • 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). <p>• Phonological knowledge. This relates to:</p> <ul style="list-style-type: none"> – syllables and rhymes; – analogy. | <p>This is the spelling of grammatical units within words (e.g. horse = 1 morpheme, horses = 2 morphemes). It includes knowledge about:</p> <ul style="list-style-type: none"> • 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); | <p>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).</p> |



Year 1 pupils should be taught to:

1. spell:

- words containing each of the 40+ phonemes already taught
- common exception words, e.g. the, said, one, two
- the days of the week

2. name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

3. add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un
- 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 |
|---|--|---|
| <p>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:</p> <ul style="list-style-type: none"> - train - ai - gate - a-e - day - ay • When they have completed it they should list all the different ways of spelling the phoneme. <p>Repeat with other vowel phonemes.</p> <p>• 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.</p> <ul style="list-style-type: none"> - /ai/ made, make, away, take, play, day, came, name, they, great, baby, paper, again <p>This activity can be repeated for other long vowel phonemes:</p> <ul style="list-style-type: none"> - /ee/ me, he, she, we, be, been, being, see, seen, tree, people, these - /igh/ I, my, by, why, like, time, night, five, nine, nineteen | <p>/ai/ made sale late train sail day rain paper break baby make pale</p> <p>/ee/ see weak bead sea seed seat meat meet read chief bee field</p> <p>/igh/ cry night time sigh shine polite slide nice nine try lie pie</p> <p>/oa/ toe alone grow soap slow home low show note phone window those</p> <p>/(y)oo//oo/ use tune blue new cube glue blew huge to</p> | <p>Introduce words where the long vowel is split (e.g. bake, hope, like).</p> <p>Explain that the e is dropped before the -ed or -ing is added (e.g. hope - hoped, hoping).</p> <p>Demonstrate this using magnetic letters. Invite examples from the class.</p> <ul style="list-style-type: none"> - 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. <p>Adding -ed to verbs Add -ed Drop the e</p> <ul style="list-style-type: none"> • -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; |



| | | |
|---|---|--|
| - /oa/ so, no, go, going, home, old, told, over, open, only, both - /(y)oo/ blue, true, glue | | |
| 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:

- segmenting words into phonemes and representing these by graphemes, spelling many correctly
- 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)
- learning to spell common exception words
- learning to spell more words with contracted forms, e.g. can't, don't
- 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); | Wishful, funny, careless Hopeful, misty, homeless sorrowful, nutty, endless painful, sunny, speechless | Revise the term suffix and the suffixes they have learnt so far: -ed, -ing, -y, -s, -ful, -less. |

| | | |
|--|--|---|
| <p>Ask the children to collect adjectives and decide:</p> <ul style="list-style-type: none"> • 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? <p>Explain the terms singular and plural.</p> <ul style="list-style-type: none"> • 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 | <p>beautiful, chilly, fearless hateful, lucky forgetful, crispy careful, fussy restful, bony useful, stony</p> | <ul style="list-style-type: none"> • Ask the children to provide sentences including examples of words, using each suffix. • Dictate sentences, for example: <ul style="list-style-type: none"> – 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. |
| <p>How might splitting words into syllables help with spelling?</p> <ul style="list-style-type: none"> • 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. | <p>Unworn, unhappily Unforgiving, merciful Thankful, unselfish plentiful, unpopular powerful, discomfort fearful, spending another, skipping something, grandmother whatever, grandfather pretending, tomorrow wonderful, together</p> | <p>Tell the children that they have already learnt quite a few things to help them, during this term.</p> <ul style="list-style-type: none"> – 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 |
| <p>Discuss the use of the apostrophe in contracted forms of words.</p> <ul style="list-style-type: none"> • 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. <p>Highlight the apostrophes; invite the children to explain why the apostrophe has been used.</p> <ul style="list-style-type: none"> • Emphasise that the apostrophe represents missing letters, not the joining of two words. | <p>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</p> <ul style="list-style-type: none"> • Select from the list of contractions and ask the children to give the full form. | <p>Explain the special case:</p> <ul style="list-style-type: none"> – it's means it is or it has; – its means belonging to it. <p>Ask the children what they have learnt about contractions. Ask them to write three contractions and their full forms on individual whiteboards. Show me.</p> <ul style="list-style-type: none"> • Dictate the following passage for children to write down: <ul style="list-style-type: none"> – 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. |



| | | |
|---|---|--|
| <ul style="list-style-type: none"> • 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. | | <ul style="list-style-type: none"> – 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:

| <ol style="list-style-type: none"> 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. |



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| | | We are going to continue to find other ways of adding a suffix to change the meaning and spelling of words. |
| <p>Introduce the suffix -able (e.g. enjoy – enjoyable, rely – reliable). Invite examples from the class in the context of sentences.</p> <ul style="list-style-type: none"> • 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) | <p>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</p> | <p>Give the children a list of base words and suffixes to form adjectives or adverbs.</p> <ul style="list-style-type: none"> • 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. |
| <p>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.</p> | <p>to – precedes a verb; – two – always used as a number; – too – means more than, as well as or also.</p> <p>mail/male, see/sea</p> | <ul style="list-style-type: none"> • 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. |



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| <ul style="list-style-type: none"> 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. | <p>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</p> | <ul style="list-style-type: none"> 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/knead to buy/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 | misread exclaim replay misfortune exile return misinform export retry misplace explode retake | Children practise extending and compounding words, using other suffixes (e.g. -ive, -tion, -ic, -ist). |

| | | |
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| <p>affix cannot stand alone. For example, disappeared from the root appear has both a prefix (dis-) and a suffix (-ed).</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – 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 | <p>autograph circumference bisect telephone transport autobiography circus bicycle telegraph transfer automatic circulate bifocals telescope transparent automobile circle biplane television transplant circular telephoto transmit circumstance</p> <p>Practice examples: words with affixes for diminutives:</p> <p>Minibus kitchenette sapling microscope miniature cigarette duckling microchip mini-beasts weakling microfilm minimum microphone</p> | <ul style="list-style-type: none"> • 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. |
| <p>To spell unstressed vowels in polysyllabic words (e.g. company, poisonous)</p> <p>ii. To spell words with common letter strings and different pronunciations (e.g. -ough: tough, plough, through)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> | <p>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)</p> <p>ii. To explore less common prefixes and suffixes (e.g. -ian: magician, im-: immature, il-: illegal)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> | <p>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)</p> <p>ii. To identify word roots, derivations and spelling patterns as a support for spelling (e.g. sign, signature, signal)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> |
| <p>To embed the use of independent spelling strategies for spelling unfamiliar words (e.g. phonemic, syllabic, visual, word families, mnemonics, etymology)</p> <p>ii. To investigate the meaning and spelling of connectives (e.g. furthermore, nevertheless)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> | <p>To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words (e.g. definite, separate, miniature)</p> <p>ii. To use what is known about prefixes and suffixes to transform words (e.g. negation, tenses, word class)</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> | <p>To spell unfamiliar words by using what is known of word families and spelling patterns</p> <p>ii. To revise and use word roots, prefixes and suffixes as a support for spelling</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> |



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 | | |



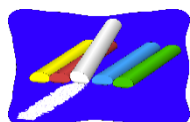
Spelling Support for Parents

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 then 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**