

Spelling Programme for Year 3
<p>Year 3 Statutory Requirements: (items in italics non- statutory)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Develop a range of personal strategies for learning new and irregular words</i> • <i>Develop a range of personal strategies for spelling at the point of composition</i> • <i>Develop a range of strategies for checking and proof reading spellings after writing</i> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [e.g., girls', boys'] and in words with irregular plurals [e.g., children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • proof-read for spelling errors
Y3 Term 1
<p>Revisit and Review: Common exception words from Year 2.</p> <p>Prefixes and Suffixes: Revise prefix un-. (<i>select from Support for Spelling Unit Y2 T3 i</i>)</p> <p>New prefixes: pre-, dis-, mis-, re-. Revise suffixes from Year 2: -s, -es, -ed, -ing, -er. (<i>Spelling Bank p.4,6,7, 8, 18,23</i>)</p> <p>(<i>Support for Spelling Unit Y2T1 ii and Unit Y3T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /eɪ/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight i - in, y - gym (o - women, u - busy, ui - build, e - pretty) u - up, o - son, (ou - young, oe - does, oo - blood)</p> <p>Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg can't, didn't. (<i>Support for Spelling Unit Y4 T3 i and Spelling Bank p.15,19</i>)</p> <p>Proof reading: Focus: checking after writing spelling of KS1 common exception/ tricky words.</p> <p>Learning Spellings <i>Spelling Bank p.16</i></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups</p>

Y3 Term 2
<p>Revisit and Review: Suffixes from Year 2:-ment, -ness, -ful, -less, -ly (with a consonant before it) (<i>Spelling Bank p14</i>)</p> <p>Prefixes and Suffixes: Prefixes: sub-, tele-, super-, auto-. (<i>Support for Spelling Unit Y2 T2 ii and Unit Y4 T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /j/ sound spelt ch (mostly French in origin) eg chef. eg sh – shop, s – sure, ss – mission (t before ion – mention, ci – special, t before ial – partial, ch – chef, ce – ocean)</p> <p>Words with the /k/ sound spelt ch (Greek in origin) eg scheme, chorus, chemist, echo, character</p> <p>Homophones: here/hear, knot/not, meat/meet, missed/mist. (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg hasn't, couldn't. (<i>Support for Spelling Unit Y4 T3 i</i>) (<i>Spelling Bank p 15,19</i>)</p> <p>Proof reading: Using a dictionary to check spellings. First two letters.</p> <p>Learning Spellings <i>Spelling Bank p.16</i></p> <p>Children:</p> <ul style="list-style-type: none"> Learn words taught in new knowledge this term. Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words.Teach: February Group other words for cross curricular teaching. Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>
Y3 Term 3
<p>Revisit and Review: Revise strategies for spelling at the point of writing.</p> <p>Prefixes and Suffixes: Suffix –ly straight on to root word eg sadly, unusually. (<i>Support for Spelling Unit Y3 T2 ii Spelling Bank p13,14</i>)</p> <p>Teaching rarer GPCs: The /ʌ/ sound spelt ou eg young, touch.</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth.</p> <p>Homophones: heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign. Also homophones from Year 3/4 word list. heard/herd, through/threw, (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg it's, I'll. (<i>Support for Spelling Unit Y4 T3 i</i>) (<i>Spelling Bank p 15,19,37</i>)</p> <p>Proof reading: Proof read own writing for mis -spellings of personal spelling list words.</p> <p>Learning Spellings <i>Spelling Bank p.16</i></p> <p>Children:</p> <ul style="list-style-type: none"> Learn words taught in new knowledge this term. Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>

Spelling Programme for Year 4
<p>Year 4 Statutory Requirements: (items in italics non- statutory)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Develop a range of personal strategies for learning new and irregular words</i> • <i>Develop a range of personal strategies for spelling at the point of composition</i> • <i>Develop a range of strategies for checking and proof reading spellings after writing</i> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • proof-read for spelling errors
Y4 Term 1
<p>Revisit and Review: Revise strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /ʃ/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique.</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. (<i>Spelling Bank p 57</i>)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -en, -er, -ed. (<i>Spelling Bank p 21</i>)</p> <p>Homophones: peace/piece, main/mane, affect/effect. (<i>Spelling Bank p22</i>)</p> <p>Apostrophe: Possessive apostrophe with plural words eg girls', boys', babies'.</p> <p>Proof reading: Teach proof reading strategies</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups</p>

Y4 Term 2
<p>Revisit and Review: Y3 Rarer GPCs. Teaching rarer GPCs: From Y3/4 word list – guard, guide. Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture. Endings which sound like /ʃən/, spelt, –sion, –eg invention, comprehension, <i>Spelling Bank p 29,36,51</i>) Prefixes and Suffixes: Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation. (<i>Spelling Bank p 51</i>) Homophones: scene/seen, male/mail, bawl/ball. whose/who's (<i>Spelling Bank p22</i>) Apostrophe: Possessive apostrophe with singular proper nouns ending in 's' eg Cyprus's population. Proof reading: Using a dictionary to check spellings after writing –first two or three letters.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups</p>
Y4 Term 3
<p>Revisit and Review: Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed. Teaching rarer GPCs: Words with the /s/ sound spelt sc (Latin in origin) eg science Word endings: Endings which sound like /ʒən/ spelt: -sion, -tion, -ssion, -cian.. (<i>Spelling Bank p36</i>) Prefixes and Suffixes: Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to –ally. (<i>Spelling bank p25,35</i>) The suffix –ous eg poisonous, outrageous. (<i>Spelling Bank p 52 unstressed vowels</i>) Homophones: whether/weather, fair/fare, medal/meddle, , accept/except, misses/mist (<i>Spelling Bank p22</i>) Apostrophe:, Revise contractions from Y2 and plural apostrophe rules. (<i>Support for Spelling Y4T3i</i>) Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups</p>

Spelling Programme for Year 5
<p>Year 5 Statutory Requirements: (items in italics non- statutory)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Develop a range of personal strategies for learning new and irregular words</i> • <i>Develop a range of personal strategies for spelling at the point of composition</i> • <i>Develop a range of strategies for checking and proof reading spellings after writing</i> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • proof-read for spelling errors
Y5 Term 1
<p>Revisit and Review: Revise plurals eg adding -s, -es and -ies (<i>Spelling Bank p41</i>) Revise apostrophe for contraction.</p> <p>Teaching rarer GPCs: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (<i>Support for Spelling Y5T1i p73</i>); Words with the /i:/ sound spelt ei after c.eg receive, ceiling. (<i>Spelling Bank p 55</i>)</p> <p>Prefixes: graph, audi, trans,</p> <p>Morphology/ Etymology: Teach extension of base words using word matrices. Use knowledge taught so far.</p> <p>Word endings: Words containing the letter-string -ough. (<i>Spelling Bank p 29,33,48</i>) Words ending in -able, -ably and -ible and -ibly. (<i>Spelling Bank p 36</i>)</p> <p>Homophones: eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (<i>Spelling Bank p 49</i>)</p> <p>Hyphen: Use of the hyphen eg co-ordinate, co-operate</p> <p>Dictionary: Use dictionary to support teaching of word roots, derivations and spelling patterns eg sign, signature, significant.</p> <p>Proof reading: Focus on checking words from personal list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words. • Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups .
Y5 Term 2
<p>Revisit and Review: Strategies at the point of writing. <i>(Support for Spelling Y6T1i and T3i)</i> Revise apostrophe for possession.</p> <p>Teaching rarer GPCs: Teach words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Words beginning with: ce, ci, ca, cu</p> <p>Homophones : eg altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel, profit/prophet, . <i>(Spelling Bank p 49)</i></p> <p>Morphology/ Etymology: Use spelling logs to record helpful etymological notes on curious/difficult words</p> <p>Dictionary: Use a dictionary to create collections of words with common roots <i>(Spelling Bank p 34)</i></p> <p>Proof reading: Checking from another source after writing eg spell check if on screen, spelling log, environmental print.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>
Y5 Term 3
<p>Revisit and Review: A range of strategies for learning words.</p> <p>Homophones: eg cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. . <i>(Spelling Bank p 49)</i></p> <p>Dictionary: Teach use of dictionary to check words referring to first three or four letters. <i>(Support for Spelling p114)</i></p> <p>Proof reading: Check writing for mis – spelled words which are on the Y5/6 word list.</p> <p>Morphology/ Etymology: Teach morphemic and etymological strategies to be used when learning specific words eg from Y5/6 word list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups</p>

Spelling Programme for Year 6
<p>Year 6 Statutory Requirements: (items in italics non- statutory)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Develop a range of personal strategies for learning new and irregular words</i> • <i>Develop a range of personal strategies for spelling at the point of composition</i> • <i>Develop a range of strategies for checking and proof reading spellings after writing</i> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • proof-read for spelling errors
Y6 Term 1
<p>Revisit and Review: -able, -ible. Revise use of hyphen from Y5.</p> <p>Teaching rarer GPCs: Revise words with the /i:/ sound spelt ei after c.</p> <p>Affixes: Revise prefixes and suffixes</p> <p>Prefixes and Suffixes: Suffixes: Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Word endings: Endings which sound like /ʃəs/ spelt -cious or -tious eg precious, ambitious.</p> <p>Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>Proof reading: Proof reading in smaller chunks. Sentences, paragraphs.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>

Y6 Term 2
<p>Revisit and Review: Words containing the letter-string -ough. Revise apostrophe for contraction and possession.</p> <p>Teaching rarer GPCs: Revise words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Word endings: Endings which sound like /ʃəl eg official, special, artificial, partial, confidential, essential.</p> <p>Homophones: compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary.</p> <p>Proof reading: Proof reading someone else's writing. Note strategies which help in spelling journal/log..</p> <p>Affixes: Revise prefixes and suffixes</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups</p>
Y6 Term 3
<p>Revisit and Review: Spelling strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Word endings: Words ending in -ant; -ance/-ancy; -ent, -ence/-ency</p> <p>Homophones: draft/draught, dissent/descent, precede/proceed, wary/weary, principle/principal.</p> <p>Proof reading: Embedding proof reading strategies when reviewing own writing independently.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>