

Improving spelling through a programme of effective, repeated, teaching and learning

Core ideas behind the document

Writing is complex. It should have an audience and therefore relies on thought, knowledge of text structures, handwriting and accurate spellings. The more competent and confident children are with spelling the easier composition becomes. Spelling structures in the English language are extremely complicated.

Through ensuring children have secure knowledge of ***the alphabetic code (phonics), in word structures (morphology), in spelling structures (orthography), in language origins (etymology)***, our children will know how their language works and become confident spellers, therefore enjoying writing more and becoming more fluent.

In the short term our aim is to improve spelling scores when children are tested at the end of KS 1 and 2. Spelling is bigger than this though. Great spelling is an essential to being successful in life. Employers look for good spellings and the use of dictionaries and thesauruses is easier. Furthermore, spoken vocabulary develops through children having a fascination of words and liking the 'feel' of new words and endings on their tongue. At Eldon Grove, we need to support children at all points to become more eloquent. Children should not be limited through poor spellings. There is a direct link between reading, spelling and writing. Generally, the more we read, the more 'new' words we 'come across', an improved vocabulary is experimented with and we remember how to spell a greater number of words because we repeatedly see them visually recorded.

Phonics is a default when we are challenged to write a new word we can't remember having seen recorded. It takes us a long way but not all the way. Children should be taught additional strategies as well as having access to spell checkers and dictionaries. However, it is worth noting that for a very small group of children spelling will always be a challenge. For these children, as with all children, it should be made known spelling is difficult because of our language system. This group of children should be given additional support to help them develop: confidence, a good bank of high frequency words and understanding of our alphabetic code. This will allow them to become confident writers even if challenged with spelling. In every class across school, there will be a 'Grow the Code' grapheme chart to ensure a consistent use of vocabulary and phonics expectation.

How do we teach spelling in our school?

Reception and Key Stage One

- Teaching daily systematic synthetic phonics using Little Wandle Letters and Sounds from January 2022. (This is a change from our previous use of DfE's Letters and Sounds)
- Continuously revising and reviewing previously taught phonics in additional group and 1:1 catch up sessions
- Additionally, teaching high frequency tricky words which are not phonically decodable, through phonics, reading sessions and writing.
- Marking high frequency words as incorrect in writing once the children have been taught them – zero tolerance feedback
- Having clear non-negotiable lists of words which must be spelt correctly according to the age of the children
- Having high expectations
- Modelling correct speech and pronunciation
- Creating a passion for words and the complexities of our language
- Aiming for all children to achieve age appropriate expectations
- Providing time for children to learn spellings in lessons
- Assessing using dictation to help the children use the words in context

By the end of Year 1, children should have completed Little Wandle phonics programme, to meet the required standard in the Phonics Screening Check successfully.

All Year 1 children should have spelling lessons alongside phonics (beginning Summer 2022).

In Year 2 children should make a full transition from daily phonics sessions to daily spelling sessions.

Key Stage Two

- Teaching four-times weekly, spelling instruction lessons
- Continuously revising and reviewing previously taught phonics to support the spelling of new words.
- Following a programme which covers Y3, Y4, Y5 and Y6 objectives and word lists to allow revision and consolidation.
- Marking high frequency words as incorrect in writing once the children have been taught them.
- Having clear non-negotiable lists of words which must be spelt correctly according to the age of the children.
- Having high expectations.
- Correcting speech and pronunciation.
- Creating a passion for words and the complexities of our language.
- Aiming for all children to achieve age appropriate expectations.
- Teaching with precise instruction and exposition.
- Providing time for children to learn spellings in lessons.
- Assessing using dictation to help the children use the words in context.

How do we plan for spelling learning and teaching in our school?

In Reception, Little Wandle Letters and Sounds is used to plan a 'minimum' of five phonic sessions.

In KS1, In Year One, Little Wandle Letters and Sounds is used to plan a 'minimum' of five phonic sessions.

Additionally, they will plan four spelling sessions per week, beginning Summer 2022.

Children who did not meet the required standard in the Year 1 Phonics Screening Check should continue to access phonics sessions to ensure they “catch up” with their peers.

Lesson 1: Introducing the rule/pattern for the coming week. This first session has no cognitive overload. The rule/pattern is introduced through a stimulus (picture, artefact, guess the rule, same/different etc). Children are not to write the rule, but instead a sticker of the rule will be stuck into their spelling books. Within this session, children should use their prior knowledge of words to identify the rule, with planned links to other topics/units around the curriculum. Each week, the spelling rule will be sent to parents on Class Dojo and be a part of that week's homework offer.

Lesson 2: This session is designed to investigate and explore the words and rule/pattern/convention). Here, children will be identifying if the rule involves prefixes, suffixes, silent letters/sounds, homophones, plurals etc. Furthermore, children will be exploring the morphology of the words, the etymology of the words, creating pseudo words, creating “silly sentences”, looking at how the spelling changes the meaning of the word/sentences (especially in homophones) and looking at alternative sounds/pronunciation.

Lesson 3: Tackling the tricky part: This session takes out the cognitive overload for children. Within each word/rule/pattern/convention, the children are identifying the 'tricky' part of the spelling. Teachers are to consider how to 'hang the knowledge on to the child' through the use of images, acronyms, analogies, songs etc. In KS2, these can be incorporated into the use of handwriting to achieve that muscle memory when handwriting the 'tricky' parts. Closed procedure activities are encouraged at this stage e.g. “Feb___ary”.

Lesson 4: The final spelling session of the week focuses on the application of the rule/pattern. Through differentiated activities, children could fill in the blanks for sentence (with or without a word mat), write a paragraph incorporating the word(s) and looking at the 'bigger picture' – these words added to the English working wall to ensure application across the curriculum. These spellings should then form part of any self/peer assessment in writing and would make up a large part of teacher spelling feedback for that week. Encouraging the use of activities such as a 'Spelling Bee' is a good way to build healthy competition in class, through the oral presentation of words.

Assessment of spelling comes in the truest sense - can our pupils apply their learning through their writing, consistently? Do our pupils have a good guess at the meaning of words through using their spelling morphology learning and etymology to unpick new words in reading?

Our spelling lessons and sequences are crucial.

Scaffolding and Differentiation

We hope that with quality first teaching all children will make expected progress. However, there may be children falling behind who will be given additional support. Our aim is to include all children in the current age appropriate learning to prevent them from falling further behind. In the earliest stages of phonics learning children will be grouped by age and a mastery approach to teaching and learning will ensure that most children keep up.

****This academic year, whilst we embed our new phonics programme, and recover from missed learning through pandemic closure, pupils have been grouped according to prior learning. However, the aim is to accelerate to age appropriate as soon as possible.**

What materials/ resources do we use to plan QFT of spelling in our school?

- The school phonics programme, Little Wandle Letters and Sounds
- The school spelling programme
- National Curriculum 2014

Feedback and Marking

All feedback and marking will:

- draw children's attention to incorrect spelling in their writing according to the school's marking policy
- use year group expectations as a guide for standards. As a general rule, if they have been taught a word there should be an expectation that it is spelt correctly in all their writing.

Opportunities to monitor and evaluate the teaching and learning of spelling

- English Subject Leader and Early Reading Lead work with staff to evaluate planned opportunities, talk to children and visit lessons to evaluate the programme.
- English Subject Leader and Early Reading Lead, along with other Subject Leaders will evaluate written work for cohorts and groups within cohorts.
- Team/Phase Leaders will review work evidence with their team to self-evaluate quality of children's spelling and teacher's feedback impact
- Teachers should use assessments of spelling in writing to identify pupils requiring additional support/intervention to accelerate progress and /or times when a preteach session would remind pupils of expectations and knowledge

Reception	
Autumn 1 Phase 2 graphemes	New tricky words
S a t p l n m d g o c k 'c k' e u r h b f t	Is I the
Autumn 2 Phase 2 graphemes	New tricky words
Ff ll ss j v w x y z zz qu ch sh th ng nk	Put full push pull – not tricky but have regional pronunciation differences And as has his her go no so into she he of we me be
Spring 1 Phase 3 graphemes	New tricky words
Ai ee igh oa oo oo ar or ur ow oi ear air er - Words with double letters - Longer words	Was you they my by all are sure pure
Spring 2 Phase 3 graphemes	New tricky words
Review phase 3 - Words with double letters, longer words, words with two or ore digraphs, words ending in -ing, compound words - Words with a s/z/ in the middle - Words with -s/s//z/ at the end - Words with -es/z/ at the end	Review all taught so far
Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - Cvc ccvc ccvc ccvc ccvc - Longer words and compound words - Words ending in suffixes: -ing, -ed /t/, -ed/id/ /ed/, -est	Said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes	New tricky words
Phase 3 long vowel graphemes with adjacent consonants - Cvc ccvc ccvc ccvc - Words ending in suffixes: -ing, -ed /t/, -ed/id/ /ed/, -ed/d/-er, -est - Longer words	Review all taught so far
Year 1	
Autumn 1	Review tricky words Phases 2-4
Review phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	The put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	Their people oh your Mr Mrs Ms ask* regional pronunciation Could would should our House mouse water want

/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	
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YEAR ONE SCHEME

Year 1 Spelling

The teaching of phonics enables children to learn to read a large number of different words, however spelling is a different matter. Phonics tells children that there are many different ways of spelling particular sounds but for children to become a successful writer they need to be taught how to spell specific words using correct letter choices.

The expectations of the new curriculum for Year 1 are significantly lifted and now include:

Year 1			
	Teaching Focus	Guidance, Rules and Conventions	Words
1	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s . If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es .	cats, dogs, spends, rocks, thanks, catches
	Teaching Methods, Evaluations and Notes		

Year 1	
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	Teaching Methods, Evaluations and Notes

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	Year 1		
	Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
	Teaching Methods, Evaluations and Notes		

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Year 1			
	Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
	Teaching Methods, Evaluations and Notes		

	Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
	Teaching Methods, Evaluations and Notes		

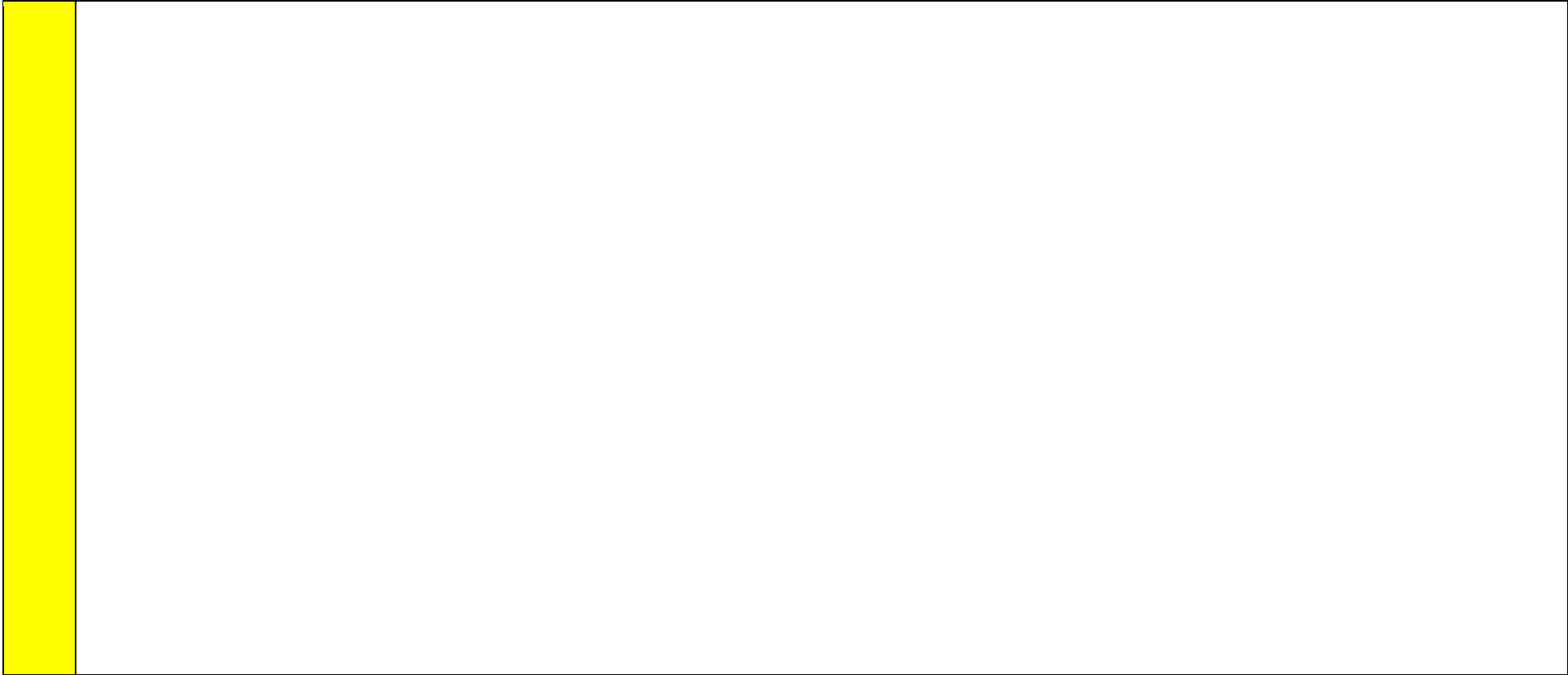
	Year 1		
	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, because

	Teaching Methods, Evaluations and Notes	

Year 1			
	Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
	Teaching Methods, Evaluations and Notes		

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Year 1			
	Homophones	It is important to know the difference in meaning between homophones.	here/hear, see/sea, , sun/son, to/too/two, be/bee.
	Teaching Methods, Evaluations and Notes		



These skills need to be covered alongside any phonics programme, as a minimum, in the final term.

YEAR TWO SCHEME

Year 2 Spelling

Children in Year 2 need to consistently recognise graphemes for digraphs and trigraphs in reading and spelling should be phonemically accurate. The work on spelling in Year 2 will help children understand more about the structure of words and consolidate their knowledge of GPCs. Spelling usually lags behind reading as it is harder, which is why we need a consistent approach to the teaching of spelling.

The use of letter names to 'talk spelling' should be modelled and embedded in practice from phase 3 (Reception). It is misleading to refer to the graphemes as single letter sounds e.g. t/ai/l not t/a/i/l.

Children need to be taught to spell tricky words alongside the teaching of phonics in EYFS and KS1 but this should not be allowed to slow the pace.

The content of the Year 2 programme enables effective practice for instant recognition of digraphs and trigraphs and top up work on Phase 5.

Phase	Tricky words (Note: Remember there are decodable word lists for each phase in the appendices in the letters and sounds document).	Common Exception Words
Phase 2	the to I no go	
Phase 3	he you she they we all me are be my was her	

Phase 4	said have like so do some come	were there little one when out what	
Phase 5	oh people looked asked water	their Mr Mrs called could	door, floor, poor, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, after, , father, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy,
	where through work many because any friends don't please	who though mouse laughed different eyes once I'm	people, water, again, half, money, Mr, Mrs, parents, Christmas, children*, Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'. It is intended that these words will be covered when revising Phase 5 phonemes.

Also refer to Letters and Sounds Next 200 common word lists as many of these words fit the programme of study for Year 2 spelling.

Year 2 Term 1

Autumn

Wk	Teaching Focus	Guidance, Rules and Conventions	Words
1	Division of words into syllables	☐ Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
	Teaching Methods, Evaluations and Notes		

2	Contractions ☐	Investigate contractions, the apostrophe shows where a letter or letters would it's, be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). I'll ☐ <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't,
	Teaching Methods, Evaluations and Notes		

	Year 2 Autumn		
3	Revisit adding s and es to words (plural of nouns and the third person singular of verbs)	☐ If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.	Cats, dogs, spends, rocks, thanks, catches
	Teaching Methods, Evaluations and Notes		

4	The /i:/ sound spelt –ey	□ The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	Key, donkey, monkey, chimney, valley

Teaching Methods, Evaluations and Notes

	Year 2 Autumn		
5		□ –ing and –er always add an extra syllable to the word and –ed sometimes does.	

6	Revisit adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	☐ The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt – ed. ☐ If the verb ends in two consonant letters (the same or different), the ending is simply added on.	Hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	Teaching Methods, Evaluations and Notes		
7	Revisit adding –er and –est to adjectives where no change is needed to the root word	☐ As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	Grander, grandest, fresher, freshest, quicker, quickest
	Teaching Methods, Evaluations and Notes		

	Year 2 Autumn		
8	Homophones and near-homophones	☐ It is important to know the difference in meaning between homophones. ☐ Investigate different homophones. ☐ Suggested activities could include best bet, mnemonics.	There/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
	Teaching Methods, Evaluations and Notes		
9	The /or/ sound spelt a before l and ll	☐ Revise the /or/ sound is usually spelt as a before l and ll.	All, ball, call, walk, talk, always
	Teaching Methods, Evaluations and Notes		
10	The /u/ sound spelt o	☐ Suggested activities could include word detectives, word sort.	Other, mother, brother, nothing, Monday
	Teaching Methods, Evaluations and Notes		

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	Year 2 Autumn		
11	The /zh/ sound spelt s	□ Revise phase 5 new phoneme.	Television, treasure, usual, vision, division
	Teaching Methods, Evaluations and Notes		
12	The /j/ sound spelt as dge at the end of words.	‘Phonic knowledge should underpin spelling’ - Remind children the letter j is never used for the sound at the end of English words. - Investigate at the end of a word, the /j/ sound is spelt -dge straight after the short vowel sounds.	Badge, edge, bridge, dodge, fudge
	Teaching Methods, Evaluations and Notes		

11	The /j/ sound spelt as ge at the end of words.	- Investigate after all other sounds the /j/ sound is spelt as –ge at the end of a word. - Make word lists for different spelling patterns that form /j/.	Age, huge, change, charge, bulge, village
	Teaching Methods, Evaluations and Notes		
	Year 2 Autumn		
12	The alternative /j/ sound can be spelt as g elsewhere in words before e, i and y.	- Investigate how in other positions in words, the /j/ sound is often spelt as g before e, i, and y and the /j/ sound is always spelt as j before a, o and u. - Suggested activities could include oral word sort based on prior knowledge, best bet style task, the name game.	Gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
	Teaching Methods, Evaluations and Notes		

Year 2 Term 2

Spring

Wk	Teaching Focus	Guidance	Words
1	Adding the prefix –un The /s/ sound spelt c before e, i and y.	☐ The prefix un– is added to the beginning of a word without any change to the spelling of the root word. ☐ Investigate where the /s/ comes in a word and which follow. ☐ Suggested activities could include phoneme spotting, rhyming word generation.	Unhappy, undo, unload, unfair, unlock Race, ice, cell, city, fancy
	Teaching Methods, Evaluations and Notes		

2	The /n/ sound spelt kn and (less often) gn at the beginning of words.	☐ The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. ☐ Suggested activities could include making word lists and identifying tricky bits.	Knock, know, knee, gnat, gnaw
	Teaching Methods, Evaluations and Notes		
	Year 2 Spring		

3	The /r/ sound spelt wr at the beginning of words.	☐ This spelling probably also reflects an old pronunciation. There is no standard rule as to why wr is used. ☐ Suggested activities could include best bet, practice, explore, investigate, sentence editing.	Write, written, wrote, wrong, wrap.
	Teaching Methods, Evaluations and Notes		

4	The /l/ sound spelt –le at the end of words.	☐ Investigate –le spelling (the most common spelling for this sound at the end of words). ☐ If a word contains a short vowel phoneme, there is always two consonants between the vowel and –le (candle) or kettle where the constant is doubled. ☐ Suggested activities could include word sort, Find your team.	Table, apple, bottle, little, middle
	Teaching Methods, Evaluations and Notes		
	Year 2 Spring		

5	The /l/ sound spelt –el at the end of words.	☐ The –el spelling is much less common than –le. ☐ Investigate how the –el spelling is used after m, n, r, s, v, w and more often than not after s . ☐ Suggested activities could include word sort, find your team.	Camel, tunnel, squirrel, travel, towel, tinsel
	Teaching Methods, Evaluations and Notes		
6	The /l/ sound spelt –al at the end of words. Words ending –il	☐ Not many nouns end in –al, but many adjectives do. ☐ Suggested activities could include root words. ☐ There are not many of these words.	Metal, pedal, capital, hospital, animal, magical, tropical, traditional, skeletal. Pencil, fossil, nostril
	Teaching Methods, Evaluations and Notes		

	Year 2 Spring

7	The /igh/ sound spelt – y at the end of words. □ Investigate the most common spelling for this sound at the end of words. □ Suggested activities could include rhyming word generation.	cry, fly, dry, try, reply, July
	Teaching Methods, Evaluations and Notes	

8	Adding –es to nouns and verbs ending in –y	☐ Investigate how the y is changed to i before – es is added. ☐ If the letter before the y is a consonant, change the y to i and add es. ☐ Suggested activities could include word chunking	Flies, tries, replies, copies, babies, carries
	Teaching Methods, Evaluations and Notes		
	Year 2 Spring		
9	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	☐ Investigate how the y is changed to i before – ed , – er and – est are added, but not before – ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . ☐ Suggested activities could include root word activities, sentence editing, suffix tables.	Copied, copier, happier, happiest, cried, replied ... but copying, crying, replying.
	Teaching Methods, Evaluations and Notes		

10	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	☐ The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: ☐ <i>being.</i>	Hiking, hiked, hiker, nicer, nicest, shiny
	Teaching Methods, Evaluations and Notes		

Year 2 Term 3

Summer			
Wk	Teaching Focus	Guidance	Words
1	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	☐ The last consonant letter of the root word is doubled to keep the vowel ‘short’. ☐ Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i>	Patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny

	Teaching Methods, Evaluations and Notes		
2	The /er/ sound spelt or after w The /or/ sound spelt ar after w	□ There are not many of these words. □ Suggested activities could include word sorting.	Word, work, worm, world, worth, worked War, warm, towards, ward, warmed, warden, forwards, backwards.
	Teaching Methods, Evaluations and Notes		
	Year 2 Summer		

3 & 4	The suffixes –ment, –ness, –ful , –less and –ly	☐ Suffixes are added to root words without change except if a root word ends in – y /ee/ with a consonant before it, change the y to i and add the suffix . ☐ Suggested activities could include best bet, sentence editing	Enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly (exception argument). Merriment, happiness, plentiful, penniless, happily
	Teaching Methods, Evaluations and Notes		

Year 2 Summer

5	Words ending in –tion	☐ Investigate words ending in –tion. ☐ Suggested activities could include generating word lists.	station, fiction, motion, national, section
	Teaching Methods, Evaluations and Notes		
6	Contractions	☐ Revise contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). ☐ <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive	can't, didn't, hasn't, couldn't, it's, I'll, wouldn't, shouldn't, don't, won't, let's
	Teaching Methods, Evaluations and Notes		

	Year 2 Summer

7	The possessive apostrophe (singular nouns)	Introduce the possessive apostrophe e.g. The book belongs to Megan. It is Megan’s book.	Megan’s, Ravi’s, the girl’s, the child’s, the man’s
	Teaching Methods, Evaluations and Notes		

8	Apostrophe used for contractions in speech (elision).	☐ Introduce apostrophe used for contractions e.g. The man's going to the beach. The man is going to the beach.	How's it going?
	Teaching Methods, Evaluations and Notes		
	Year 2 Summer		

9, 10, 11, 12	Common exception words.	Revision of common exception words covered this year focusing on common mistakes. Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /ai/, as in <i>cat</i> but <i>great, break</i> and <i>steak</i> are the only common words where the /ai/ sound is spelt ea .	door, floor, poor, 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. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.
	Teaching Methods, Evaluations and Notes		

YEAR THREE SCHEME

YEAR THREE SCHEME			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
AUTUMN ONE			
1	Revision of the alphabetic code - phonics	<i>'Phonic knowledge should continue to underpin spelling after key stage 1'.</i> - Teachers should revise quickly the known phoneme grapheme correspondences using flash cards and wall display focussing particularly on long vowel alternatives. - Children should be reminded spelling is hard. It isn't that they can't spell but that our spelling system is complex. Phonics is a good base to spell new and difficult words but will not always lead to correct spelling. A phoneme/grapheme chart should be displayed in all classes and regularly referred to.	
Teaching Methods, Evaluation & Notes			

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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2	Common words from key stage 1 and setting nonnegotiables	☐ Teachers should revise high frequency words which children are expected to spell correctly at all times. ☐ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. • Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe

Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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4	Revision of suffixes	What do we know already? • Revision from Y2, ing, ed, er, est and plurals (-s and –es) □ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Use Y2 appendix 1 in NC for guidance. □ Assess through dictated sentences. The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	flies, tries, replies copy copying copied, copier Happy happier happiest Nice nicer nicest Pat patting patted
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Adding suffixes beginning with vowel letters to words of more than one syllable	See appendix 1 Y3/4 NC What do we know already? • Revision from Y2, ing, ed, er, est and plurals (-s and –es) □ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Use Y2 appendix 1 in NC for guidance. □ Assess through dictated sentences. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forget, forgetting, forgotten, begin, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	The /ɪ/ sound spelt y elsewhere than at the end of words	See appendix 1 Y3/4 NC - Use phonics to support spelling. Which bit is tricky? - Ensure ‘y’ is on phoneme grapheme chart under short ‘i’.	myth, gym, Egypt, pyramid, mystery
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		

Teaching Methods, Evaluation & Notes

AUTUMN TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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8	Common words from word list and adding prefixes and suffixes to these where appropriate	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. • Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> build busy/business calendar caught centre century certain circle complete consider
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	The /u/ sound spelt ou	See appendix 1 Y3/4 NC ☐ Ensure 'ou' is on phoneme grapheme chart under short 'u'.	young, touch, double, trouble, country
Teaching Methods, Evaluation & Notes			

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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10	Prefixes	Use appendix 1 NC. • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences, assess through dictated sentences. Like un–, the prefixes dis- and mis- have negative meanings.	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11	More prefixes	Use appendix 1 NC. • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. re- means 'again' or 'back' sub- means 'under' tele- means 'distant'	re—: redo, refresh, return, reappear, redecorate sub—: subdivide, subheading, submarine, submerge tele—: telephone, television.
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Teaching Methods, Evaluation & Notes

Empty space for teaching methods, evaluation, and notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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12	More prefixes	Use appendix 1 NC. • Discuss meaning, • Discuss spelling • Use phonics • Explore tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. super- means 'above' auto- means 'self' or 'own' pre- means 'before' or 'first'	super-: supermarket, superman, superstar auto-: autobiography, autograph pre-: prehistoric, preface, prefix
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Teaching Methods, Evaluation & Notes

Empty space for teaching methods, evaluation, and notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

SPRING ONE			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Common words from key stage 1 and setting nonnegotiables	☐ Teachers should revise high frequency words which children are expected to spell correctly at all times. ☐ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> continue decide describe different difficult disappear early earth eight(h)
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	The suffix –ation	Use appendix 1 NC. □ What do we know already? □ Link to grammar. The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	The suffix –ly	Use appendix 1 NC. • What do we know already? • Link to grammar. • Talk about root words and word families. The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words with endings sounding like /ʒə/ or /tʃə/	Use appendix 1 NC. - Children will have visited 'ure' as a phoneme. - Encourage them to count phonemes as revision - Encourage them to listen to the sounds in the middle of the words. The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
<i>Teaching Methods, Evaluation & Notes</i>			

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	The suffix –ous	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – danger, dangerous, endangered. - Use phonics and identify the tricky bits. □ Link to grammar, what word class? Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

SPRING TWO			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

8	Common words from key stage 1 and setting nonnegotiables	☐ Teachers should revise high frequency words which children are expected to spell correctly at all times. ☐ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> enough exercise experience experiment extreme famous favourite February forward(s) fruit
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10	Endings which sound like /ʒən/ -sion	Use appendix 1 NC. ☐ Make sure meaning is established. ☐ Look at word families – divide, division ☐ Challenge to find more words. If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension
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Teaching Methods, Evaluation & Notes



Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
12	Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian

Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

SUMMER ONE			
Wk	Teaching focus	Guidance	Words (red statutory)

1	Common words from key stage 1 and setting nonnegotiables	□ Teachers should revise high frequency words which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance	Words (red statutory)
3	Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)	Use appendix 1 NC. - Children will have previous knowledge from phonics. - Link to 'etymology' or word origin.	scheme, chorus, chemist, echo, character chef, chalet, machine, brochure

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance	Words (red statutory)
4	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)	Use appendix 1 NC. ☐ Link to ‘etymology’ or word origin.	league, tongue, antique, unique
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance	Words (red statutory)
5	Words with the /s/ sound spelt sc (Latin in origin)	Use appendix 1 NC. ☐ Link to ‘etymology’ or word origin.	science, scene, discipline, fascinate, crescent
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance	Words (red statutory)
6	Words with the /eɪ/ sound spelt ei, eigh, or ey	Use appendix 1 NC. ☐ Link to phonics and /eɪ/sound.	vein, weigh, eight, neighbour, they, obey

Teaching Methods, Evaluation & Notes

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7	Review and assessment of teaching and learning within the delivered routines.		
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Teaching Methods, Evaluation & Notes

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SUMMER TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> important interest island knowledge learn length library material medicine mention
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Possessive apostrophe with plural words	Use appendix 1 NC. The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

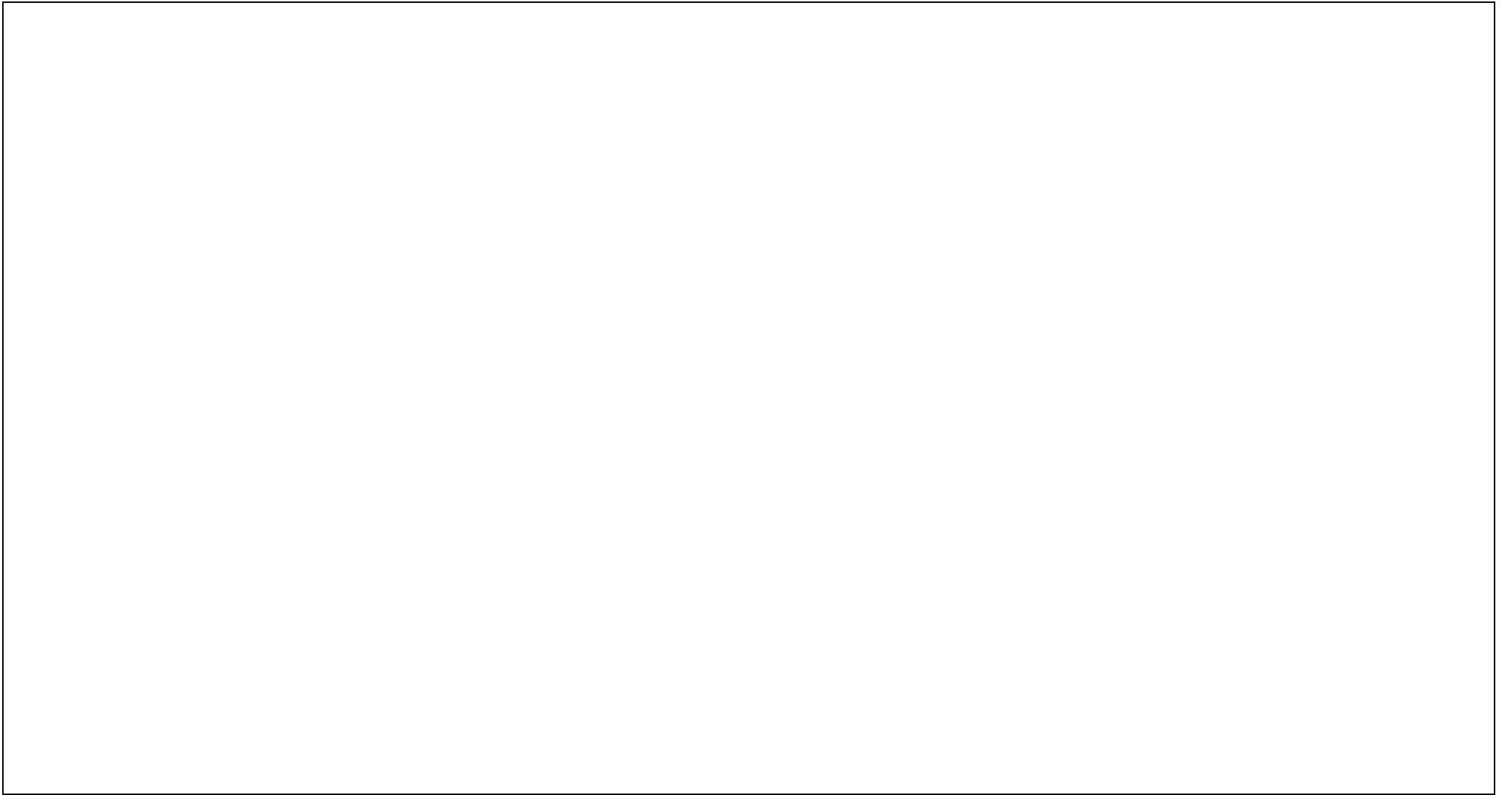
10	Homophones and nearhomophones	Use appendix 1 NC. □ Use in context.	Select the words your children get wrong. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
11	Homophones and nearhomophones	Use appendix 1 NC. □ Use in context.	Select the words your children get wrong. knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
12	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			



YEAR FOUR SCHEME

YEAR 4

AUTUMN ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Revision of the alphabetic code - phonics	<i>'Phonic knowledge should continue to underpin spelling after key stage 1'.</i> - Teachers should revise quickly the known phoneme grapheme correspondences using flash cards and wall display focussing particularly on long vowel alternatives. - Children should be reminded spelling is hard. It isn't that they can't spell but that our spelling system is complex. Phonics is a good base to spell new and difficult words but will not always lead to correct spelling. A phoneme/grapheme chart should be displayed in all classes and regularly referred to.	
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Common words from Key Stage 1 and setting non-negotiables	☐ Teachers should revise high frequency words which children are expected to spell correctly at all times. ☐ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water

Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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3	Introduction of word lists – “Big Words”	These words from the statutory Year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • Learn the meaning. □ Apply in sentences. • Relate to phonics and identify tricky bits • Develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar
Teaching Methods, Evaluation & Notes			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Revision of suffixes	What do we know already? • Revision from Y3, -ly, -ous, -ation, -est and plurals (-s, -es) □ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Assess through dictated sentences. The y is changed to i before –est is added, but not before – ing as this would result in ii. The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with –le, the –le is changed to –ly. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>. (4) The words <i>truly, duly, wholly</i>. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	The /I/ sound spelt y elsewhere than at the end of words	See Appendix 1 Y3/4 NC • Use phonics to support spelling. Which bit is tricky? • Ensure 'y' is on phoneme grapheme chart under short 'i'. These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery, women, build, pretty
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	The /u/ sound spelt ou	See Appendix 1 Y3/4 NC ☐ Ensure 'ou' is on phoneme grapheme chart under short 'u'. These words should be learnt as needed.	young, touch, double, trouble, country
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

AUTUMN TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Common words from key stage 1 and setting nonnegotiables.	□ Teachers should revise high frequency words which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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9	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings and teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> perhaps popular position possess(ion) possible potatoes pressure probably promise purpose
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10/11	Prefixes and More Prefixes	Use appendix 1 NC. • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences, assess through dictated sentences. Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below... The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–.	in–: inactive, incorrect im–: immature, immortal, impossible, impatient, imperfect il–: illegal, illegible ir–: irregular, irrelevant, irresponsible
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

12	More prefixes	Use Appendix 1 NC. • Discuss meaning, • Discuss spelling • Use phonics • Explore tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. inter– means ‘between’ or ‘among’. anti– means ‘against’.	Select no more than 10. inter–: interact, intercity, international, interrelated (inter + related) anti–: antiseptic, anticlockwise, antisocial
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

[illegible]

1	Common words from key stage 1 and setting non-negotiables	- Teachers should revise high frequency words which children are expected to spell correctly at all times. - These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Teaching Methods, Evaluation & Notes

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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2	Introduction of word lists – “Big Words”	These words from the statutory Year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules • be tested through dictated sentences to strengthen understanding of meaning Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> quarter question recent regular reign remember sentence separate special straight
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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3	The suffix –ation	Use appendix 1 NC What do we know already? Link to grammar The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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4	The suffix –ly	Use appendix 1 NC. • What do we know already? • Link to grammar • Talk about root words and word families The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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5	Words with endings sounding like /ʒə/ or /tʃə/	Use appendix 1 NC. • Children will have visited 'ure' as a phoneme. • Encourage them to count phonemes as revision • Encourage them to listen to the sounds in the middle of the words. The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher, catcher, richer, stretcher</i>.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	The suffix –ous	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – danger, dangerous, endangered. - Use phonics and identify the tricky bits. □ Link to grammar, what word class? Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. /dʒ/	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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7	Review and assessment of teaching and learning within the delivered routines.		
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Teaching Methods, Evaluation & Notes

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SPRING TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Common words from key stage 1 and setting non-negotiables	- Teachers should revise high frequency words which children are expected to spell correctly at all times. - These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Introduction of word lists – “Big Words”	These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week. Children should: • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively.	<u>STATUTORY WORDS</u> strange strength suppose surprise therefore though/although thought through various weight woman/women

Teaching Methods, Evaluation & Notes

Empty space for teaching methods, evaluation, and notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10	Endings which sound like /ʒən/ -sion	Use appendix 1 NC. • Make sure meaning is established. • Look at word families – divide, division • Challenge to find more words If the ending sounds like /ʒən/, it is spelt as –sion.	division, invasion, confusion, decision, collision, television

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11/12	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: <i>attend – attention, intend – intention</i>. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11/12	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Use appendix 1 NC. - Identify roots if appropriate. - Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: <i>attend – attention, intend – intention</i>. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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13	Review and assessment of teaching and learning within the delivered routines.		
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Teaching Methods, Evaluation & Notes

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SUMMER ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Common words from key stage 1 and setting nonnegotiables	□ Teachers should revise high frequency words which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. All schools have slightly different lists depending linked to the reading scheme they use.	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
Teaching Methods, Evaluation & Notes			



Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)	Use appendix 1 NC. ☐ Children will have previous knowledge from phonics. Link to 'etymology' or word origin.	scheme, chorus, chemist, echo, character chef, chalet, machine, brochure

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)	Use appendix 1 NC. □ Link to ‘etymology’ or word origin.	league, tongue, antique, unique

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Words with the /s/ sound spelt sc (Latin in origin)	Use appendix 1 NC. □ Link to ‘etymology’ or word origin. In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent

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Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words with the /eɪ/ sound spelt ei, eigh, or ey	Use appendix 1 NC. Link to phonics and /eɪ/sound.	vein, weigh, eight, neighbour, they, obey
<i>Teaching Methods, Evaluation & Notes</i>			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Review and assessment of teaching and learning within the delivered routines.		
Teaching Methods, Evaluation & Notes			

SUMMER TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Possessive apostrophe with plural words	Use Appendix 1 NC. The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)

Teaching Methods, Evaluation & Notes

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Homophones and nearhomophones	Use Appendix 1 NC. Use in context...	Select the words your children get wrong. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll
Teaching Methods, Evaluation & Notes			

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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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9	Homophones and nearhomophones	Use Appendix 1 NC. Use in context. ...	Select the words your children get wrong. knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
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Teaching Methods, Evaluation & Notes

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YEAR FIVE SCHEME

Year 5 (Age related expectations)

Year 5 Term 1			
Autumn 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Common words.	- Teachers should revise words which children are expected to spell correctly at all times - These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables Non-negotiables said, I, of, was, you, they, for, with, all, are, my, what, there, out, have, went, be, like, some, were, little, one, me, when, it's, see, looked, don't, come, into, children, Mr, their, people, your, could house, too, by, I'm, Mrs, called, here, off, asked, saw ,make. water, good, want, how, going, where, would, took, school , who, didn't, know, bear, can't, again, our thought, I'll, shouted, other, through, right, sea, these, animals, first, that's, something, found, night, couldn't, I've, around, laughed, let's, another, great, why, jumped, because, each, its, different, which, any,eyes,friends,there's,gone,once,please,stopped,lived,he's,use,we're.	Also: days of the week, months of the year, colours, numbers.
Teaching Methods, Evaluation & Notes			

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached
Teaching Methods, Evaluation & Notes			

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Revision Suffixes - ing, ed, ly	-ing and –ed in words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Root words ending in –y sounding /ee/ change y to i before adding -ly	drag, dragged, dragging stop, stopped, stopping speedy, speedily sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Teaching Methods, Evaluation & Notes

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Year 5 Term 1			
Autumn 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	To use knowledge of root and base words to spell related words	See appendix 1 Y3/4 NC. • What do we know already? • Talk about root words. • Generate word families. • Identify rules/patterns. • Link to grammar (morphology) and word class. • Select key words to learn and apply in sentences.	Select no more than 10 to learn. Example words from Y3/4 forget, forgetting, forgotten, begin, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
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Teaching Methods, Evaluation & Notes

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Revision Suffixes ous, ation	See appendix 1 Y3/4 NC -ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te.	Example words from Y3/4 information, adoration, sensation, preparation, admiration poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Teaching Methods, Evaluation & Notes			

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Homophones and near homophones	❑ Teachers should revise homophones and near homophones which children are expected to spell correctly at all times. ❑ These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables ❑ It is important to know the difference in meaning between homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Autumn 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	available average awkward bargain bruise category cemetery committee communicate community
Teaching Methods, Evaluation & Notes			
Year 5 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

2	Revision Prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings. The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Teach term “antonym”.	Example words from Y3/4 dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) in–: inactive, incorrect illegal, illegible
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Teaching Methods, Evaluation & Notes

Autumn 2

Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Revision Prefixes	Before a root word starting with r, in– becomes ir–. inter– means ‘between’ or ‘among’. super means ‘above’. Anti means ‘against’	inter–: interact, intercity, international, interrelated (inter + related) super–: supermarket, superman, superstar anti–: antiseptic, anticlockwise, antisocial auto–: autobiography, autograph
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Revision More prefixes	Before a root word starting with l, in– becomes il. Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–. re– means ‘again’ or ‘back’. sub– means ‘under’.	Select no more than 10. immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re–: redo, refresh, return, reappear, redecorate sub–: subdivide, subheading, submarine, submerge
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Teaching Methods, Evaluation & Notes

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	Select no more than 10. ambitious, cautious, delicious, precious, gracious, spacious, (anxious)

Teaching Methods, Evaluation & Notes

Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Endings which sound like /ʃəl/	-cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential

Teaching Methods, Evaluation & Notes

Year 5 Term 2			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Teaching Methods, Evaluation & Notes	
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Year 5 Term 1									
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Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	competition conscience conscious controversy convenience correspond criticise (critic –ise) curiosity definite desperate

Teaching Methods, Evaluation & Notes

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words ending in –ant, –ance/–ancy,	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position;– ation endings are often a clue. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Select no more than 10. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial).
Teaching Methods, Evaluation & Notes			

Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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3	Words ending in -ent, -ence/-ency	Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	independent, (independence) obedient (obedience) decent (decency) frequent (frequency) transparent (transparency)
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Teaching Methods, Evaluation & Notes

Year 5 Term 1			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Words ending in –able Words ending in –ably	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable
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Teaching Methods, Evaluation & Notes

Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words ending in –ible Words ending in –ibly	The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	possible/possibly horrible/horribly terrible/terribly visible/visibly incredible/incredibly sensible/sensibly legible, forcible
Teaching Methods, Evaluation & Notes			

Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	
Teaching Methods, Evaluation & Notes			

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	□ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. □ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. □ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. □ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn □ They should be tested through dictated sentences to strengthen understanding of meaning. □ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	determined develop dictionary disastrous embarrass environment equip (-ped,-ment) especially exaggerate excellent

Teaching Methods, Evaluation & Notes

Year 5 Term 1			
Spring 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Spring 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Link to grammar.	co-ordinate, re-enter, co-operate, co-own
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Spring 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
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Teaching Methods, Evaluation & Notes

Empty space for teaching methods, evaluation, and notes

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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5	Words containing the letter-string ough	-ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought though, although, dough rough, tough, enough cough through thorough, borough plough, bough
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Teaching Methods, Evaluation & Notes

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Teaching Methods, Evaluation & Notes

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Year 5 Term 1

Summer 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	existence explanation familiar foreign forty frequently government guarantee harass hindrance
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

3	Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	advice/advise device/devise licence/license practice/practise guessed /guest heard /herd
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Teaching Methods, Evaluation & Notes

Summer 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Homophones and other words that are often confused	More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	led/ lead past/passed stationary/stationery steal/steel who's/ whose

Teaching Methods, Evaluation & Notes

Year 5 Term 1

Summer 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Homophones and other words that are often confused	Using common errors from children's writing across the curriculum, identify and clarify homophone errors eg prey, pray	Words from children's writing eg weather/weather

Teaching Methods, Evaluation & Notes

Year 5 Term 1			
Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	
Teaching Methods, Evaluation & Notes			

Year 5 Term 1			
Summer 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	identity immediate (-ly) individual interfere interrupt language leisure lightning marvellous mischievous
Teaching Methods, Evaluation & Notes			

The rest of the year should be spent revisiting and securing issues from assessment

YEAR SIX SCHEME

Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Common words.	- Teachers should revise words which children are expected to spell correctly at all times - These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables Non-negotiables said, I, of, was, you, they, for, with, all, are, my, what, there, out, have, went, be, like, some, were, little, one, me, when, it's, see, looked, don't, come, into, children, Mr, their, people, your, could house, too, by, I'm, Mrs, called, here, off, asked, saw ,make. water, good, want, how, going, where, would, took, school , who, didn't, know, bear, can't, again, our thought, I'll, shouted, other, through, right, sea, these, animals, first, that's, something, found, night, couldn't, I've, around, laughed, let's, another, great, why, jumped, because, each, its, different, which, any,eyes,friends,there's,gone,once,please,stopped,lived,he's,use,we're.	Also: days of the week, months of the year, colours, numbers

Teaching Methods, Evaluation & Notes

Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical

Teaching Methods, Evaluation & Notes			

Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

3	Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	Select key words to learn. device/devise licence/license farther/father prophecy/prophecy morning/mourning principal/principle precede/proceed profit/prophet wary/weary
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Teaching Methods, Evaluation & Notes

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Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Words ending in –able and –ible	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable

Teaching Methods, Evaluation & Notes

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Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the // sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, conscious, malicious, suspicious fictitious, infectious, nutritious
Teaching Methods, Evaluation & Notes			



Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Endings which sound like /ʃəl/	cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential, martial

Teaching Methods, Evaluation & Notes			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Teaching Methods, Evaluation & Notes	
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Year 6 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn . ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient
Teaching Methods, Evaluation & Notes			

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Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

2	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position;– ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ε/ sound in the right position. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ε/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Select no more than 10. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)
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Teaching Methods, Evaluation & Notes

Autumn 2

Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Select no more than 10. innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence possible/possibly horrible/horribly terrible/terribly visible/visibly incredible/incredibly sensible/sensibly
Teaching Methods, Evaluation & Notes			

Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Teaching Methods, Evaluation & Notes			

Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

5	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Link to grammar.	co-ordinate, re-enter, co-operate, co-own.
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Teaching Methods, Evaluation & Notes

Autumn 2

Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Words with the /i:/ sound spelt ie normally and ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	grief, brief, mischief, pierce, fierce, niece, pier, patient deceive, conceive, receive, perceive, ceiling Exceptions to be learnt: science, ancient and glacier
Teaching Methods, Evaluation & Notes			

Year 6 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	
Teaching Methods, Evaluation & Notes			

Year 6 Term 2			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Statutory word list and adding prefixes and suffixes to these where appropriate	☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively.	suggest symbol system temperature through twelfth variety vegetable vehicle yacht
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Teaching Methods, Evaluation & Notes

Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words containing the letter-string ough	-ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Teaching Methods, Evaluation & Notes			

Year 6 Term 2			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

3	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the scottish word loch.	doubt, island, lamb, solemn, thistle, knight.
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Teaching Methods, Evaluation & Notes

Remainder of Term 2: revise and revisit any areas of concern with particular focus on word lists for Year 3 and 4 and Year 5 and 6.