




Suggested core spelling curriculum:

in line with the statutory Primary English programme of study 2014+

This curriculum map organises the compulsory spelling rules/patterns, as well as the compulsory lists of words to learn across KS2, in to half termly objectives. Its strands (below) are based on linguistic principles of how words are built up from either sounds or morphemes (chunks of meaning.) Some words in English do not entirely follow either of these principles and so other spelling cues would need to be used to learn them.

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

It is therefore vital that teachers build in ‘How to learn a spelling,’ self-help lessons that can be based around the spelling patterns or particular words with which a child or group of children are having difficulty. These lessons will build a repertoire of learning CUES (see p.5,) give time for children to reflect on their miscues in writing and act on personal – or small group - spelling goals.

Additionally, where there are deliberate gaps in this curriculum, children can learn how to build and spell topic related words, reflecting on etymology (word root or origin) and deciding on the most effective learning cues for them.

Year R within the EYFS

Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

40-60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.







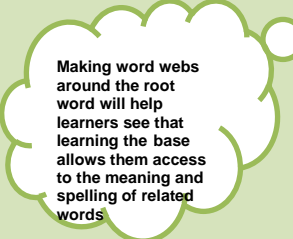
Based on the expectations above, the main thrust of teaching spelling in year R is securing:

- 1. The understanding that words can be segmented in to sounds**
- 2. The understanding that graphemes (letters or groups of letters) represent sounds**
- 3. The ability to hear rhymes and to hear syllables in words**
- 4. good letter formation to build fluency in handwriting**
- 5. the understanding that some high frequency words are not phonetically plausible and are best learned through regular writing practice to build muscle memory and automaticity.**





A school should ensure that its phonics programme includes practice at reading and spelling HFWs from year R and throughout KS1 and that children's ability is tracked regularly.



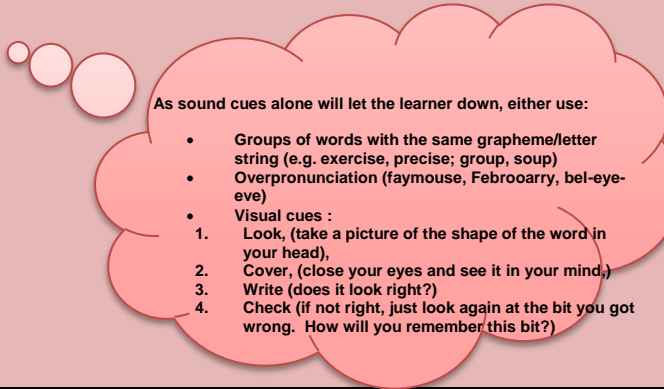




To create readiness for phase 5 phonics in year 1, a year R programme should aim to secure:

- **Segmenting to spell all phonemes from phase 2 and 3, including words using adjacent consonants**
- **Being able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are** (these words can vary slightly between different phonics programmes)**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Adjacent consonants Phase 5 GPC (and revision of previous phases)	Securing phase 5 GPCs in spelling: best guess and word families Syllables	Best guess, investigation and alternative GPCs Use pupils' writing to decide on priority areas		Review importance of hearing syllables and stressed and unstressed vowels to support spelling Words from yr 5/6 list average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system	
		100 HFW	100 HFW Begin to distinguish between homophones and near homophones.	200 HFW Use word class/function where possible to make distinctions e.g. there/where/here nouns of place two/twelve/twenty	200 HFW Our commonly mis-spelt words: what cues could we use to learn them?	Homophones linked to word class/function Investigating patterns in verb and noun spellings e.g. license/licence devise/device practice/practice	Homophones linked to word class/function e.g. affect verb/ effect noun guessed verb/ guest noun passed verb/ past noun
		Compound words	Review –ed and –ing as verb inflections	Review root words and affixes (-ed, -ing, -ly, -er, -est, -ness, -ful) Revise apostrophes for contracted forms	Plural and possessive 's'	Verb prefixes e.g. dis-, de-, mis-, over-, re-	Synonym and antonym word families: e.g. big, little, large (which words do have opposites and are there options?)
Autumn 2		Phase 5 GPC	Securing phase 5 GPCs in spelling Using syllables to support spelling	Best guess, investigation and alternative GPCs Syllables: stressed and unstressed vowels. Vowels in red cannot be reliably heard (words from compulsory yr 3/4 list) calendar, decide, describe, different, difficult, exercise, experience, forward(s), grammar, sentence, separate, medicine, particular, peculiar, ordinary, popular, pressure, probably, purpose, regular		ough – can be pronounced 7 different ways: look for patterns in Viking root words (gh used to be pronounced as ch in loch) Words from compulsory list with unusual GPC: amateur ancient, attached, bargain, bruise, determined, embarrass, foreign, forty, necessary, guarantee, rhyme, rhythm, stomach, individual, language, leisure, lightning, neighbour, persuade, privilege, programme, queue, restaurant, shoulder, soldier, thorough, vehicle, yacht	
		HFW	HFW and homophones	HFW Homophones		Homophones and commonly mis-spelt words	
		-s and –es for plurals	-ly to turn adjectives into adverbs		Review adding –ly to form an adverb. Investigate exceptions to the rule	Verb suffixes (noun to verb) e.g. –ate, -ise, -ify	Words from compulsory list with a root that can be built in to a word web: achieve, aggressive, communicate, community, committee, conscience* conscious*, criticise (critic + ise), definite, dictionary (dictate, diction), environment, familiar, muscle (muscular), physical, rhyme, rhythm, sacrifice, signature (sign, design, signal), twelfth (two, twelve, twenty), symbol, occupy, occur, temperature, variety.
							

Making word webs around the root word will help learners see that learning the base allows them access to the meaning and spelling of related words

Spring 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative graphemes for ay sound (vein, weigh, eight, neighbor, they, obey)	French roots in <ul style="list-style-type: none"> chef, chalet, machine, brochure league, tongue, unique antique 	Silent letters linked to etymology – used to be pronounced. Look at word families and how pronunciation can shift e.g. night, doubt, lamb, solemn, island	
		100 HFW	100 HFW and homophones Apostrophes for common contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll	200 HFW 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	Homophones and commonly mis-spelt words		
		Introduce root words and affixes	-er and –est to form comparative adjectives	Roots and affixes – Prefixes for opposites or negatives: un-, dis-, mis-, anti-	Review apostrophe use and include use for possession with plural nouns and those ending in 's'	Adding suffix: able/ible to make adjectives Investigate if there is a best guess according to the nature of the root word	Formal equivalents e.g find out – discover ask for – request go in - enter
Spring 2		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	y as i Myth, gym, Egypt, pyramid, mystery			
		100 HFW	100 HFW and homophones	200 HFW Homophones	Homophones and commonly mis-spelt words		
		Suffix –ing and –ed for verbs	-ful and –less to form adjectives	Roots and affixes – suffixes – adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word e.g. beginning limiting	Roots and affixes Adding -ous suffix Roots and affixes – how roots create a family: word webs e.g. solve (solution, solver, dissolve, insoluble sign (signal, design, designate, signify) long (length)) strong(strength) pose (oppose, impose, suppose)	Suffixes ant/ance/ence for making nouns ent for making adjectives Investigate if there is a best guess according to the nature of the root word	Words from compulsory list where seeing affixes can help in learning correct spelling Prefix: accommodate, accompany, according, apparent, appreciate, conscience* conscious*, correspond, recommend, interfere, interrupt Suffix: available, competition, explanation, pronunciation, profession, convenience, hindrance, criticise (critic + ise), curiosity, identity, opportunity disastrous, marvelous, mischievous environment, government, equip (– ped, – ment), parliament exaggerate, excellent, sufficient, relevant existence, nuisance, especially, frequently, immediate(ly), sincere(ly)

Summer 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative phonemes for ou grapheme young, touch, double, trouble, country	Classical roots in - <ul style="list-style-type: none"> Greek: scheme, chorus, chemist, echo Latin: science, scene, discipline, fascinate, crescent 		
		100 HFW	100 HFW and homophones	Words from compulsory yr 3/ 4 list with unusual GPC: answer, build, breath, breathe, believe, caught, consider, continue, decide, early, earth, eight/eighth, weight, enough (Anglo Saxon: rough, tough), exercise, famous/various, island favourite, February, fruit, group, guard, guide, heard, heart, height, history, imagine, learn, material, minute, naughty, notice, often, particular, perhaps (tends not to be pronounced in a way that matches spelling, even though GPC not unusual), potatoes, promise, purpose, quarter, recent, reign, special, straight, surprise, though/although, thought, through, woman/women	Homophones and commonly mis-spelt words  <p>As sound cues alone will let the learner down, either use:</p> <ul style="list-style-type: none"> Groups of words with the same grapheme/letter string (e.g. exercise, precise; group, soup) Overpronunciation (faymouse, Febroarry, bel-eye-eye) Visual cues : <ol style="list-style-type: none"> Look, (take a picture of the shape of the word in your head), Cover, (close your eyes and see it in your mind,) Write (does it look right?) Check (if not right, just look again at the bit you got wrong. How will you remember this bit?) 		
		- er to make nouns (helper) and adjectives (faster) -est to make adjectives	-ness and -er to form nouns	Roots and affixes – Prefixes, more opposites il-, ir-, im – Review apostrophe for possession	Roots and affixes Adding -tion, -sion, -cian	Suffixes cial/tial for making adjectives	
Summer 2		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Review application of best guess for GPC as needed – use pupils own issues in writing to drive sessions			
		100 HFW	100 HFW and homophones	200 HFW Homophones	Homophones and commonly mis-spelt words		
		Prefix -un		More prefixes: Super-, auto-, inter-, sub-	Review – what we know about adding prefixes and suffixes	Suffixes cious/tious for making adjectives: investigate if there is a best guess according to the nature of the root word	
				Words from compulsory list with affixes: Prefix: Accident, address, bicycle, disappear, increase, interest, important, remember, Suffix: Accidentally, actually, probably, occasion(ally), busy/business, complete, experiment, extreme, mention, position, question, possess(ion), possible, various, famous			

Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



NECESSARY
one collar
two sleeves

5 Use your knowledge of word roots eg



MUSIC
MUSICAL
MUSICIAN

6 Use word families eg



WOULD
SHOULD
COULD

7 See words within words eg

a friend to the end
a rat in separate



8 Use spelling rules eg



9 By sight - learn the shape of the word eg









Look, Cover, Remember, Write, Check

10 By movement - get used to writing the word with your finger, a pen, in the air.. eg



Coding frame for analysis of spelling

Can be used for single pupils, sub-groups or teaching groups to arrive at priority targets for teaching and student review

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence		
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity		
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)		
 Sound based error			
Omission of phoneme			
Plausible spelling – wrong grapheme choice			
Long vowel sound			
Error in unstressed vowels			
 common words			
homophones			
Common irregular (e.g. who, he, one)			
Commonly mis-spelt (e.g. thought, believe, minute)			
 Root words and affixes			
Omission of affix – ed, ing, s			
Ending; –s, -ing, -ed to words ending in y			
Ending: verbs which end in e: adding ing or other			
Ending adverb formation error with –ly or -ally			
Ending: other suffix formations (e.g. ful ible, able)			