



# **Spelling Pathway**

## **Years 2 to 6**

## Year 2

### Term 1

#### Revisit

Phase 5 GPCs as required by pupils

#### Homophones

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two*)

#### Year 2 phonics

- The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
- The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’
- The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words

#### Common exception words

/aɪ/ sound spelt ‘i’ in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

#### Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

#### Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children’s proofreading.

#### Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

### Term 2

#### Revisit

The /l/ or /əl/ sound spelt ‘-le’ at the end of words

#### Homophones and near homophones

*quite/quiet, night/knight, new/knew, not/knot, they’re/there/their* and others as relevant

#### Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re*)

#### Year 2 phonics

The /aɪ/ sound spelt ‘y’ at the end of words  
The /i:/ sound spelt ‘-ey’  
The /r/ sound spelt ‘-wr’ at the beginning of words  
The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’  
The sound /ʒ/ spelt ‘s’

#### Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

#### Suffixes

Adding endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it  
Adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter  
Adding ‘-es’ to nouns and verbs ending in ‘y’  
The suffixes ‘-ful’, ‘-less’ and ‘-ly’  
Words ending in ‘-tion’

#### Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

#### Proofreading:

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills

Ensure that guidance on marking is used to support pupils’ proofreading.

#### Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

### Term 3

#### Revisit

The possessive apostrophe (singular nouns)

#### Homophones

Revision of all homophones taught so far

#### Apostrophe

The possessive apostrophe (singular nouns)

#### Year 2 phonics

The /l/ or /əl/ sound spelt ‘-el’ at the end of words  
The /l/ or /əl/ sound spelt ‘-al’ at the end of words  
The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)  
The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’  
The /ɔ:/ sound spelt ‘ar’ after ‘w’  
The /ʌ/ sound spelt ‘o’  
The /ɜ:/ sound spelt ‘or’ after ‘w’

#### Common exception words

All Year 2 words not taught so far

#### Suffixes

Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’  
The suffixes ‘-ment’, ‘-ness’,

#### Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don’t know

#### Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils’ proofreading.

#### Learning and practising spellings

- Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

## Year 3

### Term 1

#### Revisit

Common exception words from Year 2

#### Prefixes and suffixes

Revise prefix 'un'.

New prefixes: 'pre-', 'dis-', 'mis-', 're-'.

Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

#### Rare GPCs

The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'

The /ɪ/ sound spelt 'y'

Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

#### Homophones

*brake/break, grate/great, eight/ate, weight/wait, son/sun*

#### Apostrophe

Revise contractions from Year 2

#### Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

#### Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

### Term 2

#### Revisit

Strategies at the point of writing.

Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

#### Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-'

Suffixes 'less' and 'ly'

#### Rare GPCs

The /ʃ/ sound spelt 'ch' (mostly French in origin)

The /k/ sound spelt 'ch' (Greek in origin)

#### Homophones

*here/hear, knot/not, meat/meet*

#### Apostrophe

Revise contractions from Year 2

#### Proofreading

Revise proofreading routines

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

### Term 3

#### Revisit

Strategies for spelling at the point of writing

Vowel digraphs from Years 1 and 2

#### Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic'

Previously taught suffixes

#### Rare GPCs

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

The /ŋ/ sound spelt 'ou' (*young, touch*)

#### Homophones

*heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign*

#### Apostrophe

Revise contractions from Year 2

#### Proofreading

Proofread own writing for misspellings of personal spelling list words.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Year 4

### Term 1

#### Revisit

Strategies at the point of writing: Have a go

#### Rare GPCs

Revise:

- The /ei/ sound spelt 'ei', 'eigh', or 'ey'
  - The /f/ sound spelt 'ch'
  - The /n/ sound spelt 'ou'
- (all from Year 3)

#### Word endings:

Words ending /ure/ (*treasure, measure*)

#### Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

#### Homophones

*peace/piece, main/mane, fair/fare*

#### Apostrophe

Possessive apostrophe with singular proper nouns (*Cyprus's population*)

#### Proofreading

Teach proofreading strategies

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

### Term 2

#### Revisit

Year 3 rare GPCs

#### Rare GPCs

The /g/ sound spelt 'gu'

#### Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

#### Prefixes and Suffixes

Prefixes 'anti-' and 'inter-'  
Suffix '-ation'

#### Homophones

*scene/seen, male/mail, bawl/ball*

#### Apostrophe

Revise contractions from Year 2  
Possessive apostrophe with plurals

#### Proofreading

Model how to use various strategies in proofreading, including using a dictionary.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

### Term 3

#### Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

#### Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

#### Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

#### Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'  
Suffix '-ous' (*poisonous, outrageous*)

#### Homophones

*whether/weather, who's/whose, missed/mist, medal/meddle, team/teem*

#### Apostrophe

Apostrophe for possession, including singular and plural  
Revise contractions from Year 2 and plural apostrophe rules

#### Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Year 5

### Term 1

#### Revisit

Strategies at the point of writing: Have a go  
Plurals (adding '-s', '-es' and '-ies')  
Apostrophe for contraction and possession

#### Rare GPCs

Words with 'silent' letters

#### Morphology/ Etymology

Use spelling journals to record helpful  
etymological notes on curious or  
difficult words

#### Word endings

Words with the letter string '-ough'  
Words ending in '-able' and '-ible'

#### Homophones

*isle/aisle, aloud/allowed, affect/effect,  
herd/heard, past/passed*

#### Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

#### Dictionary

Use of a dictionary to support teaching of word  
roots, derivations and spelling patterns  
Use of a dictionary to create word webs

#### Proofreading

Focus on checking words from  
personal lists.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.

### Term 2

#### Revisit

Strategies at the point of writing: Have a  
go Apostrophe for possession

#### Rare GPCs

Teach words with rare GPCs from the Year  
5 and 6 word list (*bruise, guarantee,  
queue, immediately, vehicle, yacht*)  
Words with the /i:/ sound spelt 'ei' after 'c'  
(*receive, ceiling*)

#### Morphology/ Etymology

Teach extension of base words using  
word matrices.

#### Word endings

Words ending in '-ably' and '-ibly'  
Revise words ending in '-able' and '-ible'

#### Homophones

*altar/alter, led/lead, steal/steel*

#### Dictionary

Use a dictionary to create collections of words  
with common roots

#### Proofreading

Checking from another source after  
writing (spell check if on screen, spelling  
journals, environmental print, spelling  
partners)

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.

### Term 3

#### Revisit

Strategies at the point of writing: Have a  
go A range of strategies for learning words

#### Homophones

(*cereal/serial, father/farther, guessed/guest,  
morning/mourning, who's/whose*)

#### Suffixes

Problem suffixes

#### Dictionary

Teach use of dictionary to check words, refer-  
ring to the first three or four letters

#### Proofreading

Check writing for misspelt words that are on  
the Years 5 and 6 word list

#### Morphology/ Etymology

Teach morphemic and etymological  
strategies to be used when learning  
specific words

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency  
and cross-curricular words from the  
Years 5 and 6 word list.

## Year 6

### Term 1

#### Revisit

Strategies at the point of writing: Have a go  
Words ending '-able/ably', '-ible/ibly'

#### Rare GPCs

Revise words with the /i:/ sound spelt  
'ei' after 'c'.

#### Prefixes and Suffixes

Adding suffixes beginning with vowel letters  
to words ending in '-fer'.

#### Word endings

Endings that sound like /ous/ spelt '-cious' or  
'-tious' (*precious, ambitious*)

#### Homophones

*advice/advise, device/devise, licence/license,  
practice/practise, prophecy/prophesy*

#### Proofreading

Proofreading in smaller chunks – sentences  
and paragraphs.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

### Term 2

#### Revisit

Words containing the letter string '-ough'

#### Prefixes and Suffixes

Generating words from prefixes and suffixes

#### Word endings

The /ʃəl/ sound, words ending 'tial' and 'cial'  
(*official, special, artificial, partial,  
confidential, essential*)

#### Homophones

*compliment/complement, desert/dessert,  
principal/principle, profit/prophet,  
stationery/stationary*

All homophones from KS2

#### Proofreading

Proofreading someone else's writing. Note  
down strategies that help in spelling  
journals

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

### Term 3

#### Revisit

Spelling strategies at the point of writing

#### Rare GPCs

Revise words with rare GPCs from the Years  
5 and 6 word list (*bruise, guarantee, queue,  
immediately, vehicle, yacht*)

#### Word endings

Words ending in '-ant', '-ance'/'-ancy', '-ent', '-  
ence'/'-ency'

#### Homophones and near homophones

*draft/draught, dissent/descent, precede/pro-  
ceed, wary/weary*

#### Proofreading

Embedding proofreading strategies when  
reviewing own writing independently.

#### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists
- Root words and meanings

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.