

New National Curriculum 2014

KS2 Spelling Scheme of Work

St Teresa's Catholic Academy



Year 3 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: Common exception words from Year 2.</p> <p>Prefixes and Suffixes: Revise prefix un-. (<i>select from Support for Spelling Unit Y2 T3 i</i>) New prefixes: pre-, dis-, mis-, re-. Revise suffixes from Year 2: -s, -es, -ed, -ing, -er. (<i>Spelling Bank p.4,6,7, 8, 18,23</i>) (<i>Support for Spelling Unit Y2T1 ii and Unit Y3T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /eɪ/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight) i - in, y - gym (o - women, u - busy, ui - build, e - pretty) u - up, o - son, (ou - young, oe - does, oo - blood) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p>	<p>Revisit and Review: Suffixes from Year 2: -ment, -ness, -ful, -less, -ly (with a consonant before it) (<i>Spelling Bank p14</i>)</p> <p>Prefixes and Suffixes: Prefixes: sub-, tele-, super-, auto-. (<i>Support for Spelling Unit Y2 T2 ii and Unit Y4 T3 ii</i>)</p> <p>Teaching rarer GPCs: Words with the /ʃ/ sound spelt ch (mostly French in origin) eg chef. eg sh - shop, s - sure, ss - mission (t before ion - mention, ci - special, t before ial - partial, ch - chef, ce - ocean) Words with the /k/ sound spelt ch (Greek in origin) eg scheme, chorus, chemist, echo, character</p> <p>Homophones: here/hear, knot/not, meat/meet, missed/mist. (<i>Support for Spelling Unit Y4 T1 i</i>)</p>	<p>Revisit and Review: Revise strategies for spelling at the point of writing.</p> <p>Prefixes and Suffixes: Suffix -ly straight on to root word eg sadly, unusually. (<i>Support for Spelling Unit Y3 T2 ii Spelling Bank p13,14</i>)</p> <p>Teaching rarer GPCs: The /ʌ/ sound spelt ou eg young, touch. The /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth.</p> <p>Homophones: heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign. Also homophones from Year 3/4 word list. heard/herd, through/threw, (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg it's, I'll. (<i>Support for Spelling Unit Y4 T3 i</i>) (<i>Spelling Bank p 15,19,37</i>)</p>

<p>Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun (<i>Support for Spelling Unit Y4 T1 i</i>)</p> <p>Apostrophe: Revise contractions from Year 2 eg can't, didn't. (<i>Support for Spelling Unit Y4 T3 i and Spelling Bank p.15,19</i>)</p> <p>Proof reading: Focus: checking after writing spelling of KS1 common exception/ tricky words.</p> <p><u>Learning Spellings</u> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Apostrophe: Revise contractions from Year 2 eg hasn't, couldn't. (<i>Support for Spelling Unit Y4 T3 i</i>) (<i>Spelling Bank p 15,19</i>)</p> <p>Proof reading: Using a dictionary to check spellings. First two letters.</p> <p><u>Learning Spellings</u> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words.Teach: February Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Proof reading: Proof read own writing for misspellings of personal spelling list words.</p> <p><u>Learning Spellings</u> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross curricular teaching. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>
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Year 4 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: Revise strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise /eɪ/ sound spelt ei, eigh, or ey, words with the /f/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3)</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. (<i>Spelling Bank p 57</i>) Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -en, -er, -ed. (<i>Spelling Bank p 21</i>)</p> <p>Homophones: peace/piece, main/mane, affect/effect. (<i>Spelling Bank p22</i>)</p>	<p>Revisit and Review: Y3 Rarer GPCs.</p> <p>Teaching rarer GPCs: From Y3/4 word list – guard, guide.</p> <p>Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture.</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian eg invention, comprehension, expression, magician. (<i>Spelling Bank p 29,36,51</i>)</p> <p>Prefixes and Suffixes: Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation. (<i>Spelling Bank p 51</i>)</p> <p>Homophones: scene/seen, male/mail, bawl/ball. (<i>Spelling Bank p22</i>)</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns eg Cyprus's population.</p>	<p>Revisit and Review: Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed.</p> <p>Teaching rarer GPCs: Words with the /s/ sound spelt sc (Latin in origin) eg science</p> <p>Word endings: Endings which sound like /ʒən/ –sion eg division, confusion. (<i>Spelling Bank p36</i>)</p> <p>Prefixes and Suffixes: Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to –ally. (<i>Spelling bank p25,35</i>) The suffix –ous eg poisonous, outrageous. (<i>Spelling Bank p 52 unstressed vowels</i>)</p> <p>Homophones: whether/weather, fair/fare, medal/meddle. (<i>Spelling Bank p22</i>)</p>

<p>Apostrophe: Possessive apostrophe with plural words eg girls', boys', babies'.</p> <p>Proof reading: Teach proof reading strategies eg Spuddy work; spelling buddies.</p> <p>.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Proof reading: Using a dictionary to check spellings after writing –first two or three letters.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>	<p>Apostrophe:, Revise contractions from Y2 and plural apostrophe rules. (<i>Support for Spelling Y4T3i</i>)</p> <p>Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.</p>
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Y5 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
 - *Develop a range of personal strategies for spelling at the point of composition*
 - *Develop a range of strategies for checking and proof reading spellings after writing*
 - use further prefixes and suffixes and understand the guidance for adding them
 - spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
 - continue to distinguish between homophones and other words which are often confused
 - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - use dictionaries to check the spelling and meaning of words
 - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - use a thesaurus
 - proof-read for spelling errors
- (items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: Revise plurals eg adding -s, -es and -ies (<i>Spelling Bank p41</i>) Revise apostrophe for contraction.</p> <p>Teaching rarer GPCs: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (<i>Support for Spelling Y5T1i p73</i>) Words with the /i:/ sound spelt ei after c.eg receive, ceiling. (<i>Spelling Bank p 55</i>)</p>	<p>Revisit and Review: Strategies at the point of writing. (<i>Support for Spelling Y6T1i and T3i</i>) Revise apostrophe for possession.</p> <p>Teaching rarer GPCs: Teach words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Word endings: Words ending in -ible and -ibly. (<i>Spelling Bank p 36</i>)</p>	<p>Revisit and Review: A range of strategies for learning words.</p> <p>Homophones: eg cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. (<i>Spelling Bank p 49</i>)</p> <p>Dictionary: Teach use of dictionary to check words referring to first three or four letters. (<i>Support for Spelling p114</i>)</p>

<p>Morphology/ Etymology: Teach extension of base words using word matrices. Use knowledge taught so far.</p> <p>Word endings: Words containing the letter-string -ough. (<i>Spelling Bank p 29,33,48</i>)</p> <p>Word endings: Words ending in -able and -ably. (<i>Spelling Bank p 36</i>)</p> <p>Homophones: eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (<i>Spelling Bank p 49</i>)</p> <p>Hyphen: Use of the hyphen eg co-ordinate, co-operate</p> <p>Dictionary: Use dictionary to support teaching of word roots, derivations and spelling patterns eg sign, signature, significant.</p> <p>Proof reading: Focus on checking words from personal list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words. • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>Homophones: eg altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel. . (<i>Spelling Bank p 49</i>)</p> <p>Morphology/ Etymology: Use spelling logs to record helpful etymological notes on curious/difficult words</p> <p>Dictionary: Use a dictionary to create collections of words with common roots (<i>Spelling Bank p 34</i>)</p> <p>Proof reading: Checking from another source after writing eg spell check if on screen, spelling log, environmental print, spuddy.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>Proof reading: Check writing for mis – spelled words which are on the Y5/6 word list.</p> <p>Morphology/ Etymology: Teach morphemic and etymological strategies to be used when learning specific words eg from Y5/6 word list.</p> <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>
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Year 6 Statutory Requirements:

Pupils should be taught to:

- *Develop a range of personal strategies for learning new and irregular words*
- *Develop a range of personal strategies for spelling at the point of composition*
- *Develop a range of strategies for checking and proof reading spellings after writing*
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters (rarer GPCs) [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proof-read for spelling errors

(items in italics non- statutory)

Term 1	Term 2	Term 3
<p>Revisit and Review: -able, -ible. Revise use of hyphen from Y5.</p> <p>Teaching rarer GPCs: Revise words with the /i:/ sound spelt ei after c.</p> <p>Prefixes and Suffixes: Suffixes: Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Word endings: Endings which sound like /ʃəs/ spelt -cious or -tious eg precious, ambitious.</p>	<p>Revisit and Review: Words containing the letter-string -ough. Revise apostrophe for contraction and possession.</p> <p>Teaching rarer GPCs: Revise words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Prefixes and Suffixes:</p>	<p>Revisit and Review: Spelling strategies at the point of writing.</p> <p>Teaching rarer GPCs: Revise words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Prefixes and Suffixes:</p> <p>Word endings: Words ending in -ant, -ance/-ancy,</p>

<p>Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>Proof reading: Proof reading in smaller chunks. Sentences, paragraphs.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>Word endings: Endings which sound like /ʃəl eg official, special, artificial, partial, confidential, essential.</p> <p>Homophones: compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary.</p> <p>Proof reading: Proof reading someone else's writing. Note strategies which help in spelling journal/log..</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>	<p>–ent, –ence/–ency</p> <p>Homophones: draft/draught, dissent/descent, precede/proceed.</p> <p>Proof reading: Embedding proof reading strategies when reviewing own writing independently.</p> <p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words • Learn words from personal list. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y5/6 word list groups.</p>
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*All example words listed in this document are non –statutory, except where they are from the Y3/4 and Y5/6 word lists.