

Woolenwick Junior School

Spelling Policy V1

<u>Policy Name</u>	Spelling policy V1
<u>Created by</u>	Woolenwick Junior School
<u>Responsibility of</u>	School improvement committee
<u>Reviewed by</u>	Clare Herbert
<u>This Review Date</u>	<u>June 2013</u>
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<u>Cycle</u>	<u>3 years</u>
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Version History

<u>Version</u>	<u>Amendments</u>	<u>Date</u>	<u>Author</u>
V1	Original document		CH

English Coordinator: Clare Herbert
English Governor: Michael Downing

'My spelling is wobbly. It's good spelling but it wobbles, and the letters get in the wrong places.'

Winnie the Pooh by A. A. Milne

In the most effective lessons inspectors noted good links being made with spelling and handwriting...the teaching of writing needs to be more effective and to include a stronger emphasis on spelling and handwriting.

Taken from 'Moving English Forward', Ofsted March 2012 (underlining added)

Aims of the Policy

To ensure that we:

- have consistent, standard and manageable practices;
- all have a clear understanding of why and how the teaching of spelling can support teaching and learning;

- ensure children are more confident with the 'secretarial' aspects of writing, so they can concentrate on improving the content of their work.
- can work with parents/carers to support children's learning in and out of school.

The implementation of the policy is the responsibility of all staff, overseen by the English Coordinator.

Expectations

Progression of spelling will follow the structure identified in the Assessing Pupils' Progress (APP) level statements – Assessment Focus 8 (AF8) – use correct spellings. This states:

Level 1 - In some writing, usually with support:

- usually correct spelling of
 - high-frequency single morpheme words
 - non-inflected grammatical words
- likely errors
 - word division
 - phonetically plausible attempts at single and multiple morpheme words
 - use of letter names to approximate syllables and words

Level 2 – In some forms of writing:

- usually correct spelling of
 - high frequency grammatical function words
 - common single morpheme content/lexical words
- likely errors
 - inflected endings, e.g. past tense, plurals, adverbs
 - phonetic attempts at vowel digraphs

Level 3 – In most writing:

- correct spelling of
 - some common grammatical function words
 - common content/lexical words with more than one morpheme, including compound words
- likely errors
 - some inflected endings, e.g. past tense, comparatives, adverbs
 - some phonetically plausible attempts at content/lexical words

Level 4 – Across a range of writing:

- correct spelling of
 - most common grammatical function words, including adverbs with -ly formation
 - regularly formed content/lexical words, including those with multiple morphemes
 - most past and present tense inflections, plurals

- likely errors
 - homophones of some common grammatical function words
 - occasional phonetically plausible spelling in content/lexical words

Level 5 – Across a range of writing:

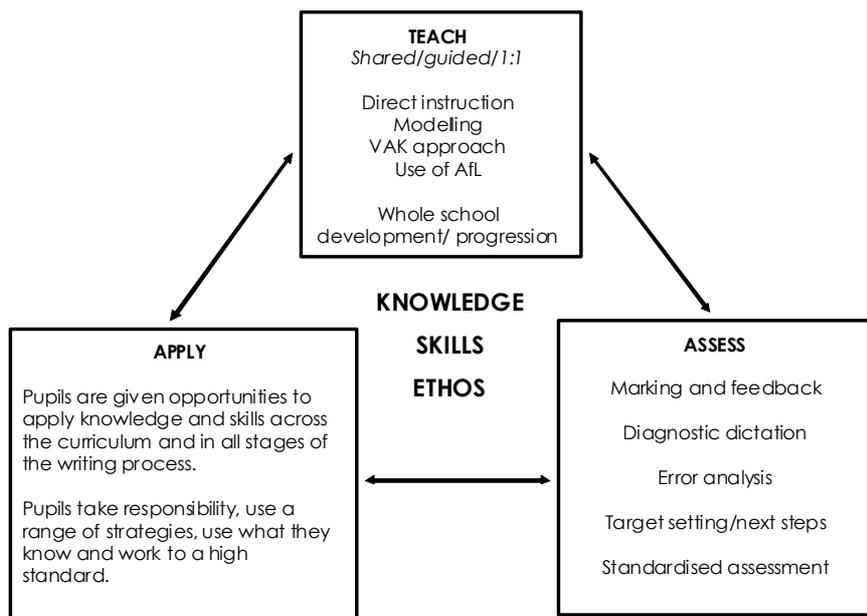
- correct spelling of
 - grammatical function words
 - almost all inflected words
 - most derivational suffixes and prefixes
 - most content/lexical words
- likely errors
 - occasional phonetically plausible spelling of unstressed syllables in content words
 - double consonants in prefixes

It is expected that most children entering the school in year 3 will be working within Level 2. By the end of year 4 most children will be working within Level 3 and by the end of year 6 most children will be working in at least Level 4, with many progressing further and working in Level 5.

A joined up approach to spelling

The key purpose of teaching spelling is to support the child in their learning journey.

The following diagram provides an overview to our approach to the teaching and learning of phonics and spelling.



Principles of teaching spelling

The school follows a clearly defined and structured progression in the teaching of spelling (see appendix 1), which is split into phases. It is important to note that these phases do not equate to national curriculum levels or stages in the reading scheme. The teaching of spelling builds upon the systematic teaching of phonics, to progress to the **etymological, morphological and grammatical rules** of English spelling (see glossary). Through differentiation, both phonic and spelling teaching is carefully matched to children's developing abilities.

It is important to note that while **as a general rule progression through the sequence of phonics and spelling** will get more difficult, this is not always the case. For example, for many children Phase 3a & 3b will be more challenging than Phase 4 (see appendix 1). In addition from Phase 6 onwards there is much overlap as children learn more complex spelling rules and patterns, whilst revising phonics.

Similarly, it may be necessary to take a **step back** with some children as 'missing' phonemes are identified, gaps emerge or spellings have been mis-learnt (e.g. waz instead of was). A child may also have difficulty transferring what they have learnt for a single-word spelling test to extended writing, when they are writing in context.

In the teaching of spelling, we take a **four-pronged, multi-sensory approach**;

- **Visual activities** could include:
 - drawing a box around the tricky part of the word and remembering the shape;
 - noticing patterns and unusual arrangements of letters in words;
 - using flash cards;
 - learning words in groups that look the same (could, would, should);
 - displaying key words around the room;
 - asking pupils to visualize a picture of a word in their head and break it down into parts;
 - writing each phoneme/morpheme in a different colour;
 - writing words (or parts of words) in different sizes;
 - noticing common letter strings by ringing them/colouring them in.
- **Oral (saying the sound/word) and aural (hearing the sound/word) activities** could include:
 - saying the word in funny voices; high, low, slow, fast, like Donald Duck;
 - pronouncing each part, syllable or phoneme, in an exaggerated manner e.g. Wed-nes-day, Feb-ru-ary;
 - saying the phoneme as you write it;
 - making up mnemonics or a silly sentence to remember the spelling of a particular word or group of words sharing a common spelling pattern e.g. Children Occasionally Like Old Ugly Rabbits (colour), I'll be your friend to the end, O U Lucy Duck (ould as in could, would, should);
 - call and response activities;
 - clapping out the phonemes/morphemes/syllables;

- learning spellings through songs - pick a tune, for instance a well known nursery rhyme or football chant and 'sing' the spelling to the tune.

It is very important that when sounds are modeled careful attention is paid to pronouncing the sounds correctly. For example, do not add a short 'u' to hard consonants; the adult should model 'b' not 'buuh'.

- **Kinaesthetic** (doing/movement) **activities** could include:
 - writing the word in the air with one hand, two hands, backwards, forwards, both directions;
 - writing the word with a different body part – nose, elbow;
 - writing the word in the palm of a hand, then with their eyes shut, then with eyes shut and saying it at the same time;
 - writing in cursive handwriting so the muscles learn the 'flow' of the word (see *handwriting policy*);
 - using textured letters;
 - writing the word in sand, on sand paper, on a gel bag;
 - slicing up the word and sliding it back together;
 - sounding out the phonemes on your fingers;
 - jumping along the word;
 - drawing beeps and buttons underneath the word.

Cognitive spelling refers to the rules of spelling, and could include:

- in the English language q is followed by u;
- when two vowels go a walking the first one does the talking;
- i before e except after c (when it makes the ee sound);
- when adding a vowel suffix onto a verb with a short vowel the consonant is doubled (hop – hopping, skip – skipped);
- when singular nouns ending in y are changed to a plural – 'change the y to an i and es';
- the etymological origin of words.

Remember rules are made to be broken! There are no perfect spelling rules, but there are conventions which help children make choices. Many spellings are dictated by **grammar** (e.g. -ed for the past tense). Many spellings are dictated by **morphology** or word-changing (i.e. adding prefixes and suffixes). Even some of the advanced spelling conventions are dictated by **phonics** (e.g. doubling consonants after a short vowel sound).

In addition some **high frequency words (HFW)** and **medium frequency words (MFW)** (the most common words in the English written language) are not phonetic and do not follow a rule. We call these **tricky words**. These words will be taught by repetition and possibly mnemonics e.g. said – Silly Ann Is Dancing, because – big elephants can't always use small exits.

Grouping and assessment of spelling

Each term all children are assessed with a **single word spelling test**. This information is recorded and filed by class. A highlighted word denotes that the child now appears to be confident with that phoneme/spelling pattern (highlighter colours –

orange for Autumn term, green for Spring term and pink for Summer term). Children are also tested on HFW & MFW and this is recorded.

Children are **grouped for reading and spelling by ability**, although this is always a 'best fit' approach (i.e. a child may be very confident at reading but less so at spelling). Where possible, passport targets link to the spellings children are working on.

At least once a week, children are taught (or re-taught) a phoneme/spelling pattern, using many of the methods outlined above. Children are then given a double sided photocopied sheet to learn at home. One side will usually include spelling activities such as a word search, word sorting activity or crossword. The other side will be a Look – Say – Cover – Write – Check (LSCWC) grid. At home children need to:

- complete the first side of the worksheet;
- complete the LSCWC side of the worksheet until they have learnt the spellings;
- maintain high standards of presentation, including handwriting.

(see home learning policy).

The children will be given a **weekly spelling test** on the words they have learnt. The adult will say the word, put it into a sentence and then repeat the word. These tests will be marked.

At least once a year, children will sit a '**SATs style**' spelling test. They will be given written context sentences with gaps (cloze procedure). This will test a range of spellings.

When **marking written work**, a child should be commended for producing phonically plausible word attempts or using standardised rules, even when misapplied. Not all spelling mistakes will necessarily be identified. Teachers may pick out only key words which the child should know or which have been the focus for teaching during that session *(see marking and constructive feedback policy)*.

Catch-up work and Special Educational Needs and Disabilities (SEND)

Some children may need additional support by working one-on-one with an adult (usually a teaching assistant). This is often because they are not yet able to confidently **decode** in their reading and so to **encode** in spelling is particularly difficult.

Most people are more accurate at reading words than they are at spelling them. For pupils, the younger they are, the truer this is.

(National Curriculum for English Key Stages 1 and 2 – Draft)

For these children specific interventions will be developed to support and accelerate their progression in reading and spelling *(see reading and SEND policies)*. These sessions will be well planned, well paced, focus on individual next

steps, interactive and informed by ongoing assessment. For some children, external advice from other professionals will inform the content of these sessions.

Roles and Responsibilities

Governors

- to ensure that the school shares, implements and monitors this policy.
- to ensure that the policy is reviewed at least every 3 years or more frequently if appropriate.

The Headteacher

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning.

English, Reading and Inclusion Coordinators

- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy.
- to provide feedback to governors on the effectiveness of this policy.

Teachers and Teaching Assistants

- to implement this policy and follow the identified guidelines.
- to answer children and parent/carers' queries within a timely manner.
- to ensure that spelling sessions are well planned and prepared.
- to provide planning, workbooks etc for scrutiny as required and to act on any feedback given.

Glossary of terms

Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. *knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling*);
- **spelling patterns and conventions** (e.g. *how the consonant doubles after a short vowel, words with common letter strings but different pronunciations*);
- **homophones** (e.g. *words with common pronunciations but different spelling: to, two, too*).
- **Phonological knowledge**. This relates to:
 - syllables and rhymes;
 - analogy.

Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse = 1 morpheme, horses = 2 morphemes*). It includes knowledge about:

- **root/base words** – contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*) and are sometimes referred to as the *stem* or *base form*;
- **compound words** – two root words combined to make a word (e.g. *playground, football*);
- **suffixes** – added after root words, changing the meaning and often the spelling of a word (e.g. *beauty – beautiful, happy – happiness*). Some suffixes, called *inflectional suffixes* (or *inflections*), modify words to indicate, for example, plurals (e.g. *boy – boys, fox – foxes*) or verb tenses (e.g. *walk – walks – walking – walked*);
- **prefixes** – added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*).

Etymological knowledge

- **etymology** (word derivations) – words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi relates to hearing – audible, audience, audition*).

Term	Definition	Example
Adjacent consonants	Two or more consonants next to each other in a word.	watch, strap
Analogy	Using words they have already learned to spell to spell other words.	talk, walk, stalk
Blend	The ability to merge individual phonemes together to pronounce a word.	
Compound word	Two root words combined to make a word.	playground, football
Consonant	All letters in the English alphabet which are not vowels.	b c d f g h j k l m n p q r s t v w x y z
CVC word	A word in which the phonemes are a consonant phoneme, a vowel phoneme, a consonant phoneme.	pan, chip, mash,
CCVCC word	A word which is two consonants, vowel and two final consonants.	crisp
Content/lexical words	Words which are not function words.	nouns, verbs, adjectives and most adverbs
Decoding	The process of splitting up a word to read it.	
Digraph	Two letters representing one phoneme.	day = di (two)
Encoding	The process of putting a sequence of letters together to create a word.	
Function/ grammatical words	Words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.	the, a, he, him, she, her, are, is, well, however, yes, OK
Grapheme	A letter or sequence of letters that represent a phoneme.	igh, ee, ch
High frequency words (HFW) Medium frequency words (MFW)	Words which occur most frequently in written material. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.	and, the, as, it
Homophones	Words which have the same sound as another, but different meaning or different spelling.	read/reed, pair/pare, write/right/rite
Homograph	Words that share the same written form as another word but has a different meaning.	bear (verb) – to support or carry bear (noun) – the animal
Inflected endings	A change to the end of a word to indicate tense, number or other grammatical features.	ed, ing, s, es, est, er, ly
Mnemonics	A way to learn tricky words.	people – people

		eat orange peel like elephants
Morpheme	The smallest unit of meaning. Suffixes and prefixes are morphemes. <ul style="list-style-type: none"> ○ Single morpheme ○ Two morphemes ○ Three or more morphemes/ multiple morpheme 	house houses, housing house/keep/ing, un/happi/ness
Phoneme	The smallest unit of sound in a word.	m-a-t, d-i-sh
Plural	A noun which normally has a suffix s and means more than one. There are a few nouns with irregular morphology (e.g. mice, formulae) or irregular meanings.	trees, grounds, children, sheet
Prefix	Added before a root word, and change the meaning but rarely affect the spelling of a word.	replace, mistake
Root word	A root word is a word which does not contain any smaller root words or prefixes or suffixes.	play, compute
Rhyme	A word that corresponds with another in terminal sound.	behold, cold
Segment	The ability to hear individual phonemes in a word.	f-i-sh, kn-igh-t
Split digraph	Two letters representing one phoneme but split within a word.	bike, made, tune
Suffix	Added after root words, changing the meaning and often the spelling of a word.	happy/happiness (adjective/noun), spoon/spoonful (noun/adjective), normal/normalise (adjective/verb)
Syllable	Each beat in a word is a syllable. Words with only one beat are monosyllabic. Words with more than one beat are multisyllabic or polysyllabic. Some syllables may be unstressed.	dog, loaf, bell beautiful, morning, flower
Tricky words	Many HFW are not phonically regular and are therefore hard to spell. These words are sometimes called tricky words. They often have an abstract meaning.	the, of, as
Trigraph	Three letters representing one phoneme.	night = tri (three)
Vowel	The five letters in the English alphabet which are not consonants (plus sometimes y).	a e i o u (y)

Appendix 1

Phonic/Spelling progression – Woolenwick Junior School

High Frequency Words (HFW) and Medium Frequency Words (MFW) will be learnt alongside phonic/spelling patterns/rules. These are on separate lists.

Phase	Objectives	Example words	Resources															
Phase 1 (YR)	<p>General sound discrimination – environmental sounds, instrumental sounds and body percussion, rhythm and rhyme, alliteration, voice sounds</p> <p>To be able to orally blend and segment short regular words</p>	Not written – oral and aural work	L&S p 31 L&S 75 – aspect 7															
Phase 2 (YR)	<p>To recall 1 grapheme to represent 12 phonemes.</p> <p>Set 1: s a t p Set 2: i n m d Set 3: g o c k</p>	able to write the initial letter sound followed by a magic line	L&S p 81															
	To spell VC and CVC words	at, no, pan, mat, tip	L&S p 96 KS2 PIP p 4															
	<p>To recall 1 or 2 graphemes to represent 7 more phonemes.</p> <p>Set 4: ck e u r Set 5: h b f ff l ll ss</p>																	
	To spell CVC words with -ck, -ff, -ll, -ss	kick, puff, will, kiss																
Phase 3a (Y1)	<p>To recall 1 or 2 graphemes to represent 7 more phonemes.</p> <p>Set 6: j v w x Set 7: y z zz qu</p>	jug, vet, fox, buzz, quick	L&S p 107 KS2 PIP p 4 TR ph3a: w1-12															
	To spell CVC words with sh-, -sh, -ng, -ch-, th-	shop, fish, king, chop, that, thin																
	To be able to say all letter sounds and names – upper and lower case																	
Phase 3b (Y1)	<p>To learn one grapheme (the most common) for each long vowel sound:</p> <table border="1" data-bbox="306 1585 901 1792"> <tbody> <tr> <td>ure sure</td> <td>oa boat</td> <td>ear dear</td> </tr> <tr> <td>oo boot</td> <td>ur hurt</td> <td>air fair</td> </tr> <tr> <td>ar farm</td> <td>oi coin</td> <td>ee feet</td> </tr> <tr> <td>or for</td> <td>igh night</td> <td>er her</td> </tr> <tr> <td>ai rain</td> <td>ow cow</td> <td></td> </tr> </tbody> </table>	ure sure	oa boat	ear dear	oo boot	ur hurt	air fair	ar farm	oi coin	ee feet	or for	igh night	er her	ai rain	ow cow		<p>sure, pure, cure boot, moon, soon farm, car, yard for, form, corn rain, hail, sail boat, coat, soap hurt, burn, surf coin, boil, soil night, high, light cow, now, town dear, near, fear fair, air, hair feet, keep, see her, letter, sister</p>	L&S p 129 KS2 PIP p 7 TR ph3b: w1-12
ure sure	oa boat	ear dear																
oo boot	ur hurt	air fair																
ar farm	oi coin	ee feet																
or for	igh night	er her																
ai rain	ow cow																	

Phase 4 (Y1)	To be able to spell CVC, CVCC, CCVC and CCVCC words using learnt graphemes (short, consolidation phase)		chop, quilt, blink, stamp	L&S p 140 KS2 PIP p 11 TR ph4: w1-12
Phase 5 (Y2)	To learn alternative grapheme for each long vowel sound (and be able to choose which one to use when spelling word):			L&S p 164 KS2 PIP p 15 S4S p13-16 S4S p74-76
	Phoneme	Followed by consonant	Final position	
	/ai/	ai (rain) a-e (date)	ay (day)	bee, heel, week look, took, wood far, car, card or, born, story
	/ee/	ee (street) ea (meat) [e-e (these)]	ee (see) ea (sea)	shame, bake, face ice, nice, slice home, close, rope
	/igh/	ie (tried: past tense) igh (light) i-e (wide) i (find)	ie (tie) y (try) igh (high)	tube, huge, cute cue, true, argue again, rain, pain oak, coal, roast bird, third, skin
	/oa/	oa (road) o-e (home) o (most, cold)	ow (throw) o (so) o-e (toe)	shout, about, house teach, reach, cream
	/oo/ /(y)oo/	oo (moon) u-e (cute)	ew (new) ue (blue) loo (too)	day, say, play curl, church, purse crawl, dawn, yawn soil, noise, voice never, driver, under fall, small, hall talk, walk, also head, ready, bread brown, clown, crowd
	/or/	or (fork) ua (laud) augh (caught) ough (bought) a (hall) ai (talk) ar (warm)	or (for) ore (more) oor (floor) aw (raw)	high, might, bright
	/ar/	ar (park) a (last)	ar (far)	ask, last, bath some, done, dove dry, fly, sky grow, elbow, throw blew, grew, screw boy, joy, annoy caught, pause, sauce
	/ur/	ur (turn) ir (first) er (fern)	ur (fur) ir (fir) er (her) ear (learn) ure (capture)	find, tidy, wild near, fear, beard hair, chair, repair touch, trouble, couple wash, swan, what so, old, gold care, share, stare war, warm, reward feel, knee, bleed boom, mood, tooth ark, harm, target forgot, report, record cage, wage, stranger fire, wire, inside hope, slope, choke cure, capture, injure main, plain, complain
	/ow/	ou (loud) ow (crown, down, drown)	ow (how)	TR ph5.1: w1 ee TR ph5.1: w2 oo TR ph5.1: w3 ar TR ph5.1: w4 or TR ph5.1: w5 a-e TR ph5.1: w6 i-e TR ph5.1: w7 o-e TR ph5.1: w8 u-e TR ph5.1: w9 ue TR ph5.1: w10 ai TR ph5.1: w11 oa TR ph5.1: w12 ii
	/oi/	oi (join)	oy (boy)	TR ph5.2: w1 ou TR ph5.2: w2 ea TR ph5.2: w3 ay TR ph5.2: w4 ur TR ph5.2: w5 aw TR ph5.2: w6 or TR ph5.2: w7 er TR ph5.2: w8 a TR ph5.2: w9 ai TR ph5.2: w10 ea TR ph5.2: w11 ow TR ph5.2: w12 igh
	/oo/	oo (look) u (put) oul (could)		TR ph5.3: w1 a TR ph5.3: w2 o-e TR ph5.3: w3 y TR ph5.3: w4 ow TR ph5.3: w5 ew TR ph5.3: w6 oy TR ph5.3: w7 augh TR ph5.3: w8 i TR ph5.3: w9 ear TR ph5.3: w10 air TR ph5.3: w11 ou TR ph5.3: w12 a
	/air/		ear (bear) are (bare) air (stair)	TR ph5.4: w1 o TR ph5.4: w2 are TR ph5.4: w3 ar TR ph5.4: w4 ee TR ph5.4: w5 oo TR ph5.4: w6 ar TR ph5.4: w7 or TR ph5.4: w8 a-e TR ph5.4: w9 ire TR ph5.4: w10 o-e TR ph5.4: w11 ure TR ph5.4: w12 ai
	/ear/		ear (hear) ere (here)	
	/e/	e (red) ea (head)		
	/o/	o (hot) a (wash)		
	/u/	u (hut) ou (touch)	o-e (some)	
	Learn new phoneme /zh/ in words such as treasure, vision, usual			

Phase 6 (Y2)	To discriminate syllables in multisyllabic words as an aid to spelling (There is an overlap between phase 6 and 7, and subsequent phases)	discomfort, tomorrow grandmother, powerful	L&S p205-227 SB p16 S4S p29-31
Phase 7 (Y3 T1)	<p>How the spellings of verbs alter when ing is added (and when ed is added) Link to grammar (verbs)</p> <p>To investigate and learn to use the spelling pattern le as in <i>little, muddle, bottle, scramble, cradle</i></p> <p>To recognise and spell common prefixes and how these influence word meanings, e.g. un, de, dis, re, pre</p>	<p>ask, asked, asking care, caring, cared chat, chatting, chatted</p> <p>prickle, nettle, handle, horrible</p> <p>predict, decode, revisit, mistake, unwell, disobey dress – undress trust - distrust</p>	<p>L&S p205-227 SB p4 S4S p16-19 TR ph6: w3-9 TR y3t1: w2-3</p> <p>SB p5 S4S p33-36 TR y3t1: w4-5</p> <p>SB p6-7 S4S p26-28 S4S p49-51 TR y3t1: w1, w6-12</p>
Phase 8 (Y3 T2)	<p>How words change when er and est are added Link to grammar (verbs)</p> <p>How words change when y is added</p> <p>To investigate and identify basic rules for changing the spelling of nouns when s is added Link to grammar (plural nouns)</p> <p>To investigate, spell and read words with silent letters, e.g. <i>knee, gnat, wrinkle</i></p> <p>To recognise and generate compound words, e.g. <i>playground, airport, shoelace, underneath</i>; and to use this knowledge to support their spelling Link to grammar (usually nouns)</p>	<p>quicker, quickest</p> <p>fun - funny, crisp - crispy</p> <p>tables, babies, churches, keys, glasses, dishes</p> <p>knife, write, gnash</p> <p>playground, someone, earthworm, downstairs, fairground, birthday</p>	<p>SB p8 S4S p43-46 TR y3t2: w1-2 TR ph6: w11</p> <p>SB p9 S4S p23-26 TR y3t2: w3-4</p> <p>SB p10 S4S p23-26 S4S p40-42 TR y3t2: w5-6 TR ph6: w1-2</p> <p>SB p11 TR y3t2: w7-8</p> <p>SB p12 S4S p20-22 TR y3t2: w9</p>

	<p>To recognise and spell common suffixes and how these influence word meanings: ly, ful, less, able, er Link -ly to grammar (adverbs) Link -less and -able to grammar (adjectives)</p> <p>To use the apostrophe to spell shortened forms of words, e.g. <i>don't, can't</i></p>	<p>kindly, wishful, hopeless, drinkable, villager</p> <p>doesn't, you'll, I'd, you've, you're</p>	<p>SB p13-14 S4S p23-26 S4S p43-46 TR y3t2: w10-11 TR ph6: w10, 12</p> <p>SB p15 S4S p65-67 TR y3t2: w12</p>
Phase 9 (Y3 T3)	<p>Identify short words within longer words as an aid to spelling</p> <p>To recognise and spell the prefixes: mis, non, ex, co, anti</p> <p>To use the apostrophe to spell further contracted forms of words</p> <p>To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context Link to grammar (nouns and verbs)</p>	<p>father – fat, at, the, her</p> <p>mistake, nonsense, extra, cooperate, antiseptic</p> <p>I'm, you're, you'd, they'd, couldn't</p> <p>spot, dear, bank, race, wave, form</p>	<p>SB p16 S4S p29-31 TR y3t3: w1</p> <p>SB p17-18 S4S p79-81 TR y3t3: w2-6</p> <p>SB p19 S4S p65-67 TR y3t3: w7-8</p> <p>SB p20 TR y3t3: w9</p> <p>TR y3t3: w10-12 (mixture)</p>
Phase 10 (Y4 T1)	<p>To spell two-syllable words containing double consonants</p> <p>To distinguish between the spelling and meanings of common homophones</p> <p>To spell regular verb endings s, ed, ing Link to grammar (verbs)</p> <p>To spell irregular tense changes Link to grammar (verbs)</p> <p>To recognise and spell the suffixes: al, ary, ic, ship, hood, ness, ment</p>	<p>bubble, kettle, common</p> <p>to/two/too they're/their/there piece/peace</p> <p>invents, invented, inventing, fixes, fixed, fixing</p> <p>go/went, can/could, blow/blew, find/found</p> <p>medical, stationary, historic, membership, childhood, fairness, enjoyment</p>	<p>SB p21 TR y4t1: w1-2</p> <p>SB p22 S4S p53-55 TR y4t1: w3</p> <p>SB p23 TR y4t1: w4-5</p> <p>SB p24 S4S p36-40 TR y4t1: w6</p> <p>SB p25 - 26 S4S p62-65 TR y4t1: w7-10</p>

	The ways in which nouns and adjectives can be made into verbs by use of the suffixes ate, ify , Link to grammar (nouns, adjectives & verbs)	fix, simple, solid, drama, dead	SB p27 TR y4t1: w11-12
Phase 11 (Y4 T2)	To investigate what happens to words ending in f when suffixes are added To spell words with the common endings: ight, tion, ious, ial, ough To recognise and spell the prefixes: ad, al, af, a	calves, sniffs, believes light, reaction, infectious, partial, bough adjective, affection, almighty, abloom	SB p28 TR y4t2: w1-3 SB p29 S4S p59-62 TR y4t2: w4-7 SB p30 TR y4t2: w8-10 TR y4t2: w11-12 (mixture)
Phase 12 (Y4 T3)	To explore the occurrence of certain letters within words, e.g. v, k wa, wo and ss ; deduce some of the conventions for using them at the beginnings, middles and endings of words To spell words with common letter strings but different pronunciations Collect/classify words with common roots; investigate origins and meanings To practice extending and compounding words through adding parts, e.g. ful, ly, ive, tion, ic, ist ; revise and investigate links between meaning and spelling To recognise and spell the suffixes: ible, able, ive, tion, sion	van, river, kick, broken, trick, swat, water, worship, won, goodness, hiss, missile tough, through, trough, plough, hour, route journey, could, advent, invent, prevent, press, pressure, express, phone telephone, microphone hopeful, quickly, explosive, correction, horrific, extremist horrible, miserable, forgive, inflation, decision	SB p31 – 32 TR y4t3: w1-3 SB p33 TR y4t3: w4 SB p34 S4S p67-70 TR y4t3: w5 SB p35 TR y4t3: w6 - 7 SB p36 S4S p62-65 TR y4t3: w8 - 10

	<p>To distinguish the two forms: <i>its</i> (possessive, no apostrophe) and <i>it's</i> (contracted 'it is') and to use these accurately in own writing</p> <p>To investigate compound words and recognise that they can aid spelling even where pronunciation obscures it</p> <p>To understand how diminutives are formed, e.g. suffixes: ette; prefixes: mini; adjectives, e.g. <i>little</i>; nouns, e.g. <i>sapling</i>; and nicknames, e.g. <i>Jonesy</i></p>	<p>its, it's</p> <p>windmill, cupboard, raspberry, handbag</p> <p>miniature, cigarette, duckling, microscope</p>	<p>SB p37</p> <p>SB p38 S4S p65-67 TR y4t3: w1 1</p> <p>SB p39 TR y4t3: w12</p>
Phase 13 (Y5 T1)	<p>To examine the properties of words ending in vowels other than the letter e</p> <p>To investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add s to most words; add es to most words ending in s, sh, ch; when y is preceded by a consonant, change to ies; when y is preceded by a vowel, add s, change f to ves</p> <p>To collect and investigate the meanings and spellings of words using the following prefixes: auto, bi, trans, circum, tele</p> <p>To identify word roots, derivations, and spelling patterns, in order to extend vocabulary and provide support for spelling.</p>	<p>cuckoos, magnolias, dominoes, bacteria</p> <p>balloons, churches, worries, thieves, teeth</p> <p>autograph, biceps, transmit, telescope circumference</p> <p>sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission</p>	<p>SB p40 TR y5t1: w1</p> <p>SB p41 - 42 S4S p56-59 TR y5t1: w2 - 4</p> <p>SB p43 TR y5t1: w5 - 6</p> <p>SB p44 TR y5t1: w7 - 11</p>

<p>Phase 14 (Y5 T2)</p>	<p>To explore spelling patterns of consonants and formulate rules:</p> <ul style="list-style-type: none"> • ll in full becomes l when used as a suffix • words ending with a single consonant preceded by a short vowel double the consonant before adding ing • c is usually soft when followed by i <p>Link to grammar (nouns, adjectives & verbs)</p> <p>To investigate words that have common letter strings but different pronunciations. To distinguish between homophones, i.e. words with common pronunciations but different spellings.</p> <p>The correct use and spelling of possessive pronouns, linked to work on grammar</p> <p>To recognise and spell the suffix: cian, sion, ssion, tion</p>	<p>hopeful, fearful care, careful, caring</p> <p>circus, accident</p> <p>rough, cough, bough; boot, foot eight, ate; grate, great; rain, rein, reign</p> <p>their, theirs, your, yours, my, mine</p> <p>physician, profession, mansion, fraction</p>	<p>SB p45 - 47 TR y5t2: w1 - 6</p> <p>SB p48 - 49 S4S p59-62 TR y5t2: w7 - 9</p> <p>SB p50 S4S p46-49 TR y5t2: w10</p> <p>SB p51 TR y5t2: w11-12</p>
<p>Phase 15 (Y5 T3)</p>	<p>To spell unstressed vowels in polysyllabic words</p> <p>To investigate and learn spelling rules:</p> <ul style="list-style-type: none"> • words ending in modifying e drop e when adding ing • words ending in modifying e keep e when adding a suffix beginning with a consonant • words ending in y preceded by a consonant change y to ie when adding a suffix, except for the suffixes ly or ing, e.g. • i before e except after c when the sound is 'ee'. Note and learn exceptions. 	<p>company, portable, poisonous, interest, description, carpet, sector, freedom, extra</p> <p>taking</p> <p>hopeful, lovely</p> <p>flies, tried, shyly, flying</p> <p>receive, chief, ceiling, weird</p>	<p>SB p52 S4S p71-73 S4S p89-94</p> <p>SB p53-55 S4S p82-85 TR y5t3: w1</p> <p>TR y5t3: w2</p>

	<p>To transform words, e.g. changing tenses: ed,ing; negation: un, im, il; making comparatives: er, est, ish; changing verbs to nouns, e.g. ion, ism, ology; nouns to verbs: ise, ify, en</p> <p>To recognise the spelling and meaning of the prefixes: in, im, ir, il, pro, sus</p>	inactive, illegal	<p>S4S p77-79</p> <p>SB p56 SB p57 S4S p79-81</p>
Phase 16 (Y6 T1)	<p>To use word roots, prefixes and suffixes as a support for spelling, e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex</p> <p>To investigate meanings and spellings of connectives. Link to grammar and sentence structure</p>	therefore, furthermore, notwithstanding	<p>S4S p67-70 S4S p85-87 S4S p97-100</p> <p>S4S p92-94</p>
Beyond Phase 16	<p>To embed the use of independent spelling strategies for spelling unfamiliar words</p> <p>To spell unfamiliar words by using what is known of word families and spelling patterns</p> <p>To revise and use word roots, prefixes and suffixes as a support for spelling</p>		<p>S4S p89-92</p> <p>S4S p100-102</p> <p>S4S p102-104</p>

Phases follow Letters and Sounds progression, followed by Spelling Bank.

Key: Objectives in **red** are **phonemic** or **phonological**
Objectives in **blue** are **morphological** and **etymological**
Green denotes links to **grammatical knowledge**
L&S – Letters and Sounds – High Quality Phonics
SB – Spelling Bank – KS2 spelling objectives
S4S – Support for Spelling – Y2 & KS2 spelling program
KS2 PIP – Key Stage Two Phonic Intervention Program
TR – Topical Resources photocopiable sheets (PDF files)