



Spelling Policy

We aim to develop our pupils' ability to become confident writers, with the self-esteem necessary to believe in themselves as competent authors. Whilst we value the content and structure of written work, we endeavour to ensure that pupils have a confident and systematic approach to spelling words accurately and consistently.

Spelling skills will be taught progressively, using appropriate teaching methods for different stages of learning.

From an early age, pupils will be encouraged to use their understanding of sounds and syllables to segment the letters and sounds when writing. Pupils with hearing impairment may not always use phonics to develop their understanding of words but would use a system of whole word recognition associated with the physical action/sign.

All pupils will be introduced to common words that they must learn to read and write. There are a list of common words that are identified in the National Curriculum for every year group.

- A 'have a go' attitude will be encouraged to make plausible attempts at spelling words using phonic awareness and known spelling patterns.
- The common method of teaching spelling will be LOOK, COVER, REMEMBER, WRITE, CHECK.

Pupils will be expected to check their spelling and make any corrections to errors of common words and will be taught different spelling rules and patterns as they progress through school. Spellings will be sent home each week as homework as every class from Year 1 to Year 6 will undertake its own spelling test each week.

Learning to spell is a cumulative process; materials gradually build up pupils' spelling vocabulary by introducing new words and giving continual practise of words already introduced.

There is a whole school spelling programme that we will follow to ensure that certain aspects are re-enforced. This is particularly focused upon the spelling of common exception words, adding prefix and suffix and accuracy of medial vowel choices.

Additional support and intervention programmes are deployed to support pupils who are not making the expected progress or who have specific learning needs.

	AUTUMN	SPRING	SUMMER
REC Phonics HFWs	Sounds-Write Initial Code Units 1-7 Sounds- a i m s t n o p b c g h d e f v k l r u j w z x y ff ll ss zz- is a the l for of are was all All other words are decodable and introduced within each unit	Sounds-Write Initial Code Units 8- 11 Sounds- (none in 8-10) 11- sh ch tch th c kwh ng q come some to there their these what where who Nonsense words introduced after Unit 8	Consolidation Bridging lessons /k/ <c> <k> <ck> /ch/ <ch> <tch> /l/ <l> <ll> <le> /w/ <w> <wh> Sounds-Write Extended Code Units 1-3 (if children are ready for this stage) First spellings ae ee oe

<p>Y1 revisit Autumn 1</p>	<p>Consolidation Bridging lessons /k/ <c> <k> <ck> /ch/ <ch> <tch> /l/ <l> <ll> <le> /w/ <w> <wh></p> <p>Sounds-Write Extended Code Units 1-3 (if children are ready for this stage)</p> <p>First spellings ae ee oe</p>		
<p>Y1</p>	<p>Common exception words – revisit Reception sets of words</p> <p>Sounds f,l,s,z,k spelt ff,ll,ss,zz,ck – off, well, miss, back, buzz</p> <p>N sound spelt n before k – bank, think, sunk</p> <p>Division of words into syllables – pocket, carrot, sunset,</p> <p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>Words ending in Y – very , happy, funny, party, family</p>	<p>Common exception words – action words set –</p> <p>tch – catch, fetch, kitchen, hutch</p> <p>V vowel sound at the ends of words – have, live, give</p> <p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>Using the K for the /k sound, rather than c before e,l,y – skin, sketch</p> <p>Adding the endings – ing, ed and er – jumped, jumper, buzzed, buzzer</p>	<p>Common exception words – action words set -</p> <p>Compound words le, football, playground</p> <p>Prefix – un – ie, unhappy, unfair</p> <p>Consonant spelling ph wh – alphabet, elephant, when, where, which</p> <p>Adding er and est to adjectives where no change is needed to the root word – quicker, quickest, fresher, freshest, faster, fastest</p> <p>Contractions – can’t didn’t, hasn’t, it’s</p> <p>Adding the endings – ing, ed and er – jumped, jumper, buzzed, buzzer</p>
<p>Y1 Phonics Autumn 2</p>	<p>Sounds-Write Extended Code Units 1-9</p> <p>First spellings ae ee oe er e oo</p>	<p>Sounds-Write Extended Code Units 10- 17</p> <p>First spellings ie oo u s</p>	<p>Sounds-Write Extended Code Units 18-25</p> <p>First spellings l or air ue oy ar o</p>
<p>Y2 Revisit</p>	<p>Sounds-Write Extended Code Units 18-25</p> <p>First spellings l or air ue oy ar</p> <p>Common exception words – revisit Year 1 - Autumn 1 Start Year 2 Autumn 2</p>	<p>Sounds-Write Extended Code Units 26-36</p>	<p>Sounds-Write Extended Code Units 37-50</p>
<p>Y2</p>	<p>Adding the endings – ing, ed , er, est – jumped, jumper, buzzed, buzzer, happiest, happier</p>	<p>Common exception words – Year 2</p> <p>The r sound spelt wr at the beginning of words – write, wrong, wrap</p>	<p>Common exception words – year 2</p> <p>n sound spelt kn and gn at the beginning of words – knee, gnaw, know</p>

	<p>Adding s and es to words – cats, dogs, rocks, catches, thanks, goes</p> <p>i sound spelt ey – plural adding s - donkey, monkey, key</p> <p>suffix ly, ful ending</p> <p>Contractions – can’t didn’t, hasn’t, it’s</p> <p>L or el sound at the ends of words, el is used after m,n,r,s,v,w,s– metal, pedal, tunnel, tinsel</p> <p>el sound spelt al at the ends of words– not many nouns end in al but many adjectives do</p> <p>ai sound spelt as a Y at the ends of words – cry, fly, July</p> <p>common homophones and near homophones – to/too/two</p>	<p>The l or le sound spelt – le at the end of the words – apple, bottle, middle</p> <p>Dge and ge at the ends of words – badge, age, edge</p> <p>Suffix less, ness</p> <p>Contractions – can’t didn’t, hasn’t, it’s</p> <p>Adding the endings ed, er, est and y to words ending in e with a consonant before it – shiny, nicer, hiker, hiking,hiked</p> <p>Possessive apostrophe – girl’s, child’s, man’s</p> <p>Words ending in tion</p> <p>Word endings il – not common - fossil, pencil</p> <p>The o sound or is usually spelt as a before l and ll – call, ball, talk, always</p> <p>Common homophones and near homophones – there,their, they’re</p>	<p>s sound spelt c before e i y – ice, cell, city, fancy</p> <p>suffix endings ly, less, ful, ness, ment</p> <p>Possessive apostrophe – girl’s, child’s, man’s</p> <p>Words ending in tion</p> <p>Adding es to nouns and verbs ending in Y – flies, tries, babies</p> <p>Adding ing, ed,er,est and y to words of one syllable ending in a single consonant letter after a single vowel letter - patting, patted, dropping, dropped, fatter, funny</p> <p>The ^ sounds spelt o – other, brother, mother, nothing</p> <p>Common homophones and near homophones to/too/two there,they’re, their quite/quiet bare/bear One/won son/sun</p>
<p>Y2 phonics</p>	<p>Revisit – consonant digraphs - ch,sh,th,ng, zz, qu</p> <p>Vowel digraphs – ai/oi , au ee/ea , oa, oo, ie, ew a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs – ear, igh, air, ure, ou, ar, or, ur, ow, ore , er a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore , aw a-e e-e i-e o-e u-e</p>
<p>Y3</p>	<p>Common exception words Year 1 & Year 2 revisit</p> <p>Possessive apostrophe – girl’s, child’s, man’s</p>	<p>Common exception words Y2 & Y3 -</p> <p>The i sound spelt y elsewhere than the end of a word – myth, Egypt, mystery</p>	<p>Common exception words Y2 & Y3</p> <p>Prefix – super – means above – superman, superstar</p>

	<p>Common homophones and near homophones – to/too/two there,they're, their quite/quiet bare/bear One/won son/sun</p> <p>Adding ing, ed,er,est and y to words of one syllable ending in a single consonant letter after a single vowel letter - pating, patted, dropping, dropped, fatter, funny</p> <p>Possessive apostrophe – girl's, child's, man's</p> <p>Words ending in ation</p> <p>Suffix less, ness,ment</p> <p>Contractions – can't didn't, hasn't, it's</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable – if the last syllable is stressed and ends in one consonant letter that has just one vowel letter before it the final consonant is doubled – forgetting, forgotten, beginning, beginner The consonant letter is not doubled if the syllable is unstressed – gardener,gardening,</p>	<p>The ^ sound spelt ou – young, touch, double</p> <p>Prefix – un, dis, mis – disagree, disobey, misbehave, unhealthy</p> <p>Prefix – re – means again or back – reappear, refresh, redecorate</p> <p>Prefix - sub – means under – submarine, submerge, subzero</p> <p>Prefix- inter – means between and among – intercity, interact, international</p>	<p>Prefix – anti – means against – anticlockwise, antisocial</p> <p>Prefix – auto – means self/own – autobiography, autograph</p> <p>Suffix – ly added to an adjective to form a verb – sadly, completely</p> <p>Endings which sound like 3en – spelt as – sion – Division, invasion, collision,television</p> <p>Common homophones and near homophones – to/too/two there,they're, their quite/quiet bare/bear One/won son/sun, whose/who's, peace/piece</p> <p>Words with the ei sound spelt eigh or ey – eight, obey, they</p>
<p>Y3 revisit phonics</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore , aw a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore , aw a-e e-e i-e o-e u-e</p>	<p>Vowel digraphs and trigraphs ear, igh, air, ure, ou, ar, or, ur, ow, ore , aw a-e e-e i-e o-e u-e</p>
<p>Y4</p>	<p>Common exception words – revisit Y2 word list Autumn 1 Y3 & Y4 lists Autumn 2</p> <p>The i sound spelt y elsewhere than the end of a word – myth, Egypt, mystery</p>	<p>Common exception words – Y3 & Y4 lists</p> <p>Words with endings sounding like tʃə is always spelt sure – measure, treasure, enclosure</p>	<p>Common exception words – Y3 & Y4 lists</p> <p>Endings with tion, sion, ssion, cian – invention, injection, expression, permission, musician, politician</p> <p>Words with the k sound spelt ch – scheme, echo, character</p>

	<p>The ^ sound spelt ou – young, touch, double</p> <p>Prefix – un, dis, mis – disagree, disobey, misbehave, unhealthy</p> <p>Prefix – super – means above – superman, superstar</p> <p>Prefix – anti – means against – anticlockwise, antisocial</p> <p>Suffix – ous – poisonous, dangerous, famous</p> <p>Suffix – our is changed to or before ous is added – humorous, vigorous</p> <p>If there is an i sound before ous ending it is usually spelt as i but few words have e – serious, curious, hideous, courteous</p> <p>Prefix – auto – means self/own – autobiography, autograph</p> <p>Suffix – ly added to an adjective to form a verb – sadly, completely</p> <p>Possessive apostrophe – girl’s, child’s, man’s</p>	<p>ture endings – creature, furniture, picture</p> <p>suffix endings – ly, , ally, - gently, happily, basically,</p> <p>possessive apostrophe after the plural form – s is not added if the plural already ends in s but IS added if the plural does not end in an s – girls’, boys’ children’s , men’s</p> <p>Homophones and near homophones – meanings - whose/who’s, he’ll/ heal/ heel, break/brake, mail/male, meet/meat</p>	<p>Words with the j sounds spelt ch (French origin) – chef,machine, chalet, brochure</p> <p>Words ending with the g sound spelt gue (French origin) – tongue, league and k sound spelt que unique,antique</p> <p>Words with the s sound spelt sc (latin) – science, scene, fascinate</p> <p>Words with the ei sound spelt eigh or ey – eight, obey, they</p>
<p>Y5</p>	<p>Common exception words – Revisit Y3 & Y4 lists</p> <p>Endings with tion, sion, ssion, cian – invention, injection, expression, permission, musician, politician</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Words ending in cial and tial – official, special, partial, essential</p> <p>Use of a hyphen to join a prefix to a root word , esp</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Words ending in ent, ence, ency after a soft c (s sound) and a soft g – innocence, decent, frequent, confidence</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer – the r is</p>

	<p>Homophones and near homophones – meanings - whose/who's, he'll/ heal/ heel, break/brake, mail/male, meet/meat</p> <p>Words ending in cious or tious – vicious, precious, delicious, ambitious, infectious</p> <p>Words ending in able/ible – edible, adorable</p> <p>Spelling letter string ough- brought, rough, enough, cough</p>	<p>if it ends in a vowel and the root word begins with one – co-ordinate, re-enter, co-operate, co-own</p> <p>Words ending in ant ance/ancy – observant, expectant, hesitant, substance</p> <p>Words ending in ably/ibly – considerably</p>	<p>doubled if the –fer is stressed – referred, referral, transferred</p> <p>Words with the i sound spelt ei after c – deceive, receive, ceiling</p> <p>Spelling letter string ough- through, tough, rough, thought, brought</p>
<p>Y6</p>	<p>Common exception words Revisit – Y3/4 word lists – autumn 1 Y5 & Y6 lists Autumn 2</p> <p>Endings with tion, sion, ssion, cian – invention, injection, expression, permission, musician, politician</p> <p>Homophones and near homophones – meanings - whose/who's, he'll/ heal/ heel, break/brake, mail/male, meet/meat</p> <p>Words ending in cious or tious – vicious, precious, delicious, ambitious, infectious</p> <p>Use of a hyphen to join a prefix to a root word , esp if it ends in a vowel and the root word begins with one – co-ordinate, re-enter, co-operate, co-own</p> <p>Words ending in cial and tial – official, special, partial, essential</p> <p>Words ending in ent, ence, ency after a soft c (s sound) and a soft g – innocence, decent, frequent, confidence</p> <p>Silent letters – doubt, island, lamb, knee, knight</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer – the r is doubled if the –fer is stressed – referred, referral, transferred</p> <p>Words with the i sound spelt ei after c – deceive, receive, ceiling</p> <p>Homophones and near homophones</p>	<p>Common exception words – Y5 & Y6 lists</p> <p>Homophones and near homophones - revisit</p>
<p>Y6</p>			