



KINGSWOOD PRIMARY ACADEMY

Spelling

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~~Spleing~~
~~Speling~~
Spelling



LOOK
SAY
COVER
WRITE
CHECK



Why should we focus on Spelling?

- Poor spelling creates a bad impression on the reader - it's one of the first things that is noticed
- Examiners, teachers, prospective employers often place a lot of weight on spelling
- Anxiety about spelling inhibits a child's writing; especially their choice of vocabulary
- Even in today's extensive use of technology - word processors and spell checkers - there are times when we still need to write.
- We need to instil a love of writing into our children.

How do children improve and develop their Spelling?

- Develop an interest in words
- Feel safe about trying new words - not just words that they're sure about
- Learn about the ways words are built up using syllables
- Know about the basic spelling patterns of English
- Have a range of strategies to memorise words
- Understand root words, prefixes and suffixes
- Write for their own enjoyment, without fear of being criticised
- Read for pleasure

Expectations at Kingswood Primary Academy

- Spellings should be taught explicitly and separately to the Literacy lesson, with a key focus. This should be identified in each year group's weekly plan. In KS2, this will take place through daily 10 mins sessions. In KS1, CTs will allocate 20 mins / week to teach spellings.
- Spellings should be highlighted / exemplified in every Literacy lesson - through a shared text, warm-up activities, modelling, children's misconceptions, mini plenaries, etc
- When teaching spelling rules, use words provided in this book as well as other words - generated by CT and / or the pupils
- To support the constant learning of and referring to spellings, Literacy Working Walls should have a section displaying the current week's focus
- 2014 Curriculum target words, for Years 3 - 6, should be practiced with the children on a regular basis. Opportunities for this should be highlighted / exemplified in cross-curricular activities / topic work
- Phonics planning should be evident for ALL children who attend RWI - this is monitored through Learning Walks
- The teaching of Spelling should be recorded in Literacy books for KS1 and Spelling books in KS2
- Spelling sessions will require differentiation - to keep it practical, have two groups - led by the CT and the TA. SEN pupils will most likely need additional teaching through afternoon intervention (IEP) work.
- Children in KS2 should complete half termly assessments, based on the rules covered in Spelling sessions
- Monitoring of Spelling will be done through book scrutinies and learning walks on a termly basis

*Overview
Of
Learning
Objectives*

Year 1:

(Reception to include these words in planning for pupils who are able)

| Date | Focus | Example words (Non-Statutory) |
|----------|----------------------|--|
| 08.09.14 | 'ai', 'oi' digraphs | <i>rain, wait, train, paid, afraid oil, join, coin, point, soil</i> |
| 15.09.14 | 'ay', 'oy' digraphs | <i>day, play, say, way, stay boy, toy, enjoy, annoy</i> |
| 22.09.14 | 'a-e' split grapheme | <i>made, came, same, take, safe</i> |
| 29.09.14 | 'e-e' " " | <i>these, theme, complete</i> |
| 06.10.14 | 'i-e' " " | <i>five, ride, like, time, side</i> |
| 13.10.14 | 'o-e' " " | <i>home, those, woke, hole, hope</i> |
| 20.10.14 | 'u-e' " " | <i>June, rule, rude, use, tube, tune</i> |
| 03.11.14 | 'ar' digraph | <i>car, start, park, arm, garden</i> |
| 10.11.14 | 'ee' " | <i>see, tree, green, meet, week</i> |
| 17.11.14 | 'ea' " | <i>sea, dream, tea, meat, each, weak, read (present tense)</i> |
| 24.11.14 | 'ea' " | <i>head, bread, meant, instead, read (past tense)</i> |
| 01.12.14 | 'er' " | <i>(stressed sound): her, term, verb, person</i> |
| 08.12.14 | 'er' " | <i>(unstressed sound): better, under, summer, winter, sister, water</i> |
| 15.12.14 | 'ir' " | <i>girl, bird, shirt, first, third</i> |
| 12.01.15 | 'ur' " | <i>turn, hunt, church, burst, Thursday</i> |
| 19.01.15 | 'oo' " | <i>food, pool, moon, zoo, soon</i> |
| 26.01.15 | 'oo' " | <i>book, took, foot, wood, good</i> |
| 02.02.15 | 'oa' " | <i>boat, moan, coat, road, coach, goal, toad, moat</i> |
| 09.02.15 | 'oe' " | <i>toe, goes, foe</i> |
| 23.02.15 | 'ou' " | <i>Out, about, mouth, around, sound</i> |
| 02.03.15 | 'ow', 'ue' digraphs | <i>now, how, brown, cow, down, town blue, clue, true (oo), rescue, Tuesday (u-e)</i> |
| 09.03.15 | 'ow', 'ew' digraphs | <i>own, blow, snow, grow, show, throw new, flew (oo), few, grew, drew, threw (u-e)</i> |
| 16.03.15 | 'ie' digraph | <i>lie, tie, pie, cried, tried, dried</i> |
| 20.04.15 | 'ie' " | <i>chief, field, thief ('i' before 'e')</i> |

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| 27.04.15 | 'igh' trigraph | <i>high, night, light, bright, sigh, right, fight</i> |
| 04.05.15 | 'or' digraph | <i>for, short, born, horse, morning</i> |
| 11.05.15 | 'ore' trigraph | <i>more, score, before, wore, shore</i> |
| 18.05.15 | 'aw' digraph | <i>saw, draw, yawn, crawl, dawn</i> |
| 01.06.15 | 'au' " | <i>August, author, dinosaur, astronaut</i> |
| 08.06.15 | 'air' trigraph | <i>air, fair, pair, hair, chair</i> |
| 15.06.15 | 'ear' " | <i>dear, hear, beard, near, year, tear</i> |
| 22.06.15 | 'ear' " | <i>bear, tear, pear, wear</i> |
| 29.06.15 | 'are' " | <i>care, stare, bare, flare, share, scared, dare</i> |
| 06.07.15 | | |
| 13.07.15 | | |

Year 2:

(Year 1 to include these words in planning for average to more able pupils as some of these words are from the Year 1 statutory requirement)

| Date | Focus | Example words (Non-Statutory) |
|----------|---|--|
| 08.09.14 | Common exception words These words should be permanently on display for pupils to refer to. | <i>the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, full, pull, house, our - and / or others used according to RWI scheme and topic work</i> |
| 15.09.14 | sounds /f/, /l/, /s/, /z/, and /k/, spelt ff, ll, zz and ck | <i>off, well, miss, buzz, back</i> |
| 22.09.14 | 'nk' sound | <i>bank, think, sink, honk, sunk, thanks</i> |
| 29.09.14 | Division of words into syllables | <i>pocket, rabbit, carrot, thunder, sunset</i> |
| 06.10.14 | '-tch' | <i>catch, fetch, kitchen, notch, butcher, hutch</i> |
| 13.10.14 | /v/ sound at the end of words | <i>have, live, give</i> |
| 20.10.14 | Adding 's' and 'es' to words (noun plurals and third person singular verbs) | <i>cats, dogs, spends rocks, thanks, catches</i> |
| 03.11.14 | Adding suffixes '_ing', '_ed', '_er' to verbs where no change is needed to the root word | <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i> |
| 10.11.14 | Adding suffixes '_er', '_est' to adjectives where no change is needed to the root word | <i>grander, grandest, slower, slowest, fresher, freshest, quicker, quickest</i> |
| 17.11.14 | Words ending in '_y' | <i>Happy, very, funny, party, family</i> |
| 24.11.14 | New consonant spellings 'ph' and 'wh' | <i>dolphin, elephant, alphabet, phonics, when, where, why, which, wheel, while</i> |
| 01.12.14 | Using 'k' for the /k/ sound | <i>Kent, sketch, kit, skin, frisky</i> |
| 08.12.14 | Adding the prefix 'un' | <i>unhappy, undo, unload, unfair, unlock</i> |

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| 15.12.14 | Compound words | <i>football, ladybird, teacup, farmyard, playground, bedroom, blackberry, strawberry, blueberry</i> |
| 12.01.15 | 'ge' or 'dge' sound at the end of words and sometimes spelt elsewhere in words (before, 'e', 'i' and 'y') | <i>age, huge, change, charge, bulge, village badge, edge, bridge, dodge, fudge gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</i> |
| 19.01.15 | /s/ sound spelt 'c' before 'e', 'i' and 'y' | <i>race, ice, cell, city, fancy</i> |
| 26.01.15 | /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words | <i>knock, know, knee, gnaw, gnat, gnome</i> |
| 02.02.15 | /r/ sound spelt 'wr' at the beginning of words | <i>write, written, wrote, wrong, wrap</i> |
| 09.02.15 | /l/ sound spelt 'le' at the end of words | <i>table, apple, bottle, little, middle</i> |
| 23.02.15 | /l/ sound spelt 'el' at the end of words | <i>camel, tunnel, squirrel, travel, towel, tinsel</i> |
| 02.03.15 | /l/ sound spelt 'al' at the end of words | <i>metal, pedal, capital, hospital, animal</i> |
| 09.03.15 | Words ending in 'il' | <i>pencil, fossil, nostril</i> |
| 16.03.15 | Long vowel /i/ sound spelt 'y' at the end of words | <i>cry, fly, dry, try, reply, July</i> |
| 20.04.15 | Adding suffix 'es' to nouns and verbs ending in 'y' | <i>flies, tries, replies, copies, babies, carries</i> |
| 27.04.15 | Adding suffix 'ed', 'ing', 'er' and 'est' to root words ending in 'y' with a consonant before it | <i>copied, copier, happier, happiest, cried, replied, ...but copying, crying, replying</i> |
| 04.05.15 | Adding suffix 'ed', 'ing', 'er' and 'est' to root words ending in 'e' with a consonant before it | <i>hiking, hiked, hiker, nicer, nicest, shiny</i> |
| 11.05.15 | Adding suffix 'ed', 'ing', 'er', 'est' and 'y' to words of one syllable ending in a single consonant letter after a single vowel letter (short vowel sounds) | <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i> |
| 18.05.15 | 'all' and 'al' | <i>all, ball, call, walk, talk, always</i> |
| 01.06.15 | 'o' sounding like a short vowel /u/ | <i>mother, other, nothing, brother, Monday</i> |

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| | /i:/ sound spelt 'ey' | <i>key, monkey, donkey, chimney, valley</i> |
| 08.06.15 | 'a' after 'w' or 'qu' 'ar' after 'w' | <i>want, wander, watch, quantity, squash warm, war, towards</i> |
| 15.06.15 | Words with 's' that don't make a /s/ or /ss/ sound | <i>television, treasure, pleasure, usual</i> |
| 22.06.15 | Root words where suffixes 'ment', 'ness', 'ful', 'less', and 'ly' are added without any changes with exceptions: 1. Argument 2. Root words ending in 'y' | <i>enjoyment, sadness, careful, playful, hopeless, plainness, badly 2. merriment, happiness, plentiful, penniless, happily</i> |
| 29.06.15 | Contractions Possessive apostrophe (singular nouns) | <i>can't, didn't, hasn't, couldn't, it's, I'll Megan's, Ravi's the girl's, the child's, the man's</i> |
| 06.07.15 | Root words with suffix 'tion' | <i>station, fiction, motion, national, section</i> |
| 13.07.15 | Homophones / near homophones | <i>there / their / they're hear / here to / two / too quiet / quite one / won sea / see be / bee</i> |

NB: Also make Year 2 pupils understand the common exception words listed in the Appendix 1 (Spelling) of the New English Curriculum

Years 3 & 4:

There aren't enough LOs for one per week to last the whole year. Either restart mid-year through or use a fortnight for each LO.

Continue to revise (in some cases reteach) work from Years 1 & 2 (this may take up extra weeks too).

| Date | Focus | Example words (Non-Statutory) |
|----------|---|---|
| 08.09.14 | suffixes that begin with vowels added to polysyllabic root words | <i>forgetting, forgotten, beginning, beginner, preferred</i> |
| 22.09.14 | 'y' elsewhere other than at the end of words making a short vowel sound | <i>myth, gym, Egypt, pyramid, mystery</i> |
| 06.10.14 | 'ou' making a short vowel sound | <i>young, touch, double, trouble, country</i> |
| 20.10.14 | Prefixes 'dis', 'mis' and 'in' | <i>disappoint, disagree, disobey misbehave, mislead, misspell inactive, incapable, incorrect</i> |
| 03.11.14 | Prefixes 'il', 'im' and 'ir' | <i>illegal, illegible immature, immoral, impossible, impatient, imperfect irregular, irrelevant, irresponsible</i> |
| 17.11.14 | Prefixes 're', 'sub' and 'inter' | <i>redo, refresh, return, reappear, redecorate subdivide, subheading, submarine, submerge interact, intercity, international, interchange, interrelated</i> |
| 01.12.14 | Prefixes 'super', 'anti' and 'auto' | <i>supermarket, superman, superstar, superhero antiseptic, anticlockwise, antisocial autobiography, autograph, automobile, automatic</i> |
| 15.12.14 | Suffix 'ation' | <i>information, adoration, admiration, sensation, preparation</i> |

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| 12.01.15 | <p>Suffix 'ly'</p> <p>Exceptions:</p> <ol style="list-style-type: none"> 1. if the root word ends in 'y' with a consonant letter before it 2. if the root word ends in 'le' 3. if the root word ends in 'ic' 4. the words 'truly', 'duly' and 'wholly' | <p><i>sadly, completely, initially, usually, finally, comically, really</i></p> <ol style="list-style-type: none"> 1. <i>happily, angrily</i> 2. <i>gently, simply, humbly, nobly</i> 3. <i>basically, frantically, dramatically</i> |
| 26.01.15 | <p>Words ending 'sure' and 'ture' (these are not suffixes!)</p> | <p><i>measure, treasure, pleasure, enclosure</i></p> <p><i>picture, furniture, nature, adventure</i></p> |
| 09.02.15 | <p>Words ending 'sion'</p> | <p><i>Division, invasion, confusion, decision, collision, television</i></p> |
| 23.02.15 | <p>Suffix 'ous' added to root words - sometimes there is no obvious root word</p> | <p><i>poisonous, dangerous, mountainous, villainous, various, famous</i></p> <p><i>tremendous, enormous, jealous</i></p> <p><i>humorous, glamorous, vigorous</i></p> <p><i>courageous, outrageous</i></p> <p><i>serious, obvious, curious, hideous, spontaneous, courteous</i></p> |
| 09.03.15 | <p>Suffixes 'tion', 'ssion', 'sion', and 'cian'</p> | <p><i>invention, injection, action, hesitation, completion</i></p> <p><i>expression, confession, discussion, permission, admission</i></p> <p><i>expansion, extension, comprehension, tension</i></p> <p><i>musician, electrician, politician, mathematician</i></p> |
| 23.03.15 | <p>The /k/ sound spelt 'ch'</p> | <p><i>scheme, chorus, Christ, Christmas, chemist, chemical, echo, character</i></p> |
| 20.04.15 | <p>The /sh/ sound spelt 'ch'</p> | <p><i>chef, chalet, machine, brochure</i></p> |
| 04.05.15 | <p>The /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (words that are French in origin)</p> | <p><i>league, tongue</i></p> <p><i>antique, unique</i></p> |

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| 18.05.15 | The /s/ sound spelt 'sc' (Latin in origin) | <i>science, scene, discipline, fascinate, crescent</i> |
| 01.06.15 | Words with 'ei', 'eigh' or 'ey' | <i>vein, weight, eight, neighbour, they, obey</i> |
| 15.06.15 | Possessive apostrophe with plurals | <i>girls', boys', babies', children's, men's, Mice's</i> |
| 29.06.15 | Revise Year 2 Contractions Possessive apostrophe (singular nouns) NB - singular proper nouns ending in 's' - use the 's' suffix - EG Cyprus's, Jesus's, Chris's | <i>can't, didn't, hasn't, couldn't, it's, I'll</i> <i>Megan's, Ravi's the girl's, the child's, the man's</i> |
| 13.07.15 | Homophones and near-homophones | <i>accept / except</i> <i>affect // effect</i> <i>ball / bawl</i> <i>etc... refer to words listed in the Appendix 1 (Spelling) of the New English Curriculum</i> |

Years 5 & 6:

Continue to revise work from Years 3 & 4

There aren't enough LOs for one per week to last the whole year. Either restart mid-year through or use a fortnight for each LO.

| Date | Focus | Example words (Non-Statutory) |
|----------|---|--|
| 08.09.14 | Endings / suffixes 'cious' and 'tious' | Refer to words listed in the Appendix 1 (Spelling) of the New English Curriculum Familiarise pupils to a wide range of powerful vocabulary whilst teaching and applying spelling rules through daily sessions |
| 22.09.14 | Endings / suffixes 'cial' & 'tial' | |
| 06.10.14 | Endings / suffixes 'ant', 'ance / ancy', 'ent' and 'ence / ency' | |
| 20.10.14 | Endings / suffixes 'able / ably' and 'ible / ibly' | |
| 03.11.14 | Suffixes beginning with vowel letters being added to words ending 'fer' | |
| 17.11.14 | Use of the hyphen | |
| 01.12.14 | The long vowel sound spelt 'ei' after the letter 'c' | |
| 15.12.14 | Letter string 'ough' | |
| 12.01.15 | Silent letters 'k', 'w', 'g', 't' and 'gh' | |
| 26.01.15 | Homophones and other words that are often confused | |
| 09.02.15 | Endings / suffixes 'cious' and 'tious' | |
| 23.02.15 | Endings / suffixes 'cial' | |
| 09.03.15 | Endings / suffixes 'ant', 'ance / ancy', 'ent' and 'ence / ency' | |
| 23.03.15 | Endings / suffixes 'able / ably' and 'ible / ibly' | |

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| 20.04.15 | Suffixes beginning with vowel letters being added to words ending 'fer' | |
| 04.05.15 | Use of the hyphen | |
| 18.05.15 | The long vowel sound spelt 'ei' after the letter 'c' | |
| 01.06.15 | Letter string 'ough' | |
| 15.06.15 | Silent letters 'k', 'w', 'g', 't' and 'gh' | |
| 29.06.15 | Homophones and other words that are often confused | |
| 13.07.15 | | |