

KS2 Spelling – St James’ CofE Primary School

Year 3

Year 3 Statutory Requirements

Pupils should be taught to:

- 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

Year 3 Non-statutory guidance

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

Autumn Term

Spring Term

Summer Term

<p>Revisit and Review: Common exception words from Year 2.</p> <p>Prefixes and Suffixes: Revise prefix un-. New prefixes: pre-, dis-, mis-, re-. Revise suffixes from Year 2: -s, -es, -ed, -ing, -er.</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>Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe: Revise contractions from Year 2 eg can't, didn't.</p> <p>Proof reading: Focus: checking after writing spelling of KS1 common exception/ tricky words.</p> <p>Learning Spellings:</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>Revisit and Review: Suffixes from Year 2:-ment, -ness, -ful, -less, -ly (with a consonant before it)</p> <p>Prefixes and Suffixes: Prefixes: sub-, tele-, super-, auto-.</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.</p> <p>Apostrophe: Revise contractions from Year 2 eg hasn't, couldn't.</p> <p>Proof reading: Using a dictionary to check spellings. First two letters.</p> <p>Learning Spellings:</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. <p>Teach: February Group other words for cross curricular teaching.</p> <ul style="list-style-type: none"> • 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>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.</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. 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,</p> <p>Apostrophe: Revise contractions from Year 2 eg it's, I'll.</p> <p>Proof reading: Proof read own writing for mis - spellings of personal spelling list words.</p> <p>Learning Spellings:</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>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS2 Spelling – St James' CofE Primary School

Year 4

Year 4 Statutory Requirements

Pupils should be taught to:

- 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

Year 4 Non-statutory guidance

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

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Revisit and Review:	Revisit and Review: Y3 Rarer GPCs.	Revisit and Review:

<p>Revise strategies at the point of writing. Teaching rarer GPCs: Revise /ei/ sound spelt ei, eigh, or ey, words with the /f/ sound spelt ch, The /ʌ/ sound spelt ou (all from Y3) Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg measure</p> <p>Prefixes and Suffixes: Prefixes in-, il-, im-. Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -en, -er, -ed.</p> <p>Homophones: peace/piece, main/mane, affect/effect.</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>Learning Spellings:</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>Teaching rarer GPCs: From Y3/4 word list – guard, guide. Word endings: Words with endings sounding like /ʒə/ or /tʃə/ eg creature, furniture. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian eg invention, comprehension, expression, magician.</p> <p>Prefixes and Suffixes: Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation.</p> <p>Homophones: scene/seen, male/mail, bawl/ball.</p> <p>Apostrophe: Possessive apostrophe with singular proper nouns eg Cyprus's population.</p> <p>Proof reading: Using a dictionary to check spellings after writing –first two or three letters.</p> <p>Learning Spellings:</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>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 Word endings: Endings which sound like /ʒən/ -sion eg division, confusion.</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. The suffix –ous eg poisonous, outrageous.</p> <p>Homophones: whether/weather, fair/fare, medal/meddle.</p> <p>Apostrophe: Revise contractions from Y2 and plural apostrophe rules.</p> <p>Proof reading: Check writing for mis-spelt words which are on the Y3/4 word list.</p> <p>Learning Spellings:</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>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 and 4 word list in subject / topic groups

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

<u>science</u>	<u>mathematics</u>	<u>Language of learning</u>	<u>Geography</u>	<u>Literacy</u>	<u>History</u>
----------------	--------------------	-----------------------------	------------------	-----------------	----------------

material natural experiment pressure separate medicine breath/e heart	circle centre eight/h quarter weight height group length minute increase opposite century	complete consider continue decide answer describe guide imagine interest knowledge learn purpose remember thought difficult	island earth	library sentence question grammar describe answer address possession	history reign famous century recent woman/women
<u>Time words</u>	<u>Unstressed vowels</u>	<u>Music</u>	<u>Connecting adverbials</u>	<u>Hypothetical language</u>	<u>Rare GPCs</u>
regular occasionally often early minute recent calendar	February business interest ordinary separate	Rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide

KS2 Spelling – St James’ CofE Primary School

Year 5

Year 5 Statutory Requirements

Pupils should be taught to:

- 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

Year 5 Non-statutory guidance

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

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>Revisit and Review: Revise plurals eg adding -s, -es and -ies. Revise apostrophe for contraction.</p> <p>Teaching rarer GPCs: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the</p>	<p>Revisit and Review: Strategies at the point of writing. Revise apostrophe for possession. 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.</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.</p> <p>Dictionary: Teach use of dictionary to check words referring to first three or four letters.</p>

<p>pronunciation of the word) Words with the /i:/ sound spelt ei after c.eg receive, ceiling.</p> <p>Morphology/ Etymology: Teach extension of base words using word grids. Use knowledge taught so far.</p> <p>Word endings: Words containing the letter-string -ough.</p> <p>Word endings: Words ending in –able and –ably.</p> <p>Homophones: eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed.</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>Learning Spellings:</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.</p> <p>Morphology/ Etymology: Use spelling books to record helpful etymological notes on curious/difficult words</p> <p>Dictionary: Use a dictionary to create collections of words with common roots</p> <p>Proof reading: Checking from another source after writing eg spell check if on screen, spelling log, environmental print,</p> <p>Learning Spellings:</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. Morphology/ Etymology: Teach morphemic and etymological strategies to be used when learning specific words eg from Y5/6 word list.</p> <p>Learning Spellings:</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>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KS2 Spelling – St James’ CofE Primary School

Year 6

Year 6 Statutory Requirements

Pupils should be taught to:

- 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

Year 6 Non-statutory guidance

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

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p>Revisit and Review: -able, -ible. Revise use of hyphen from Y5. 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. Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>Revisit and Review: Words containing the letter-string - ough. Revise apostrophe for contraction and possession. Teaching rarer GPCs: Revise words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Word endings: Endings which sound like /ʃəl eg official, special, artificial, partial, confidential, essential.</p>	<p>Revisit and Review: Spelling strategies at the point of writing. Teaching rarer GPCs: Revise words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht.</p> <p>Word endings: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Homophones: draft/draught, dissent/descent, precede/proceed.</p>

<p>Proof reading: Proof reading in smaller chunks. Sentences, paragraphs.</p> <p>Learning Spellings:</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: 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 book.</p> <p>Learning Spellings:</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: Embedding proof reading strategies when reviewing own writing independently.</p> <p>Learning Spellings:</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>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 5 and 6 word list in subject / topic groups

Please note there are some words on the statutory word lists that do not appear on here as they do not fit into the curriculum areas.

<u>Science</u>	<u>Mathematics</u>	<u>Writing</u>	<u>Geography</u>	<u>Spoken language</u>	<u>History</u>
conscious environment equipment physical stomach temperature system	twelfth forty average	correspond sincerely signature dictionary attached language communicate	environment existence foreign lightning	communicate relevant interrupt language explanation suggest pronunciation	ancient foreign government parliament soldier system sacrifice

shoulder muscle		persuade		exaggerate criticise persuade	privilege
<u>Occupations</u>	<u>Unstressed vowels</u>	<u>Music</u>	<u>Language of learning</u>	<u>Rare GPCs</u>	
profession secretary soldier committee amateur neighbour	restaurant temperature vegetable individual cemetery desperate definite	rhyme rhythm	achieve excellent thorough individual	bruise guarantee immediately queue vehicle yacht	