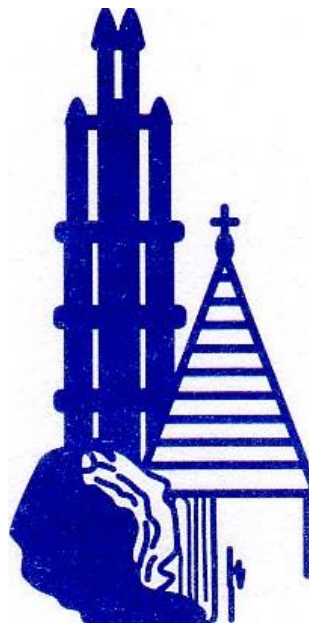


# Hadlow Primary School



## Spelling Policy

Written by: Nicole Chapman  
Head of School/ English Lead

Date: September 2023

Review: September 2025

## Intent

At Hadlow Primary School, we firmly believe that secure spelling is an essential skill which allows children to communicate their knowledge and understanding in all curriculum subjects. In order for pupils to develop into effective and confident writers, they need to develop and use a range of effective spelling strategies through the knowledge and basic skills to do so. We particularly want children to develop a love of language and to equip them with the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

In order to be an efficient speller, a child needs to:

- Be able to segment words into component phonemes, e.g. ch-e-s-t is chest;
- Know which graphemes represent the phonemes in words;
- Be able to distinguish visually between words which are 'legitimately' spelled, eg wait, wate; (Which one looks right?)
- Know the meanings of the homophones, e.g. been and bean, so that the correct spelling is used;
- Recall, e.g. by mental image, by memorising order of tricky letters, 'tricky' words, e.g. she;
- Know spelling conventions, e.g. relating to double letters, e.g. trapped;
- Look for similarities in the spellings of words, which are etymologically related, eg sign, signal.

## Aims

By adopting a consistent approach to the teaching of spelling we aim to develop confidence and accuracy when spelling across the curriculum through:

- Instilling a love for reading in all children so that they develop a wider, ambitious bank of vocabulary and in turn, spellings
  - Encouraging excitement, enjoyment and interest in spelling
  - Teaching children to use a range of effective spelling strategies, including Phonics, rhymes and mnemonics
  - Ensuring the use of ambitious vocabulary in writing
  - Providing consistent opportunities for children to write independently
- Encouraging pupils to independently use the strategies. 'does that sound right?' and 'does that look right?'
- Enhancing proof reading and editing skills
  - Encouraging the identification of patterns in words and spellings
  - Promoting a positive and confident attitude towards spelling
  - Help children to use a range of self-review, dictionaries and spell checks effectively
  - Providing equal opportunities for all pupils to achieve success in spelling

## Implementation

### Early Years Foundation Stage

In the Early Years, pupils learn systematic and synthetic Phonics through the FFT Success for all Phonics scheme; starting at Phase 1 and progressing through Phases 2, 3 and 4. As part of the daily four-part structure, pupils learn to sound talk, segment and spell 'green' words containing the familiar GCPs. Alongside this, the pupils learn tricky 'red' words, which cannot be decoded phonetically. Pupils learn mnemonics, rhymes and patterns to recall and retain these words. Relevant graphemes, decodable words and tricky words are displayed and accessible for the children to use and apply in their writing. Throughout the week, pupils apply their new learning and have many opportunities to practice their spelling application, which becomes progressively more independent. As children become more competent spellers, they are given dictated sentences including a combination of red and green words, to assess their spelling application. Support and keep-up intervention is given to any pupils struggling with their spelling, with immediate effect. Pupils are encouraged to use and apply their spelling strategies during play and learn time, through many writing activities including list making, cards, posters etc.

**Home Learning:** All pupils are given a tricky 'red' word to learn at home weekly. Pupils are encouraged to use this word in their writing.

## Key Stage One

In **Year One**, pupils have daily Phonics for at least 20 minutes. Pupils are assessed at the beginning of the year and any gaps and misconceptions from the EYFS are targeted first. Pupils then move on to Phase 5 Phonics, following the FFT Success for All Phonics scheme. Within these sessions, pupils learn to decode phonetically plausible (green) words, build up their reading fluency and represent them through written graphemes. Pupils learn that one phoneme can be represented by multiple graphemes and they have to make choices when spelling. They also have a growing awareness of homophones and their meanings. The scheme is fast paced and progressive, with a bigger emphasis on spelling and applying new and previously taught words to full sentences, using dictation to increase fluency and accuracy.

**Home Learning:** All pupils are given six spelling words linked to the GPC's learnt in the previous week, ensuring opportunities for consolidation, application and assessment. Pupils are challenged to these words every Friday.

In **Year Two**, pupils revisit phase five and then move to the application spelling rules and patterns, using FFT's Spelling with the Jungle Club. This scheme has a consistent daily cycle of review, teach, practice, apply and builds seamlessly on from the phonics programme. Pupils learn more about morphology of words and the online platform increases spelling engagement for pupils. Spelling is taught every day for 20 minutes, with a greater emphasis still on sentence work and the successful choosing and application of spelling rules and patterns.

**Home Learning:** All pupils are given six spelling words linked to the GPC's learnt in the previous week, ensuring opportunities for consolidation, application and assessment. Pupils are challenged to these words every Friday.

## Key Stage Two

Throughout KS2, pupils follow the No-Nonsense Spelling programme. Termly overviews follow a model of five spelling sessions across two weeks, with a daily lesson plan for each, which can be used and adapted for the cohort and need type. Lessons follow the same KS1 4-part structure; Revisit, Teach, Practice, Apply, with multiple assessment opportunities throughout. Spelling lessons delve deeper into the morphology and etymology of words, as well as more complex rules and patterns, linked to the expectations and word lists set out in the National Curriculum for LKS2 and UKS2.

**Home Learning:** Pupils in LKS2 are given eight spelling words, linked to the spelling rules and patterns learnt in the previous week, for consolidation, application and assessment. Pupils in UKS2 receive 10 spelling words weekly; two of which may be more topic based and linked to a specific area of the curriculum. Pupils are challenged to these words every Friday.

## Support and Challenge

Most children will be given the same words to learn weekly, as a whole class moving-together approach.

Pupils working at greater depth will be given additional opportunities to apply and transfer their spelling knowledge, whilst extending their grammar and punctuation through specific success criteria and written activities. No 'extra' spellings will be given and pupils will not learn spellings from another year group as a means of extension.

Pupils with SEN and/or EAL may need support with their spelling and should be given a reduced number of words to learn at home each week. If any pupils are working below the curriculum and cannot access age-appropriate content, they will access spelling content from the previous year(s), with support from a member of the teaching team. This may include the Jungle Club platform and resources for pupils with significant KS1 spelling gaps. Spelling assessments will not be given to children that consistently perform poorly; this time will be used as a teaching opportunity instead.

## Environment

All classrooms will display a cursive alphabet to support with spelling. In EYFS and KS1, letter formation charts will be on all desks and visible in the learning space outside the classroom. In KS2, these will also be available both inside and outside the classroom to support less able learners. FFT GPC cards will be available in all classrooms, as well as statutory spelling lists, as a tool for independent and successful spelling. All pupils in KS2 will have their own personal spelling journal, which can be used to support spelling across all subjects. All classrooms will display their weekly spelling words, and termly topic vocabulary.

## Spelling Strategies

### Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT colour crayon.** Trace neatly and you will see a rainbow!

### Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

**Example:** My dog wears a blue and purple dress when he takes a bath.

### Pyramid Writing

"Pyramid write" your spelling words.

You must write neatly!

**\*Example:** home h  
ho  
hom  
home

### Create an Activity

Can you think of a really fun way to practice your spelling words?

**Then go for it!**

Be sure to explain your activity so that I can share it with the class!

### Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

**Show your picture to someone and see if they can find your hidden words!**

### Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

**Example:** where erehw

### ABC Order

First write your spelling words in a list. Then write them in ABC order.

**For an extra bonus, write your words in reverse ABC order!**

### Story, Story

Write a story using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.

**You may type your story and email it to me if you like!**

### Draw and Label

Draw and label your spelling words. You **MUST** colour your drawings and labels.

Don't forget to add a lot of great detail! Do your very best work!

### Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in *squiggly* letters!

### Three Times!

Write each spelling word three times.

**First**, write each word in pencil.

**Second** write each word in crayon.

**Third**, write each word in marker.

You **MUST** write neatly!

### Acrostic Poem

Choose one of your spelling words. Write an acrostic poem for that word. You must also **ILLUSTRATE** your poem.

**\*Example:** Fun in the sky.  
fly  
Laps around clouds.  
Yes! I'm free!

### Blue Vowels!

Write each of your spelling words.

You will need a blue coloured pencil. Trace over the vowels in each

### Bubble Letters

Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a crayon or colored pencil.

### Spelling Poem

Write a poem using several of your spelling words. Underline the words that you use. Illustrate your poem.

You can write any type of poem that you like. Enjoy!

### Spelling Baseball

Draw four bases on a piece of paper or lay out four pillows to be the bases. The pitcher selects a word. If the batter can spell the word correctly, he moves forward one base.

### Spelling Shapes

Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes.

Examples:

babies

cried

### Scrambled Words

Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column. Then write them again with the letters all mixed up (scrambled) in the second column. Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

**Words Within Words**  
Write each spelling word and then write at least two words made from

### Type 'Em

Type your spelling words on the computer. **Make each word have a different font.**

### Scrabble!

Use Scrabble tiles to spell out your spelling words.

**For a little extra math practice, figure out the point value of each of your words!**

### Make Some Music

**Write a song or rap that includes your words!**  
Share with a friend or family member.

### Spelling Flowers

Draw a picture of a great big flower. Write each of your spelling words on one of the flower petals or on a leaf. Draw extra flowers if you run out of room.

### Trace Around

Write each of your spelling words using a pencil. Then **trace around** each word with a crayon, colored pencil, or a marker.

## Spelling Bee

Practice your spelling words in Spelling Bee style. Spell your words out loud to a parent or sibling.

## Fancy Letters

Write each of your spelling words using fancy letters.

Your letters can have curly-q's or dots, for example. Have fun!

## Connect the Dots

Write your spelling words in dots.

Then connect the dots by tracing over them with a coloured pencil.

## Buzzing Bees

Draw and colour an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the "spelling" bees. Write neatly!

## Spelling Flashcards

Make a set of flashcards to practice your spelling words. When you look at your flashcard, read the word and then spell it out loud.

\*Example- there t-h-e-r-e.

## UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

\*Example- SLIDE slide

## Vowel Circle

Write each of your spelling words.

Then go back and circle all of the vowels in your spelling words!

Don't forget to write neatly!

## Riddle Me

Write a riddle for each of your spelling words. Don't forget to add the answers to your riddles.

\*Example- I cry when I am hungry. I wear diapers. I am cute and cuddly. What am I?

\*Answer- Baby

## Colourful Words

Write each of your spelling words. Write each letter using a different colored pencil!

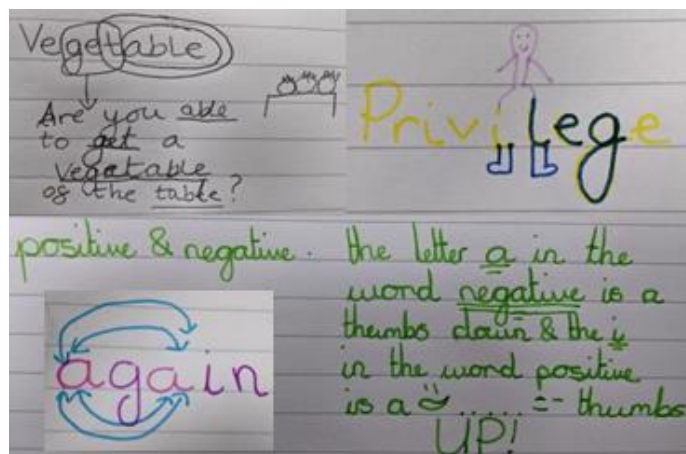
\*Example- colourful

## Across and Down

Write each of your spelling words across and then down (starting with the first letter).

\*Examples- when four  
h o  
e u  
n r

Draw the words using the Sir Linkalot animations



## Year 2 Spelling Pathway

### Spelling with the Jungle Club - Scope and Sequence



Term 1	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ay/a_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea/-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /e/ (/ie/e_e/e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, child(ren), climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /o/ (/oa/oe/o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/ue/u_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, both, hello	Homophones: blue/blew
<b>Term 2</b>				
Week 1	'ph' 'wh'	Words beginning 'wr'	who, whole, Mr, Mrs	Homophones: right/write
Week 2	Compare: /ur/ /er/ /ir/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /ou/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /or/ /ore/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /are/	Suffix -less	sure, sugar, Christmas	Homophones: bear/bare
Week 6	Review & Consolidation			

Term 3	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Words ending in: -le/-el	parents	Contraction: it's
Week 2	Words ending in: -al/-il	father, past*, fast*, last*	Contractions: wasn't /isn't
Week 3	Words ending in: -y (happy)	what, pretty, every, everybody	Contraction: what's
Week 4	Words ending in: -y (cry)	any, many, busy, does	Contraction: doesn't
Week 5	Adding endings to single-syllable words ending in a single consonant (e.g. pat/patted)	could, would, should	Contractions: couldn't, wouldn't, shouldn't
Week 6	Review & Consolidation		
<b>Term 4</b>			
Week 1	Adverbs ending in -ly (including to split digraph and -y words)	plant*, bath*, path*	Apostrophes for possession
Week 2	Irregular plural nouns & revise rule for -s /-es	half, woman, women	Contraction: haven't
Week 3	Compare: /j/ /g/ /ge/ /dge/	move, prove, improve	Near homophones: quite/quiet
Week 4	Compare: /se/ /c/ /ce/	eye	Homophones: piece/peace
Week 5	Compare: /-y/ /-ey/	money, monkey, honey	Homophones: to/too/two
Week 6	Review & Consolidation		

Term 5	New Skills for Year 2	Special Skill
Week 1	/or/ phoneme spelt 'a' before 'l' and 'll' (e.g. fall/ball, talk/walk)	Homophones: there/their/they're
Week 2	/u/ phoneme spelt 'o' (e.g. other/mother) /o/ phoneme spelt 'a' (e.g. want/wash)	Homophones: sun/son
Week 3	/er/ phoneme spelt 'or' (e.g. work/world) /or/ phoneme spelt 'ar' after 'w' (e.g. warm/towards)	Homophones: one/won
Week 4	/n/ phoneme spelt 'kn' or 'gn' (e.g. knight/gnat)	Homophones: no/know
Week 5	Suffixes: -ment/-ness	Homophones: not/knot
Week 6	-tion ending on words (e.g. station/nation)	Homophones: meet/meat
Term 6		
Week 1	s pronounced as /z/ (e.g. television/usual/pleasure)	Homophones: plain/plane
Week 2	Compare /ch/ phoneme (e.g. nature/stretch)	Homophones: grown/groan
Week 3	Review & Consolidation	
Week 4	Review & Consolidation	
Week 5	Review & Consolidation	
Week 6	Review & Consolidation	

# Year 3

## Term 1

### Revisit

Common exception words from Year 2

### Prefixes and suffixes

Revise prefix 'un'.

New prefixes: 'pre-', 'dis-', 'mis-', 're-'.

Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

### Rare GPCs

The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'

The /ɪ/ sound spelt 'y'

Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

### Homophones

*brake/break, grate/great, eight/ate, weight/wait, son/sun*

### Apostrophe

Revise contractions from Year 2

### Proofreading

Focus: checking after writing the spelling of KS1 common exception or tricky words.

### Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Term 2

### Revisit

Strategies at the point of writing.

Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

### Prefixes and suffixes

Prefixes: 'sub-', 'tele-', 'super-', 'auto-'

Suffixes 'less' and 'ly'

### Rare GPCs

The /ʃ/ sound spelt 'ch' (mostly French in origin)

The /k/ sound spelt 'ch' (Greek in origin)

### Homophones

*here/hear, knot/not, meat/meet*

### Apostrophe

Revise contractions from Year 2

### Proofreading

Revise proofreading routines

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Term 3

### Revisit

Strategies for spelling at the point of writing

Vowel digraphs from Years 1 and 2

### Prefixes and suffixes

Suffix '-ly' with root words ending in 'le' and 'ic'

Previously taught suffixes

### Rare GPCs

The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt 'ou' (*young, touch*)

### Homophones

*heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign*

### Apostrophe

Revise contractions from Year 2

### Proofreading

Proofread own writing for misspellings of personal spelling list words.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

# Year 4

## Term 1

### Revisit

Strategies at the point of writing: Have a go

### Rare GPCs

Revise:

- The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'
- The /f/ sound spelt 'ch'
- The /ʌ/ sound spelt 'ou' (all from Year 3)

### Word endings:

Words ending /ʊrə/ (*treasure, measure*)

### Prefixes and Suffixes

- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

### Homophones

*peace/piece, main/mane, fair/fare*

### Apostrophe

Possessive apostrophe with singular proper nouns (*Cyprus's population*)

### Proofreading

Teach proofreading strategies

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Term 2

### Revisit

Year 3 rare GPCs

### Rare GPCs

The /g/ sound spelt 'gu'

### Word endings

Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

### Prefixes and Suffixes

Prefixes 'anti-' and 'inter-'  
Suffix '-ation'

### Homophones

*scene/seen, male/mail, bawl/ball*

### Apostrophe

Revise contractions from Year 2  
Possessive apostrophe with plurals

### Proofreading

Model how to use various strategies in proofreading, including using a dictionary.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

## Term 3

### Revisit

Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.

### Rare GPCs

Words with the /s/ sound spelt 'sc' (Latin in origin)

### Word endings

Endings that sound like /ʒən/ spelt '-sion' (*division, confusion*)

### Prefixes and Suffixes

Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'  
Suffix '-ous' (*poisonous, outrageous*)

### Homophones

*whether/weather, who's/whose, missed/mist, medal/meddle, team/teem*

### Apostrophe

Apostrophe for possession, including singular and plural  
Revise contractions from Year 2 and plural apostrophe rules

### Proofreading

Check writing for misspelt words that are on the Years 3 and 4 word list.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

# Year 5

## Term 1

### Revisit

Strategies at the point of writing: Have a go  
Plurals (adding '-s', '-es' and '-ies')  
Apostrophe for contraction and possession

### Rare GPCs

Words with 'silent' letters

### Morphology/ Etymology

Use spelling journals to record helpful  
etymological notes on curious or  
difficult words

### Word endings

Words with the letter string '-ough'  
Words ending in '-able' and '-ible'

### Homophones

*isle/aisle, aloud/allowed, affect/effect, herd/  
heard, past/passed*

### Hyphen

Use of the hyphen (*co-ordinate, co-operate*)

### Dictionary

Use of a dictionary to support teaching of word  
roots, derivations and spelling patterns  
Use of a dictionary to create word webs

### Proofreading

Focus on checking words from  
personal lists.

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency and  
cross-curricular words from the  
Years 5 and 6 word list.

## Term 2

### Revisit

Strategies at the point of writing: Have a go  
Apostrophe for possession

### Rare GPCs

Teach words with rare GPCs from the Year  
5 and 6 word list (*bruise, guarantee, queue,  
immediately, vehicle, yacht*)  
Words with the /i:/ sound spelt 'ei' after 'c'  
(*receive, ceiling*)

### Morphology/ Etymology

Teach extension of base words using  
word matrices.

### Word endings

Words ending in '-ably' and '-ibly'  
Revise words ending in '-able' and '-ible'

### Homophones

*altar/alter, led/lead, steal/steel*

### Dictionary

Use a dictionary to create collections of words  
with common roots

### Proofreading

Checking from another source after writing  
(spell check if on screen, spelling journals,  
environmental print, spelling partners)

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency and  
cross-curricular words from the  
Years 5 and 6 word list.

## Term 3

### Revisit

Strategies at the point of writing: Have a go  
A range of strategies for learning words

### Homophones

(*cereal/serial, father/farther, guessed/guest,  
morning/mourning, who's/whose*)

### Suffixes

Problem suffixes

### Dictionary

Teach use of dictionary to check words, refer-  
ring to the first three or four letters

### Proofreading

Check writing for misspelt words that are on the  
Years 5 and 6 word list

### Morphology/ Etymology

Teach morphemic and etymological  
strategies to be used when learning  
specific words

### Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling  
strategies and apply to high-frequency and  
cross-curricular words from the  
Years 5 and 6 word list.

# Year 6

Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p><b>Homophones</b> <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"><li>• Learn selected words taught in new knowledge this term.</li><li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li><li>• Learn words from personal lists.</li></ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Words containing the letter string '-ough'</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p><b>Homophones</b> <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"><li>• Learn selected words taught in new knowledge this term.</li><li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li><li>• Learn words from personal lists.</li></ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p><b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p><b>Homophones and near homophones</b> <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"><li>• Learn selected words taught in new knowledge this term.</li><li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li><li>• Learn words from personal lists</li><li>• Root words and meanings</li></ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

## New Curriculum Spelling List Year 1

the your come are go push  
a they some were so pull  
do be one was by full  
to he once is my house  
today me ask his here our  
of she friend has there  
said we school I where  
says no put you love

## New Curriculum Spelling List Year 2

door child cold pretty grass improve parents  
poor wild gold beautiful pass sugar Christmas  
find most hold after plant could everybody  
mind both told fast path would even  
floor children every last bath sure  
because climb great past hour eye  
kind only break father move should  
behind old steak class prove who  
whole many busy water half Mr  
any clothes people again money Mrs

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



## Year 5 and 6 Statutory Spellings

accommodate	cemetary	develop	frequently	mischievous	pronunciation	stomach
accompany	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	
category	determined	forty	marvellous	programme	soldier	

