



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Reading, Phonics and Spelling Policy



All Saints Catholic Collegiate

POLICY

Approval and review

| | |
|------------------------------------|----------------------|
| Committee to approve policy | Curriculum Committee |
| Date of Academy Committee Approval | Mar 2017 |
| Chair of Academy committee | |
| Signature | |
| Chair of Academy Committee | |
| Policy review period | 12 months |
| Date of policy review | Mar 2018 |



| Version Control | | | |
|-----------------|---------------|-------------------------|------------------------|
| Version | Date Approved | Changes | Reason for Alterations |
| Issue 1 | Mar 2017 | Annual update of policy | |
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St Maria Goretti Catholic Academy strives to provide a happy secure and caring environment which fosters love and acknowledgement of Christ's presence as central to personal, social, and academic experiences and achievements.

Aims:

- To develop confident readers from an early stage.
- To enable pupils to read independently from an early stage, and develop reading fluency.
- To encourage high standards of reading throughout the school
- To promote and encourage a lifelong love of reading

Current Practice:

At St Maria Goretti Catholic Academy, reading is initially taught alongside the phonics Letters and Sounds programme. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading and spelling. As part of this scheme the children will be taught to:

- ✓ discriminate between different sounds in words ;
- ✓ learn the letters and letter combinations most commonly used to spell sounds;
- ✓ read words by sounding out and blending their separate parts;
- ✓ study written representatives of a sound and how it looks;
- ✓ Segment the sounds in words to spell
- ✓ recognise on sight vocabulary identified as 'tricky words'
- ✓ Read high frequency words and decodable by applying their phonic knowledge

Foundation 1 Phonic Stages 1-3

All children are taught phonics at the earliest opportunity, through daily, structured activities, under the direction of the class teacher. Pupil progress is assessed and monitored through small group activities delivered by trained early years practitioners and learning support assistants. The teaching of phonics as the sole route to decoding remains the fundamental strategy to enable pupils to develop reading fluency. Children are assessed during the first few weeks and grouped according to their reading ability in phonics.

Foundation 2 Phonic Stages 2-5

Systematic teaching of phonics continues on a daily basis in Foundation 2. Children are taught according to their phonics stage of learning. Pupil progress is assessed daily and monitored by the class teachers and Foundation Stage Leader, with evaluation by the Executive Headteacher and senior leaders every half term.

Key Stage 1

Year 1 teachers continue to build on the children's skills further by modelling good reading and spelling by continuing to teach the remaining phases from Letters and Sounds (Phase4-5). Children are taught to read and spell using their knowledge of polysyllabic words, consonants and vowels, alternative pronunciations and alternative spellings. All Year 1 children sit the Phonics Screen Check test in the Summer term.

Spellings are also taught through the new National Primary Curriculum (see Spelling appendix for details).

Year 2 teachers continue to consolidate children's knowledge of Phase 5 and build upon this to teach Phase 6/Support for Spelling programme. This teaches children to develop both their spelling and reading by consolidating all of their previous and newly learnt phonic knowledge. Children who did not pass the Year 1 Phonics Screen Check in the Summer term will re-sit the test with the new paper the following Summer. This will repeat until the child has passed the test.

Spellings are taught in line with the National Curriculum statutory requirements – spelling rules, patterns and the exceptions are taught. Pupils are given no more than 10 spellings to learn. SEND pupils are given no more than 5 which initially come from unknown high frequency words. After this, SEND pupils may be given appropriate spelling from the age –related spelling rules (see Spelling Appendix).

Key Stage 2

The phonics programme is continued with the children who need extra support in reading and spelling. This is delivered through the IEP work and booster intervention sessions with a SEYP for groups and individuals. A whole class approach to spelling and phonics is delivered through the Spellings are taught through the new National Primary Curriculum.

Spellings are taught in line with the National Curriculum statutory requirements – spelling rules, patterns and the exceptions are taught. Pupils are given no more than 10 spellings to learn. SEND pupils are given no more than 5 which initially come from unknown high frequency words. After this, SEND pupils may be given appropriate spelling from the age –related spelling rules (see Spelling Appendix.)

Sight Words

The use of other strategies, eg. Sight – words are introduced during the phonic session and the guided reading sessions. However such reading strategies are not used in home/school reading materials until children are secure in their phonological knowledge and awareness.

Guided Reading

In addition to the daily phonic session, all children will be taught reading by the class teacher during weekly guided reading sessions. These will include reading comprehension skills, reading for information and research skills. Class teachers are expected to provide a weekly comment on the child's progress, or next steps, in each child's home- school reading diary. In addition, teaching support assistants, or trained adult volunteers, will listen to individual readers, over the course of the week, with an aim to ensure every child reads with an adult at home or at school every day.

Under the leadership of the Foundation Stage leader and specialist phonics teacher, all staff are fully trained and guided in the teaching of phonics. Staff are also encouraged to partake in additional CPD to ensure best practice is shared and evaluated.

Key Stage 1

In Year 1, children will be expected to show a keen interest in reading and be confident in their attempts to decode new or unfamiliar words. By the end of the year, all pupils will complete a national, statutory phonics test which will be formally recorded and shared with parents. The use of sight word vocabulary will be expanded for pupils who are secure in their knowledge of decoding, with a further emphasis on independent reading interests and choices.

In Year 2 children are involved in the ' Accelerated Reading Programme' which continues until the end of year 6. Daily phonics will continue for all children who have not achieved the expected level in year 1, under the direction of the class teacher, or specialist staff. Pupils who require additional support will be supported through a specialist programme, Project X Code, by a trained adult. Parents will be kept informed through regular reports from the class teacher, via the diary, or by appointment.

Key Stage 2

The focus on learning to read remains the basis for reading to learn.

Weekly guided reading activities are planned and differentiated for small groups under the direction of the class teacher; additional activities are planned including reading comprehension, research and higher order skills.

Teaching support staff will be deployed by the class teacher to monitor and support small groups. Support staff are expected to sign the diary when listening to children read.

Class teachers are required to closely monitor every home school diary, and write a constructive comment on each child's progress, or area for development, following all guided reading sessions.

All pupils are expected to read daily, at home, to practise and reinforce their skills. Parents are expected to sign the home - school diary to indicate if their child has read, and are encouraged to provide a comment. Class teachers will monitor the diaries and use this information to inform overall assessment and the annual report to parents.



Assessment and Reporting in Reading

Pupil progress in phonics is continually assessed and systematically recorded. Pupils are also assessed during guided reading sessions, additional support activities with support staff and evaluation of home - reading. In Y2 – Y6, reading comprehension is also assessed through SAT – style tests. Additional assessment is completed using the Pira and Access Reading tests assess reading ages from FS2-Y6. Reading ages are recorded onto DCpro in Autumn 2 and Summer 1.

Developing Competent, Lifelong Readers

Reading is a lifelong skill which requires consistent practice and precision. At St Maria Goretti Catholic Academy we aim to equip pupils with the skills and confidence to read audibly, confidently and fluently. It remains the responsibility of class teachers to further develop and promote reading skills through modelling and creating opportunities for pupils to read audibly to a larger audience, in order to develop their confidence, timing, eye - contact, expression and intonation. Children should be encouraged to evaluate their skills as readers -in this context as they mature, so that they are suitably prepared for the next stage of by their education and future.

Reading Reinforcement and Enrichment

The promotion of reading for enjoyment and learning is expected to be a continuous process for every child, in every year group. A themed, inviting reading area is a feature in every classroom. A love of reading is achieved through exposing children to a vibrant curriculum which includes reading and sharing story books, poetry and rhymes, sharing children's reading experiences at home and school. Key vocabulary is displayed in classrooms which is modelled and explained by adults. . The Reader Achiever award is presented during our termly Celebration Assembly. Children are rewarded for reading frequency, with a book token.

Parents are encouraged to share and record their child's reading and writing achievements in their child's personal diary and on the Foundation Stage Parent Tree's, which is celebrated in class and during celebration assemblies.

Library books are taken home on a weekly basis in the Foundation Stage and Key Stage 1, so that children experience a wide range of books in their home environments. Older pupils are trained and act as reading buddies to younger pupils. They aim to promote a love of reading and act as reading role models to our younger pupils.

All children will have access to home reading resources, which include materials to reinforce their learning of phonics.

Assessments are recorded by the class teachers and monitored by senior leaders every half term. Children who make slower progress, or who fall behind, are given additional support through a planned intervention programme which is tailored to their needs.

Independent Reading

All children are expected to read daily, supported by an adult. Regular practice is essential in helping pupils apply their phonic knowledge when decoding new words, developing fluency and comprehension skills, in addition to the enjoyment of books. Parents and Carers are required to sign the child's Home Learning Diary to indicate when their child has read. Contributions made by parents and other adults are used to inform the class teacher about pupil progress in reading.

EAL and Inclusion

Children with special needs in reading and spelling will be helped by appropriate teacher intervention. Learning Passport targets or personal targets will reflect these and outline specific measurable targets which are reviewed and adapted regularly.

Signed: _____ Executive Headteacher Date: _____

Signed: _____ Chair of Academy Committee Date: _____

The policy will be reviewed

Appendix: Phonics Glossary

blend — to draw individual sounds together to pronounce a word, e. g. s-n-a-p, blended together, reads snap

cluster — two (or three) letters making two (or three) sounds, e. g. the first three letters of 'straight' are a consonant cluster

digraph — two letters making one sound, e. g. sh, ch, th, ph.

vowel digraphs comprise of two vowels which, together, make one sound, e. g. ai, oo, ow

split digraph — two letters, split, making one sound, e. g. a-e as in make or i-e in site

grapheme — a letter or a group of letters representing one sound, e. g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e. g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it, e. g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e. g. am, ham, slam



Appendix:

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) | |
|---|--|---|--|--|
| The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck | The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes. | off puff huff cuff cliff sniff snuff stuff well bell | all fall call back luck kick sock lock shock stock chess | buzz fuzz fizz frizz jazz miss kiss hiss less mess dress |
| The /ŋ/ sound spelt n before k | Nessy Island 2 Lesson 13 | | bank thank think ink pink hunk dunk | link wink honk sunk tank stink |
| Division of words into syllables | Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Nessy Island 2 Lesson 17 | | pocket rabbit carrot cobweb magnet basket bitten | thunder sunset picnic goblin button hotdog cotton |

| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) | |
|---|--|--|---|--|
| -tch | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such. Nessy Island 3 Lesson 28 | | catch fetch kitchen ditch latch match witch | notch hutch itch pitch patch notch watch |
| The /v/ sound at the end of words | English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. | | have live give love | dove above glove |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an | | cats dogs spends rocks | bags catches matches boxes |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|---|--|---|
| | extra syllable or 'beat' in the word, it is spelt as -es . | thanks balls | foxes |
| Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word | -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. <i>-ed – Nessy Island 4 Lesson 36</i> | hunting hunted hunter buzzing buzzed buzzer adding added asking asked ending | jumping jumped jumper running runner playing player played clipped clipping ended |
| Adding –er and –est to adjectives where no change is needed to the root word | As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander grandest fresher freshest faster fastest kinder kindest | quicker quickest lower lowest older oldest harder hardest |



Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | | |
|------------------------------|--|--|---|--|
| ai, oi | The digraphs ai and oi are virtually never used at the end of English words. <i>ai – Nessy Island 3 Lesson 24</i> <i>oi – Nessy Island 4 Lesson 38</i> | rain wait train paid afraid fail tail sail | jail oil join coin point soil spoil boil | |
| ay, oy | ay and oy are used for those sounds at the end of words and at the end of syllables. <i>ay – Nessy Island 3 Lesson 24</i> <i>oy – Nessy Island 4 Lesson 38</i> | day play say way stay may pray sway clay | pay stay boy toy joy soy enjoy annoy | |
| a-e | <i>Nessy Island 3 Lesson 21</i> | made came same fame name tame blame shame game | cake fake take lake bake fade safe late | |
| e-e | | these theme complete | | |
| i-e | <i>Nessy Island 3 Lesson 21</i> | five ride like hike lime mine | time side fine line ride hide | nine pine life shine wide |
| o-e | <i>Nessy Island 3 Lesson 21</i> | home those woke slope rope | hope hole pole stole bone | |
| u-e | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e . <i>Nessy Island 3 Lesson 21</i> | June rule rude use tube tune | cute cube fume use fuse | |
| ar | <i>Nessy island 2 Lesson 14</i> | car bar jar far tar start | arm garden star art barn yarn | dark harp hard lard park park |
| ee | <i>Nessy Island 2 Lesson 20</i> | see bee free feel | feed tree green meet | sheep sweep beep been |



| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | | |
|------------------------------|------------------------------------|--|--|---------------------------------|
| | | heel peel | week | green |
| ea (/i:/) | <i>Nessy Island 2 Lesson 20</i> | sea dream meat each read | neat heat seat cheat | beak weak eat lead |
| ea (/ɛ/) | <i>Nessy Island 2 Lesson 20</i> | head bread meant instead read | deaf steady dead heavy | |
| er (/ɜ:/) | <i>Nessy Island 2 Lesson 16</i> | (stressed sound): her term verb person | herd jerk perch | |
| er (/ə/) | | (unstressed <i>schwa</i> sound): better under summer | sister bitter burger winter | |
| ir | <i>Nessy Island 2 Lesson 16</i> | girl bird shirt first | stir girl birth fir | first firm shirt third |
| ur | <i>Nessy Island 2 Lesson 16</i> | turn hurt church hurt fur purr | burst Thursday burn curl nurse surf | |

| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|------------------------------|---|---|--|
| oo (/u:/) | Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i> <i>Nessy Island 3 Lesson 28</i> | food pool moon zoo moo soon spoon root | hoot tool fool cool doom boost choose roost |
| oo (/ʊ/) | <i>Nessy Island 3 Lesson 28</i> | book took foot wood good look | book hook cook crook soot wool |
| oa | The digraph oa is very rare at the end of an English word. <i>Nessy Island 3 Lesson 27</i> | boat coat road coach goal float | toast soap soak oak foam loaf |
| oe | <i>Nessy Island 3 Lesson 27</i> | toe goes | hoe Joe |
| ou | The only common English word ending in ou is <i>you</i> . <i>Nessy Island 4 Lesson 39</i> | mouth around sound | found mouse house |



| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|------------------------------------|--|--|--|
| | | loud proud round pound | count shout out about |
| ow (/aʊ/) ow (/əʊ/) ue ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . <i>Nessy Island 4 Lesson 39</i> | now how brown down town own blow | snow grow show blue clue true rescue Tuesday new few grew flew drew threw |
| ie (/aɪ/) | <i>Nessy Island 3 Lesson 25</i> | lie tie pie die | cried tried dried fried |
| ie (/i:/) | <i>Nessy Island 3 Lesson 25</i> | chief field thief piece ceiling brief | |
| igh | <i>Nessy Island 3 Lesson 25</i> | high night light bright right sight | tight high sigh fright thigh |
| or | <i>Nessy Island 2 Lesson 15</i> | for short born horse morning horn thorn torn story | corn for cork fork born cord lord ford form |
| ore | <i>Nessy Island 2 Lesson 15</i> | more score before wore | shore horse store snore |
| aw | | saw paw law raw draw hawk | dawn fawn yawn crawl shawl |
| au | <i>Nessy Island 9 Lesson 83</i> | author August dinosaur astronaut | audio sauce Paul pause |
| air | <i>Nessy Island 5 Lesson 48</i> | air fair pair stair | hair chair fairy dairy |
| ear | <i>Nessy Island 5 Lesson 48</i> | dear | ear |



| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|------------------------------|------------------------------------|---|--|
| | | hear beard near year | rear spear tear |
| ear (/ɛə/) | <i>Nessy Island 5 Lesson 48</i> | bear pear wear sweat | |
| are (/ɛə/) | <i>Nessy Island 6 Lesson 54</i> | bare dare care share scared | rare fare spare square stare |



| Vowel digraphs and trigraphs | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|-----------------------------------|--|--|--|
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
| Words ending –y (/i:/ or /ɪ/) | | very happy funny party family city baby body | fly lorry berry poppy spy try copy |
| New consonant spellings ph and wh | The /f/ sound is not usually spelt as ph in short everyday words (e. g. <i>fat, fill, fun</i>). <i>wh- Nessy Island 3 Lesson 23</i> <i>ph – Nessy Island 5 Lesson 41</i> | dolphin alphabet phonics elephant phone photo graph | when where which wheel while why which whale whip |
| Using k for the /k/ sound | The /k/ sound is spelt as k rather than as c before e, i and y . | Kent sketch kit skin frisky | king kiss kill keep |
| Adding the prefix – un | The prefix un– is added to the beginning of a word without any change to the spelling of the root word. | unhappy undo unload unfair unlock | undone unable unfit unkind unzip |
| Compound words | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football playground farmyard bedroom blackberry teacup | homework lampshade teapot seaside handbag inside |
| Common exception words | Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the a do to 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 pull full house our |



Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | | |
|---|---|---|---|---|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p> | badge edge bridge fudge dodge age join | change charge bulge village huge adjust jog | magic giraffe energy gem giant jar jacket |
| The /s/ sound spelt c before e, i and y | | race ice cell lace pace space nice | | city circle cinema circus mercy fancy rice |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. | knit knob knock knowledge knee knapsack knuckle know knew | | known knead kneel knight knot gnat gnaw gnome gnash |
| The /r/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | write wrote written wrestle wrist wrong answer sword | | wren wrap wring wrapping wrapped wreck wiggle |
| The /l/ or /əl/ sound spelt -le at the end of words | The -le spelling is the most common spelling for this sound at the end of words. | table apple bottle little middle puzzle candle | castle staple ripple topple sample people | cable tumble eagle angle jungle uncle |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|---|-------------------------------|----------------|
| The /l/ or /əl/ sound spelt -el at the end of words | The -el spelling is much less common than -le . | angel wheel | cruel camel |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|--|--|---|
| | The -el spelling is used after m, n, r, s, v, w and more often than not after s . | level model label hotel jewel | tunnel squirrel towel tinsel |
| The /l/ or /əl/ sound spelt -al at the end of words | Not many nouns end in -al , but many adjectives do. | metal pedal capital hospital animal local | vocal legal total mental petal |
| Words ending -il | There are not many of these words. | pencil fossil nostril basil peril pupil stencil | civil evil devil gerbil lentil April |
| The /aɪ/ sound spelt -y at the end of words | This is by far the most common spelling for this sound at the end of words. | cry fly dry try reply July | fry shy sky why sly defy |
| Adding -es to nouns and verbs ending in -y | The y is changed to i before -es is added. (Just the words that follow the rule.) | babies diaries copies carries tries flies replies | cities parties armies jellies fairies |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it | The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied copier happier happiest cried replied worrier worried | copying crying replying drying frying worrying carried carrier |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking hiked hiked nicer nicest | shiny icy iced icing coming |
| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i. e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting patted humming hummed dropping dropped sadder saddest | fatter fattest runner runny running hitting hitter |
| The /ɔ:/ sound spelt a before l and ll | The /ɔ:/ sound ('or') is usually spelt as a before l and ll . | ball call fall | walk always all |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|---|--|--|
| | | wall talk | tall mall |
| The /ʌ/ sound spelt o | | mother other brother nothing Monday love glove | come honey money dozen above done some |
| The /i:/ sound spelt -ey | The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>). | key donkey monkey valley chimney alley | gallery jersey hockey money smiley |
| The /ɒ/ sound spelt a after w and qu | a is the most common spelling for the /ɒ/ ('hot') sound after w and qu . | want watch wander what wash was | wallet quarrel quantity quantity squad squash |
| The /ɜ:/ sound spelt or after w | There are not many of these words. | word work worm world | worth work worthy |
| The /ɔ:/ sound spelt ar after w | There are not many of these words. | war warmth warm | towards warble |
| The /ɜ/ sound spelt s | <i>I do not understand why treasure is in this sections as well as in -sure section.</i> | treasure usual | |
| The suffixes -ment, -ness, -ful, -less and -ly | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. | enjoyment payment movement sadness happiness darkness prettiness laziness | helpful painful hopeful careful hopeless homeless badly happily |
| Contractions | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e. g. <i>can't - cannot</i>). <i>It's</i> means <i>it is</i> (e. g. <i>It's</i> raining) or sometimes <i>it has</i> (e. g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive. | can't haven't didn't couldn't wouldn't shouldn't it's | I'll I'm you're you'll he'll doesn't |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's | |
| Words ending in -tion | | station fiction motion national | section action |
| Homophones and near-homophones | It is important to know the difference in meaning between homophones. | there/their/ they're here/hear | one/won sun/son to/too/two |



| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) | |
|------------------------|---|--|--|--|
| | | | quite/quiet see/sea bare/bear | be/bee blue/blew night/knight |
| Common exception words | <p>Some words are exceptions in some accents but not in others – e. g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p> <p>– and/or others according to programme used.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p> | door floor poor because find kind mind behind child children* wild climb most only both old could should would | cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money | father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas |



| | | |
|------------------------|------------------------------------|-------------------------------|
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) |
|------------------------|------------------------------------|-------------------------------|

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|---|---|---|
| 1. Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting forgotten beginning beginner begging hugged grabbed hopping | hoping prefer preferred gardener gardening limiting limitation limited |
| 2. The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | myth gym Egypt mystery pyramid cygnet | lyric syrup system typical hymn crystal |
| 3. The /ʌ/ sound spelt ou | These words should be learnt as needed. | touch young double trouble country trouble couple | country cousin courage encourage flourish nourish |



| | | | | |
|-------------------------|--|--|---|--|
| <p>4. More prefixes</p> | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-. re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'.</p> | <p>dishearten dislike dislodge disappoint disagree disappear displease disqualify dishonest disconnect disinfect</p> <p>rebound rebuild recycle recall refill reform retreat return replace revisit replay rewrite submarine submerge</p> <p>antiseptic antisocial anticlockwise</p> | <p>miscount misdeal misfire misfortune mishear misinform misread misbehave misplace mistake miscalculate misplace unable unwell unhappy untidy untrained unlucky unpopular unpick unseen unusual undo untie unzip unofficial unusual undress</p> <p>interactive internet international interrelated</p> | <p>inactive incorrect indefinite incomplete</p> <p>illegal illegible</p> <p>immature immortal impossible impatient impossible impolite impure</p> <p>irregular irrelevant irresponsible</p> <p>superhero superman supermarket superstar</p> <p>autobiography autograph automatic automobile</p> <p>subway subdivide subheading</p> |
|-------------------------|--|--|---|--|

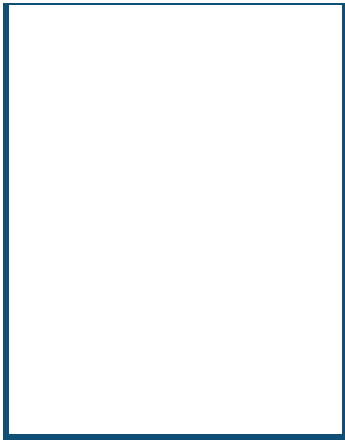
| | | | |
|-----------------------------|--|---|---|
| <p>5. The suffix -ation</p> | <p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p> | <p>information adoration sensation preparation admiration station preparation</p> | <p>vibration decoration donation coronation duration registration population</p> |
| <p>6. The suffix -ly</p> | <p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p> | <p>sadly, completely usually finally comically badly happily strangely really</p> <p>gently simply humbly nobly</p> | <p>suddenly actually loudly quickly carefully probably unhappily easily luckily angrily</p> <p>basically frantically dramatically</p> |

| | | | |
|--|---|---|--|
| <p>7. Words with endings sounding like /ʒə/ or /tʃə/</p> | <p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e. g. <i>teacher, catcher, richer, stretcher</i>.</p> | <p>measure treasure pleasure enclosure</p> <p>adventure feature feature creature furniture</p> | <p>mixture picture nature adventure</p> <p>stretcher catcher</p> <p>richer teacher</p> |
| <p>8. Endings which sound like /ʒən/</p> | <p>If the ending sounds like /ʒən/, it is spelt as -sion.</p> | | <p>division invasion confusion decision collision television</p> |
| <p>9. The suffix -ous</p> | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p> | <p>poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous vigorous courageous outrageous</p> | <p>serious obvious curious</p> <p>hideous spontaneous courteous</p> |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|---|--|---|
| 10. Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend</i> – <i>attention</i>, <i>intend</i> – <i>intention</i>.</p> <p>–cian is used if the root word ends in c or cs.</p> | invention injection action hesitation completion fraction detention mention expression discussion confession permission admission progression expansion extension | comprehension tension session musician optician electrician magician politician mathematician |
| 11. Words with the /k/ sound spelt ch (Greek in origin) | | scheme chorus chemist echo character ache | orchid architect orchestra mechanic stomach |
| 12. Words with the /ʃ/ sound spelt ch (mostly French in origin) | | chalet chef machine | brochure parachute chute |
| 13. Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) | | league tongue catalogue dialogue epilogue vague rogue | antique unique boutique picturesque mosque cheque |
| 14. Words with the /s/ sound spelt sc (Latin in origin) | In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. | science scene discipline fascinate | crescent scissors descend ascent |
| 15. Words with the /eɪ/ sound spelt ei, eigh, or ey | | sleigh neigh eight weight neighbour | vein they convey obey grey |
| 16. Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; – s is not added if the plural already ends in – s , but <i>is</i> added if the plural does not end in – s (i. e. <i>is</i> is an irregular plural – e. g. <i>children's</i>). | girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e. g. Cyprus's population) | |
| 17. Homophones and near-homophones | | accept except affect effect ball bawl berry bury brake | mail male main mane meat meet medal meddle missed |





break
fair
fare
grate
great
groan
grown
here
hear
heel
heal
he'll
knot
not

mist
peace
piece
plain
plane
rain
rein
reign
scene
seen
weather
whether
whose
who's



Word list – years 3 and 4

| | | | |
|--|---|--|---|
| Y3 T1 | Y3 T2 | Y3 T3 | Y3 T4 |
| accident(ally) actual(ly) address answer appear arrive believe bicycle | breath breathe build busy/business calendar caught centre century | certain circle complete consider continue decide describe different | difficult disappear early earth eight/eighth enough exercise experience |
| Y3 T5 | Y3 T6 | Y4 T1 | Y4 T2 |
| through various weight woman/women occasion(ally) special notice | experiment extreme famous favourite February forward(s) fruit grammar | often opposite ordinary particular peculiar perhaps popular position | possess(ion) possible potatoes pressure probably promise purpose quarter minute |
| Y4 T3 | Y4 T4 | Y4 T5 | Y4 T6 |
| question recent regular reign remember sentence separate material medicine | increase important interest island knowledge learn length library mention | straight strange strength suppose surprise therefore though although thought | group guard guide heard heart height history imagine naughty natural |

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Examples:

business: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

bicycle is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.

medicine is related to *medical* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.



Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|--|---|--|--|
| 1. Endings which sound like /ʃəs/ spelt –cious or –tious | Not many common words end like this. If the root word ends in –ce , the /ʃ/ sound is usually spelt as c – e. g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> Exception: <i>anxious.</i> | vicious precious conscious delicious malicious suspicious suspicious unconscious conscious precious | ambitious cautious fictitious infectious nutritious ambitious superstitious nutritious surreptitious |
| 2. Endings which sound like /ʃəl/ | –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>). | official special artificial beneficial commercial crucial facial glacial | social partial confidential essential initial partial essential potential |
| 3. Words ending in –ant, –ance/–ancy, –ent, –ence/–ency | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant observance observat <u>ion</u> expectant expectat <u>ion</u> hesitant hesitancy hesitat <u>ion</u> tolerant tolerance tolerat <u>ion</u> substance subst <u>ant</u> ial innocent innocence frequent | frequency agency agent decent decency frequent frequency confident confidence confidential assistant assistance obedient obedience independent independence |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|--|--|--|
| 4. Words ending in –able and –ible Words ending in –ably and –ibly | The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy , the –able ending is used if there is a related word ending in –ation . | adorable adorably adoration applicable applicably application considerable | reasonable enjoyable forcible legible reliable possible possibly |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|--|--|--|
| | <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e. g. <i>sensible</i>).</p> | considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable | horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly |
| 5. Adding suffixes beginning with vowel letters to words ending in -fer | <p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p> | referring referred referral preferring preferred transferring | transferred reference referee preference transference |
| 6. Use of the hyphen | <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> | co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend | ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic |

| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|---|---|---|
| 7. Words with the /i:/ sound spelt ei after c | <p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein</i>, <i>caffeine</i>, <i>seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p> | conceit ceiling deceive perceive receipt deceit conceive receive | |
| 8. Words containing the letter-string ough | <p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> | enough rough tough ought bought thought brought fought nought though | although dough through thorough borough plough bough cough |
| 9. Words with 'silent' letters (i. | <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.</p> | doubt lamb | whistle listen |



| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
|---|---|---|--|
| e. letters whose presence cannot be predicted from the pronunciation of the word) | g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> . (words with silent 'w's are in Year 2 spellings) | lamb limb tomb knight island solemn thistle | plumber gnome gnat gnash foreign sign column |



| Statutory requirements | Rules and guidance (non-statutory) | | Example words (non-statutory) |
|--|--|--|---|
| Statutory requirements | Rules and guidance (non-statutory) | Example words (non-statutory) | |
| 10. Homophones and other words that are often confused | In the pairs of words opposite, nouns end -ce and verbs end -se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . | advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect alter/altar ascent/assent bridal/bridle cereal/serial compliment/ complement farther /father | guessed/guest heard/herd lead/led morning/mourning past/passed precede/proceed descent/dissent desert/dessert draft/draught principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/whose |



Word list – years 5 and 6

| | | | |
|---|---|--|--|
| Y5 T1 accommodate accompany according achieve aggressive amateur ancient apparent | Y5 T2 appreciate attached available average awkward bargain bruise category | Y5 T3 cemetery committee communicate community competition conscience* conscious* controversy | Y5 T4 dictionary disastrous embarrass environment equipped/ment especially exaggerate excellent existence |
| Y5 T5 convenience correspond criticise (critic + ise) curiosity definite desperate determined develop | Y5 T6 pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice | Y6 T1 secretary shoulder signature sincere(ly) soldier stomach sufficient suggest explanation | Y6 T2 symbol system temperature thorough twelfth variety vegetable vehicle yacht |
| Y6 T3 opportunity parliament persuade physical prejudice privilege profession programme | Y6 T4 marvellous mischievous muscle necessary neighbour nuisance occupy occur | Y6 T5 identity immediate(ly) individual interfere interrupt language leisure lightning | Y6 T6 familiar foreign forty frequently government guarantee harass hindrance |

Notes and guidance (non-statutory)

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

Conscience and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.

The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the *e* was clearly sounded.

Familiar is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

