



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Phonics, Spelling and Handwriting Policy



All Saints Catholic Collegiate

POLICY

Approval and review

Committee to approve policy	
Date of Academy Committee Approval	
Chair of Academy committee	
Signature	
Chair of Academy Committee	
Policy review period	
Date of policy review	

MISSION STATEMENT

**With respect for God and united in faith, we place service before self to inspire hearts and minds.
Vy achieving together through out love and faith, we place Christ at the centre of all we do.**



Version Control

Version	Date Approved	Changes	Reason for Alterations
Issue 1	2.3.2016	Annual update of policy	



Introduction

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 Stage 1 Phonics 1-3

Children are taught to read and spell in the Foundation stage using the Letters and Sounds programme of work. Foundation Stage 1 children will be introduced to Letters and Sounds (Phases 1, 2 and 3) in the Autumn term and throughout the rest of the year, in order to give them good foundations for learning to read and spell. The Foundation Stage 2 children are taught Letters and Sounds (Phase 3-5) high frequency words and tricky words are introduced alongside reading books for children to develop a good sight vocabulary. Children are taught to spell by applying a phonics first approach or by recalling tricky word spellings.

KS1

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 (Phase 4-5). 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.

As part of our Literacy provision, Guided Reading sessions enable teachers to target ability groups for reading and teach specific skills. Children are introduced to a range of text types including; phonically decodable scheme and non-scheme books, multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books and stories by significant authors. Children are taught how to read for meaning and answer questions by inferring and deducing from the text.

KS2

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 (see Spelling appendix for details). Children are also given opportunities for silent reading and guided reading.



Lesson Requirements

Staff at St Maria Goretti are expected to include the following to ensure high standards in their phonic sessions:

- Well planned, progressive and pacy four part lesson every day for 20 minutes.
- Review previously taught graphemes and tricky words including reading, writing & spelling
- Teach new learning; grapheme and or tricky words with opportunity to blend to read and segment to spell
- Handwriting- the teaching of cursive handwriting for the grapheme/s or tricky words taught (digraphs and trigraphs must be taught as joined graphemes)
- Practise through a hands on approach with a focus on reading or writing
- Applying what children have been taught through reading or writing (or both)
- Expectation and challenge should be clearly present with Gifted and Talented children given the chance to push learning forward even further

Assessment

Children in Foundation Stage 1 to Year 2 are assessed at the end of each half term on their phonic knowledge. Class teachers enter their data onto the DCPRO Assessment system, this is then collated and analysed by the Phonics and Literacy lead teacher.

Following data analysis interventions, IEP'S and RAP'S are put into place. Booster sessions target children with specific needs three times a week.

Children in Year 1 are tested under the National Year 1 Phonics Screen Check to assess their application of phonics when reading. The test is conducted by the class teacher under test conditions following the handbook guidelines. The scores are collected by the subject leader, Headteacher and are sent to the Local Authority. Children who do not pass are re-tested in Year 2.

Handwriting Aims

- To enable children to develop a legible joined script
- To use a common model to establish good handwriting practice
- To encourage children to write with speed, fluency and comfort, in a style that ultimately allows for individuality.
- To raise pupils' self esteem by providing the skills needed to improve their own standards of writing across the curriculum

Handwriting Style

At St Maria Goretti and St Gregory's we are aiming for a fully cursive handwriting style. This is a developmental process that starts initially with a cursive script and then leads into the fully cursive joined style. All children from nursery through to year 6 are exposed to and encouraged to use this style. According to ability, children from FS2 are taught how to join their letters.

An example of this letter formation can be found in Appendix A. It should be noted that all letters taught in isolation with foundation stage children start from the top. Once the fully cursive script is introduced all lower case letters lead in from the line. Upper case letters do not join.

Teaching Time

Within the Foundation Years and Year 1, there are plenty of Continuous Provision and extension activities to develop pencil grip, letter formation, word spacing and left to right orientation. Letter formation is taught throughout the school during the Phonics Lesson.



Handwriting lessons occur through daily phonic and spelling session, where cursive handwriting is modelled correctly by the teacher throughout Key Stage 1 and 2. We recognise that as well as taught sessions there are also opportunities to promote handwriting across the curriculum. Staff model the schools adopted script in their marking and throughout displays.

Progression

At St. Maria Goretti and St Gregory's, we adopt the approach suggested in section 3 of "Developing Early Writing" Appendix B

When letters are introduced the children are encouraged to recognise these common aspects of formation. The letters of the alphabet are grouped according to their starting movements.

- 1) c o a / g q d/s
- 2) b h l k t / i j
- 3) r m n
- 4) u y
- 5) v w
- 6) e f p x z

Letter formation is initially taught using the phonic sequence laid out in "Letters and Sounds"

Our recognised patten when discussing letter formation with children can be found in Appendix C. All staff use this patter.

Teaching Method

Foundation Stage

Children are taught to form each letter correctly following the schools handwriting policy model. In the Foundation Stage, children are taught with the Write Dance Programme initially. Teachers use their own discretion when deciding appropriate activities for their taught handwriting sessions. Teachers aim to adopt a teaching method that caters for varying learning styles.

Children are taught to begin each letter at the correct place and to finish each letter with a 'lead out' in the cursive style in FS2. The teaching of digraphs and trigraphs must be taught as joined letters.

Year 1

Children are taught to begin each letter on the line and to write in the schools cursive model, finishing letters with a 'lead out'. When children are identified as ready they are encouraged to adopt a fully cursive style and to begin to join letters. This is a progressive skill over time.

Year 2

Children are taught to form each letter correctly with leads into and out of each letter following the schools handwriting policy for cursive handwriting. Children are expected to work towards a fully cursive style.

Key Stage 2

Children are taught to write in a fully cursive style, joining letters in the correct place. Children who write in a clear and cursive way are awarded a 'pen license'.

Materials

Children who have mastered a clear, fluent style of joined handwriting will be awarded a certificate and begin to write in ink. Handwriting pens are available in school and are preferable to ball point pens. Younger children are awarded a green pencil for consistent appropriate letter formation. Children who have made considerable progress but are not ready to progress to a pen, receive a special pencil to mark this.



A range of writing and recording implements should be used to practise basic skills and motivate the children, e.g., a range of pens, pencils, crayons, brushes, play dough, rice shaving foam as well as a selection of sizes and colours of paper. Whiteboards and ICT are recognised as a powerful motivating tool. Children with Special Educational Needs may need specialist equipment which will be specified in their Individual Education Plan.

Assessment

Children's handwriting is assessed regularly as part of the Assessment for Learning Cycle. Children receive regular feedback about their handwriting and how to improve it.

EAL and Inclusion

All children's handwriting skills will be valued and built upon. Children with special needs in handwriting will be helped by appropriate teacher intervention. IEP targets or personal targets will reflect these. All children receive daily phonics matched to their ability and learning needs. Extra provision is provided through interventions suited to children's learning requirements, additionally; these children are exposed to the daily main phonics phase teaching outside of the phonics session. Where necessary children are given an IEP to support them better, outlining specific, measurable targets each term.

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. Nessy Island 2 Lesson 11	<table border="1"> <tr><td>off</td><td>all</td><td>buzz</td></tr> <tr><td>puff</td><td>fall</td><td>fuzz</td></tr> <tr><td>huff</td><td>call</td><td>fizz</td></tr> <tr><td>cuff</td><td>back</td><td>frizz</td></tr> <tr><td>cliff</td><td>luck</td><td>jazz</td></tr> <tr><td>sniff</td><td>kick</td><td>miss</td></tr> <tr><td>snuff</td><td>sock</td><td>kiss</td></tr> <tr><td>stuff</td><td>lock</td><td>hiss</td></tr> <tr><td>well</td><td>shock</td><td>less</td></tr> <tr><td>bell</td><td>stock</td><td>mess</td></tr> <tr><td></td><td>chess</td><td>dress</td></tr> </table>	off	all	buzz	puff	fall	fuzz	huff	call	fizz	cuff	back	frizz	cliff	luck	jazz	sniff	kick	miss	snuff	sock	kiss	stuff	lock	hiss	well	shock	less	bell	stock	mess		chess	dress
off	all	buzz																																	
puff	fall	fuzz																																	
huff	call	fizz																																	
cuff	back	frizz																																	
cliff	luck	jazz																																	
sniff	kick	miss																																	
snuff	sock	kiss																																	
stuff	lock	hiss																																	
well	shock	less																																	
bell	stock	mess																																	
	chess	dress																																	
The /ŋ/ sound spelt n before k	Nessy Island 2 Lesson 13	<table border="1"> <tr><td>bank</td><td>link</td></tr> <tr><td>thank</td><td>wink</td></tr> <tr><td>think</td><td>honk</td></tr> <tr><td>ink</td><td>sunk</td></tr> <tr><td>pink</td><td>tank</td></tr> <tr><td>hunk</td><td>stink</td></tr> <tr><td>dunk</td><td></td></tr> </table>	bank	link	thank	wink	think	honk	ink	sunk	pink	tank	hunk	stink	dunk																				
bank	link																																		
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ink	sunk																																		
pink	tank																																		
hunk	stink																																		
dunk																																			
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	<table border="1"> <tr><td>pocket</td><td>thunder</td></tr> <tr><td>rabbit</td><td>sunset</td></tr> <tr><td>carrot</td><td>picnic</td></tr> <tr><td>cobweb</td><td>goblin</td></tr> <tr><td>magnet</td><td>button</td></tr> <tr><td>basket</td><td>hotdog</td></tr> <tr><td>bitten</td><td>cotton</td></tr> </table>	pocket	thunder	rabbit	sunset	carrot	picnic	cobweb	goblin	magnet	button	basket	hotdog	bitten	cotton																			
pocket	thunder																																		
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cobweb	goblin																																		
magnet	button																																		
basket	hotdog																																		
bitten	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	<table border="1"> <tr><td>catch</td><td>notch</td></tr> <tr><td>fetch</td><td>hutch</td></tr> <tr><td>kitchen</td><td>itch</td></tr> <tr><td>ditch</td><td>pitch</td></tr> <tr><td>latch</td><td>patch</td></tr> <tr><td>match</td><td>notch</td></tr> <tr><td>witch</td><td>watch</td></tr> </table>	catch	notch	fetch	hutch	kitchen	itch	ditch	pitch	latch	patch	match	notch	witch	watch
catch	notch															
fetch	hutch															
kitchen	itch															
ditch	pitch															
latch	patch															
match	notch															
witch	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'.	<table border="1"> <tr><td>have</td><td>dove</td></tr> <tr><td>live</td><td>above</td></tr> <tr><td>give</td><td>glove</td></tr> <tr><td>love</td><td></td></tr> </table>	have	dove	live	above	give	glove	love							
have	dove															
live	above															
give	glove															
love																
Adding s and es to words (plural of nouns and the third person)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an	<table border="1"> <tr><td>cats</td><td>bags</td></tr> <tr><td>dogs</td><td>catches</td></tr> <tr><td>spends</td><td>matches</td></tr> </table>	cats	bags	dogs	catches	spends	matches								
cats	bags															
dogs	catches															
spends	matches															



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
singular of verbs)	extra syllable or 'beat' in the word, it is spelt as -es .	rocks thanks balls	boxes 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</i> – <i>Nessy Island 3 Lesson 24</i> <i>oi</i> – <i>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</i> – <i>Nessy Island 3 Lesson 24</i> <i>oy</i> – <i>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, zoo <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



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</i> - <i>Nessy Island 3 Lesson 23</i> <i>ph</i> – <i>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 wriggle
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 I and II	The /ɔ:/ sound ('or') is usually spelt as a before I and II .	ball call fall	walk always all



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
		wall talk	tall mall
The /n/ 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</i>, <i>last</i>, <i>fast</i>, <i>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</i>, <i>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



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.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>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.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>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>
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<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.</p> <p>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</p>	<p>The ending sounding like /ʒəl/ is always</p>	<p>measure</p>	<p>mixture</p>



<p>endings sounding like /ʒə/ or /tʃə/</p>	<p>spelt -sure. 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>treasure pleasure enclosure adventure feature feature creature furniture</p>	<p>picture nature adventure stretcher catcher 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. -our is changed to -or before -ous is added. 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 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. –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 – attention, intend – 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. 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</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>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</i> , <i>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 observ <u>ation</u> expectant expect <u>ation</u> hesitant hesitancy hesit <u>ation</u> tolerant tolerance toler <u>ation</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 . If the –able ending is added to a word ending	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>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>	<p>considerably consideration tolerable tolerably toleration changeable noticeable dependable comfortable understandable</p>	<p>horrible horribly terrible terribly visible visibly incredible incredibly sensible sensibly</p>
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>	<p>referring referred referral preferring preferred transferring</p>	<p>transferred reference referee preference transference</p>
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>	<p>co-ordinate co-operate co-own re-enter re-elect re-educate cross-reference cross-section ex-boyfriend</p>	<p>ex-convict all-inclusive self-addressed non-refundable non-toxic self-esteem self-portrait mid-February mid-Atlantic</p>

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:/.</p> <p>Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>conceit ceiling deceive perceive receipt deceit conceive receive</p>	
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>	<p>enough rough tough</p> <p>ought bought thought brought fought nought</p> <p>though</p>	<p>although dough through</p> <p>thorough borough</p> <p>plough bough</p> <p>cough</p>
9. Words with 'silent' letters (i.e. letters whose	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the</p>	<p>doubt lamb lamb</p>	<p>whistle listen plumber</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	
presence cannot be predicted from the pronunciation of the word)	/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)	limb tomb knight island solemn thistle	gnome gnat gnash foreign sign column



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

