

Year 3

Term 1

Revisit

Common exception words from Year 2

Prefixes and suffixes

Revise prefix 'un'.

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

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

Rare GPCs

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

The /ɪ/ sound spelt 'y'

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

Homophones

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

Apostrophe

Revise contractions from Year 2

Proofreading

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

Strategies at the point of writing

Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings

Pupils:

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

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

Term 2

Revisit

Strategies at the point of writing.

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

Prefixes and suffixes

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

Suffixes 'less' and 'ly'

Rare GPCs

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

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

Homophones

here/hear, knot/not, meat/meet

Apostrophe

Revise contractions from Year 2

Proofreading

Revise proofreading routines

Learning and Practising spellings

Pupils:

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

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

Term 3

Revisit

Strategies for spelling at the point of writing

Vowel digraphs from Years 1 and 2

Prefixes and suffixes

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

Previously taught suffixes

Rare GPCs

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

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

Homophones

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

Apostrophe

Revise contractions from Year 2

Proofreading

Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings

Pupils:

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

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

Year 4

Term 1

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

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

Word endings:

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

Prefixes and Suffixes

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

Homophones

peace/piece, main/mane, fair/fare

Apostrophe

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

Proofreading

Teach proofreading strategies

Learning and Practising spellings

Pupils:

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

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

Term 2

Revisit

Year 3 rare GPCs

Rare GPCs

The /g/ sound spelt 'gu'

Word endings

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

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

Prefixes and Suffixes

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

Homophones

scene/seen, male/mail, bawl/ball

Apostrophe

Revise contractions from Year 2
Possessive apostrophe with plurals

Proofreading

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

Learning and Practising spellings

Pupils:

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

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

Term 3

Revisit

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

Rare GPCs

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

Word endings

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

Prefixes and Suffixes

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

Homophones

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

Apostrophe

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

Proofreading

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

Learning and Practising spellings

Pupils:

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

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

Year 5

Term 1

Revisit

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

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

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

Word endings

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

Homophones

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

Hyphen

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

Dictionary

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

Proofreading

Focus on checking words from
personal lists.

Learning and Practising spellings

Pupils:

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

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

Term 2

Revisit

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

Rare GPCs

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

Morphology/ Etymology

Teach extension of base words using
word matrices.

Word endings

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

Homophones

altar/alter, led/lead, steal/steel

Dictionary

Use a dictionary to create collections of words
with common roots

Proofreading

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

Learning and Practising spellings

Pupils:

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

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

Term 3

Revisit

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

Homophones

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

Suffixes

Problem suffixes

Dictionary

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

Proofreading

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

Morphology/ Etymology

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

Learning and Practising spellings

Pupils:

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

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

Year 6

Term 1

Revisit

Strategies at the point of writing: Have a go
Words ending '-able/ably', '-ible/ibly'

Rare GPCs

Revise words with the /i:/ sound spelt
'ei' after 'c'.

Prefixes and Suffixes

Adding suffixes beginning with vowel letters
to words ending in '-fer'.

Word endings

Endings that sound like /ous/ spelt '-cious' or
'-tious' (*precious, ambitious*)

Homophones

*advice/advise, device/devise, licence/license,
practice/practise, prophecy/prophesy*

Proofreading

Proofreading in smaller chunks – sentences
and paragraphs.

Learning and Practising spellings

Pupils:

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

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

Term 2

Revisit

Words containing the letter string '-ough'

Prefixes and Suffixes

Generating words from prefixes and suffixes

Word endings

The /ʃəl/ sound, words ending 'tial' and 'cial'
(*official, special, artificial, partial,
confidential, essential*)

Homophones

*compliment/complement, desert/dessert,
principal/principle, profit/prophet,
stationery/stationary*
All homophones from KS2

Proofreading

Proofreading someone else's writing. Note
down strategies that help in spelling
journals

Learning and Practising spellings

Pupils:

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

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

Term 3

Revisit

Spelling strategies at the point of writing

Rare GPCs

Revise words with rare GPCs from the Years
5 and 6 word list (*bruise, guarantee, queue,
immediately, vehicle, yacht*)

Word endings

Words ending in '-ant', '-ance'/'-ancy', '-ent', '-
ence'/'-ency'

Homophones and near homophones

*draft/draught, dissent/descent, precede/pro-
ceed, wary/weary*

Proofreading

Embedding proofreading strategies when
reviewing own writing independently.

Learning and Practising spellings

Pupils:

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

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