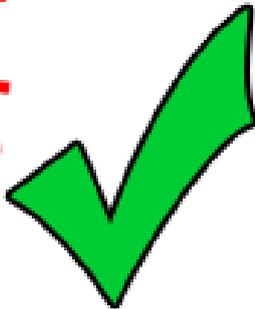




KINGSWOOD PRIMARY ACADEMY

# Spelling

~~Sepling~~  
~~Spelng~~  
~~Spleing~~  
~~Speling~~  
Spelling



**LOOK**  
**SAY**  
**COVER**  
**WRITE**  
**CHECK**



## *Why should we focus on Spelling?*

- Poor spelling creates a bad impression on the reader - it's one of the first things that is noticed
- Examiners, teachers, prospective employers often place a lot of weight on spelling
- Anxiety about spelling inhibits a child's writing; especially their choice of vocabulary
- Even in today's extensive use of technology - word processors and spell checkers - there are times when we still need to write.
- We need to instil a love of writing into our children.

## *How do children improve and develop their Spelling?*

- Develop an interest in words
- Feel safe about trying new words - not just words that they're sure about
- Learn about the ways words are built up using syllables
- Know about the basic spelling patterns of English
- Have a range of strategies to memorise words
- Understand root words, prefixes and suffixes
- Write for their own enjoyment, without fear of being criticised
- Read for pleasure

# *Expectations at Kingswood Primary Academy*

- Spellings should be taught explicitly and separately to the Literacy lesson, with a key focus. This should be identified in each year group's weekly plan. In KS2, this will take place through daily 10 mins sessions. In KS1, CTs will allocate 20 mins / week to teach spellings.
- Spellings should be highlighted / exemplified in every Literacy lesson - through a shared text, warm-up activities, modelling, children's misconceptions, mini plenaries, etc
- When teaching spelling rules, use words provided in this book as well as other words - generated by CT and / or the pupils
- To support the constant learning of and referring to spellings, Literacy Working Walls should have a section displaying the current week's focus
- 2014 Curriculum target words, for Years 3 - 6, should be practiced with the children on a regular basis. Opportunities for this should be highlighted / exemplified in cross-curricular activities / topic work
- Phonics planning should be evident for ALL children who attend RWI - this is monitored through Learning Walks
- The teaching of Spelling should be recorded in Literacy books for KS1 and Spelling books in KS2
- Spelling sessions will require differentiation - to keep it practical, have two groups - led by the CT and the TA. SEN pupils will most likely need additional teaching through afternoon intervention (IEP) work.
- Children in KS2 should complete half termly assessments, based on the rules covered in Spelling sessions
- Monitoring of Spelling will be done through book scrutinies and learning walks on a termly basis

*Overview  
Of  
Learning  
Objectives*

## Year 1:

*(Reception to include these words in planning for pupils who are able)*

Date	Focus	Example words (Non-Statutory)
08.09.14	'ai', 'oi' digraphs	<i>rain, wait, train, paid, afraid oil, join, coin, point, soil</i>
15.09.14	'ay', 'oy' digraphs	<i>day, play, say, way, stay boy, toy, enjoy, annoy</i>
22.09.14	'a-e' split grapheme	<i>made, came, same, take, safe</i>
29.09.14	'e-e' " "	<i>these, theme, complete</i>
06.10.14	'i-e' " "	<i>five, ride, like, time, side</i>
13.10.14	'o-e' " "	<i>home, those, woke, hole, hope</i>
20.10.14	'u-e' " "	<i>June, rule, rude, use, tube, tune</i>
03.11.14	'ar' digraph	<i>car, start, park, arm, garden</i>
10.11.14	'ee' "	<i>see, tree, green, meet, week</i>
17.11.14	'ea' "	<i>sea, dream, tea, meat, each, weak, read (present tense)</i>
24.11.14	'ea' "	<i>head, bread, meant, instead, read (past tense)</i>
01.12.14	'er' "	<i>(stressed sound): her, term, verb, person</i>
08.12.14	'er' "	<i>(unstressed sound): better, under, summer, winter, sister, water</i>
15.12.14	'ir' "	<i>girl, bird, shirt, first, third</i>
12.01.15	'ur' "	<i>turn, hunt, church, burst, Thursday</i>
19.01.15	'oo' "	<i>food, pool, moon, zoo, soon</i>
26.01.15	'oo' "	<i>book, took, foot, wood, good</i>
02.02.15	'oa' "	<i>boat, moan, coat, road, coach, goal, toad, moat</i>
09.02.15	'oe' "	<i>toe, goes, foe</i>
23.02.15	'ou' "	<i>Out, about, mouth, around, sound</i>
02.03.15	'ow', 'ue' digraphs	<i>now, how, brown, cow, down, town blue, clue, true (oo), rescue, Tuesday (u-e)</i>
09.03.15	'ow', 'ew' digraphs	<i>own, blow, snow, grow, show, throw new, flew (oo), few, grew, drew, threw (u-e)</i>
16.03.15	'ie' digraph	<i>lie, tie, pie, cried, tried, dried</i>
20.04.15	'ie' "	<i>chief, field, thief ('i' before 'e')</i>

27.04.15	'igh' trigraph	<i>high, night, light, bright, sigh, right, fight</i>
04.05.15	'or' digraph	<i>for, short, born, horse, morning</i>
11.05.15	'ore' trigraph	<i>more, score, before, wore, shore</i>
18.05.15	'aw' digraph	<i>saw, draw, yawn, crawl, dawn</i>
01.06.15	'au' "	<i>August, author, dinosaur, astronaut</i>
08.06.15	'air' trigraph	<i>air, fair, pair, hair, chair</i>
15.06.15	'ear' "	<i>dear, hear, beard, near, year, tear</i>
22.06.15	'ear' "	<i>bear, tear, pear, wear</i>
29.06.15	'are' "	<i>care, stare, bare, flare, share, scared, dare</i>
06.07.15		
13.07.15		

## Year 2:

*(Year 1 to include these words in planning for average to more able pupils as some of these words are from the Year 1 statutory requirement)*

Date	Focus	Example words (Non-Statutory)
08.09.14	<b>Common exception words</b> These words should be permanently on display for pupils to refer to.	<i>the, a, do, 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, full, pull, house, our - and / or others used according to RWI scheme and topic work</i>
15.09.14	<b>sounds /f/, /l/, /s/, /z/, and /k/, spelt ff, ll, zz and ck</b>	<i>off, well, miss, buzz, back</i>
22.09.14	<b>'nk' sound</b>	<i>bank, think, sink, honk, sunk, thanks</i>
29.09.14	<b>Division of words into syllables</b>	<i>pocket, rabbit, carrot, thunder, sunset</i>
06.10.14	<b>'-tch'</b>	<i>catch, fetch, kitchen, notch, butcher, hutch</i>
13.10.14	<b>/v/ sound at the end of words</b>	<i>have, live, give</i>
20.10.14	<b>Adding 's' and 'es' to words (noun plurals and third person singular verbs)</b>	<i>cats, dogs, spends rocks, thanks, catches</i>
03.11.14	<b>Adding suffixes '_ing', '_ed', '_er' to verbs where no change is needed to the root word</b>	<i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i>
10.11.14	<b>Adding suffixes '_er', '_est' to adjectives where no change is needed to the root word</b>	<i>grander, grandest, slower, slowest, fresher, freshest, quicker, quickest</i>
17.11.14	<b>Words ending in '_y'</b>	<i>Happy, very, funny, party, family</i>
24.11.14	<b>New consonant spellings 'ph' and 'wh'</b>	<i>dolphin, elephant, alphabet, phonics, when, where, why, which, wheel, while</i>
01.12.14	<b>Using 'k' for the /k/ sound</b>	<i>Kent, sketch, kit, skin, frisky</i>
08.12.14	<b>Adding the prefix 'un'</b>	<i>unhappy, undo, unload, unfair, unlock</i>

15.12.14	<b>Compound words</b>	<i>football, ladybird, teacup, farmyard, playground, bedroom, blackberry, strawberry, blueberry</i>
12.01.15	'ge' or 'dge' sound at the end of words and sometimes spelt elsewhere in words (before, 'e', 'i' and 'y')	<i>age, huge, change, charge, bulge, village badge, edge, bridge, dodge, fudge gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust</i>
19.01.15	/s/ sound spelt 'c' before 'e', 'i' and 'y'	<i>race, ice, cell, city, fancy</i>
26.01.15	/n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words	<i>knock, know, knee, gnaw, gnat, gnome</i>
02.02.15	/r/ sound spelt 'wr' at the beginning of words	<i>write, written, wrote, wrong, wrap</i>
09.02.15	/l/ sound spelt 'le' at the end of words	<i>table, apple, bottle, little, middle</i>
23.02.15	/l/ sound spelt 'el' at the end of words	<i>camel, tunnel, squirrel, travel, towel, tinsel</i>
02.03.15	/l/ sound spelt 'al' at the end of words	<i>metal, pedal, capital, hospital, animal</i>
09.03.15	Words ending in 'il'	<i>pencil, fossil, nostril</i>
16.03.15	Long vowel /i/ sound spelt 'y' at the end of words	<i>cry, fly, dry, try, reply, July</i>
20.04.15	Adding suffix 'es' to nouns and verbs ending in 'y'	<i>flies, tries, replies, copies, babies, carries</i>
27.04.15	Adding suffix 'ed', 'ing', 'er' and 'est' to root words ending in 'y' with a consonant before it	<i>copied, copier, happier, happiest, cried, replied, ...but copying, crying, replying</i>
04.05.15	Adding suffix 'ed', 'ing', 'er' and 'est' to root words ending in 'e' with a consonant before it	<i>hiking, hiked, hiker, nicer, nicest, shiny</i>
11.05.15	Adding suffix 'ed', 'ing', 'er', 'est' and 'y' to words of one syllable ending in a single consonant letter after a single vowel letter (short vowel sounds)	<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>
18.05.15	'all' and 'al'	<i>all, ball, call, walk, talk, always</i>
01.06.15	'o' sounding like a short vowel /u/	<i>mother, other, nothing, brother, Monday</i>

	/i:/ sound spelt 'ey'	<i>key, monkey, donkey, chimney, valley</i>
08.06.15	'a' after 'w' or 'qu'  'ar' after 'w'	<i>want, wander, watch, quantity, squash warm, war, towards</i>
15.06.15	Words with 's' that don't make a /s/ or /ss/ sound	<i>television, treasure, pleasure, usual</i>
22.06.15	Root words where suffixes 'ment', 'ness', 'ful', 'less', and 'ly' are added without any changes with exceptions: 1. Argument 2. Root words ending in 'y'	<i>enjoyment, sadness, careful, playful, hopeless, plainness, badly  2. merriment, happiness, plentiful, penniless, happily</i>
29.06.15	Contractions  Possessive apostrophe (singular nouns)	<i>can't, didn't, hasn't, couldn't, it's, I'll Megan's, Ravi's the girl's, the child's, the man's</i>
06.07.15	Root words with suffix 'tion'	<i>station, fiction, motion, national, section</i>
13.07.15	Homophones / near homophones	<i>there / their / they're hear / here to / two / too quiet / quite one / won sea / see be / bee</i>

**NB: Also make Year 2 pupils understand the common exception words listed in the Appendix 1 (Spelling) of the New English Curriculum**

## Years 3 & 4:

There aren't enough LOs for one per week to last the whole year. Either restart mid-year through or use a fortnight for each LO.

Continue to revise (in some cases reteach) work from Years 1 & 2 (this may take up extra weeks too).

Date	Focus	Example words (Non-Statutory)
08.09.14	suffixes that begin with vowels added to polysyllabic root words	<i>forgetting, forgotten, beginning, beginner, preferred</i>
22.09.14	'y' elsewhere other than at the end of words making a short vowel sound	<i>myth, gym, Egypt, pyramid, mystery</i>
06.10.14	'ou' making a short vowel sound	<i>young, touch, double, trouble, country</i>
20.10.14	Prefixes 'dis', 'mis' and 'in'	<i>disappoint, disagree, disobey misbehave, mislead, misspell inactive, incapable, incorrect</i>
03.11.14	Prefixes 'il', 'im' and 'ir'	<i>illegal, illegible immature, immoral, impossible, impatient, imperfect irregular, irrelevant, irresponsible</i>
17.11.14	Prefixes 're', 'sub' and 'inter'	<i>redo, refresh, return, reappear, redecorate subdivide, subheading, submarine, submerge interact, intercity, international, interchange, interrelated</i>
01.12.14	Prefixes 'super', 'anti' and 'auto'	<i>supermarket, superman, superstar, superhero antiseptic, anticlockwise, antisocial autobiography, autograph, automobile, automatic</i>
15.12.14	Suffix 'ation'	<i>information, adoration, admiration, sensation, preparation</i>

12.01.15	<p>Suffix 'ly'</p> <p>Exceptions:</p> <ol style="list-style-type: none"> <li>1. if the root word ends in 'y' with a consonant letter before it</li> <li>2. if the root word ends in 'le'</li> <li>3. if the root word ends in 'ic'</li> <li>4. the words 'truly', 'duly' and 'wholly'</li> </ol>	<p><i>sadly, completely, initially, usually, finally, comically, really</i></p> <ol style="list-style-type: none"> <li>1. <i>happily, angrily</i></li> <li>2. <i>gently, simply, humbly, nobly</i></li> <li>3. <i>basically, frantically, dramatically</i></li> </ol>
26.01.15	<p>Words ending 'sure' and 'ture' (these are not suffixes!)</p>	<p><i>measure, treasure, pleasure, enclosure</i></p> <p><i>picture, furniture, nature, adventure</i></p>
09.02.15	<p>Words ending 'sion'</p>	<p><i>Division, invasion, confusion, decision, collision, television</i></p>
23.02.15	<p>Suffix 'ous' added to root words - sometimes there is no obvious root word</p>	<p><i>poisonous, dangerous, mountainous, villainous, various, famous</i></p> <p><i>tremendous, enormous, jealous</i></p> <p><i>humorous, glamorous, vigorous</i></p> <p><i>courageous, outrageous</i></p> <p><i>serious, obvious, curious, hideous, spontaneous, courteous</i></p>
09.03.15	<p>Suffixes 'tion', 'ssion', 'sion', and 'cian'</p>	<p><i>invention, injection, action, hesitation, completion</i></p> <p><i>expression, confession, discussion, permission, admission</i></p> <p><i>expansion, extension, comprehension, tension</i></p> <p><i>musician, electrician, politician, mathematician</i></p>
23.03.15	<p>The /k/ sound spelt 'ch'</p>	<p><i>scheme, chorus, Christ, Christmas, chemist, chemical, echo, character</i></p>
20.04.15	<p>The /sh/ sound spelt 'ch'</p>	<p><i>chef, chalet, machine, brochure</i></p>
04.05.15	<p>The /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (words that are French in origin)</p>	<p><i>league, tongue</i></p> <p><i>antique, unique</i></p>

18.05.15	The /s/ sound spelt 'sc' (Latin in origin)	<i>science, scene, discipline, fascinate, crescent</i>
01.06.15	Words with 'ei', 'eigh' or 'ey'	<i>vein, weight, eight, neighbour, they, obey</i>
15.06.15	Possessive apostrophe with plurals	<i>girls', boys', babies', children's, men's, Mice's</i>
29.06.15	<b>Revise Year 2</b> Contractions  Possessive apostrophe (singular nouns) <b>NB - singular proper nouns ending in 's' - use the 's' suffix - EG Cyprus's, Jesus's, Chris's</b>	<i>can't, didn't, hasn't, couldn't, it's, I'll</i>  <i>Megan's, Ravi's the girl's, the child's, the man's</i>
13.07.15	Homophones and near-homophones	<i>accept / except</i> <i>affect // effect</i> <i>ball / bawl</i> <i>etc... refer to words listed in the Appendix 1 (Spelling) of the New English Curriculum</i>

## Years 5 & 6:

**Continue to revise work from Years 3 & 4**

**There aren't enough LOs for one per week to last the whole year. Either restart mid-year through or use a fortnight for each LO.**

<b>Date</b>	<b>Focus</b>	<b>Example words (Non-Statutory)</b>
08.09.14	Endings / suffixes 'cious' and 'tious'	<b>Refer to words listed in the Appendix 1 (Spelling) of the New English Curriculum</b> <b>Familiarise pupils to a wide range of powerful vocabulary whilst teaching and applying spelling rules through daily sessions</b>
22.09.14	Endings / suffixes 'cial' & 'tial'	
06.10.14	Endings / suffixes 'ant', 'ance / ancy', 'ent' and 'ence / ency'	
20.10.14	Endings / suffixes 'able / ably' and 'ible / ibly'	
03.11.14	Suffixes beginning with vowel letters being added to words ending 'fer'	
17.11.14	Use of the hyphen	
01.12.14	The long vowel sound spelt 'ei' after the letter 'c'	
15.12.14	Letter string 'ough'	
12.01.15	Silent letters 'k', 'w', 'g', 't' and 'gh'	
26.01.15	Homophones and other words that are often confused	
09.02.15	Endings / suffixes 'cious' and 'tious'	
23.02.15	Endings / suffixes 'cial'	
09.03.15	Endings / suffixes 'ant', 'ance / ancy', 'ent' and 'ence / ency'	
23.03.15	Endings / suffixes 'able / ably' and 'ible / ibly'	

20.04.15	Suffixes beginning with vowel letters being added to words ending 'fer'	
04.05.15	Use of the hyphen	
18.05.15	The long vowel sound spelt 'ei' after the letter 'c'	
01.06.15	Letter string 'ough'	
15.06.15	Silent letters 'k', 'w', 'g', 't' and 'gh'	
29.06.15	Homophones and other words that are often confused	
13.07.15		