New National Curriculum

KS2 Spelling Pathway August 2014
**Year 3 Statutory Requirements:**
Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proof-read for spelling errors

(items in italics non-statutory)

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| **Revisit and Review:** Common exception words from Year 2.  
**Prefixes and Suffixes:** Revise prefix un-.(select from Support for Spelling Unit Y2 T3 i)  
New prefixes: pre-, dis-, mis-, re-. Revise suffixes from Year 2: -s, -es, -ed, -ing, -er.(Spelling Bank p.4,6,7, 8, 18,23)  
(Support for Spelling Unit Y2T1 ii and Unit Y3T3 ii)  
**Teaching rarer GPCs:** Words with the /eɪ/ sound spelt ei, eigh, or ey (ey - they, ei - vein, eigh - eight, aigh - straight  
i - in, y - gym (o - women, u - busy, ui - build, e - pretty)  
u - up, o - son, (ou - young, oe - does, oo - blood)  
Words ending with the /gi/ sound spelt –gue and the /ki/ sound spelt –que (French in origin)  
Homophones: brake/break, grate/great, eight/ate, weight/wait, son/sun (Support for Spelling Unit Y4  
Revisit and Review: Suffixes from Year 2:-ment, -ness, -ful, -less, -ly (with a consonant before it) (Spelling Bank p14)  
**Prefixes and Suffixes:** Prefixes: sub-, tele-, super-, auto-. (Support for Spelling Unit Y2 T2 ii and Unit Y4 T3 ii)  
**Teaching rarer GPCs:** Words with the /ʃ/ sound spelt ch (mostly French in origin) eg chef. eg sh – shop, s – sure, ss – mission (t before ion – mention, ci – special, t before ial – partial, ch – chef, ce – ocean)  
Words with the /k/ sound spelt ch (Greek in origin) eg scheme, chorus, chemist, echo, character  
Homophones: here/hear, knot/not, meat/meet, missed/mist. (Support for Spelling Unit Y4 T1 i)  
**Apostrophe:** Revise contractions from Year 2 eg hasn’t, couldn’t. (Support for Spelling Unit Y4 T3 i)  
Revisit and Review: Revise strategies for spelling at the point of writing.  
**Prefixes and Suffixes:** Suffix –ly straight on to root word eg sadly, unusually. (Support for Spelling Unit Y3 T2 ii Spelling Bank p13,14)  
Teaching rarer GPCs: The /ʌ/ sound spelt ou eg young, touch.  
The /ɪ/ sound spelt y elsewhere than at the end of words eg gym, myth.  
Homophones: heel/heal/he’ll, plain/plane, berry/bury, groen/grown, rain/reign. Also homophones from Year 3/4 word list. heard/herd, through/threw, (Support for Spelling Unit Y4 T1 i)  
**Apostrophe:** Revise contractions from Year 2 eg it’s, I’ll. (Support for Spelling Unit Y4 T3 i)  
(Spelling Bank p 15,19,37) |
### Apostrophe

Apostrophe: Revise contractions from Year 2 eg can't, didn’t. (Support for Spelling Unit Y4 T3 i and Spelling Bank p.15,19)

Proof reading: Focus: checking after writing spelling of KS1 common exception/tricky words.

### Learning Spellings (Spelling Bank p.16)

Children:
- Learn words taught in new knowledge this term.
- Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words.
- Group other words for cross-curricular teaching.
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups

### Learning Spellings (Spelling Bank p.16)

Children:
- Learn words taught in new knowledge this term.
- Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Teach: February Group other words for cross-curricular teaching.
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups

### Proof reading

Proof reading: Using a dictionary to check spellings. First two letters.

Proof reading: Proof read own writing for mis-spellings of personal spelling list words.

### Learning Spellings (Spelling Bank p.16)

Children:
- Learn words taught in new knowledge this term.
- Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words. Group other words for cross-curricular teaching.
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from Y3/4 word list groups.
Year 4 Statutory Requirements:
Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- proof-read for spelling errors

(items in italics non-statutory)

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<tr>
<td><strong>Revisit and Review:</strong> Revise strategies at the point of writing.</td>
<td><strong>Revisit and Review:</strong> Y3 Rarer GPCs. <strong>Teaching rarer GPCs:</strong> From Y3/4 word list – guard, guide.</td>
<td><strong>Revisit and Review:</strong> Revise prefixes from Y3: un-, dis-, mis-, re-, pre-, sub-, tele-, super-, auto. Focus where needed. <strong>Teaching rarer GPCs:</strong> Words with the /s/ sound spelt sc (Latin in origin) eg science</td>
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<tr>
<td><strong>Teaching rarer GPCs:</strong> Revise /ei/ sound spelt ei, eigh, or ey, words with the /i/ sound spelt ch, The /x/ sound spelt ou (all from Y3)</td>
<td><strong>Word endings:</strong> Words with endings sounding like /əʊ/ or /ʊə/ eg creature, furniture. <strong>Word endings:</strong> Endings which sound like /fən/, spelt –tion, –sion, –sion, –cion eg invention, comprehension, expression, magician.</td>
<td><strong>Word endings:</strong> Endings which sound like /ɜːn/ -sion eg division, confusion. (Spelling Bank p36)</td>
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<tr>
<td><strong>Word endings:</strong> Words with endings sounding like /əʊ/ or /ʊə/ eg measure</td>
<td><strong>Prefixes and Suffixes:</strong> Prefixes: ir-, inter-, anti-. Suffixes: The suffix –ation eg sensation, preparation.</td>
<td>(Spelling Bank p 57) <strong>Prefixes and Suffixes:</strong> Suffixes: The suffix –ly. Teach the exceptions eg y changed to i, le ending changed to ly, ic ending changed to ally.</td>
</tr>
<tr>
<td><strong>Homophones:</strong> scene/seen, male/mail, bawl/ball.</td>
<td>(<strong>Homophones:</strong> whether/weather, affect/effect, medal/meddle.</td>
<td>(Spelling Bank p22) <strong>Apostrophe:</strong> Possessive apostrophe with singular proper nouns eg Cyprus’s population.</td>
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<tr>
<td><strong>Proof reading:</strong> Teach proof reading strategies eg Spuddy work; spelling buddies.</td>
<td></td>
<td><strong>Apostrophe:</strong> Revise contractions from Y2 and plural apostrophe rules. (Support for Spelling Y4T3i)</td>
</tr>
<tr>
<td><strong>Learning Spellings</strong> Children:</td>
<td><strong>Proof reading:</strong> Using a dictionary to check spellings after writing –first two or three letters.</td>
<td><strong>Proof reading:</strong> Check writing for mis-spelt words which are on the Y3/4 word list.</td>
</tr>
<tr>
<td>- Learn selected words taught in new knowledge this term.</td>
<td><strong>Learning Spellings</strong> Children:</td>
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<tr>
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knowledge this term.
- Learn words from Y3/4 word list. Suggest an average of 5/6 a term of highlighted words.
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y3/4 word list groups**.

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<td>average of 5/6 a term of highlighted words.</td>
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<td>Learn words from personal list.</td>
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Y5 Statutory Requirements:
Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- Develop a range of strategies for checking and proof reading spellings after writing

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y3/4 word list groups**.
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters (rarer GPCs) [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- proof-read for spelling errors

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<tr>
<td><strong>Revisit and Review:</strong> Revise plurals eg adding -s, -es and –ies (Spelling Bank p41) Revise apostrophe for contraction. <strong>Teaching rarer GPCs:</strong> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (Support for Spelling Y5T1i p73) 5) <strong>Morphology/ Etymology:</strong> Use spelling logs to record helpful etymological notes on curious/difficult words <strong>Word endings:</strong> Words containing the letter-string -ough. (Spelling Bank p 29,33,48)</td>
<td><strong>Revisit and Review:</strong> Strategies at the point of writing. (Support for Spelling Y6T1i and T3i) Revise apostrophe for possession. <strong>Teaching rarer GPCs:</strong> Teach words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht. Words with the /i:/ sound spelt ei after c.e.g receive, ceiling. (Spelling Bank p 5) <strong>Morphology/ Etymology:</strong> Teach extension of base words using word matrices. Use knowledge taught so far <strong>Word endings:</strong> Words ending in –ible and</td>
<td><strong>Revisit and Review:</strong> A range of strategies for learning words. <strong>Homophones:</strong> eg cereal/serial, father/father, guessed/guest, morning/mourning, who's/whose. (Spelling Bank p 49) <strong>Dictionary:</strong> Teach use of dictionary to check words referring to first three or four letters. (Support for Spelling p114) <strong>Proof reading:</strong> Check writing for mis-spelled words which are on the Y5/6 word list. <strong>Morphology/ Etymology:</strong> Teach morphemic and etymological strategies to be used when learning</td>
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<td><strong>Word endings:</strong></td>
<td>Words ending in –able and –ably. <em>(Spelling Bank p 36)</em></td>
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<tr>
<td><strong>Homophones:</strong></td>
<td>eg isle/isle, aloud/allowed, affect/effect, herd/heard, past/passed. <em>(Spelling Bank p 49)</em></td>
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<tr>
<td><strong>Hyphen:</strong></td>
<td>Use of the hyphen eg co-ordinate, co-operate</td>
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<tr>
<td><strong>Dictionary:</strong></td>
<td>Use dictionary to support teaching of word roots, derivations and spelling patterns eg sign, signature, significant.</td>
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<td><strong>Proof reading:</strong></td>
<td>Focus on checking words from personal list.</td>
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<td><strong>Homophones:</strong></td>
<td>eg altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel. <em>(Spelling Bank p 49)</em></td>
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<tr>
<td><strong>Dictionary:</strong></td>
<td>Use a dictionary to create collections of words with common roots <em>(Spelling Bank p 34)</em></td>
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<td><strong>Proof reading:</strong></td>
<td>Checking from another source after writing eg spell check if on screen, spelling log, environmental print, spuddy.</td>
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**Year 6 Statutory Requirements:**
Pupils should be taught to:

- Develop a range of personal strategies for learning new and irregular words
- Develop a range of personal strategies for spelling at the point of composition
- **Develop a range of strategies for checking and proof reading spellings after writing**
  - use further prefixes and suffixes and understand the guidance for adding them
  - spell some words with ‘silent’ letters (rarer GPCs) [for example, knight, psalm, solemn]
  - continue to distinguish between homophones and other words which are often confused
  - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
  - use dictionaries to check the spelling and meaning of words
  - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
  - use a thesaurus
  - proof-read for spelling errors

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<tr>
<td><strong>Revisit and Review:</strong> -able, -ible. Revise use of hyphen from Y5. <strong>Teaching rarer GPCs:</strong> Revise words with the /i:/ sound spelt ei after c. <strong>Prefixes and Suffixes:</strong> Suffixes: Adding suffixes beginning with vowel letters to words ending in -fer. <strong>Word endings:</strong> Endings which sound like /fəs/ spelt -cious or -tious eg precious, ambitious.</td>
<td><strong>Revisit and Review:</strong> Words containing the letter-string -ough. Revise apostrophe for contraction and possession. <strong>Teaching rarer GPCs:</strong> Revise words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <strong>Prefixes and Suffixes:</strong> <strong>Word endings:</strong> Endings which sound like /fəl eg official, special, artificial, partial, confidential, essential.</td>
<td><strong>Revisit and Review:</strong> Spelling strategies at the point of writing. <strong>Teaching rarer GPCs:</strong> Revise words with rare GPCs from Y5/6 word list eg bruise, guarantee, queue, immediately, vehicle, yacht. <strong>Prefixes and Suffixes:</strong> <strong>Word endings:</strong> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</td>
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Homophones: advice/advise device/devise licence/license practice/practise prophecy/prophesy

Proof reading: Proof reading in smaller chunks. Sentences, paragraphs.

**Learning Spellings**
Children:
- Learn words taught in new knowledge this term.
- Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y5/6 word list groups**.


Proof reading: Proof reading someone else’s writing. Note strategies which help in spelling journal/log..

**Learning Spellings**
Children:
- Learn words taught in new knowledge this term.
- Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y5/6 word list groups**.

Homophones: draft/draught, dissent/descent, precede/proceed.

Proof reading: Embedding proof reading strategies when reviewing own writing independently.

**Learning Spellings**
Children:
- Learn words taught in new knowledge this term.
- Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words
- Learn words from personal list.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from **Y5/6 word list groups**.

*All example words listed in this document are non–statutory, except where they are from the Y3/4 and Y5/6 word lists.*