

St Matthew's Federation

Middleton CE Primary School Gayton CE Primary School

The Teaching of Spelling

We teach specific spelling patterns and rules through a sequenced plan. This builds on the phonic knowledge that the children secure through their first years of school, based upon the Little Wandles scheme.

We assess the children termly to check on progress and identify patterns and rules the children still need to secure. These are tracked closely. We use the PiXL spelling resources to teach specific spelling rules and patterns each week. The rules taught are consolidated on, at least, three sessions each week.

Additional time is also set aside at the end of the day for children to use the Spelling Frame resources to target specific spelling rules and patterns that they are struggling to secure and to consolidate rules and patterns previously taught.

	Spelling Rules	<u>Year Group Objective</u>
1	<i>Double s, f, l, z, k</i>	1
2	<i>Syllable division</i>	1
3	<i>-tch</i>	1
4	<i>Plural: 's' 'es'</i>	1
5	<i>Split digraph</i>	1
6	<i>/ee/ spelt 'y' at the end of words</i>	1
7	<i>oy</i>	1
8	<i>-ed suffix</i>	2
9	<i>-er, -est suffix</i>	2
10	<i>-ing</i>	2
11	<i>/j/ ending</i>	2
12	<i>/ll/ ending</i>	2
13	<i>Contractions</i>	2
14	<i>Suffixes after a 'y'</i>	2
15	<i>Suffixes -ment, -ness, -ful, -less</i>	2
16	<i>Suffix -ly</i>	2 and 3 & 4
17	<i>sion / tion</i>	3 & 4

18	<i>Prefixes</i>	3 & 4
19	<i>sure / ture</i>	3 & 4
20	<i>-ous, -ious</i>	3 & 4
21	<i>Adding suffixes beginning with a vowel to polysyllabic words</i>	3 & 4
22	<i>cian / ssion</i>	3 & 4
P1	<i>/i/ spelled 'y'</i>	3 & 4
P2	<i>/ʌ/ spelled 'ou'</i>	3 & 4
P3	<i>/k/ and /j/ spelled 'ch'</i>	3 & 4
P4	<i>/g/ spelled -gue and /k/ spelled -que</i>	3 & 4
P5	<i>/s/ spelled sc</i>	3 & 4
P6	<i>/eɪ/ spelled ei, eigh, or ey</i>	3 & 4
	Spelling Rules	<u>Year Group Objective</u>
23	<i>tial / cial</i>	5 & 6
24	<i>able / ible</i>	5 & 6
25	<i>cious / tious</i>	5 & 6
26	<i>ant / ent, ancy / ency</i>	5 & 6
27	<i>Adding suffixes beginning with a vowel to words ending in -fer</i>	5 & 6
28	<i>ei / ie</i>	5 & 6
29	<i>Hyphens</i>	5 & 6
30	<i>Silent letters</i>	5 & 6
7	<i>Words containing the letter string 'ough'</i>	5 & 6

<u>Year 3 & 4 Spelling Objectives</u> <u>(from Gov. Spelling Appendix)</u>	<u>Spelling Rules Coverage</u>
Adding suffixes beginning with vowel letters to words with more than one syllable	Rule 21
The /i/ sound spelt 'y' elsewhere than at the end of words	Pattern 1
/ʌ/ sound spelt 'ou'	Pattern 2
More prefixes	Rule 18
suffix -ation	Included with Rule 17
Suffix -ly	Rule 16
/ʒə/ or /tʃə/	Rule 19
Endings which sound like /ʒən/	Rule 17
Suffix -ous	Rule 20
Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	Rules 17 & 22
Words with the /k/ sound spelt ch	Pattern 3
Words with the /j/ sound spelt ch	Pattern 3
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	Pattern 4
Words with the /s/ sound spelt sc	Pattern 5
Words with the /eɪ/ sound spelt ei, eigh, or ey	Pattern 6
Possessive apostrophe with plural words	<u>Y4 G4c: Uses apostrophes to mark plural possession</u>
Homophones and near-homophones	<u>Y3 W8f: Homophones and near homophones</u>

<u>Year 5 & 6 Spelling Objectives</u> <u>(from Gov. Spelling Appendix)</u>	<u>Spelling Rules Coverage</u>
Endings which sound like /ʃəs/ spelt -cious or -tious	Rule 25
Endings which sound like /ʃəl/	Rule 23
Words ending in -ant; -ance/-ancy; -ent; -ence/ -ency	Rule 26
Words ending in -able and -ible Words ending in -ably and -ibly	Rule 24
Adding suffixes beginning with vowel letters to words ending in -fer	Rule 27
Use of the hyphen	Rule 29
Words with the /i:/ sound spelt ei after c	Rule 28
Words containing the letter-string ough	Pattern 7
Words with 'silent' letters	Rule 30
Homophones and other words that are often confused	<u>Y6 W7g Homophones and other words commonly confused</u>