



# Penwortham Primary School

## Spelling



We use No Nonsense spelling to support our planning and spelling curriculum from Y2 to Y6. The *teaching* of spelling, which embraces knowledge of spell- ing conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<p><b>Revisit</b> Phase 5 GPCs as required by pupils</p> <p><b>Homophones</b> Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee, blue/ blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p><b>Year 2 phonics</b></p> <ul style="list-style-type: none"> <li>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> </ul> <p><b>Common exception words</b> /ai/ sound spelt 'i' in common</p>	<p><b>Revisit</b> Common exception words from Year 2</p> <p><b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p><b>Rare GPCs</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>Homophones</b> <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Focus: checking after writing the spelling of KS1</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Rare GPCs</b> Revise: • The /ei/ sound spelt 'ei', 'eigh', or 'ey' • The /f/ sound spelt 'ch' • The /n/ sound spelt 'ou' (all from Year 3)</p> <p><b>Word endings:</b> Words ending /ure/ (<i>treasure, measure</i>)</p> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', '-ed')</li> </ul> <p><b>Homophones</b> <i>peace/piece, main/mane, fair/fare</i></p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p><b>Rare GPCs</b> Words with 'silent' letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p><b>Hyphen</b></p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p><b>Homophones</b> <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs.</p>

	<p>exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Using a GPC chart</li> <li>• Using spelling journals, word banks, the environment, a working wall.</li> <li>• Word sort</li> <li>• Which one looks right?</li> </ul> <p><b>Proofreading</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception/tricky words.</li> <li>• Ensure that guidance on marking is used to support children's proofreading.</li> </ul> <p><b>Learning and practising spellings</b> Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> <li>• Identify the tricky part of the word</li> <li>• Segmentation strategy</li> <li>• Look, Say, Cover, Write, Check</li> <li>• Rainbow write</li> <li>• Saying the word in a funny way</li> </ul>	<p>common exception or tricky words.</p> <p><b>Strategies at the point of writing</b> Reintroduce Have a Go sheets and strategies from Year 2.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the</p> <p><b>Years 3 and 4 word list</b></p>	<p><b>Apostrophe</b> Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p><b>Proofreading</b> Teach proofreading strategies</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading</b> Focus on checking words from personal lists.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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<p style="text-align: center;"><b>Term 2</b></p>	<p><b>Revisit</b> The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p><b>Homophones and near homophones</b> <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p><b>Year 2 phonics</b> The /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /b/ sound spelt 'a' after 'w' and 'qu' The sound /z/ spelt 's'</p> <p><b>Common exception words</b> Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p><b>Suffixes</b> Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p>	<p><b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p><b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p><b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>Homophones</b> <i>here/hear, knot/not, meat/meet</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Revise proofreading routines</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge</p>	<p><b>Revisit</b> Year 3 rare GPCs</p> <p><b>Rare GPCs</b> The /g/ sound spelt 'gu'</p> <p><b>Word endings</b> Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p><b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p><b>Homophones</b> <i>scene/seen, male/mail, bawl/ball</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p><b>Proofreading</b> Model how to use various strategies in proof-reading, including using a dictionary.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of</li> </ul>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>altar/alter, led/lead, steal/steel</i></p> <p><b>Dictionary</b> Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in</li> </ul>	<p><b>Revisit</b> Words containing the letter string '-ough'</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p><b>Homophones</b> <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-</p>

	<p><b>Strategies at the point of writing</b></p> <ul style="list-style-type: none"> <li>• Have a go</li> <li>• Using the working wall to find correct spellings of high frequency and common exception words</li> <li>• Using an alphabetically-ordered word bank</li> </ul> <p><b>Proofreading:</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception / tricky words.</li> <li>• Use dictionary skills</li> </ul> <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p><b>Learning and Practising spellings</b></p> <ul style="list-style-type: none"> <li>• If not already introduced, introduce the use of spelling journals.</li> <li>• Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Look, Say, Cover, Write, Check</li> <li>• Using mnemonics</li> <li>• Saying the word in a funny way</li> </ul>	<p>of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>5 or 6 words each term.)</p> <ul style="list-style-type: none"> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>new knowledge this term.</p> <ul style="list-style-type: none"> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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<p style="text-align: center;"><b>Term 3</b></p>	<p><b>Revisit</b> The possessive apostrophe (singular nouns)</p> <p><b>Homophones</b> Revision of all homophones taught so far</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns)</p> <p><b>Year 2 phonics</b> The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'i' and 'l' The /ɔ:/ sound spelt 'ar' after 'w' The /n/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p><b>Common exception words</b> All Year 2 words not taught so far</p> <p><b>Suffixes</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> <li>Introduce individual Have a Go sheets if not established already</li> <li>Teach using analogy to spell a word you don't know</li> </ul> <p><b>Proofreading</b> After writing, secure</p>	<p><b>Revisit</b> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p><b>Prefixes and suffixes</b> Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p><b>Rare GPCs</b> The /l/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /n/ sound spelt 'ou' (<i>young, touch</i>)</p> <p><b>Homophones</b> <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Proofread own writing for misspellings of personal spelling list words.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency</p>	<p><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p><b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p><b>Prefixes and Suffixes</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p><b>Homophones</b> <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p><b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an</li> </ul>	<p><b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><b>Homophones</b> (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p> <p><b>Suffixes</b> Problem suffixes</p> <p><b>Dictionary</b> Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular</p>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p><b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p><b>Homophones and near homophones</b> <i>draft/draught, dissent/descent, precede/pro- ceed, wary/weary</i></p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists</li> <li>Root words and meanings</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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	<p>routines for proofreading:</p> <ul style="list-style-type: none"> <li>• Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</li> <li>• Check writing for mistakes in common exception or tricky words.</li> <li>• Ensure that guidance on marking is used to support pupils' proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <ul style="list-style-type: none"> <li>• Secure learning routines with resources, for example spelling journals or environmental print.</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>• Writing in the air</li> <li>• Tracing over the word</li> <li>• Rainbow writing</li> <li>• Look, say, cover, write, check</li> </ul>	<p>and cross-curricular words from the Years 3 and 4 word list.</p>	<p>average of 5 or 6 words each term.)</p> <ul style="list-style-type: none"> <li>• Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>words from the Years 5 and 6 word list.</p>	
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