



Spelling

Curriculum Overview

Masefield Primary School

Intent for Spelling at Masefield

The statutory curriculum for spelling aims to develop a child's ability to spell words correctly, using their knowledge of spelling rules and of how common phonemes are spelt. Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-phonetic, phonetic, transitional and 'correct'. Spelling is a visual-motor skill and children will therefore need to develop visual strategies alongside their phonic knowledge.

As a school, our aims in teaching spelling are that the pupils will:

- be encouraged to look carefully at the words
- be taught spelling rules and given the opportunity to apply them in writing
- understand how the English spelling system works and how its history has influenced our spelling
- be helped and encouraged to develop their confidence as competent spellers, because the ability to spell most words correctly is often closely associated with good self-esteem. This affects performance in other areas of the curriculum
- develop and extend their vocabulary through shared, guided and independent spelling activities
- enjoy spelling and recognise its value

Spelling National Curriculum

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

Medium Term Overview for Spelling – Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Focus grapheme: ay (may I play?)	Focus grapheme: ar (start the car)	Focus grapheme: ea (cup of tea)	Focus grapheme: aw (yawn at dawn)	Focus grapheme: oa (goat in a boat)	Adding the suffixes '-ing' and '-ed' (SS5)
Words	may, play, day, say, way, hay, bay, what*	start, car, cart, card, part, smart, park, me*	tea, sea, meat, heat, treat, meal, eat, all*	yawn, dawn, paw, draw, raw, claw, saw, her*	goat, boat, road, toad, roast, toast, coat, of*	looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed
Objective	Focus grapheme: ee (what can you see?)	Focus grapheme: or (shut the door)	Focus grapheme: oi (spoil the boy)	Focus grapheme: are (care and share)	Focus grapheme: ew (chew the stew)	Adding the prefix 'un-' and the suffixes '-er' and '-est' (SS6)
Words	see, deep, weep, seed, weed, feel, peel, all*	door, floor, poor, corn, torn, fork, horn, call*	spoil, oil, coil, soil, coin, join, foil, call*	care, share, dare, mare, hare, bare, we*, go*	chew, stew, crew, drew, new, grew, flew, they*	fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock
Objective	Focus grapheme: igh (fly high)	Focus grapheme: air (that's not fair)	Focus grapheme: a-e (make a cake)	Focus grapheme: ur (nurse with a purse)	Focus grapheme: ire (fire, fire!)	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' (SS1)
Words	high, sigh, sight, light, might, right, night, was*	air, pair, hair, fair, lair, chair, stair, her*	make, cake, bake, take, lake, snake, wake, are*	nurse, purse, turn, burn, fur, curl, hurt, said*	fire, expire, tire, bonfire, spire, vampire, wire, we*	puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back
Objective	Focus grapheme: ow (blow the snow)	Focus grapheme: ir (whirl and twirl)	Focus grapheme: i-e (nice smile)	Focus grapheme: er (a better letter)	Focus grapheme: ear (hear with your ear)	Words with the /k/ sound spelled 'k' and 'nk' spelling pattern (SS2)
Words	blow, snow, row, bow, sow, low, slow, we*	girl, stir, bird, first, birth, whirl, twirl, there*	nice, smile, nine, time, line, crime, lime, want*	better, letter, mixer, ladder, finger, fern, river, you*	hear, ear, beard, gear, dear, near, rear, over*	bank, honk, tank, pink, think, kit, skin, mask, kick, basket
Objective	Focus grapheme: oo (poo at the zoo)	Focus grapheme: ou (shout it out)	Focus grapheme: o-e (phone home)	Focus grapheme: ow (brown cow)	Focus grapheme: ure (sure it's pure)	Words with the 'tch' trigraph (SS3)
Words	poo, zoo, tool, moon, roof, food, spoon, so*	out, shout, mouth, loud, cloud, round, found, want*	phone, home, tone, bone, pole, alone, rope, no*	brown, cow, how, now, town, crowd, clown, do*	sure, pure, cure, mature, lure, secure, manure, he*	catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch
Objective	Focus grapheme: oo (look at the book)	Focus grapheme: oy (toy for a boy)	Focus grapheme: u-e (huge brute)	Focus grapheme: ai (snail in the rain)	Adding '-s' and '-es' to make plurals (SS4)	Compound words and words with unstressed vowels (SS7)
Words	look, book, took, foot, cook, wood, hood, to*	toy, boy, joy, enjoy, loyal, royal, coy, go*	cube, June, tune, huge, rude, cute, rule, my*	snail, rain, drain, main, pain, chain, paint, the*	flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches	pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish
	Set 2		Set 3			Spelling Shed

*This is a red word and cannot be sounded out to spell.

Medium Term Overview for Spelling – Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ey' makes an /ee/ sound	Step 31: Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /o/ sound	Step 32: Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	Step 33: Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful' and '-less'	Step 36: Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

Medium Term Overview for Spelling – Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly': exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Medium Term Overview for Spelling – Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'l' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or 'further divided'	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and 'eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Medium Term Overview for Spelling – Stage 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-lous'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co- ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an '/ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'fer'	Step 21: Words where 'ough' makes an '/or/ sound	Step 27: Words that are homophones	Step 33: Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Medium Term Overview for Spelling – Stage 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix 'over-'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recognise, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shul/ after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc-'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

Spelling Lessons Structure

Spelling lessons will take place daily for 15 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
Revise and Introduction	Main Teaching Input	Independent and Consolidation	Online – Spelling Shed/Spelling Frame	Test

Objectives

Each week a set of words is provided, these words are examples of the spelling pattern.

Lesson 3: Words where 'y' makes an /i/ sound

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words where 'y' makes an /i/ sound

This week's words				
gym	myth	Egypt	pyramid	mystery
symbol	synonym	lyrics	system	gymnastics

Revise

Each week contains a revision section. Children will revisit sounds and spelling patterns from earlier weeks in the scheme.

Revise

- **Starter:** Share 3.1 and ask children to sort the 'ou' words into the correct column depending on whether they make the /u/ sound or /ow/ sound, e.g., hound, flourish, proud, trouble, found, young, ouch, cousin, double, encourage, sprout.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and correct where necessary.

Introduction

In the introduction, children will be acquainted with the words of the week. There will be an explanation of how the words are linked. The lists are organised by spelling patterns, sounds or affixes.

Introduction

- **This Week's Words:** Share this week's words on 3.3.
- The letter 'y' can be pronounced as /i/. This sound usually appears at the start of a word within the first syllable. Ask children if they can think of any words that have the /i/ sound spelled with a 'y'.
- **Etymology:** Share 3.4 and 3.5 explaining the etymology of 'pyramid'.

The above is unlikely to take the full 15 minutes. Therefore teachers should complete one of the following:

- A mock test (children have had words over the weekend so they can test themselves to see which words they need to focus on during the spelling lessons)
- Spelling Shed online game
- Spelling Frame
- Practice on whiteboard – Look/Cover

Session 2: Tuesday

Main Teaching Input

Here teachers and students will explore the words of the week. They will examine aspects such as the number of syllables, tricky sounds and the morphology of the words. There are a range of activities that appear in the Introduction and Main Teaching Input section. See the Activities section for details.

Main Teaching Input

- **Syllable Maps:** Show 3.6 and model how to split the words 'mystery' and into syllables by drawing a long line for the syllable break, so it doesn't look like a letter 'l'. You may choose a different colour pen to make the syllable break stand out.
- Ask children to then work with a partner/individually to map out the syllables for 'gymnastics' 'Egypt' and 'system'.
- Share answers and correct where necessary.
- **Syllable Sort:** Show 3.7 and invite the children to sort this week's words according to how many syllables can be heard. Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowels heard in each word.
- Share answers and correct where necessary.
- Answers on 3.8.
- **Phoneme Maps:** Share 3.9 and model how to draw the phonemes for 'mystery'. Draw a dot underneath each individual sound. Where multiple letters make one sound, a line should be drawn.
- Ask children to then work with a partner/individually to map out the phonemes in 'gymnastics' 'Egypt' and 'system'.
- Share answers and correct where necessary.
- Show 3.10 and ask the children to complete mapping the syllables for this week's words.
- Answers on 3.11.
- Check answers and correct where needed.

Pupil Activity:

To be able to segment words into the correct syllables and phonemes
To spell words where 'y' makes an /i/ sound
Read the word. Write each word out, drawing long lines for the syllable breaks. Count the number of syllables.
Finally, rewrite the whole word.

Name:

Words	Syllable Breaks	Number of Syllables	My Word
mystery			
gymnastics			
lyrics			
gym			
symbol			
myth			
synonym			
Egypt			

Session 3: Wednesday

Independent

The Independent section is designed to be carried out by students with minimal instruction.

Independent

Apply - Share 3.12 and ask children to decide which word must be placed in which sentence. Answers on 3.13.

Investigate - Share 3.14 with the children. Explain that they are going to complete the Word Shed grid based on the word 'lyrics'. Possible answers on 3.15.

Ask the children to complete the four sections:

- Definition
- In a Sentence
- Words which come from lyrics
- Synonyms

Pupil Activity:

Lesson 3: Words where 'y' makes an /i/ sound

3.12

To be able to segment words into the correct syllables and phonemes
To spell words where 'y' makes an /i/ sound

Read the sentence and write the correct word in the space.

Name: _____

mystery	gym	synonym	pyramid
gymnastics	symbol	Egypt	system
	myth	lyrics	

The writer put the song _____ to the music.

There was a hazard _____ on the side of the bottle.

The _____ of Giza are a popular place for people

3.14

Word Shed

Definition	In a Sentence
Synonyms	Lyrics
Are there any words which may have come from lyrics?	

Consolidation

In the Consolidation section, a recap of the objectives will be carried out.

Consolidation → Share 3.16 and explain the etymology of mystery. Children to think of words which are similar to mystery and might be linked. Share answers on 3.17.

Session 4: Thursday

Spelling Shed

Create an 'assignment' for the week using the Spelling list you are teaching. You can set how many times you want the children to complete the assignment.

Spelling Frame

Here you can practice spelling rules in lots of different ways.

LBO

LBO has a range of spelling rules that can be set.

Session 5: Friday

Tests are completed in reading records using the Spelling recording sheet.

Spelling Test-Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.

Homework

New Spelling are given using the new homework sheets.

One of the changes is the removal of the Look - Say - Cover - Write - Check sheets. Our research has led us to remove them as they are often used as a time filler or for handwriting practice but have little impact on spelling. Research has shown that as little as 20 minutes per week of word study including discussing spelling patterns, morphological exploration and orthographic mapping can have a bigger impact on spelling than the repetitive daily copying of wordlists.

SpellingShed @ Home

Name: _____

Stage 3 - Lesson 3: Words where 'y' makes an /i/ sound

symbol synonym myth gym Egypt lyrics pyramid system mystery gymnastics

Put this week's words in alphabetical order.

Which words should complete these sentences?

A _____ is a 3D shape.

The coder found the problem with the _____.

Ava enjoyed stories of _____ and legend.

I go to the _____ three times a week.

Sort this week's words according to their initial sound.

/m/ or /s/	Different initial sound
------------	-------------------------

These words have been scrambled into their syllables. Can you unscramble them?

ter | mys | y gyp | E o | syn | nym

bol | syn tics | nas | gym ics | lyr



How confident are you with this week's words?



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Sorting Words

Sorting words according to sounds, e.g., sorting words containing 'ou' according to how it is pronounced /ow/, /or/, /oo/ or /u/.

Sorting words based on the number of sounds, e.g., found has four sounds f-ou-n-d and around has five sounds a-r-ou-n-d.

Syllable Maps (also known as orthographic mapping)

Students will break words down into syllables. They will be supported in this process before becoming more independent as they move through the programme.

Once a word has been broken down into syllables, then students will be encouraged to look for 'tricky' spellings within these parts. For example, in the word advancement there are three syllables: ad-vance-ment. Ad- and -ment are both simple spellings but there is a teaching point around the middle syllable -vance- where the 'ce' is pronounced /s/.

Similarly, in the word again there are two syllables. The 'a' is straightforward; however, in the word 'gain', the 'ai' digraph is a short /e/ and not the longer /a/ vowel sound as in the word 'train'.

In some lessons, students will sort words according to the number of syllables.

Segmenting Words

In Spelling Shed lessons, students will continue to segment words. They will separate sounds or demarcate words to show individual sounds.

Students will be asked to identify sounds in order to aid their spelling and reading of words. For example, in the word sprout there are five sounds /s/ /p/ /r/ /ou/ /t/.

Students will be familiar with the different spellings of the graphemes from their experience of systematic synthetic phonics. Students will need to demonstrate this knowledge throughout their spelling lessons. For example, students will need to know that in sprout the digraph 'ou' represents the sound /ow/.

- Note: If children are not secure in their grapheme/phoneme correspondence then further practice will be required.

There are two main ways of segmenting across the Spelling Shed scheme: 'Sound Buttons' and 'Elkonin Boxes'.

Sound Buttons

When using sound buttons, students will use dots, dashes and arcs below words to indicate individual sounds.

For example, 'jet' is made up of three sounds.

Phonemes which are all single letter graphemes represented by a dot below each of them.



'Rocket' is made up of five phonemes. There are four single-letter graphemes and one two-letter grapheme (digraph) which is identified by a dash. There are also trigraphs and quadgraphs in some words which can also be identified with a longer dash, for example, in the word 'eight'.



'Kite' is made up of three graphemes, two of which are single letter graphemes; these are the /k/ and /t/ sounds. The long /i/ sound is made by the addition of the 'e'. This is identified by linking the 'i' and the 'e' together with an arc.



In some instances, students may be asked to match the word with the correct pattern of sound buttons, for example, matching the word 'naughty' with ● ——— ● ●

Elkonin Boxes

Elkonin Boxes can be used to segment words into their component sounds.

Brochure becomes

b	r	o	ch	ure
---	---	---	----	-----

 with each box containing a single grapheme.

- **Note:** The alphabetic code is not an exact science, whilst grapheme/phoneme correspondence is vital for early and emergent readers, by the time students are reading more complex vocabulary they may not need to rely on the sound buttons.

Alphabetise

The National Curriculum English Programme of Study has statutory elements which state that students should be taught to name the letters of the alphabet in order using letter names. There are a number of activities in Spelling Shed where students are asked to place words in alphabetical order. This will aid with using a dictionary/thesaurus and searching for content in an index or glossary which is a statutory requirement for children in KS2.

Cloze Sentences

Students will be asked to read sentences with their spelling words missing. They should insert each word into the space in the sentence. In this activity, students will need to read, understand and write their spelling words correctly in context. We do feel there is little benefit in copying these sentences out in full and it is more effective to focus on the key spelling words.

Choose the Correct Spelling

Students will be presented with alternative close spellings of words such as 'intrest', 'interest' and 'interrest'. Students need to identify the correct version. In this example, students will need to identify that in the first iteration, 'intrest' has been spelled as many people say the word with an elided 'e', and that 'interrest' has an extra 'r'. Students' knowledge of GPCs and morphology is utilised and therefore embedded further during this activity.

Morphology

Morphology is the study of words and their parts. In terms of their architecture, words can be placed into two distinct categories. Words such as 'car', 'skill' and 'pen' seem to exist in whole forms. The word as a whole holds the full meaning. The second category of words, such as 'walking', 'inconceivable' and 'disagreement', can be split into a number of sections with each section holding a portion of the whole meaning.

A morpheme is the smallest unit of meaning in a word. For example, the word 'dogs' is made up of two morphemes. These are 'dog' meaning a canine animal and '-s' which pluralises the noun to show that there is more than one.

The word 'disagreement' can be split into three sections. The base word 'agree' and two affixes 'dis-' and '-ment'. 'Dis-' is a prefix added before the base word and '-ment' is a suffix added after the base word. These morphemes can aid understanding of the word that is being read. Adding the suffix '-ing' indicates an action. Adding 'dis-' as a prefix shows us that the word means 'opposite of', 'not', or 'reverse' of the base word meaning. For example, adding 'dis-' to 'agree' reverses its meaning.

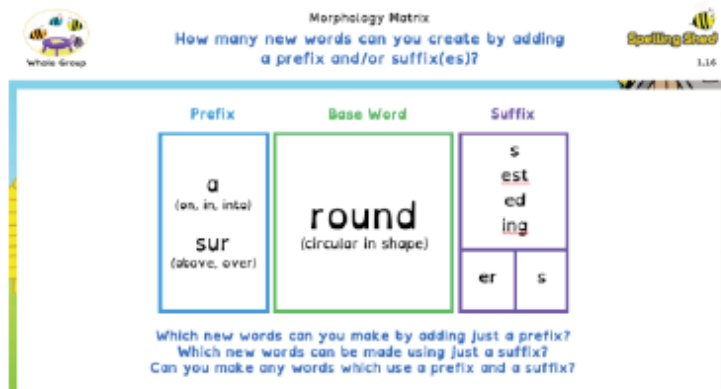
Morphology Matrix

In many lessons, we use a Morphology Matrix to demonstrate how morphemes fit together. In this example, students can create new words by adding affixes to the base word 'round'.

The prefix 'sur' can be added to 'round' to create 'surround'. The suffix '-ed' can be added to the base word to make 'rounded'. Both prefixes and suffixes can be added to the base to further change the meaning, e.g., 'surrounded'.

Note: In some examples, the section title 'Base Word' is changed to 'Root Word'. Base and root words are similar, they are both root words

but a base word can stand alone and have meaning as in 'round' above. Whereas, root words do not always have a meaning of its own in English, these are often of Greek or Latin origins, for example:



- jur - meaning law or justice as in jury and jurisdiction,
- magn - meaning large or great as in magnificent,
- terr - meaning earth as in territory.

Etymology

In our revised scheme, we have included etymology activities in order to further study words. Looking at the etymology of words and word parts can help children to spot patterns which are helpful when spelling. For example the word giant comes, through French, from the Latin gigas (a giant) and Greek Gigas (race of monsters) which helps explain why the word begins with a 'g' rather than a 'j' and also shows where the word 'gigantic' comes from. It is interesting to note that 'giant' came through Old French and the middle 'g' was elided, whereas 'gigantic' came to English straight from Latin which is why it kept its middle 'g'.


When looking at morphology it is worth noting that we can explore the word origins of both roots and affixes. To know that the root 'sect' means 'to cut' helps when looking at words 'bisect', 'dissect' and 'intersection'. All three involve some cutting or splitting.

- Bisect means to cut in two.
- Dissect means to methodically cut up a living thing.
- Intersection means a place where one road cuts across another.

Having this knowledge can help with spelling because if students know that 'sect' to cut is spelt with '-ct' at the end and not '-cked' then whenever they come across this root in a word, then they know it is spelled 'sect'.

Examples


In the example below students are presented with clues and asked to guess their new spelling word (in red) then a discussion takes place about the meaning of the parts of the word.



Whole Group


Etymology

Which of your new words is this?




Spelling Shed

7.4



In the 1640s, it meant 'combining two qualities; having two modes of life'.

This word describes frogs, toads, newts and salamanders.



From the Greek word *amphibios*, meaning 'having a double life; living on land and in water'.

This word means 'living both on land and in water'.

amphibious

↓

amphi

↓

means 'of both kinds'


↓

bios

↓

means 'life'


In this example, it is explained how the word preparation is constructed from a root and two affixes with distinct meanings.



Whole Group

Etymology

preparation



Spelling Shed

7.4

If you do something in preparation, what does this mean?

'Preparation' comes from the word *preparacioun*, a Middle English word used in the late 1500s to mean the 'act of preparing or making ready'.

Preparacioun comes from the Middle French word *preparacioun* used between 1300-1500.

The word *preparacioun* comes directly from the Latin *preparatiōnem* meaning 'making ready'.

preparation

From the Latin *prae* meaning 'before'.

From the Latin *parare* meaning 'make ready'.

Suffix '-ation' changes the verb to a noun.

Parare forms the basis of many words including:

- apparel (clothes) – to make ready by getting dressed.
- separate – to make something ready apart or away from something else.
- apparatus – the tools or other pieces of equipment that are needed ready for a particular activity or task.