

SPELLING – National Curriculum Programme of Study

Year 1	Year 2	Years 3 and 4	Years 5 and 6
<p>The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.</p>	<p>Year 2 pupils should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt.</p>	<p>Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt - see English appendix 1. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<p>Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p>
<p><u>Spelling (see English appendix 1)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week ▪ name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un- - using –ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in English appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p><u>Spelling (see English appendix 1)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly ▪ apply spelling rules and guidance, as listed in English appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p><u>Spelling (see English appendix 1)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them – see English appendix 1 ▪ spell further homophones ▪ spell words that are often misspelt – see 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 2 or 3 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 	<p><u>Spelling (see English appendix 1)</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus
<p><u>Notes and guidance (non-statutory)</u> <i>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</i></p> <p><i>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</i></p> <p><i>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</i></p> <p><i>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</i></p>	<p><u>Notes and guidance (non-statutory)</u> <i>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and polysyllabic words.</i></p> <p><i>At this stage, children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</i></p> <p><i>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</i></p>	<p><u>Notes and guidance (non-statutory)</u> <i>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</i></p> <p><i>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure - see <u>English appendix 2</u>.</i></p> <p><i>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</i></p>	<p><u>Notes and guidance (non-statutory)</u> <i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i></p>