

# **“Spelling is important because it helps us communicate effectively and avoid misunderstandings.”**

**Anonymous**

## **Our vision for spelling**


By the end of Key Stage 1, children will make good attempts at unknown words using their phonics knowledge and understand that learning from mistakes is important.

By the end of Key Stage 2, children will be able to develop their spelling knowledge and improve their accuracy by learning a range of strategies that they employ precisely.

## **Read Write Inc. Spelling**

At PSJ, we use the Read Write Inc spelling scheme to teach spelling to children from Y2-6. This program is known for its simplicity and strong emphasis on consistent practice. In our daily spelling sessions, which are 15 minutes long, we build upon the teaching strategies and spelling activities introduced through Read Write Inc. Phonics. The scheme is organised into units, which focus on a specific spelling rule linked to the national curriculum, as well as orange/red words (words that are not phonetically decodable). The scheme offers a range of activities, including dictation exercises, word changers using prefixes and suffixes, as well as dots and dashes exercises to reinforce spelling skills. At the end of each unit, children are assessed on their understanding of the spelling rule using a simple spelling test made up of 15 words.


	<b>Spelling words using the 40+ phonemes they have already learnt</b>	<b>Spelling common exception words</b>	<b>Spelling the days of the week</b>	<b>Naming the letters of the alphabet</b>	<b>Adding some prefixes and suffixes to words</b>
<b>Year 1</b>	Phonics is the way we teach children	In some English words, the spelling	Children will be able to spell and	Children will be able to-	Suffixes are morphemes

	<p>to teach and spell. English is made up of around 44 different sounds. We call these sounds phonemes. Like most languages, English has a code for how we write these sounds down. Each phoneme can be represented by one or more letters.</p>	<p>of the word doesn't appear to fit with the phonemes that children have been taught so far. These are often called 'common exception words' or 'tricky words'. In Year 1, children will learn to spell the ones that are used most often in writing. These include: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p> RWI Red Words</p>	<p>recite the days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday.</p>	<ol style="list-style-type: none"> <li>1.Name the letters of the alphabet in the right order.</li> <li>2.Use letter names to distinguish between alternative spellings of the same sound (for example, to understand that 'ceiling' and 'sea' use different letters to show the same 'ss' sound).</li> </ol>	<p>(groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front of a word. Over the course of Year 1, children will learn about some of the most common prefixes and suffixes to change the tense of a word:</p> <ul style="list-style-type: none"> <li>-using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>-using the prefix un-</li> <li>-using -ing, -ed, -er, and -est where no change is needed in</li> </ul>
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					the spelling of root words. For example, helping, helped, helper.
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Year 2	Segmenting spoken words into phonemes and writing them out with graphemes	Learning new spellings for phonemes, alongside some new words for each new spelling	Spelling common exception words	Spelling more contractions	Learning the singular possessive apostrophe	Adding suffixes like -ment, -ness, -ful, -less, and -ly to spell longer words
	Phonics is a way of teaching children to read and spell. English is made up of around 44 different sounds. We call these sounds phonemes. Like most languages, English has a code for how we write these	In Year 2, your child will use phonics to read and spell new words. They will continue to learn different ways of representing the same sound (for example, the <i>-le</i> used at the end of 'table' and the less-common <i>-el</i>	In some English words, the spelling of the word doesn't appear to fit with the phonemes that your child has learnt so far. These are often called 'common exception words' or 'tricky words'. In Year 2, your child will	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (for example, <i>don't</i> instead of <i>do not</i> ).  <i>It's</i> means <i>it is</i> (for example, ' <i>It's</i> raining') or sometimes <i>it</i>	Apostrophes are used for two main purposes, both of which will be taught to children in Year 2:  Showing contractions (missing letters). For example, 'I'm' for 'I am' or 'shouldn't' for 'should not'.	Suffixes are morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the

	<p>sounds down. Each phoneme can be represented by one or more letters, called graphemes. A grapheme might be a single letter representing one sound (such as 'm' or 'f') or it might be more than one letter ('ay' or 'igh').</p>	<p>used in 'squirrel'). A full list of the sounds your child will learn to spell in Year 2 can be found in the National Curriculum spelling appendix.</p> <p>Homophones are words that are spelled differently and have different meanings, but are pronounced in the same way. They are often confused in children's writing. In Year 2, children will be taught the difference between: there/their/they 're here/hear</p>	<p>learn to spell lots of exception words often used in writing. They include: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people,</p>	<p><i>has</i> ('It's been raining'), but the apostrophe is not used for the possessive ('The car parked in <i>it's</i> space' would not be correct; the correct form would be 'The car parked in <i>its</i> space'). Common contractions used in Year 2 include: <i>can't, didn't, hasn't, couldn't, it's, I'll.</i></p>	<p>Showing possession, who or what something belongs to. For example, 'Paul's bike' or 'the girl's voice'.</p>	<p>front of a word. Over the course of Year 2, your child will learn about some of the most common suffixes to spell longer words, including: <i>-ment, -ness, -ful, -less, -ly.</i></p>
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		see/sea bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight	water, again, half, money, Mr, Mrs, parents, Christmas   RWI Red ...			
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<b>Year 3</b>	<b>Using more prefixes and suffixes</b>	<b>Spelling more homophones</b>	<b>Spelling words that are often misspelled</b>	<b>Using the possessive apostrophe with regular and irregular plurals</b>	<b>Checking spellings in a dictionary</b>
	<p>Suffixes are morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front</p>	<p>Homophones are words that are spelled differently and have different meanings, but are pronounced in the same, or almost the same, way. They are often confused in children's writing. In Year 3, your child will learn</p>	<p>The National Curriculum in England provides a word list for Year 3 and Year 4 children of words that are often misspelled. Children will be taught to spell these words. See word mat- <a href="#">Spelling word list</a></p>	<p>Apostrophes are used to show possession (who or what something belongs to). These are different depending on whether there is one person or thing (singular) or more than one (plural). When showing</p>	<p>Children should begin to start using a dictionary to check the spelling of words.</p>

	<p>of a word. Over the course of Year 3, your child will learn about lots of prefixes and suffixes to spell longer words and change the meaning of those words.</p>	<p>the difference between:</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p><a href="#">for Year 3 and Year 4</a></p>	<p>singular possession, an apostrophe and an -s are often added (for example, 'Paul's bike' or 'the girl's voice'). If an -s is already at the end of a word to show a plural, the apostrophe is added after the -s (for example, 'the girls' voices').</p> <p>Singular possession: 'the horse's field' (one horse).</p> <p>Plural possession: 'the horses' field' (more than one horse).</p> <p>When a word ends in an -s, but <i>isn't</i> a plural (for example, 'Chris' and</p>	
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				<p>'diplodocus'), the apostrophe can be added with or without the -s ('the diplodocus' swamp' or 'the diplodocus's swamp' – both are correct).</p> <p>Some plural words are irregular, meaning that they do not end in an -s (for example, 'children', 'team'). Here, an apostrophe and an -s are added after the final letter ('the children's toys' or 'the team's boots').</p>	
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<b>Year 4</b>	<b>Using more prefixes and suffixes</b>	<b>Spelling more homophones</b>	<b>Spelling words that are often misspelled</b>	<b>Using the possessive apostrophe with regular and irregular plurals</b>	<b>Checking spellings in a dictionary</b>
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	<p>Suffixes are morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front of a word. Over the course of Year 4, your child will learn about lots of prefixes and suffixes to spell longer words and change the meaning of those words.</p>	<p>Homophones are words that are spelled differently and have different meanings, but are pronounced in the same, or almost the same, way. They are often confused in children's writing. In Year 4, your child will learn the difference between:</p>	<p>The National Curriculum in England provides a word list for Year 3 and Year 4 children of words that are often misspelled. Children will be taught to spell these words. See word mat- <a href="#">Spelling word list for Year 3 and Year 4</a></p>	<p>Apostrophes are used to show possession (who or what something belongs to). These are different depending on whether there is one person or thing (singular) or more than one (plural). When showing singular possession, an apostrophe and an -s are often added (for example, 'Paul's bike' or 'the girl's voice'). If an -s is already at the end of a word to show a plural, the apostrophe is added after the -s (for example, 'the girls' voices').</p>	<p>In Year 4, children will continue to check the spellings of their words using an age-appropriate dictionary.</p>
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		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's		Singular possession: 'the horse's field' (one horse).  Plural possession: 'the horses' field (more than one horse).  When a word ends in an -s, but <i>isn't</i> a plural (for example, 'Chris' and 'diplodocus'), the apostrophe can be added with or without the -s ('the diplodocus' swamp' or 'the diplodocus's swamp' – both are correct).	
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				Some plural words are irregular, meaning that they do not end in an -s (for example, 'children', 'team'). Here, an apostrophe and an -s are added after the final letter ('the children's toys' or 'the team's boots').	
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Year 5	Using more prefixes and suffixes	Spelling some words with 'silent' letters	Knowing the difference between homophones and other confusing words	Using morphology and etymology in spelling	Checking spellings in a dictionary	Using a thesaurus
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	<p>Suffixes are morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front of a word.</p> <p>In Years 5 and 6, children will learn about lots of prefixes and suffixes to spell longer words and change the meaning of those words.</p>	<p>Some words include letters that were sounded hundreds of years ago but aren't sounded in modern English. For example, in 'knight', there used to be a 'k' sound before the 'n'. Now the pronunciation has changed, but the spelling hasn't, so the word includes a 'silent' letter that cannot be predicted from how the word sounds. Words like this can be very tricky to spell.</p>	<p>Homophones are words that are spelled differently and have different meanings, but are pronounced in the same (or almost the same) way. They are often confused in children's writing. In Years 5 and 6, your child will be taught the difference between:</p>	<p>Morphemes are the smallest units of meaning, the units of grammar and syntax. Every word in English is made up of one or more morphemes. Learning about these morphemes is called morphology. A morpheme can be an individual root word, such as 'cat' or 'happy'. A morpheme might be a root – the basis of a word – or it might be a prefix or suffix that joins onto a root. Each morpheme has its own</p>	<p>In Years 5 and 6, your child will continue to check the spellings of their words using an age-appropriate dictionary.</p>	<p>In Year 5, your child will start to use a thesaurus to explore word meanings and to find synonyms.</p>
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		<p>In Years 5 and 6, your child will learn some of these words, including:</p> <p>doubt, island, lamb, solemn, thistle, knight</p>	<p>Aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, farther/further/father, guessed/guest, heard/heard, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary,</p>	<p>meaning, but it often joins together and works with other morphemes to make a word. Knowledge of roots words can also help when a word isn't spelled using the most obvious set of letters to represent the sounds. For example, knowing that that <i>science</i>, <i>conscious</i>, and <i>conscience</i> all share the same Latin root can help us to remember tricky 'sci' spellings.</p>		
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			who's/whose	Etymology is the study of the origins of words. This includes their history, and how their form and meaning has changed over time. This is useful for spelling words originally from other languages and words that use groups of letters that aren't the ones we're expecting.		
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Year 6	Using more prefixes and suffixes	Spelling some words with 'silent' letters	Knowing the difference between homophones and other confusing words	Using morphology and etymology in spelling	Checking spellings in a dictionary	Using a thesaurus
	Suffixes are	Some words	Homophones	Morphemes are	In Years 5 and 6,	In Year 6, your

	<p>morphemes (groups of letters that mean something on their own) that are added at the end of a root or root word to change the meaning. Prefixes are morphemes added at the front of a word.</p> <p>In Years 5 and 6, children will learn about lots of prefixes and suffixes to spell longer words and change the meaning of those words.</p> <p>For example- Dis-obey Auto-graph</p>	<p>include letters that were sounded hundreds of years ago but aren't sounded in modern English. For example, in 'knight', there used to be a 'k' sound before the 'n'. Now the pronunciation has changed, but the spelling hasn't, so the word includes a 'silent' letter that cannot be predicted from how the word sounds. Words like this can be very tricky to spell.</p> <p>In Years 5 and 6, your child will learn some of these words,</p>	<p>are words that are spelled differently and have different meanings, but are pronounced in the same (or almost the same) way. They are often confused in children's writing. In Years 5 and 6, your child will be taught the difference between:</p> <p>Aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/ bridle, cereal/serial, compliment/co mplement, descent/ dissent, desert/dessert,</p>	<p>the smallest units of meaning, the units of grammar and syntax. Every word in English is made up of one or more morphemes. Learning about these morphemes is called morphology. A morpheme can be an individual root word, such as 'cat' or 'happy'. A morpheme might be a root – the basis of a word – or it might be a prefix or suffix that joins onto a root. Each morpheme has its own meaning, but it</p>	<p>your child will continue to check the spellings of their words using an age-appropriate dictionary.</p>	<p>child will develop their confidence with using a thesaurus to explore word meanings and to find synonyms.</p>
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		<p>including:</p> <p>doubt, island, lamb, solemn, thistle, knight</p>	<p>draft/draught, farther/further/f ather, guessed/guest, heard/herd, led/lead, morning/mourni ng, past/passed, precede/procee d, principal/princip le, profit/prophet, stationary/ stationery, steal/steel, wary/weary, who's/whose</p>	<p>often joins together and works with other morphemes to make a word. Knowledge of roots words can also help when a word isn't spelled using the most obvious set of letters to represent the sounds. For example, knowing that that <i>science</i>, <i>conscious</i>, and <i>conscience</i> all share the same Latin root can help us to remember tricky 'sci' spellings.</p> <p>Etymology is the study of the origins of words. This includes</p>		
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				<p>their history, and how their form and meaning has changed over time. This is useful for spelling words originally from other languages and words that use groups of letters that aren't the ones we're expecting.</p>		
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