



Long Term Spelling Overview and Curriculum Requirements

<p>Early Years</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • To know all letters of the alphabet and the sounds which they most commonly represent. • To recognise consonant digraphs which have been taught and the sounds which they represent. • To recognise vowel digraphs which have been taught and the sounds which they represent. • To recognise words with adjacent consonants. • To accurately spell most words containing the 40+ previously taught phonemes and GPCs. 	<p>Year 1</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise the boundary between revision of work covered in Reception and the introduction of new work which may vary according to the programme used, but basic revision should include: • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught
<p>Year 2</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words* • develop a range of personal strategies for spelling at the point of composition* • develop a range of strategies for checking and proofreading spellings after writing.* 	<p>Pupils should be taught to spell by:</p> <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 one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms 	



		<ul style="list-style-type: none"> • learning the possessive apostrophe (singular), for example, the girl's book • distinguishing between homophones and near homophones • adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly' • applying spelling rules and guidelines, as listed in English Appendix 1 • writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words* • develop a range of personal strategies for spelling at the point of composition* • develop a range of strategies for checking and proofreading spellings after writing* • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) 	<ul style="list-style-type: none"> • 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 two or three 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 • proofread for spelling errors.
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words* • develop a range of personal strategies for spelling at the point of composition* • develop a range of strategies for checking and proofreading spellings after writing* • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones 	<ul style="list-style-type: none"> • 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 two or three 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 • proofread for spelling errors.



	<ul style="list-style-type: none"> • spell words that are often misspelt (English Appendix 1) 	
<p>Year 5</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words* • develop a range of personal strategies for spelling at the point of composition* • develop a range of strategies for checking and proof reading spellings after writing* • 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. 	<ul style="list-style-type: none"> • 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • proofread for spelling errors.
<p>Year 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words* • develop a range of personal strategies for spelling at the point of composition* • develop a range of strategies for checking and proofreading spellings after writing* • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters (rarer GPCs, for example: knight, psalm, solemn) • continue to distinguish between homophones and other words which are often confused. 	<ul style="list-style-type: none"> • 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • proofread for spelling errors. <p style="text-align: center;">* non statutory</p>