



Long Term Spelling Overview and Curriculum Requirements

Early Years	<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. 	Year 1	<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
Year 2	<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* <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. 	<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* <ul style="list-style-type: none"> 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>