

## Supporting Spelling

Linking the Spelling National Curriculum (2013) with Letters and Sounds (L&S), Spelling Bank (SpB), Year 2 and Year 3 Planning Exemplification (Y23), Support for Spelling(SfS) and Developing Early Writing (DEW).

### What is Supporting Spelling?

This document takes the National Curriculum Programmes of Study and Appendices as its starting point and has cross-referenced them to the existing publications in common use, to enable schools to link their existing schemes of work to the new curriculum.

### How is it different from the National Curriculum (2014)?

The National Curriculum appendices focus on the rules and patterns of spelling. However, it is important that spelling doesn't become narrowly focused on learning only these rules, patterns and objectives and that discussing and learning about different spelling strategies, the use of dictionaries and how to proof-check work are also taught.

To this end the following have also been included in this document:

- *Additional objectives / skills have been added in italic font within each year group.*
- Where words in the National Curriculum word lists are covered within the year group's spelling objectives the words have been included in **bold** font in the example word column.

### How might Supporting Spelling be useful?

Good practice still supports the 'little and often', investigative approach ensuring that spelling is related to any English or grammar work being undertaken. Links have therefore been made to the appropriate sections of various documents. This will enable schools to adapt and develop their existing Spelling schemes of work to ensure that all elements of spelling are included.

The Lower Key Stage 2 and Upper Key Stage 2 National Curriculum 2014 statutory statements have been split into the separate year groups using the National Curriculum 2014 and the supporting documents as a guide. However, schools can rearrange these should they wish and similarly, it is not expected that the objectives are necessarily taught in the order they are given within each of the year groups - these can be rearranged by schools as required to fit the school year structure.

Key to colour coding:

**Pink – cross referencing to other documentation**

**Objectives in Red – phonemic or phonological** \*I have registered some of the objectives when first introduced as phonemic rather than morphological because the grapheme can be taught on a phonemic basis, revisiting the morphological aspects when revisiting the objective either later in the year or the following year.

**Objectives in Blue – morphological**

## Year Four

National Curriculum – Statutory (Year Three and Four)	Non-statutory Guidance (Year Three and Four)
<p>Spelling (see English Appendix 1) – <i>listed on pages 21 - 23 of this document</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>▪ spell further homophones</li> <li>▪ spell words that are often misspelt (English Appendix 1 – <i>listed on page 24 of this document</i>)</li> <li>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><i>Spelling</i></p> <p><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 English Appendix 2).</i></p> <p><i>Pupils need sufficient knowledge of spelling to use dictionaries efficiently.</i></p>

Appendix		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non- statutory)
Revision of work from year 3	Pay special attention to the rules for <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>• Words with endings sounding like /ʒə/ or /tʃə/</li> <li>• the suffix –ous</li> </ul>	
<b>The /ɪ/ sound spelt y elsewhere than at the end of words</b>	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
<b>More prefixes</b>	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below. The prefix <b>in-</b> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with <b>l</b> , <b>in-</b> becomes <b>il</b> Before a root word starting with <b>m</b> or <b>p</b> , <b>in-</b> becomes <b>im-</b> . Before a root word starting with <b>r</b> , <b>in-</b> becomes <b>ir-</b> . <b>sub-</b> means ‘under’. <b>inter-</b> means ‘between’ or ‘among’. <b>super-</b> means ‘above’. <b>anti-</b> means ‘against’. <b>auto-</b> means ‘self’ or ‘own’.	<b>in-</b> : inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible <b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>super-</b> : supermarket, superman, superstar <b>anti-</b> : antiseptic, anti- clockwise, antisocial <b>auto-</b> : autobiography, autograph
<b>The suffix –ation</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
<b>Endings which sound like /ʒən/</b>	If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>	division, invasion, confusion, decision, collision, television

Statutory requirements	Rules and guidance (non-statutory)	Example words (non- statutory)
<b>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</b>	<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p> <p>From word list: <b>mention, occasion(ally), position, possess(ion)</b></p>
<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		scheme, chorus, chemist, echo, character
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure
<b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>		league, tongue, antique, unique
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/	science, scene, discipline, fascinate, crescent
<b>Possessive apostrophe with plural words</b>	The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children’s</i> ).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population)
<b>The ways in which nouns and adjectives eg fix can be made into verbs by the use of suffixes eg -ate</b>		e.g. pollen/pollinate/, educate /education
<b>To investigate what happens to words ending in f when suffixes are added</b>		e.g. calf/calves, cuff/ cuffs, knife/knives

Statutory requirements	Rules and guidance (non-statutory)	Example words (non- statutory)
<i>To understand how diminutives are formed using eg suffix - ette and prefix mini-</i>	-ette is from the French and as well as meaning little can be the feminine form eg usher, usherette mini comes from the latin (minimus) meaning small micro Latin meaning tiny	e.g. minibus, kitchenette, microfilm
<i>Use the first three (Y4) letters of a word to check its spelling in a dictionary</i>		

**Suggested Word list for year 4** (words in bold can be learnt within the objectives above)

appear	continue	grammar	material	possible	suppose
breath	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.

**Examples:**

*business*: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning *two*) before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

