

WCPS Curriculum Intent for Word Reading, Phonics & Spelling

At WCPS we aim to:

- deliver daily phonics in Reception & Year 1 following the DfE validated systematic synthetic phonics programme called *Little Wandle* that equips children with the skills they need to decode and become fluent readers.
- provide children with books that are closely matched to their phonic abilities so they can be successful when practicing.
- support all children in their word reading by making ongoing assessments and using targeted intervention to ensure all children can read fluently.
- ensure the highest number of children possible pass all statutory word reading and spelling assessments with expectations that are aspirational yet achievable.
- provide children with essential skills in spelling that they can use independently in order to write successful compositions.
- develop children to be independent in their ability to proof read & edit their work to check for spelling errors using the strategies they have been taught.

EYFS Statutory Framework Phonics Related Objectives

Word Reading (Development Matters)

Children in Reception will learn to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words (tricky words) matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few common exception words (tricky words).
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Word Reading Early Learning Goal (EYFS Framework)

At the end of the EYFS children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (tricky words).

EYFS Phonics & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <p>1. Pupils will recognise and read their own name.</p>	<p>Core Knowledge</p> <p>1. Pupils will know the corresponding phoneme for the Phase 3 digraphs and trigraphs (Little Wandle Phase 3)</p>	<p>Core Knowledge</p> <p>1. Pupils will apply their Phase 2 and 3 phonic knowledge to read longer words, compound words and words ending in suffixes (Little Wandle Phase 4).</p>

<p>2. Pupil will know the corresponding phoneme for the Phase 2 graphemes (Little Wandle Phase 2)</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>3. Pupils will begin to sound talk and blend short words (CVC words)</p> <p>4. Pupils will begin to sound talk and blend words with /s/ added at the end.</p> <p>5. Pupils will recognise and read tricky words - to, the, l, a, he, she, we, me, be, go, no, into, is, as, put, pull, full, has, his, push, of</p> <p>6. Pupil will hear initial sounds/phonemes in words and sometimes hear other sounds/phonemes in words.</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will orally blend phonemes/sounds to identify a word(s). • Pupils will be able to identify the graphemes, sound talk using the corresponding phonemes and blend these to read a word. • Pupils will follow the words using their 'reading finger' when reading their reading practice book. <p>Understanding</p> <ul style="list-style-type: none"> • Pupils will understand that print has meaning. 	<p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>2. Pupils will blend the phonemes/sounds to read words, phrases and simple sentences made up of known letter-sound correspondences.</p> <p>3. Pupils will recognise and read tricky words – was, you, they, my, by, all, are, sure, pure</p> <p>4. Pupils will segment/break down words into the phonemes/sounds they can hear.</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will be able to identify the digraphs and trigraphs they have learnt in words. • Pupils will be able to identify the graphemes (including digraphs and trigraphs), sound talk using the corresponding phonemes and blend these to read a word. • Pupils will revisit and recall the tricky words learnt in previous term. • Pupils will follow the words using their 'reading finger' when reading their reading practice book. • Pupils will re-read appropriately levelled books to build up their reading fluency <p>Understanding</p>	<p>2. Pupils will blend the phonemes/sounds to read words, phrases and simple sentences made up of known letter-sound correspondences.</p> <p>3. Pupils will recognise and read tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>4. Pupils will segment/break down longer words into the phonemes/sounds they can hear.</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will be able to identify the digraphs and trigraphs they have learnt in words. • Pupils will be able to identify the graphemes (including digraphs and trigraphs), sound talk using the corresponding phonemes and blend these to read a word. • Pupils will break down longer and compound words when decoding. • Pupils will revisit and recall the tricky words learnt in previous term. • Pupils will follow the words using their 'reading finger' when reading their reading practice book.
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<ul style="list-style-type: none"> • Pupils will understand that a phoneme is the smallest unit of sound and is represented by a grapheme. • Pupils will understand that segmenting is breaking down a word into the phonemes they can hear. • Pupils will understand the ‘tricky’ part of the tricky words <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will spend regular time in the school library and select a book to borrow. • Pupils will be able to read, look at and share their school library book at home. <p>Vocabulary</p> <p>Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word</p>	<ul style="list-style-type: none"> • Pupils will understand that a phoneme is the smallest unit of sound and is represented by a grapheme. • Pupils will understand that a digraph is two letters together that makes one phoneme/sound. • Pupils will understand that a trigraph is three letters together that makes one phoneme/sound. • Pupils will understand that segmenting is breaking down a word into the phonemes they can hear. • Pupils will understand the ‘tricky’ part of the tricky words <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will re-read their reading practice book to build up their confidence in word reading, their understanding and enjoyment when reading. • Pupils will spend regular time in the school library and select a book to borrow. • Pupils will be able to read, look at and share their school library book at home. 	<ul style="list-style-type: none"> • Pupils will re-read appropriately levelled books to build up their reading fluency • Pupils will begin to self-correct when their reading does not make sense. <p>Understanding</p> <ul style="list-style-type: none"> • Pupils will understand that a phoneme is the smallest unit of sound and is represented by a grapheme. • Pupils will understand that a digraph is two letters together that makes one phoneme/sound. • Pupils will understand that a trigraph is three letters together that makes one phoneme/sound. • Pupils will understand that segmenting is breaking down a word into the phonemes they can hear. • Pupils will understand the ‘tricky’ part of the tricky words. • Pupils will begin to understand if their reading does not make sense. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will re-read their reading practice book to build up their confidence in word
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	<p>Vocabulary Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word</p>	<p>reading, their understanding and enjoyment when reading.</p> <ul style="list-style-type: none">• Pupils will spend regular time in the school library and select a book to borrow.• Pupils will be able to read, look at and share their school library book at home. <p>Vocabulary Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word</p>
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Year 1 National Curriculum

Reading – Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Phonics & Spelling - see [English Appendix 1](#)

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - 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 with no change 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.

Year 1 Word Reading, Phonics & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <p>1. Pupils will know the alternative spellings/graphemes for the phonemes previously learnt (Little Wandle Phase 5)</p> <p>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new</p>	<p>Core Knowledge</p> <p>1. Pupils will know the alternative spellings/graphemes for the phonemes previously learnt (Little Wandle Phase 5)</p> <p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup ur/ or word /oo/ u owl awful could /air/ are share</p>	<p>Core Knowledge</p> <p>1. Pupils will know the alternative spellings/graphemes for the phonemes previously learnt (Little Wandle Phase 5)</p> <p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>2. Pupils will recognise and read tricky words/common exception words – busy, beautiful, pretty, hour, move, improve, parents, shoe (Little Wandle Phase 5)</p> <p>3. Pupils will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>4. Pupils will read words of more than one syllable that contain taught GPCs</p>

<p>/ee/ ie shield /or/ aw claw</p> <ol style="list-style-type: none"> Pupils will recognise, read and learn to spell tricky words/common exception words – their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want (Little Wandle Phase 5) Pupils will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Pupils will read words of more than one syllable that contain taught GPCs Pupils will attempt to spell words using the GPCs learnt. <p>Skills</p> <ul style="list-style-type: none"> Pupils will apply their phonic knowledge of the GPCs learnt when sound talking and blending to read unfamiliar words. Pupils will break down longer and compound words when decoding. Pupils will revisit and recall the tricky words learnt in previous term. Pupils will follow the words using their ‘reading finger’ when reading their reading practice book. Pupils will re-read appropriately levelled books to build up their reading fluency 	<p>/or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father /or/ a water /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <ol style="list-style-type: none"> Pupils will recognise and read tricky words/common exception words – any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye (Little Wandle Phase 5). Pupils will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Pupils will read words of more than one syllable that contain taught GPCs Pupils will attempt to spell words using the GPCs learnt. 	<ol style="list-style-type: none"> Pupils will attempt to spell words using the GPCs learnt. <p>Skills</p> <ul style="list-style-type: none"> Pupils will apply their phonic knowledge of the GPC learnt when sound talking and blending to read unfamiliar words. Pupils will break down longer and compound words when decoding. Pupils will revisit and recall the tricky words learnt in previous term. Pupils will follow the words using their ‘reading finger’ when reading their reading practice book. Pupils will re-read appropriately levelled books to build up their reading fluency Pupils will be able to independently self-correct when their reading does not make sense some of the time. Pupils will start to spell the tricky words learnt with more accuracy. <p>Understanding</p> <ul style="list-style-type: none"> Pupils will understand that a phoneme (a unit of sound) can be represented by more than one grapheme Pupils will understand that segmenting is breaking down a word into the phonemes they can hear.
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<ul style="list-style-type: none"> • Pupils will begin to self-correct when their reading does not make sense. • Pupils will start to spell the tricky words learnt with more accuracy. • Pupils will segment/break down an unfamiliar word into the phonemes they can hear when writing it down <p>Understanding</p> <ul style="list-style-type: none"> • Pupils will understand that a phoneme is the smallest unit of sound and is represented by a grapheme. • Pupils will understand that a digraph is two letters together that makes one phoneme/sound. • Pupils will understand that a trigraph is three letters together that makes one phoneme/sound. • Pupils will understand that a phoneme can be represented by more than one grapheme • Pupils will understand that segmenting is breaking down a word into the phonemes they can hear. • Pupils will understand the 'tricky' part of the tricky words. • Pupils will begin to understand if their reading does not make sense. 	<p>Skills</p> <ul style="list-style-type: none"> • Pupils will apply their phonic knowledge of the GPC learnt when sound talking and blending to read unfamiliar words. • Pupils will break down longer and compound words when decoding. • Pupils will revisit and recall the tricky words learnt in previous term. • Pupils will follow the words using their 'reading finger' when reading their reading practice book. • Pupils will re-read appropriately levelled books to build up their reading fluency • Pupils will be able to independently self-correct when their reading does not make sense some of the time. • Pupils will start to spell the tricky words learnt with more accuracy. • Pupils will segment/break down an unfamiliar word into the phonemes they can hear when writing it down <p>Understanding</p> <ul style="list-style-type: none"> • Pupils will understand that a phoneme (a unit of sound) can be represented by more than one grapheme 	<ul style="list-style-type: none"> • Pupils will understand the 'tricky' part of the tricky words. • Pupils will understand if their reading does not make sense. • Pupils will understand that a nonsense/alien word does not make sense. • Pupils will segment/break down an unfamiliar word into the phonemes they can hear when writing it down. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will re-read their reading practice book to build up their confidence in word reading, their understanding and enjoyment when reading. • Pupils will spend regular time in the school library and select a book to borrow. • Pupils will be able to read, look at and share their school library book at home. <p>Vocabulary - Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word, nonsense/alien word</p>
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<ul style="list-style-type: none"> • Pupils will understand that a nonsense/alien word does not make sense, <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will re-read their reading practice book to build up their confidence in word reading, their understanding and enjoyment when reading. • Pupils will spend regular time in the school library and select a book to borrow. • Pupils will be able to read, look at and share their school library book at home. <p>Vocabulary - Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word, nonsense/alien word</p>	<ul style="list-style-type: none"> • Pupils will understand that segmenting is breaking down a word into the phonemes they can hear. • Pupils will understand the 'tricky' part of the tricky words. • Pupils will understand if their reading does not make sense. • Pupils will understand that a nonsense/alien word does not make sense, <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will take their own reading practice book home to read to someone at home. • Pupils will re-read their reading practice book to build up their confidence in word reading, their understanding and enjoyment when reading. • Pupils will spend regular time in the school library and select a book to borrow. • Pupils will be able to read, look at and share their school library book at home. <p>Vocabulary - Letter, grapheme, phoneme, digraph, trigraph, blend, segment, tricky word, nonsense/alien word</p>	
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Year 2 National Curriculum

Reading – Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Phonics & Spelling - see [English Appendix 1](#)

Pupils should be taught to:

- spell by:
 - 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 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.

Year 2 Word Reading, Phonics & Spelling Curriculum		
Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know how to use segmentation to learn how to spell words. 2. Pupils will know what a homophone is 3. Pupils will be able to recognise the tricky part of some of the common exception words. 4. Pupils will know how to proofread, especially high-frequency words. 5. Pupils will know strategies for learning words: polysyllabic and common exception words 6. Pupils will know the /n/ sound spelt 'kn' and 'gn' at the beginning of words <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> • Pupils will know techniques such as 'look, say, cover, write, check' to help them learn how to spell words • Pupils will be able to match an image to a word to gain understanding of the word • Pupils will work with a partner to read aloud and support each other to read words 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know what a contraction is 2. Pupils will know alternative pronunciations/phase 5 phonics 3. Pupils will know how to spell words with different endings. 4. Pupils will know how to spell common exception words (move, prove, improve, should, would, could, most, both, only) 5. Pupils will know strategies for remembering how to spell certain words 6. Pupils will know how to add apostrophes for possession 7. Pupils will know how to use a dictionary 8. Pupils will know /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant 9. Pupils will know how to add endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it 10. Pupils will know how to add '-es' to nouns and verbs ending in 'y' 11. Pupils will know how to add suffixes '-ful', '-less' and '-ly' 12. Pupils will know words ending '-tion' 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know strategies at the point of writing using analogy 2. Pupils will know after writing skills – developing proofreading and checking skills including using a dictionary 3. Pupils will know strategies for remembering how to spell certain words 4. Pupils will know strategies for learning words: polysyllabic and common exception words 5. Pupils will know how to spell the /ʌ/ sound spelt 'o' 6. Pupils will know how to spell the /ɜ:/ sound spelt 'or' after 'w' 7. Pupils will know how to read and spell words with the endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' 8. Pupils will know how to spell the /l/ or /əl/ sound spelt '-el' at the end of words <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> • Pupils will know techniques such as 'look, say, cover, write, check' to help them learn how to spell words

<p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to use GPC charts and word mats to help them spell words • Pupils will develop being able to recall Phase 5 GPCs taught through spelling • Pupils will develop being able to spell many of the high frequency words • Pupils will develop being able to recognise sounds spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in • Pupils will develop being able to recognise words where the /s/ phoneme is spelt with a c <p>Experiences & Provocations Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> ○ Phonics 'keep up' Little Wandle sessions for those who did not pass the phonics screening check in year 1. ○ Using 'No Nonsense' spelling program to learn spellings in a structured manner ○ Having timetabled 'reading' sessions where pupils work in pairs or as a whole class to read and explore a text ○ Teachers will read aloud a class text daily ○ Using kinesthetic and visual strategies for learning common exception words 	<p>Hinterland Knowledge</p> <ul style="list-style-type: none"> • Pupils will know strategies for spelling • Pupils will play games and word in pairs/as a team to learn spelling rules <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to read and spell /aɪ/sound spelt 'y' • Pupils will develop being able to read and spell contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) • Pupils will develop being able to spell words: /ɒ/ spelt 'a' after 'w' and 'qu' <p>Experiences & Provocations Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> ○ Using alphabetically ordered word banks ○ Using age-appropriate dictionaries ○ Using strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words ○ Phonics 'keep up' Little Wandle sessions for those who did not pass the phonics screening check in year 1. ○ Using 'No Nonsense' spelling program to learn spellings in a structured manner 	<ul style="list-style-type: none"> • Pupils will be able to match an image to a word to gain understanding of the word • Pupils will work with a partner to read aloud and support each other to read words <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to recognise and know how to use appropriately the possessive apostrophe (singular nouns) • Pupils will develop being able to recognise suffixes '-ment' and '-ness' • Pupils will develop being able to spell sounds spelt 'il' at the end of words <p>Experiences & Provocations Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> ○ Revision of all the content from the Year 2 programme ○ Securing spelling strategies ○ After writing – developing proofreading and checking skills including using a dictionary ○ Learning spellings – developing children's personal spelling journals to reflect their growing independence in using taught strategies to learn new words
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<ul style="list-style-type: none"> Using rainbow writing to remember high frequency words <p>Vocabulary homophone/polysyllabic/grapheme/phoneme/segment/blend/spelling/phonics/word mat</p>	<ul style="list-style-type: none"> Having timetabled 'reading' sessions where pupils work in pairs or as a whole class to read and explore a text Teachers will read aloud a class text daily <p>Vocabulary - proofread/contraction/polysyllabic/grapheme/phoneme/mnemonic/nouns/verbs/ possessive apostrophe/suffix</p>	<p>Vocabulary homophone/polysyllabic/grapheme/phoneme/segment/blend/spelling/phonics/word mat/singular noun/suffix</p>
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Year 3 & Year 4 National Curriculum

Reading: Word Reading:

Pupils should be taught to:

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Spelling (see English Appendix 1) Pupils should be taught to:

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)

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.

Year 3 Word Reading & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know the suffix -ly Pupils will know compound words and their associated meanings. Pupils will know endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Pupils will know possessive apostrophe with plural words Pupils will know possessive apostrophes to show something belongs to someone. Pupils will know homophones and near-homophones <p>Skills</p> <ul style="list-style-type: none"> Pupils will develop being able to use a dictionary to find words which are unknown to them Pupils will be able to identify negative contractions. Pupils will understand expanded and contracted forms Pupils will spot uncommon endings such as 'il' 	<p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know how to add suffixes beginning with vowel letters to words of more than one syllable Pupils will know that sub means under, beneath or below. Pupils will know that 're' means again. The prefix's in, il and im Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Pupils will understand how to add s or -es to make a plural. Pupils will understand how to add v before-es to make a plural in some words. <p>Skills</p> <ul style="list-style-type: none"> Pupils will develop being able to understand plurals and apply them. Pupils will develop being able to use their phonics knowledge and apply this when spelling unknown words. Pupils will memorise rules and exceptions. 	<p>Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know how to add suffixes beginning with vowel letters to words of more than one syllable Pupils will know the suffix -ly Pupils will know words with endings sounding like /ʒə/ or /tʃə/ eg sure Pupils will know endings which sound like /ʒən/ eg 'sion' Pupils will know the suffix -ous Pupils will know endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Pupils will know possessive apostrophe with plural words Pupils will know homophones and near-homophones <p>Skills</p> <ul style="list-style-type: none"> Pupils will develop being able to recognise syllables in a word. Pupils will develop the ability to understand patterns in a word.

<ul style="list-style-type: none"> • Pupils will develop being able to spell words by pattern spotting, grouping and recall. • Pupils will develop being able to spell by segmenting words into phonemes. • Pupils will play games to recognise incorrect spellings. • Pupils will know the role of an apostrophe in a contracted form. • Pupils will know what a root word is and how a prefix or suffix can change a root word. • Pupils will develop being able to notice common letter patterns. • Pupils will develop being able to interrogate and check. • Pupils will develop being able to learn to inspect a dictionary and navigate a thesaurus. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Short burst spelling investigations and go grapheme grafter sessions. ○ Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific</p>	<ul style="list-style-type: none"> • Pupils will be able to spot the spelling mistakes by interrogating and checking work with purposeful errors • Pupils will be able to rhyme words • Pupils will be able to recognise root words and notice families. • Pupils will recognise present and past tense <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Short burst spelling investigations and go grapheme grafter sessions. ○ Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific Tense, suffix, prefix, plural, rhyme, interrogate.</p>	<ul style="list-style-type: none"> • Pupils will be able to recognise root words and notice families <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Short burst spelling investigations and go grapheme grafter sessions. ○ Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific Homophone, near homophone, syllable</p>
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root word, prefix, suffix, homophone, pattern		
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Year 3 & Year 4 National Curriculum

Reading: Word Reading:

Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Spelling (see English Appendix 1) Pupils should be taught to:

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)

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

Year 4 Word Reading & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know how to add the prefix in- (meaning 'not' or 'into') 2. Pupils will know how to add the prefix il- (before a root word starting with 'l') and 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know to add the suffix 'ous' 2. Pupils will know how to add the prefix de, over, re, ir, sub, inter, super, anti, auto 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know words ending with the /g/ sound spelt 'gue' 2. Pupils will know how to add suffixes tion, sion, ssion, cian and ous.

<p>the prefix ir- (before a root word starting with 'r')</p> <ol style="list-style-type: none"> Pupils will know what a homophones & near homophones is and where to use it. Pupils will know words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') <p>Skills</p> <ul style="list-style-type: none"> Pupils will continue to develop being able to use a dictionary to find words which are unknown to them Pupils will develop being able to spell words by pattern spotting, grouping and recall. Pupils will develop being able to spell by segmenting words into phonemes Pupils will know what a root word is and how a prefix or suffix can change a root word. Pupils will notice common letter patterns. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> Pupils will experience the curriculum by: <ul style="list-style-type: none"> Accessing three 20-minute Ready Steady Spell lessons per week short burst spelling investigations 	<ol style="list-style-type: none"> Pupils will be able to add new and near homophones Pupils will be able to spell words with silent 'd and gh'. <p>Skills</p> <ul style="list-style-type: none"> Pupils will develop being able to identify silent letter words with d and gh Pupils will develop being able to add the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /ee/ sound represented Pupils will be able to spot the spelling mistakes by interrogating and checking work with purposeful errors Pupils will memorise rules and exceptions. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> Pupils will experience the curriculum by: <ul style="list-style-type: none"> Accessing three 20-minute Ready Steady Spell lessons per week short burst spelling investigations Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific Suffix, prefix, new/near homophones</p>	<ol style="list-style-type: none"> Pupils will be able to identify the i sound spelt y other than at the end of a word. <p>Skills</p> <ul style="list-style-type: none"> Pupils will develop being able to identify silent letters Pupils will develop being able to add suffixes to a verb to form a noun. Pupils will know why certain suffixes are tricky Pupils will develop the ability to understand patterns in a word. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> Pupils will experience the curriculum by: <ul style="list-style-type: none"> Accessing three 20-minute Ready Steady Spell lessons per week short burst spelling investigations Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific Suffix, homophones</p>
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<ul style="list-style-type: none"> Using a spelling journal to revisit during English writing lessons. <p>Vocabulary - Tier 3 Subject Specific Homophone, prefix, pattern, possessive apostrophe</p>		
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Year 5 & Year 6 National Curriculum

Reading – Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#) both to read aloud and to understand the meaning of new words that they meet.

Spelling - see [English Appendix 1](#)

Pupils should be taught to:

- 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Year 5 Word Reading & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
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<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know strategies for learning spellings that are being taught. 2. Pupils will know routines for learning spellings 3. Pupils will know strategies for learning words: homophones 4. Pupils will know strategies for learning words: words from statutory and personal spelling lists 5. Pupils will know how to use a dictionary to create word webs 6. Pupils will know how to use a dictionary to support learning word roots, derivations and spelling patterns <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to spell words with the letter string 'ough' • Pupils will develop being able to spell words with 'silent' letters • Pupils will develop being able to identify strategies for learning words: words with 'silent' letters from statutory and personal spelling lists • Pupils will develop being able to spell words ending in '-able' and '-ible' 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know how to use apostrophes for possession. 2. Pupils will know strategies for learning words: words from personal spelling lists 3. Pupils will know how to build words from root words 4. Pupils will know how to proofread: checking from another source after writing 5. Pupils will be exploring words with very unusual GPCs and deciding which strategies that they have already learnt will help them remember how to spell them. <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to spell 'ei' and 'ie' words • Pupils will develop being able to recognise that when singular proper nouns end in 's', you can either: <ul style="list-style-type: none"> - add apostrophe and then 's' (Thomas's) - or add just an apostrophe (Thomas'). <p>The National Curriculum uses the first convention.</p> <ul style="list-style-type: none"> • Pupils will develop being able to spell words ending in '-ably' and '-ibly' 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know their statutory spelling list for their year group. 2. Pupils will know strategies for learning words: words from personal spelling lists 3. Pupils will know why certain suffixes are tricky 4. Pupils will know how to proofread: checking from another source after writing <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to identify homophones and explain their meanings • Pupils will develop being able to 'chunk up' words to spell them • Pupils will develop being able to use dictionaries to find words where the first three or four letters need to be looked up. • Pupils will develop being able to identify some suffixes which are commonly spelt incorrectly. These could include '-ous', '-ing', '-ed', '-es' or '-ies' <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Making pyramid words ○ Trace, copy and replicate ○ Look, say, cover, write, check
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<ul style="list-style-type: none"> • Pupils will develop being able to recognise when to use a hyphen • Pupils will develop being able to proofread for spelling errors. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Spelling partners ○ Using have a go sheets ○ Using the technique of Look, say, cover, write, check ○ Using the technique Trace, copy and replicate (and then check) ○ Using the Quickwrite approach ○ Drawing the shape around the word <p>Vocabulary - Tier 3 Subject Specific Homophones, derivative, segmentation, morphology, etymology, hyphen, word roots, contraction, singular possession, plural possession.</p>	<ul style="list-style-type: none"> • Pupils will develop being able to spell some words from the Statutory list for Years 5 and 6 <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Working with spelling partners ○ Using word webs to recognise root words ○ Using have a go sheets ○ Using the technique of Look, say, cover, write, check ○ Using the technique Trace, copy and replicate (and then check) ○ Using the Quickwrite approach ○ Drawing the shape around the word <p>Vocabulary - Tier 3 Subject Specific Homophones, derivative, segmentation, morphology, etymology, hyphen, word roots, contraction, singular possession, plural possession.</p>	<ul style="list-style-type: none"> ○ Drawing around the word to show the shape ○ Drawing an image around the word ○ Words without vowels ○ Spelling partners ○ Pair testing <p>Vocabulary - Tier 3 Subject Specific Homophone, proofreading, segment, GPC, etymology, suffixes, statutory,</p>
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Year 5 & Year 6 National Curriculum

Reading – Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#) both to read aloud and to understand the meaning of new words that they meet.

Spelling - see [English Appendix 1](#)

Pupils should be taught to:

- 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Year 6 Word Reading & Spelling Curriculum

Autumn Term	Spring Term	Summer Term
<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know how to use a GPC chart to help them spell words. 2. Pupils will know how to proofread and edit their spellings 3. Pupils will know how to spell words ending 'able'/'-ably' and '-ible'/'-ibly' 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know what a letter string is and patterns to help us spell these words 2. Pupils will know their own personal spelling goals and the statutory spellings they need to learn. 3. Pupils will know how to proofread for spelling errors. 	<p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know strategies for learning words: rare grapheme-phoneme correspondences (GPCs) from statutory word list 2. Pupils will know what a syllable is and how we break down words into syllables.

<p>4. Pupils will know how to add suffixes beginning with vowels to words ending in ‘-fer’</p> <p>5. Pupils will know how to apply different strategies when undertaking exams.</p> <p>6. Pupils will know how to read a paragraph for sense and check for spelling errors.</p> <p>7. Pupils will know how to spell words with endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to spell some statutory words independently. • Pupils will develop being able to use various techniques to remember how to spell words and spelling patterns • Pupils will know that any words not spelt correctly can form part of the personal list of words to learn and take ownership of this. • Pupils will know how to chunk paragraphs and sentences so they can proofread for spelling errors. • Pupils will know which spellings they individually need to learn from the Year 3-4 statutory spelling list and the Year 5-6 words. 	<p>4. Pupils will know strategies for learning words</p> <p>5. Pupils will know what a suffix and prefix is</p> <p>6. Pupils will know the meaning of etymology and how it helps us to understand how words are spelt. Pupils will know how to spell words ending in ending ‘-cial’ and ‘-tial’</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to apply their spelling knowledge taught in year 5 to determine spelling rules • Pupils will develop being able to recognise errors in spelling when proofreading someone else’s writing. • Pupils will develop being able to explain the meaning of etymology in suffixes and how it helps us to spell. <p>Experiences & Provocations</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> ○ Spelling partners & pair testing ○ Using have a go sheets ○ Using the technique of Look, say, cover, write, check ○ Using the technique Trace, copy and replicate (and then check) ○ Using the Quickwrite approach ○ Drawing the shape around the word 	<p>3. Pupils will know that there are many strategies we can use to help when we are trying to spell words</p> <p>4. Pupils will know how to refer to a GPC chart independently</p> <p>5. Pupils will know what a homophone is</p> <p>Skills</p> <ul style="list-style-type: none"> • Pupils will develop being able to break the word into syllables and then segmenting the phonemes within a syllable • Pupils will develop being able to break the word into morphemes (prefix/root/suffix). • Pupils will develop being able to identify parts of a word that are tricky to spell. • Pupils will develop being able to apply some of the conventions they know, for example: changing a ‘y’ to an ‘i’ or when to use ‘ie’/‘ei’ • Pupils will develop being able to recognise words ending ‘-ant’, ‘-ance’ and ‘-ancy’ <p>Experiences & Provocations</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> ○ Spelling partners ○ Using have a go sheets ○ Using the technique of Look, say, cover, write, check
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<ul style="list-style-type: none"> • Pupils will know that some Nouns are spelt with ‘-ce’ and verbs with ‘-se’ and that they are also sometimes pronounced slightly differently. <p>Experiences & Provocations</p> <ul style="list-style-type: none"> • Pupils will experience the curriculum by: <ul style="list-style-type: none"> ○ Spelling partners ○ Using have a go sheets ○ Using the technique of Look, say, cover, write, check ○ Using the technique Trace, copy and replicate (and then check) ○ Using the Quickwrite approach ○ Drawing the shape around the word ○ Using their own personal spelling list to add and remove words as they learn them. <p>Vocabulary - Tier 3 Subject Specific Suffix, proofreading, chunk, paragraph, sentences, homophone, statutory.</p>	<ul style="list-style-type: none"> ○ Using their own personal spelling list to add and remove words as they learn them. <p>Vocabulary - Tier 3 Subject Specific Letter-string, root word, prefix, homophone, suffix,</p>	<ul style="list-style-type: none"> ○ Using the technique Trace, copy and replicate (and then check) ○ Using the Quickwrite approach ○ Drawing the shape around the word ○ Using their own personal spelling list to add and remove words as they learn them. <p>Vocabulary - Tier 3 Subject Specific Letter-string, root word, prefix, homophone, suffix, phoneme, syllable</p>
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