

SERVICES FOR SCHOOLS

Hampshire Spelling Guidance

Appendix 1

Revised August 2015

Spelling




Contents

Spelling progression

Top 10 ways to learn a spelling







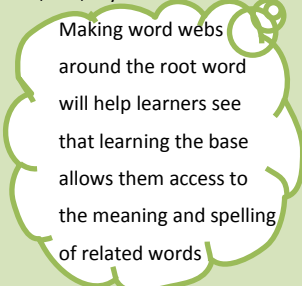
Suggested core spelling curriculum: in line with the statutory Primary English programme of study 2014+

This curriculum map organises the compulsory spelling rules/patterns as well as the compulsory lists of words to learn across KS2 in to half termly objectives. Its strands (below) are based on linguistic principles of how words are built up from either sounds or morphemes (chunks of meaning.) Some words in English do not entirely follow either of these principles and so other spelling cues would need to be used to learn them.







Spelling principles used as strands		Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
		High frequency, common irregular or commonly mis-spelt words that need practice for automaticity
		Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

It is vital that teachers build in 'How to learn a spelling,' self-help lessons that can be based around the spelling patterns or particular words with which a child or group of children are having difficulty. These lessons will build a repertoire of learning CUES (see p.5,) give time for children to reflect on their miscues in writing and act on personal – or small group - spelling goals.

Additionally, where there are gaps in this curriculum, children can learn how to build and spell topic related words, reflecting on etymology (word root or origin) and deciding on the most effective learning cues for them

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Adjacent consonants Phase 5 GPC (and revision of previous phases)	Securing phase 5 GPCs in spelling: best guess and word families Syllables	Best guess, investigation and word families for spelling alternative GPCs Use pupils' writing to decide on priority areas		Review importance of hearing syllables and stressed and unstressed vowels to support spelling from yr 5/6 list: average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system	
		100 HFW	100 HFW Begin to distinguish between homophones and near homophones.	200 HFW Use word class/function where possible to make distinctions e.g. there/where/here nouns of place two/twelve/twenty	200 HFW Our commonly mis-spelt words: what cues could we use to learn them?	Homophones linked to word class/function Investigating patterns in verb and noun spellings e.g. license/licence devise/device practice/practice	Homophones linked to word class/function e.g. affect verb/ effect noun guessed verb/ guest noun passed verb/ past noun
		Compound words	Review -ed and -ing as verb inflections	Review root words and affixes: ed, -ing, -ly, -er, -est, -ness, -ful Revise apostrophes for contracted forms	Plural and possessive 's'	Verb prefixes e.g. dis-, de-, mis-, over-, re-	Synonym and antonym word families: e.g. big, little, large (which words do have opposites and are there options?)
Autumn 2		Phase 5 GPC	Securing phase 5 GPCs in spelling Using syllables to support spelling	Best guess, investigation and word families for alternative GPCs Syllables: stressed and unstressed vowels. Vowels in red cannot be reliably heard (words from compulsory yr 3/4 list) calendar, decide, describe, different, difficult, exercise, experience, forward(s), grammar, sentence, separate, medicine, particular, peculiar, ordinary, popular, pressure, probably, purpose, regular		ough – can be pronounced 7 different ways: look for patterns in Viking root words (gh used to be pronounced as ch in loch) Words from compulsory list with unusual GPC: amateur ancient, attached, bargain, bruise, determined, embarrass, foreign, forty, necessary, guarantee, rhyme, rhythm, stomach, individual, language, leisure, lightning, neighbour, persuade, privilege, programme, queue, restaurant, shoulder, soldier, thorough, vehicle, yacht	
		HFW	HFW and homophones	HFW and Homophones		With the word groups above, sound cues alone will let the learner down. Cues to try: <ul style="list-style-type: none"> Groups of words with the same grapheme/letter string (e.g. bruise, cruise; shoulder, boulder, smoulder) Over-pronunciation (bar – gayn, sto-match, ve-hicle) Visual cues : <ol style="list-style-type: none"> Look, (take a picture of the shape of the word in your head), Cover, (close your eyes and see it in your mind), Write (does it look right?) Check (if not right, just look again at the bit you got wrong. How will you remember this bit?)	Homophones and commonly mis-spelt words
		-s and -es for plurals	-ly to turn adjectives into adverbs		Review adding -ly to form an adverb. Investigate exceptions to the rule	Verb suffixes (noun to verb) e.g. –ate, -ise, -ify  Making word webs around the root word will help learners see that learning the base allows them access to the meaning and spelling of related words	Words from compulsory list with a root that can be built in to a word web: achieve, aggressive, communicate, community, committee, conscience* conscious*, criticise (critic + ise), definite, dictionary (dictate, diction), environment, familiar, muscle (muscular), physical, rhyme, rhythm, sacrifice, signature (sign, design, signal), twelfth (two, twelve, twenty), symbol, occupy, occur, temperature, variety

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative graphemes for ay sound (vein, weigh, eight, neighbor, they, obey)	French roots in <ul style="list-style-type: none"> chef, chalet, machine, brochure league, tongue, unique antique 	Silent letters linked to etymology – used to be pronounced. Look at word families and how pronunciation can shift, e.g. night, doubt, lamb, solemn, island	
		100 HFW	100 HFW and homophones Apostrophes for common contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll	200 HFW Homophones 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		Homophones and commonly mis-spelt words	
		Introduce root words and affixes	-er and -est to form comparative adjectives	Roots and affixes – Prefixes for opposites or negatives: un-, dis-, mis-, anti-	Review apostrophe use and include use for possession with plural nouns and those ending in 's'	Adding suffix: able/ible to make adjectives Investigate if there is a best guess according to the nature of the root word	Formal equivalents e.g. find out – discover ask for – request go in - enter
Spring 2		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	y as i myth, gym, Egypt, pyramid, mystery			
		100 HFW	100 HFW and homophones	200 HFW Homophones	Homophones and commonly mis-spelt words		
		Suffix -ing and -ed for verbs	-ful and -less to form adjectives	Roots and affixes – suffixes – adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word e.g. <ul style="list-style-type: none"> beginning limiting 	Roots and affixes Adding -ous suffix Roots and affixes – how roots create a family: word webs e.g. solve (solution, solver, dissolve, insoluble sign (signal, design, designate, signify) long (length) strong(strength) pose (oppose, impose, suppose)	Suffixes ant/ance/ence for making nouns ent for making adjectives Investigate if there is a best guess according to the nature of the root word	Words from compulsory list where seeing affixes can help in learning correct spelling Prefix: accommodate, accompany, according, apparent, appreciate, conscience* conscious*, correspond, recommend, interfere, interrupt Suffix: available, competition, explanation, pronunciation, profession, convenience, hindrance, criticise (critic + ise), curiosity, identity, opportunity disastrous, marvelous, mischievous, environment, government, equip (-ped, -ment), parliament, exaggerate, excellent, sufficient, relevant existence, nuisance, especially, frequently, immediate(ly), sincere(ly)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative phonemes for ou grapheme young, touch, double, trouble, country	Classical roots in - • Greek: scheme, chorus, chemist, echo • Latin: science, scene, discipline, fascinate, crescent		
		100 HFW	100 HFW and homophones	Words from compulsory yr 3/ 4 list with unusual GPC: answer, build, breath, breathe, believe, caught, consider, continue, decide, early, earth, eight/eighth, weight, enough (Anglo Saxon: rough, tough), exercise, famous/various, island favourite, February, fruit, group, guard, guide, heard, heart, height, history, imagine, learn, material, minute, naughty, notice, often, particular, perhaps (tends not to be pronounced in a way that matches spelling, even though GPC not unusual), potatoes, promise, purpose, quarter, recent, reign, special, straight, surprise, though/although, thought, through, woman/women	Homophones and commonly mis-spelt words As sound cues alone will let the learner down, either use: • Groups of words with the same grapheme/letter string (e.g. exercise, precise; group, soup) • Overpronunciation (faymouse, Febrooarry, bel-eye-eve) • Visual cues : 1. Look, (take a picture of the shape of the word in your head), 2. Cover, (close your eyes and see it in your mind,) 3. Write (does it look right?) 4. Check (if not right, just look again at the bit you got wrong. How will you remember this bit?)		
		- er to make nouns (helper) and adjectives (faster) -est to make adjectives	-ness and -er to form nouns	Roots and affixes – Prefixes, more opposites il-, ir-, im- Review apostrophe for possession	Roots and affixes Adding -tion, -sion, -cian	Suffixes cial/tial for making adjectives Investigate if there is a best guess according to the nature of the root word	
Summer 2		Phase 5 GPC	Securing phase 5 GPCs in spelling Syllables	Review application of best guess for GPC as needed – use pupils own issues in writing to drive sessions			
		100 HFW	100 HFW and homophones	200 HFW Homophones	Homophones and commonly mis-spelt words		
		Prefix -un		More prefixes: Super-, auto-, inter-, sub- Words from compulsory list with affixes: Prefix: Accident, address, bicycle, disappear, increase, interest, important, remember, Suffix: Accidentally, actually, probably, occasion(ally), busy/business, complete, experiment, extreme, mention, position, question, possess(ion), possible, various, famous	Review – what we know about adding prefixes and suffixes	Suffixes cious/tious for making adjectives: investigate if there is a best guess according to the nature of the root word	

Top Ten ways to learn a spelling

1 Break it into sounds eg



2 Break it into syllables eg



3 Break it into root words and affixes eg



4 Use a mnemonic eg



NECESSARY
one collar
two sleeves

5 Use your knowledge of word roots eg



MUSIC
MUSICAL
MUSICIAN

6 Use word families eg



WOULD
SHOULD
COULD

7 See words within words eg

a friend to the end
a rat in separate



8 Use spelling rules eg



9 By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10 By movement - get used to writing the word with your finger, a pen, in the air.. eg

