



"You can make anything by writing."

C.S. Lewis

In September 2021, we moved to the 'Jane Considine' spelling approach in order to cater for the needs of our pupils. Within the approach is a strong phonics foundation with the fundamentals of teaching spellings – not just spelling lists. The scheme is taught alongside the statutory spellings for each year group, whilst we also used gap analysis from PiXL to address any gaps in cohort spellings. In addition to this, as a result of the pandemic, Year 3 and 4 are revising their phonic knowledge from Phase 5, whilst intervention is in place for those with gaps in earlier phases to 'catch up'.

Year 1	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	Children should be taught to spell: common exception words (CEW) high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193) compound words e.g. football, laptop, playground days of the week numbers to 20	Children should be taught to spell: VC words CVC words with short vowels CVC words with long vowels words with adjacent consonants words with consonant digraphs and some vowel digraphs/trigraphs alternative spellings for vowel phonemes e.g. /ai/, /ay/, /a-e/ new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, words ending in -y e.g. very, happy, funny	Children should be taught to spell: words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) the /ng/ sound spelled n before k words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') plurals of nouns adding -s and -es to words verbs where no change is needed to the root word: adding endings -ing, -ed, -er adjectives where no change is needed to the root word: adding -er and -est	Children should be taught to spell: words with the addition of the prefix un-		

Year 2	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell:</p> <p>common exception words (CEW)</p> <p>high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</p>	<p>Children should be taught to spell:</p> <p>homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea</p> <p>words with alternative pronunciations from Letters and Sounds Phase 5</p>	<p>Children should be taught to spell:</p> <p>words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</p> <p>words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</p> <p>words ending -le, -el, -al and -il</p> <p>adding -ies to nouns and verbs ending in 'y'</p> <p>adding -ed, -ing, -er, - est to a root word ending in 'y' with a consonant before it</p> <p>adding -ing, -ed, - er, -est, -y to words ending in 'e' with a consonant before it</p> <p>adding -ing, -ed, -er, - est and -y to words of one syllable ending in a single letter after a short vowel</p>	<p>Children should be taught to spell:</p> <p>words with the suffixes -ment, -ness, -ful, -less and -ly</p> <p>words ending in -tion</p>	<p>Children should be taught to spell:</p> <p>words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</p> <p>words with the /r/ sound spelt 'wr' at the beginning of words</p>	<p>Children should be taught to spell:</p> <p>words with contractions e.g. can't, didn't</p> <p>words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</p>

Year 3 & 4	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell: words from the National Curriculum word list for Years 3 and 4 (pg 64)</p>	<p>Children should be taught to spell:</p> <p>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</p> <p>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</p> <p>words containing the /u/ sound spelt 'ou' e.g. double, trouble</p> <p>homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail</p>		<p>Children should be taught to spell:</p> <p>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</p> <p>words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>words using suffixes: -ly, -ation, -ous</p> <p>words with endings sounding / shun/: -tion, -sion, -ssion, -cian</p> <p>words ending with the schwa sound: measure, creature</p>	<p>Children should be taught to spell:</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</p> <p>words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</p> <p>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</p> <p>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</p>	<p>Children should be taught to spell:</p> <p>Possessive apostrophe with plural words e.g. girls' boys' babies' children's</p>

Year 5 & 6	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
	<p>Children should be taught to spell: words from the National Curriculum word list for Years 5 and 6 (pg 71)</p>	<p>Children should be taught to spell:</p> <p>words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</p> <p>homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</p>	<p>Children should be taught to spell: words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</p>	<p>Children should be taught to spell:</p> <p>words with the ending /shus/ spelt -cious or -tious</p> <p>words with the ending /shul/ spelt -cial or -tial</p> <p>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>words ending in -able and -ible</p> <p>words ending in -ably and -ibly</p> <p>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</p>	<p>Children should be taught to spell:</p> <p>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p>	<p>Children should be taught to spell:</p> <p>words using a hyphen to link a prefix to a root word e.g. co-ordinate, reiterate, co-own</p>