



SPELLING CURRICULUM MAP 2021 – ST. BREOCK PRIMARY SCHOOL

Foundation Stage

FS1 (BEACONS)	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• Recognise print has meaning.• We read left to right.• Spot and suggest rhymes.• Count or clap syllables.• Recognise words with the same initial sound. <p>They also use some of their print and letter knowledge in early writing and write some or all of their name.</p>
FS2	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• Continue a rhyming stream.• Hear and say the initial sound in words.• Segment the sounds in simple words and blend them together.• Link sounds to letter, naming and sounding the letters of the alphabet.• Use their phonic knowledge to write words in ways which match their spoken sounds. <p>They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p>

Key Stage 1

Year 1

Revision from Reception includes:

- 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.

Pupils are taught:

- VC words, CVC words with long and short vowels, words with adjacent consonants;
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck;
- The /nk/ sound spelt n before k;
- Division of words into syllables;
- The “tch” sound;
- The /v/ sound at the end of words where the letter “e” usually needs to be added (e.g. have, live);
- Adding s and es to words (plural of nouns and the third person singular of verbs);
- Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- Adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
- Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore,

aw, au, air, ear, are;

- Words ending in -y (e.g. funny, party, family);
- New consonant spellings ph and wh (e.g. dolphin, alphabet, whell, while);
- Using k for the /k/ sound;
- Adding the prefix un-;
- Compound words, e.g. football, laptop, playground;
- Numbers to twenty;
- Days of the week;
- High frequency words – the First 100
- To spell all Y1 common exception words correctly.

Year 2

. Pupils are taught to:

- develop their understanding of the concepts set out in NC English Appendix 2 by:
 - ☐ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular);
 - learn how to use:
 - ☐ sentences with different forms: statement, question, exclamation, command;
 - ☐ expanded noun phrases to describe and specify (for example, the blue butterfly);
 - ☐ the present and past tenses correctly and consistently including the progressive form;
 - ☐ subordination (using when, if, that, or because) and co-ordination (using or, and, or but);
 - ☐ the grammar for year 2 in NC English Appendix 2;
 - ☐ some features of written Standard English;
 - use and understand the grammatical terminology in NC English Appendix 2 in discussing their writing.
 - use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.
- Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Pupils should be taught:

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y;
- The /s/ sound spelt c before e, i and y;
- The /n/ sound spelt kn and (less often) gn at the beginning of words;
- The /r/ sound spelt wr at the beginning of words;
- The /l/ or /əl/ sound spelt –le at the end of words;
- The /l/ or /əl/ sound spelt –el at the end of words;
- The /l/ or /əl/ sound spelt –al at the end of words;
- Words ending –il;
- The /aɪ/ sound spelt –y at the end of words;
- Adding –es to nouns and verbs ending in –y;
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it and exceptions to the rules;
- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it;
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- The /ɔ:/ sound spelt a before l and ll;
- The /ʌ/ sound spelt o;
- The /i:/ sound spelt –ey;
- The /ɒ/ sound spelt a after w and qu;

- The /ɜ:/ sound spelt or after w;
- The /ɔ:/ sound spelt ar after w;
- The /z/ sound spelt s;
- The suffixes –ment, –ness, –ful , –less and –ly;
- Spell more words with contracted forms, e.g. can't, didn't, hasn't couldn't, it's, I'll;
- The possessive apostrophe (singular nouns);
- Words ending in –tion;
- Homophones and near-homophones;
- Spell most Y1 and Y2 common exception words (CEW) correctly;
- High frequency words – The Next 200

Lower Key Stage 2

Year 3	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> • spell words with the ei/ sound spelt “ei”, “eigh” or “ey” (e.g. vein, weigh, eight, neighbour, they, obey) • spell words with the /i/ sound spelt “y” in a position other than at the end of words (e.g. mystery, gym) • spell words with a /k/ sound spelt with “ch” (e.g. scheme, chorus, chemist, echo, character) • spell words ending in the /g/ sound spelt “gue” and the /k/ sound spelt “que” (e.g. league, tongue, antique, unique) • spell words with a /sh/ sound spelt “ch” (e.g. chef, chalet, machine, brochure) • spell words with a short /u/ sound spelt with “ou” (e.g. young, touch, double, trouble, country) • spell words ending with the /zher/ sound spelt with “sure” (e.g. measure, treasure, pleasure, enclosure) • spell words ending with the /cher/ sound spelt with “ture” (e.g. creature, furniture, picture, nature, adventure) • spell many of the Y3 and Y4 statutory spelling words correctly.
Year 4	<p>. Pupils are taught to:</p> <ul style="list-style-type: none"> • spell words with /shuhn/ endings spelt with “sion” (if the root word ends in “se”, “de” or “d”, e.g. division, invasion, confusion, decision, collision, television) • spell words with a /shuhn/ sound spelt “ssion” (if the root word ends in “ss” or “mit”, e.g. expression, discussion, confession, permission, admission) • spell words a with /shuhn/ sound spelt “tion” (if the root word ends in “te” or “t” or has no definite root, e.g. invention, injection, action, hesitation, completion) • spell words with a /shuhn/ sound spelt with “cian” (if the root ends in “c” or “cs”, e.g. musician, electrician, magician, politician, mathematician) • spell words with the /s/ sound spelt with “sc” (e.g. sound spelt with “sc”, e.g. science, scene, discipline, fascinate, crescent) • spell all of the Y3 and Y4 statutory spelling words correctly.

Upper Key Stage 2

Year 5	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).• Spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).• Spell words with “silent” letters (e.g. doubt, island, lamb, solemn, thistle, knight).• Spell words containing the letter string “ough” (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough borough, plough, bough).• Spell many of the Y5 and Y6 statutory spelling words correctly.• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Year 6	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).• Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).• Spell words with a long /e/ sound spelt “ie” or “ei” after “c” (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).• Spell words with endings which sound like /shuhl/ after a vowel letter using “cial” (e.g. official, special, artificial).• Spell words with endings which sound like /shuhl/ after a vowel letter using “tial” (e.g. partial, confidential, essential).• Spell all of the Y5 and Y6 statutory spelling words correctly.• To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.