Aberford C of E Primary School

Spelling Mapping – No Nonsense Spelling Scheme

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|  | Autumn | Spring | Summer |
| EYFS | Phonics Scheme – see phonics mapping  Phase 1 and Phase 2 | Phonics Scheme - see phonics mapping  Phase 2 and Phase 3 | Phonics Scheme - see phonics mapping  Phase 4 and Phase 5 |
| Year 1 | Phonics Scheme - see phonics mapping  Phase 5 | Phonics Scheme - see phonics mapping  Phase 5 | Phonics Scheme - see phonics mapping  Phase 5 |
| Year 2 | Phonics Scheme - see phonics mapping  Phase 5 recap and Phase 6 | Phonics Scheme - see phonics mapping  Phase 6 | Phonics Scheme - see phonics mapping Phase 6 |
| Year 3 | **Revisit**  Common exception words from Year 2  **Prefixes and suffixes**  Revise prefix ‘un’.  New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’  **Rare GPCs**  The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)  **Homophones**  *brake/break, grate/great, eight/ate, weight/wait, son/sun*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Focus: checking after writing the spelling of KS1 common exception or tricky words.  **Strategies at the point of writing** Reintroduce Have a go sheets and strategies from Year 2.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | **Revisit**  Strategies at the point of writing.  Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)  **Prefixes and suffixes**  Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’  **Rare GPCs**  The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)  **Homophones**  *here/hear, knot/not, meat/meet*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Revise proofreading routines  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | **Revisit**  Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2  **Prefixes and suffixes**  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes  **Rare GPCs**  The /ɪ/ sound spelt ‘y’ other than at the end of words (*gym, myth*)  The /ʌ/ sound spelt ‘ou’ (*young, touch*)  **Homophones**  *heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign*  **Apostrophe**  Revise contractions from Year 2  **Proofreading**  Proofread own writing for misspellings of per- sonal spelling list words.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. |
| Year 4 | **Revisit**  Strategies at the point of writing: Have a go  **Rare GPCs**  Revise:   * The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ * The /ʃ/ sound spelt ‘ch’ * The /ʌ/ sound spelt ‘ou’ (all from Year 3)   **Word endings:**  Words ending /ure/ (*treasure, measure*)  **Prefixes and Suffixes**   * Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ * Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’,   ‘-en’, ‘-er’, ‘ed’)  **Homophones**  *peace/piece, main/mane, fair/fare*  **Apostrophe**  Possessive apostrophe with singular proper nouns (*Cyprus’s population*)  **Proofreading**  Teach proofreading strategies  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | **Revisit**  Year 3 rare GPCs  **Rare GPCs**  The /g/ sound spelt ‘gu’  **Word endings**  Words ending /tʃə/ spelt ‘ture’ (*creature, furniture*)  Endings that sound like /ʃən/, spelt ‘-tion’,  ‘-sion’, ‘-ssion’, ‘-cian’ (*invention, comprehen- sion, expression, magician*)  **Prefixes and Suffixes** Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’  **Homophones**  *scene/seen, male/mail, bawl/ball*  **Apostrophe**  Revise contractions from Year 2 Possessive apostrophe with plurals  **Proofreading**  Model how to use various strategies in proof- reading, including using a dictionary.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. | **Revisit**  Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’,  ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.  **Rare GPCs**  Words with the /s/ sound spelt ‘sc’ (Latin in origin)  **Word endings**  Endings that sound like /ʒən/ spelt ‘-sion’ (*division, confusion*)  **Prefixes and Suffixes**  Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’  Suffix ‘-ous’ (*poisonous, outrageous*)  **Homophones**  *whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem*  **Apostrophe**  Apostrophe for possession, including singular and plural  Revise contractions from Year 2 and plural apostrophe rules  **Proofreading**  Check writing for misspelt words that are on the Years 3 and 4 word list.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 3 and 4 word list. (Suggest an average of   5 or 6 words each term.)   * + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 3 and 4 word list. |
| Year 5 | **Revisit**  Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession  **Rare GPCs**  Words with ‘silent’ letters  **Morphology/ Etymology**  Use spelling journals to record helpful etymological notes on curious or difficult words  **Word endings**  Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’  **Homophones**  *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*  **Hyphen**  Use of the hyphen (*co-ordinate, co-operate*)  **Dictionary**  Use of a dictionary to support teaching of word roots, derivations and spelling patterns  Use of a dictionary to create word webs  **Proofreading**  Focus on checking words from personal lists.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | **Revisit**  Strategies at the point of writing: Have a go Apostrophe for possession  **Rare GPCs**  Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)  **Morphology/ Etymology**  Teach extension of base words using word matrices.  **Word endings**  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  **Homophones**  *altar/alter, led/lead, steal/steel*  **Dictionary**  Use a dictionary to create collections of words with common roots  **Proofreading**  Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | **Revisit**  Strategies at the point of writing: Have a go A range of strategies for learning words  **Homophones**  (*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)  **Suffixes**  Problem suffixes  **Dictionary**  Teach use of dictionary to check words, refer- ring to the first three or four letters  **Proofreading**  Check writing for misspelt words that are on the Years 5 and 6 word list  **Morphology/ Etymology**  Teach morphemic and etymological strategies to be used when learning specific words  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. |
| Year 6 | **Revisit**  Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’  **Rare GPCs**  Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.  **Prefixes and Suffixes**  Adding suffixes beginning with vowel letters to words ending in ‘-fer’.  **Word endings**  Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)  **Homophones**  *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*  **Proofreading**  Proofreading in smaller chunks – sentences and paragraphs.  **Learning and Practising spellings**  Pupils:   * Learn selected words taught in new knowledge this term. * Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) * Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | **Revisit**  Words containing the letter string ‘-ough’  P**refixes and Suffixes**  Generating words from prefixes and suffixes  **Word endings**  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)  **Homophones**  *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary*  All homophones from KS2  **Proofreading**  Proofreading someone else’s writing. Note down strategies that help in spelling journals  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. | **Revisit**  Spelling strategies at the point of writing  **Rare GPCs**  Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  **Word endings**  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’  **Homophones and near homophones** *draft/draught, dissent/descent, precede/pro- ceed, wary/weary*  **Proofreading**  Embedding proofreading strategies when reviewing own writing independently.  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists   + Root words and meanings   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list. |