Aberford C of E Primary School

Spelling Mapping – No Nonsense Spelling Scheme

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|  | Autumn  | Spring | Summer |
| EYFS | Phonics Scheme – see phonics mappingPhase 1 and Phase 2 | Phonics Scheme - see phonics mappingPhase 2 and Phase 3 | Phonics Scheme - see phonics mappingPhase 4 and Phase 5 |
| Year 1 | Phonics Scheme - see phonics mappingPhase 5 | Phonics Scheme - see phonics mappingPhase 5 | Phonics Scheme - see phonics mappingPhase 5 |
| Year 2 | Phonics Scheme - see phonics mappingPhase 5 recap and Phase 6 | Phonics Scheme - see phonics mappingPhase 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 theYears 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 theYears 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 theYears 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 theYears 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 theYears 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 pluralRevise 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 theYears 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 patternsUse 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 theYears 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 theYears 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 theYears 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 theYears 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 theYears 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 theYears 5 and 6 word list. |