



Spelling Policy

Rationale

The teaching of phonics and then spelling aims to develop pupils as independent spellers who take an active part in their own learning. It will also enable children to decode words independently when reading and communicate more easily and effectively when writing. Pupils are taught the knowledge and skills they need to become independent spellers. In addition to this, at Fringford Primary we will enable all of our pupils, to develop, to their full potential, the ability to communicate effectively and confidently for a wide variety of purposes and audiences.

Aims

- To develop each child as a confident and independent speller;
- To observe and monitor the progress of children and identify further targets for development;
- To give every child access to direct teaching and accurate modelling of spelling;
- In the Foundation Stage, Key Stage 1 and where necessary in Key Stage 2, the 'Letters and Sounds' phonic programme is primarily used to give children a firm grasp of basic phonetic skills;
- There is a daily discrete teaching of phonics in Foundation and Key Stage 1 for approximately 20 minutes; each of these sessions is differentiated to address the needs of all children;
- In Key Stage 1 and Key Stage 2 the Spelling Appendix 1 from 2014 National Curriculum will build on the children's phonic skills and develop their awareness of spelling rules, patterns and structures;
- In KS1 and KS2, No Nonsense Spelling scheme is used to develop children's spelling knowledge.

Teaching and learning

The teaching of phonics and spelling aims to show pupils how to become natural and accurate spellers. The school approaches this in the following ways;

- Using the 'Letters and Sounds' programme and then the objectives and spelling rules laid out in Spelling Appendix 1 from 2014 National Curriculum to base planning. In Years 2-6 the "No Nonsense Spelling" programme is followed to ensure coverage and progression.
- Ensuring pupils learn and practise new phonemes and sound patterns taught, including words, which they find most challenging. Such words are to be addressed when marking pieces of writing across the curriculum, through teachers highlighting the incorrectly spelt word and writing them correctly at the bottom of a piece of work. As children progress through the year, they are expected to correct their own spellings using word mats and dictionaries independently.
- Increasing the children's spelling vocabulary by learning how to spell and by using the technical and subject-specific words which occur across the curriculum.

All phonics will be planned for based upon a four part lesson model outlined in Letters in Sounds. The four stages are:

1. Revisit and Review

- Practise previously learned letters/sound patterns
- Practise oral blending and segmentation

2. Teach

- Teach a new letter/sound pattern
- Teach blending/and or segmentation with letters

- Teach tricky words that cannot be decoded

3. Practise

- Practise reading/and or spelling words with the new letters/sound pattern

4. Apply

- Read or write a caption using one or more high frequency words and the letters/sound pattern learnt during the session

1. Revisit, explain, use

- The first part of the sequence consists of lively oral and quick-write activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

2. Teach, model, define

- Provide a range of direct teaching activities, including teacher modelling and involving the children in the new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalise the rules for their formation.

3. Practise, explore, investigate

- Provide children with the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning.

4. Apply, assess, reflect

- revise new learning
- apply the words orally and in writing
- reflect and assess progress
- ask children to apply their learning in writing

How spelling is taught throughout the school

Foundation Stage

We take an interactive and multisensory approach to the teaching of phonics, where all pupils are actively involved and engaged in the learning of new sounds. The emphasis is on linking the teaching and practising of letter shapes and patterns with the development of pupil's ability to listen to, and discriminate between, the sounds which make up a word. Much of this occurs through games and activities, which encourage focused listening. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading (phonemes) and letter names used in spelling (graphemes). Phonics is taught on a daily basis.

Key Stage 1

The 'Letters and Sounds' programme continues to be taught on a daily basis through differentiated sessions. We aim for pupils to complete the programme (Phases 1-5) and include the objectives from Spelling Appendix 1 from 2014 National Curriculum by the end of Year 2. For spelling purposes, the emphasis is on the pupils' ability to segment words into phonemes and then match the most likely letter or letters to each sound when writing. In addition to this, pupils learn how to read and spell 'Common Exception Words', as listed in the Spelling Appendix 1 in the 2014 National Curriculum.

The aim by the end of Key Stage 1 is for pupils to be able to learn and investigate how to use common spelling patterns and frequently used prefixes and suffixes in their writing. Pupils will, as a consequence,

become increasingly more independent and be able to begin to identify reasons for misspellings in their own writing.

Key Stage 2

In Key Stage 2, children continue to be taught spellings using the No Nonsense spelling scheme for approximately 20 minutes. Children are taught the different ways to learn their spellings and keep spelling journals. Children are tested on their spellings on a weekly basis in school.

What is the *No Nonsense Spelling* Programme?

The *No Nonsense Spelling* Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme:

- Delivers a manageable tool for meeting the requirements of the 2014 National Curriculum;
- Has a clear progression through blocks of teaching units across the year;
- Comprehensively explains how to teach spelling effectively.

How *No Nonsense Spelling* is organised

The programme consists of the following elements:

- The requirements of the National Curriculum, which have been organised into strands and then broken down into termly overviews. The overall pathway can be found on the USB stick.
- Termly overviews that have been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.
- Daily lesson plans for each session, with Supporting Resources, including word lists and guidance on conventions.

Strategies that children are encouraged to use:

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box.</p> <p>Now try to write the word making sure that you get the same shape.</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

Across the school, teachers use their professional judgement in order to pitch the pace of their spelling sessions. Those that find spelling trickier will be taught the words and rules at a slower pace to ensure their understanding is solid before moving on. Those who find spelling easier will investigate extensions and exceptions to the rules they are being taught.

Involvement of Parents

Key Stage 1 teachers distribute high frequency word lists for parents/carers to support their children further at home, these are also available when necessary for those children in Key Stage 2 who are still to learn to read and write these words.

Spelling journals with spelling lists are taken home so that parents are able to support their child.

Monitoring and Review

In Foundation Stage and Key Stage 1, teachers monitor and assess the children's phonic progress on a regular basis. Data is gathered from a variety of sources including one to one assessments and from children's written work. More informal assessments also occur as part of daily teaching. Children's progress is recorded half-termly on the phonics tracker on Insight.

In Key Stage 2, informal testing is used as a diagnostic tool to inform future planning and grouping of children, depending on their individual spelling needs. Whenever possible, spelling errors are tackled with pupils present.

When marking written work, teachers use the Marking and Feedback Code as outlined in the Assessment Policy.



Spelling Pathway

Years 2 to 6

Year 2

Term 1

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two*)

Year 2 phonics

- The sound /dʒ/ spelt '-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

Common exception words

/aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Term 2

Revisit

The /l/ or /əl/ sound spelt '-le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns)
Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words
The /i:/ sound spelt '-ey'
The /r/ sound spelt '-wr' at the beginning of words
The /ɒ/ sound spelt 'a' after 'w' and 'qu'
The sound /ʒ/ spelt 's'

Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

Suffixes

Adding endings '-ing-', '-ed-', '-er', '-est', '-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
Adding '-es' to nouns and verbs ending in 'y'
The suffixes '-ful', '-less' and '-ly'
Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Proofreading:

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills

Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

Term 3

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /əl/ sound spelt '-el' at the end of words
The /l/ or /əl/ sound spelt '-al' at the end of words
The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)
The /ɔ:/ sound spelt 'a' before 'l' and 'll'
The /ɔ:/ sound spelt 'ar' after 'w'
The /ʌ/ sound spelt 'o'
The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'
The suffixes '-ment', '-ness',

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

- Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

Year 3

Term 1

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.

Term 2

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.

Term 3

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 personal 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

Term 1	Term 2	Term 3
<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /ei/ sound spelt 'ei', 'eigh', or 'ey' • The /f/ sound spelt 'ch' • The /n/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proofreading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>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' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

Year 5

Term 1

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.

Term 2

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/steal

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.

Term 3

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

Term 1	Term 2	Term 3
<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> 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. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> 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 <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>