



## St Gabriel's CE Primary School

# English Spelling Curriculum

### Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;  
to have the courage to think for themselves;  
to be resilient in their learning and ambitious in their hopes and dreams;  
to live in harmony, respecting others;  
to search and question throughout life's journey;  
to find personal faith;  
and to learn about the Gospel of hope and love found in Jesus Christ.

*Seeking to nurture:*

**Self**-belief    **CourA**ge    **ResI**lience    **Ambi**Tion    **H**armony

*"Stand firm... be courageous" 1 Corinthians 16:13*



## Year 1 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

National Curriculum	Read Write Inc Spelling
<b>Writing – transcription</b>	
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week)</li> </ul>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <ul style="list-style-type: none"> <li>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>* Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure</li> </ul> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart as part of the reading activities for the storybooks, e.g. ph is not taught using a sound card but as an alternative to the more common spelling ‘f’. These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ name the letters of the alphabet in order</li> </ul>	Pink/Orange Level.
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ Add prefixes and suffixes</li> </ul>	Children’s awareness of prefixes and suffixes is developed in the storybook activities for each book.
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ apply simple spelling rules as outlined in English Appendix 1.</li> </ul>	See Appendix 1: Spelling Year 1 below.
<b>Writing – vocabulary, grammar and punctuation</b>	
Pupils should be taught to: <ul style="list-style-type: none"> <li>▪ develop their understanding of the concepts set out in English Appendix 2 by [...] Using a capital letter for names of people, places, days of the week, and the personal pronoun ‘I’.</li> </ul>	‘I’ taught as alternative to Set 2 as part of the storybook activities.  Days of the week taught as part of weekly activities in <i>Read Write Inc. Spelling</i>



## Year 2 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

Nacional Curriculum	Read Write Inc Spelling
<b>Reading – word reading</b>	
<b>Pupils should be taught to:</b>	
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.	Throughout Year 2 programme.
Read accurately by blending the sounds in words that contain the graphemes taught so far.	Throughout Year 2 programme.
Read accurately words of two or more syllables that contain the same graphemes as above.	Throughout Year 2 programme.
Read words containing common suffixes.	<i>Practice Book 2A</i> Unit 3, Unit 4, Unit 5, Unit 8, Unit 9, Unit 12, Unit 13, Unit 14. <i>Practice Book 2B</i> Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 11, Unit 12, Unit 13, Unit 15.
Read further common exception words.	<i>Practice Book 2A</i> Special focus 1: Red words. <i>Practice Book 2A</i> Special focus 3: Red words. <i>Practice Book 2B</i> Special focus 1: Red words.
<b>Writing – transcription</b>	
<b>Pupils should be taught to:</b>	
Spell by:	
<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> </ul>	Throughout programme.
<ul style="list-style-type: none"> <li>Learning to spell common exception words.</li> </ul>	Word banks online. <i>Jumping Red words</i> – every unit.
<ul style="list-style-type: none"> <li>Learning to spell more words with contracted forms.</li> </ul>	<i>Practice Book 2A</i> Special focus 5: Contractions and apostrophes (p.40). <i>Practice Book 2B</i> Special focus 6: Contractions and apostrophes (p.43).
<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular).</li> </ul>	<i>Practice Book 2A</i> Special focus 7: Possessive apostrophes (p.54). <i>Practice Book 2B</i> Special focus 7: Possessive apostrophes (p.43).
<ul style="list-style-type: none"> <li>Distinguishing between homophones and near-homophones.</li> </ul>	<i>Practice Book 2A</i> Special focus 2: Homophones (p.19).

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly .	<i>Practice Book 2B</i> Unit 13: Adding the suffix <b>–ment</b> (p.44). <i>Practice Book 2B</i> Unit 6: Adding the suffix <b>–ness</b> 1 (p.19) and adding the suffix <b>–ness</b> 2 (p.23). <i>Practice Book 2B</i> Unit 11: Adding the suffix <b>–ful</b> (p.37). <i>Practice Book 2B</i> Unit 12: Adding the suffix <b>–less</b> (p.40). <i>Practice Book 2A</i> Unit 5: Adding the suffix <b>–ly</b> (p.20).
Apply spelling rules and guidance, as listed in <u>English Appendix 1</u> .	See <u>Appendix 1</u> grid below.
Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	Dictation activities in every unit, throughout the programme.
<b>English Appendix 1: Spelling Year 2 content</b>	
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.	Year 2A Unit 10 The <b>j</b> sound.
The /s/ sound spelt c before e, i and y.	Year 2A Unit 2 Soft <b>c</b> .
The /n/ sound spelt kn and (less often) gn at the beginning of words.	Year 2A Unit 6 The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> .
The /r/ sound spelt wr at the beginning of words.	Year 2B Unit 1 The <b>r</b> sound spelt <b>wr</b> .
The /l/ or /əl/ sound spelt –le at the end of words.	Year 2B Unit 8 Words ending in <b>–le</b> .
The /l/ or /əl/ sound spelt –el at the end of words.	Year 2B Unit 9 Words ending in <b>–el</b> .
The /l/ or /əl/ sound spelt –al at the end of words.	Year 2B Unit 10 Words ending in <b>–al</b> .
Words ending –il.	Year 2B Special Focus 3 Words ending in <b>–il</b> and words where <b>s</b> makes the <b>zh</b> sound.
The /aɪ/ sound spelt –y at the end of words.	Year 2A Unit 7 The <b>igh</b> sound spelt <b>y</b> .
Adding –es to nouns and verbs ending in –y.	Year 2B Unit 15 Adding the suffix <b>–es</b> (where the root word ends in <b>y</b> ).
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	Year 2A Unit 13 Adding the suffix <b>–ed</b> (2) (swapping <b>y</b> for <b>i</b> ). Year 2B Unit 3 Adding the suffixes <b>–er</b> or <b>–est</b> (2) (swapping <b>y</b> for <b>i</b> ).
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.	Year 2A Unit 4 Adding the suffix <b>–y</b> (2) (to words ending in <b>e</b> ). Year 2A Unit 9 Adding the suffix <b>–ing</b> (2) (to words ending in <b>e</b> or <b>ie</b> ). Year 2A Unit 14 Adding the suffix <b>–ed</b> (3) (dropping <b>e</b> to add <b>–ed</b> , and revision of doubling final consonant and swapping <b>y</b> for <b>i</b> ). Year 2B Unit 2 Adding the suffixes <b>–er</b> or <b>–est</b> (1) (words where no change is needed; words ending in <b>e</b> ).



## Year 3 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

National Curriculum	Read Write Inc Spelling
<b>Reading - word reading</b>	
<i><b>Pupils should be taught to:</b></i>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 programme
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b>
The suffix –ation	Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
The suffix –ly	Year 3 Unit 4 Adding the suffix <b>-ly</b> ( <i>to adjectives to form adverbs</i> )
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in <b>-ture</b>
The suffix –ous	Year 3 Unit 3 Adding the suffix <b>-ous</b>
Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix <b>-ion</b> ( <i>to root words ending in t or te</i> ) Year 3 Unit 10 Adding the suffix <b>-ian</b> ( <i>to root words ending in c or cs</i> )
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .



## Year 4 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

Nacional Curriculum	Read Write Inc Spelling
<b>Reading - word reading</b>	
<b><i>Pupils should be taught to:</i></b>	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 4 programme
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short <b>u</b> sound spelt <b>ou</b>
More prefixes	Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b> Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b> Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-, in-, mis-</b> and <b>dis</b> Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b>
The suffix –ly	Year 4 Unit 4 Adding the suffix <b>-ly</b> ( <i>to adjectives to form adverbs</i> )
Words with endings sounding like /ʒə/ or /tʃə/	Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b>
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
The suffix –ous	Year 4 Unit 7 Words ending in <b>-ous</b>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 4 Unit 13 Adding the prefix <b>super-</b> Year 4 Unit 14 Adding the prefix <b>sub-</b>
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .



## Year 5 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

National Curriculum	Read Write Inc Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 programme
<b>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 Practice Book
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 Practice Book.
Endings which sound like /jəs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in <i>shus</i> spelt <b>-cious</b> Year 5 Unit 11 Words ending in <i>shus</i> spelt <b>-tious</b>
Endings which sound like /jəl/.	Year 5 Unit 12 Words ending in <i>shul</i> spelt <b>-cial</b> or <b>-tial</b>

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b>
Words ending in –able and –ible.	Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
Words ending in –ably and –ibly.	Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b>
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <b>ee</b> sound spelt <b>ei</b>
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string <b>ough</b>
Words with ‘silent’ letters.	Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b>
Homophones.	Year 5 Special focus 2 Homophones
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words)  Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.





## Year 6 English –Spelling

### National Curriculum Expectations Matched to Read Write Inc Spelling Scheme

Nacional Curriculum	Read Write Inc Spelling
<b>Reading - word reading</b>	
<b>Pupils should be taught to:</b>	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 6 programme
<b>Writing - transcription</b>	
Spelling (see English Appendix 1)	
<b>Pupils should be taught to:</b>	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 6 Practice Book.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.
Words ending in –ably and –ibly.	Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>
Adding suffixes beginning with vowel letters to words ending in –fer.	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
Words containing the letter-string ough.	Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
Words with 'silent' letters.	Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
Homophones.	Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words)

Year 6 Special focus 7 (Orange words)  
Year 6 Special focus 8 (Orange words)  
Year 6 Special focus 11 (Orange words)

Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.