

'Live life in all its' fullness'



Woodside C of E Primary School

Spelling Overview

2022-23



THE LITERACY
COMPANY



Pathways to Spell

We follow a mastery approach to the teaching of spelling through the programme *'Pathways to Spell'*. It is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2.

Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

You will find the end of year expectations for spelling for each of our year groups in this document.

For further detail on the skills that your children are learning on a weekly basis, please contact your class teacher.



Pathways to Spell

Y1 Spelling Objectives

- Common exception words
- Division of words into syllables
- The sounds /f/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Words ending -y (/i:/ or /ɪ/)
- Compound words
- Adding the ending *-ing*, *-ed*, *-er* to verbs where no change is needed to the root word
- Adding the prefix *un-*
- New consonant spellings *ph wh*
- Adding *-er*, *-est* to adjectives where no change is needed to the root word
- The /v/ sound at the end of words
- The /ŋ/ sound spelt n before k
- -tch
- New vowel spellings: *ir, ie, ou, ea, ay*
- New vowel spellings: *aw, au, ue, ew, oe, oy*
- Split digraphs
- Using k for the /k/ sound



Pathways to Spell

Y2 Spelling Objectives

- Common exception words
- Homophones and near-homophones
- The /aɪ/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y
- Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter, words ending in e with a consonant before it and word ending in y with a consonant before it
- Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter, words ending in e with a consonant before it and words ending in y
- The /i:/ sound spelt -ey The /ʌ/ sound spelt o
- Contractions
- The suffixes -ly, -ful, -ment, -ness, -less
- Words ending in -tion
- The sound /l/ or /əl/ sound spelt -el, -le, -al, -il and -ll at the end of words
- Possessive apostrophe (singular nouns)
- The /z/ sound spelt s
- The /s/ sound spelt c before e, i and y
- The /dʒ/ sound spelt as -ge and -dge at the end of words and sometimes spelt as g elsewhere in words before -e, -i, -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



Y3 and Y4 Spelling Objectives

- Word list – years 3 and 4 Homophones and near homophones
- Adding *-ing*, *-ed* to words of one syllable ending in vowel consonant, a root word ending in *y* and to words ending in *e*
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The suffix *-ly* (added straight on to most root words and root word ending in *-y* with a consonant letter before it and root words ending with *-le*, *-ic*)
- Words with the /k/ sound spelt *ch*
- Words spelt with the /j/ sound spelt *ch*
- Words with the /s/ sound spelt *sc*
- Adding *-es* to nouns and verbs ending in *-y*
- Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
- More prefixes: *dis-*, *mis-*, *in-*, *re-*, *sub-*, *inter-*, *super-*, *anti-*, *auto-*, *in-*, *im-*, *il-*, *ir-*
- Use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel
- The /ʌ/ spelt *ou*
- Word families based on common words
- Words with endings sounding like /zə/ or /tʃə/ (*-sure* and *-ture*)
- Endings which sound like /zən/, spelt as *-sion*
- Endings which sound like /ʃən/ spelt *-tion*, *-sion*, *-ssion*, *-cian*
- The suffix *-ation*
- The suffix *-ous*
- Words ending with the /g/ sound spelt *-gue* and /k/ sound spelt *-que*
- The /ɪ/ sound spelt *y* elsewhere than at the end of words
- Plural possessive apostrophe

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Pathways to Spell

Y5 and Y6 Spelling Objectives

- Word list – years 5 and 6
- Homophones and other words that are often confused
- Words containing the letter-string *ough*
- Verb prefixes: *dis-*, *mis-*, *de-*, *re-*, *over-*
- Words with the /i:/ sound spelt *ei* after *c*
- Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
- Endings which sound like /ʃəs/ spelt *-cious* or *-tious*
- Converting nouns or adjectives into verbs using suffixes: *-ate*, *-ise*, *-ify*
- Words ending in *-able/-ably* and *-ible/-ibly*
- Endings which sound like /ʃəl/ (*-cial* and *-tial*)
- Singular and plural possessive apostrophe
- Adding suffixes beginning with vowel letters to words ending in *-fer*
- Use of the hyphen
- Words ending in *-ant*, *-ance/-ancy*
- Words ending in *-ent*, *-ence/-ency*