



Spelling Pathway

Years 2 to 6

We teach initial spelling through phonics. From Year 2, we have chosen to teach the following programme. The No Nonsense Spelling Programme was devised to offer 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

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 /b/ 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 /ŋ/ 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

Revisit

Strategies at the point of writing: Have a go

Rare GPCs

Revise:

- The /ei/ sound spelt 'ei', 'eigh', or 'ey'
 - The /f/ sound spelt 'ch'
 - The /n/ 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.

Term 2

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, comprehension, 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 proofreading, 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.

Term 3

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

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/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.

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

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.

Term 2

Revisit

Words containing the letter string '-ough'

Prefixes 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.

Term 3

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.