

Summary of National Curriculum (2014) English Appendix 1: Spelling

Due to the nature of the vocabulary required to demonstrate that children are meeting age-related expectations in spelling, evidence is likely to be found outside of standard written tasks. For this reason, spelling has been summarised here, separate from the 'Summary of End of Year expectations to support work scrutiny' document.

Assessment of spelling can and should be gathered from a range of activities (for example, from individual and group activities, observation, whiteboard work, discrete testing, **dictations – a statutory requirement** - and in children's written work). Formative assessment must be used to continually inform teaching and learning in spelling. The assessment principles of NOFAN (never, occasionally, frequently, always, naturally) over time and across the curriculum should be applied in order to secure judgements based on what the child can do and not individual pieces of work.

Whilst assessment evidence might be drawn from other sources, it is essential that children's development and progress as spellers are reflected in work across the curriculum. Children's knowledge and skills should be evident in their written work so the discipline, strategies and habits of good spellers should be promoted as part of the teaching and learning of writing.

Yr 1	<p><i>Spells words containing each of the 40+ phonemes already taught including plausible attempt. In addition:</i></p> <ul style="list-style-type: none"> • accurately spells almost all common exception words (according to the programme used; the curriculum provides the following examples: the, a , do, to, today, of , said, says, are, were, was, is, his, has, I ,you, your, they, be, he, me, she, we, no, go ,so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our) • spells the days of the week • spells two-syllable and three-syllable words in line with their developing phonic knowledge • adds endings –ing, -ed and –er to verbs where no change is needed to the root word: (jump: jumping; jumped, jumper) • adds –er and –est to adjectives where no change is needed in the spelling of root words [quick: quicker, quickest] • uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • adds the prefix un– to the beginning of a word and knows the root word remains unaltered • accurately spells most of the words in the list of 100 HFW (letters and Sounds where used). This would correspond to majority of phase 5 and some phase 6 decodable and tricky words – see L&S p.194
Yr 2	<p><i>Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied and demonstrated through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophones and near-homophones. In addition:</i></p> <ul style="list-style-type: none"> • writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each gpc • mostly accurate spelling of common exception words (according to programme used; the curriculum provides a range of examples including : door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas – other examples are provided in appendix 1– those not stated here are either formed from one of the above, or feature a shared rime e.g. door, floor , poor / old, cold, gold, hold, told) • spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll) • uses the possessive apostrophe (singular) e.g. the girl's book • knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won. • mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements: <ul style="list-style-type: none"> ○ adding –er,-ing,and - est to root word ending in y with a consonant before it (happy /happier/happiest) ○ adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker) ○ adding –er,-ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest • adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies) • Spells words ending in –tion (station, fiction, motion, nation) • is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly). • Spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; -el in camel/tunnel or –al in metal/pedal)

Yr 3	<p>Spelling increasingly conventional – mostly accurate selection of correct grapheme in common words and accurate spelling of common exception words. Greater range of morphemic components used correctly in line with schools programme of study for year 3.</p> <ul style="list-style-type: none"> • forms nouns using a range of prefixes (e.g. super-, anti- , auto-) • correctly use of the determiners ‘a’ and ‘an’ according to the initial sound of the subsequent word • demonstrates growing awareness of morphology and etymology, shown through the use of some of the suffixes, prefixes, word families and less common GPCs set out below
Yr 4	<p>Spelling demonstrates continued and assured use of phonic knowledge but the focus of teaching and learning for the majority of children should now be most heavily weighted towards developing morphological and etymological knowledge and understanding (based on careful assessment of children’s abilities, skills and application). Mostly accurate use of spelling rules and patterns set out in the year 3/4 programme of study and associated appendices (summarised below)</p> <ul style="list-style-type: none"> • accurate spelling of a wider range of common homophones and near homophones e.g. accept/except, medal/meddle, weather/whether, whose/who’s • accurate spelling of most of the words from the Years 3/4 word list • accurate use of the possessive apostrophe with plural words
Yr 3/4	<p>Further statutory requirements for year 3 /4 as set out in appendix 1 of curriculum 2014 have not been allocated specifically to either year group in order to allow schools to develop a spelling programme that best meets the needs of their pupils and reflects their respective stages of phonological/morphological development. Evidence of the following components should be evident across lower KS2.</p> <ul style="list-style-type: none"> • uses y to represent the /ɪ/ sound e.g. myth, gym uses ou to represent the /ʌ/ sound e.g. young, touch, double • spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion • spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian • spells endings which sound like /ʒən/ (as in division, revision, invasion) • spells words with the /k/ sound spelt ch (Greek in origin) • spells words with the /ʃ/ sound spelt ch (mostly French in origin) • spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) • spells words with the /s/ sound spelt sc (Latin in origin) • spells words with the /eɪ/ sound spelt ei, eigh, or ey • uses further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> ○ prefixes: in-, il-, un-, dis- , mis-, re-, sub-, inter-, super-, anti-, auto- ; ○ suffixes:- ation, -ly, -ous • adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation) • spells homophones (as set out in NC English Appendix 1) • spells words that are often misspelt (English Appendix 1) • places the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s)

Yr 5	<p>Spelling is increasingly accurate especially in terms of the application of knowledge and understanding from the programmes of study and associated appendices for KS1 and lower KS2. Increasingly accurate in the application of morphemic and etymological patterns and rules :</p> <ul style="list-style-type: none"> • converts nouns into verbs using suffixes and understands the guidance for adding them • transforms verbs using a range of prefixes (e.g. dis-,de-, mis-, over- and re-) and understands how this alters the meaning of root words • spells some words with 'silent' letters (e.g. knight, psalm, solemn) • continues to distinguish between homophones and other words which are often confused • uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically
Yr 6	<p>Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> • accurate spelling of most prefixes and suffixes as listed in English programmes of and associated appendices including those for Years 5/6 (see below). • accurate spelling of most words with silent letters • accurate spelling of most homophones and other words which are often confused • accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1. • spells words featuring unstressed vowels • uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically
Yr 5/6	<p>Further statutory requirements for year 5 /6 as set out in appendix 1 of curriculum 2014 have not been allocated specifically to either year group in order to allow schools to develop a spelling programme that best meets the needs of their pupils and reflects their respective stages of phonological/morphological development. Evidence of the following components should be evident across upper KS2.</p> <ul style="list-style-type: none"> • spells words with Endings which sound like /ʃəs/ spelt –cious or –tious (e.g. vicious, ambitious) and endings which sound like /ʃəl/ spelt –cial or –tial (e.g. official, partial) • spells words ending in –ant, -ance/-ancy, (e.g. observant/ observance); hesitant/hesitancy -ent, -ence/-ency (innocent/innocence; frequent/frequency) • spells words ending in –able/-ible (e.g. adorable/adorably) and words ending in –ably/-ibly (e.g. possible/possibly) • adds suffixes beginning with vowel letters to words ending in –fer (e.g. referring, referred, referral, preferring/ reference, referee) • uses the hyphen – e.g. joining prefixes where the prefix ends and root word begins with a vowel e.g. co-ordinate, re-enter • spells words with the /i:/ sound spelt ei after c (e.g. deceive, conceive, receive, perceive, ceiling) • spells words containing the letter-string ough (covering the full range of sounds (ought, rough, cough, though, through, thorough, plough) • spells words with silent letters (e.g. doubt, island, lamb, solemn, thistle, knight) <p>Appendix 1 also sets out a range of less common, more advanced homophones and easily confused words.</p>