

## Elmore Green Primary School

## KS2 Spelling

The Spelling Cycle



	Autumn 1 focus	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		focus	focus	focus	focus	focus
УЗ/У4	Consolidation of spellings from Year 1 and 2 (or Y3 for Y4 pupils)	<ul> <li>Adding suffixes beginning with vowel</li> </ul>	• The /ʌ/ sound spelt ou	<ul> <li>More</li> <li>prefixes</li> <li>The</li> </ul>	<ul> <li>The suffix</li> <li>ly</li> <li>Words</li> </ul>	• Endings which sound like /ʒən/
	<u>according to the</u> <u>needs of the</u>	letters to words of	Prefixes	suffix - ation	with endings	• The suffix - ous
	particular class with weekly investigation of a pattern the class/group are not solid in.	more than one syllable • The /1/	(+Y3/Y4 statutory word list discrete	(+Y3/Y4 statutory word list	sounding like /ʒə/ or /tʃə/	(+Y3/Y4 statutory word list
		sound spelt Y elsewhere	teaching)	discrete teaching)	(+Y3/Y4 statutory word list discrete	discrete teaching)
		than at the end of words (+Y3/Y4			teaching)	
		statutory word list				
		discrete teaching)				
across the d	his there needs to be curriculum and used a heir writing as they g	discrete teaching) assessment o s part of the o	••			-
across the o mproving the	curriculum and used a	discrete teaching) assessment o s part of the o	••			wing and Adding suffixes
across the a mproving the	curriculum and used a heir writing as they go Consolidation of spellings from	discrete teaching) assessment o s part of the o o along. • Endings which	• Endings which	lled process o Words ending in –	f editing, revie • Words ending in –	wing and Adding suffixes beginning with vowel letters to words
across the o mproving the	curriculum and used a heir writing as they go Consolidation of spellings from Year 3 and 4 (or Y5 for Y6 pupils) <u>according to the</u>	discrete teaching) assessment o s part of the o o along. • Endings which sound like /jəs/ spelt -cious or -	on-going mode • Endings which sound like /ʃəl/	lled process o Words ending in - ent, - ence/-	f editing, revie • Words ending in - able and -	wing and Adding suffixes beginning with vowel letters to words
across the d improving th	curriculum and used a heir writing as they ge Consolidation of spellings from Year 3 and 4 (or Y5 for Y6 pupils) <u>according to the</u> <u>needs of the</u> <u>particular class</u> with weekly investigation of a pattern the	discrete teaching) assessment of s part of the of o along. • Endings which sound like /ʃəs/ spelt -cious or - tious	<ul> <li>• Endings which sound like /∫∍l/</li> <li>• Words ending in - ant, - ance/-ancy,</li> </ul>	lled process of Words ending in - ent, - ence/- ency, (+Y5/Y6	f editing, revie • Words ending in - able and - ible (+Y5/Y6	wing and Adding suffixes beginning with vowel letters to words ending in -fer (+Y5/Y6 statutory word list
across the d	curriculum and used a heir writing as they go Consolidation of spellings from Year 3 and 4 (or Y5 for Y6 pupils) <u>according to the</u> <u>needs of the</u> <u>particular class</u> with weekly investigation of a	discrete teaching) assessment of s part of the of o along. • Endings which sound like /ʃəs/ spelt -cious or - tious (+Y5/Y6 statutory	on-going mode • Endings which sound like /ʃəl/ • Words ending in - ant, -	lled process of Words ending in - ent, - ence/- ency, (+Y5/Y6 statutory word list	f editing, revie • Words ending in - able and - ible (+Y5/Y6 statutory word list	wing and Adding suffixes beginning with vowel letters to words ending in -fer (+Y5/Y6 statutory

across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

## KS2 2 year rolling plan: Cycle B

Autu	mn 1 Autumi	n 2 Spring 1	Spring 2	Summer 1	Summer 2
focus	s focus	focus	focus	focus	focus

Y3/Y4	Consolidation	• Endings	• Words	• Words with	• Words	• Possessive
, , , , ,	of spellings	which	with the	the /s/	with the	apostrophe
	from Year 1	sound like	/j/ sound	sound spelt	/ei/ sound	with plural
	and 2 (or Y3	/ʃən/, spelt	spelt ch	sc (Latin in	spelt ei,	words
	for Y4 pupils)	-tion, -	(mostly	origin)	eigh, or ey	•
	according to	sion, -	French in	og,	e.g., e. ey	Homophones
	the needs of	ssion, -cian	origin)		(+У3/У4	or near-
	the		• Words	(+У3/У4	statutory	homophones
	particular	• Words	ending with	statutory	word list	
	class with	with the	the /g/	word list	discrete	(+У3/У4
	weekly	/k/ sound	sound spelt	discrete		statutory
	, investigation	spelt ch	-gue and		teaching)	word list
	of a pattern	(Greek in	the /k/	teaching)		discrete
	the	origin)	sound spelt			
	class/group	5	-que			teaching)
	are not solid	(+У3/У4	(French in			
	in.	statutory	origin)			
		, word list	(+У3/У4			
		discrete	statutory			
		teaching)	word list			
		reaching)	discrete			
			teaching)			
Alonaside t	his there needs	to be assessm	J.	lication of thes	e spellinas in a	ll their
-	oss the curriculu				• -	
-	nd improving the		•	i genig meesner	- p	
У5/У6	Consolidation	• Use of	•Words	•Words with	Homophones	Homophones
	of spellings	the hyphen	containing	'silent'	and other	and other
	from Year 3		the letter-	letters (i.e.	words that	words that
	and 4 (or Y5	• Words	string ough	letters	are often	are often
	for Y6 pupils)	with the	5 5	whose	confused	confused
	according to	/i:/ sound	(+У5/У6	presence		
	the needs of	spelt ei	statutory	cannot be	(+У5/У6	(+У5/У6
	<u>the</u>	after c	word list	predicted	statutory	statutory
	<u>particular</u>		discrete	from the	word list	word list
	<u>class</u> with	(+У5/У6		pronunciation	discrete	discrete
	weekly	statutory	teaching)	of the word)	teaching)	teaching)
	investigation	, word list		(+У5/У6	reaching	reaching
	of a pattern	discrete		statutory		
	the	teaching)		word list		
	class/group	, caching)		discrete		
	aren't solid in.			teaching)		
	his there needs		1		I	

Alongside this there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.