

Ryton Federation Spelling Curriculum 2019



Additional help with spelling

Some pupils will receive phonics teaching as appropriate to the stage of spelling they are at. They may also receive precision teaching to learn key words from the high frequency word list 4Xweekly. Other children will access the Lexia programme 4X weekly.

The impact of these interventions will be monitored at the end of each half term.

All pupils’ spelling will be assessed every term using the Vernon Spelling Test. This will be used to find their spelling age and will enable progress to be monitored. Any pupil who is not making good progress with their spelling will be targeted for intervention.

Year 3						
Key Words	accident(ally) actual(ly) address answer appear arrive believe bicycle	breath breathe build busy/business calendar caught centre century	certain circle complete consider continue decide describe different	disappear early earth eight/eighth enough exercise experience experiment extreme	famous favourite February forward(s) fruit grammar Group guard guide	heard heart height history imagine increase important interest island
Spelling Rules	<ul style="list-style-type: none">• The /ow/ sound spelled ou• The/u/sound spelled ou• The l sound spelled with a y• The /ze/sound spelled ‘ture’	<ul style="list-style-type: none">• The /ch/ sound spelled ‘ture’• The prefix re-• The prefix dis-• The prefix mis-• Nouns formed by adding the prefixes super-, anti- and auto-	<ul style="list-style-type: none">• Adding the suffix –ly to turn an adjective into an adverb• The long vowel sound /a/ spelled ai• The long /a/ sound spelled ‘ey’	<ul style="list-style-type: none">• The /l/ sound spelled –al at the end of words• Adding the suffix –ly when the root word ends in –le• Adding the suffix –ally instead of –ly when the root word ends in -ic	<ul style="list-style-type: none">• Adding the suffix –ly- exception words• Words ending in –er when the root word ends in (t)ch• Words with the /k/ Sound spelled ‘ch’	<ul style="list-style-type: none">• Words ending in the /g/ sound spelled –gue• Words ending in the /k/ sound spelled –que• Words with the s sound spelled ‘sc’

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Year 4

Key Words

knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular

peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure

probably
promise
purpose
quarter
question
recent
regular
reign

remember
sentence
separate
special
straight
strange
strength
suppose

surprise
therefore
though/although
thought
through
various
weight
woman/women

Spelling Rules

- Adding suffixes beginning with vowel letters to words of more than one syllable/ double consonant
- Adding suffixes beginning with vowel letters to words of more than one syllable/ single consonant

- Prefix sub-
- Prefix inter-
- Prefix super-
- Prefix anti-

- Prefix in-
- Prefix il-
- Prefix im-
- Suffix -ation
- Suffix -ly to create adverbs of manner

- Rules for suffix – ous/ our to ous
- Rules for suffix – ous- /geous
- Rules for suffix – ous/ious
- Rules for suffix – ous/eous

- Endings which sound like /ʃən/ spelled –tion
- Endings which sound like /ʃən/ spelled –sion
- Endings which sound like /ʃən/ spelled – ssion
- Endings which sound like /ʃən/ spelled –cian

- F:ph
- Irregular plurals
- Homophones or near homophones

Year 5

Key Words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent

appreciate
attached
available
average
awkward
bargain
bruise
category

cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy

convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary

disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar

foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)

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Spelling Rules	<ul style="list-style-type: none">Endings which sound like /ʃəs/ spelled –ciousEndings which sound like /ʃəs/ spelled –tiousEndings which sound like /ʃəl/ spelled –cial	<ul style="list-style-type: none">Endings which sound like /ʃəl/ spelled –tialWords ending in –antWords ending in –ance	<ul style="list-style-type: none">Words ending in –ancyWords ending in –encyUse of the hyphen (introduction)Converting nouns or adjectives into verbs using suffixes (eg ate-, ise-, ify)	<ul style="list-style-type: none">Words containing the letter string ough sounding ‘or’Words containing the letter string ough sounding ‘uf’Words containing the letter string ough sounding ‘o’/ ‘o-e’	<ul style="list-style-type: none">Words containing the letter string ough sounding ‘oo/u/ow’Words with silent letters	<ul style="list-style-type: none">Homophones (further examples)Homophones –ise/ice
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Year 6						
Key Words	individual interfere interrupt language leisure lightning marvellous mischievous	muscle necessary neighbour nuisance occupy occur opportunity parliament	persuade physical prejudice privilege profession programme pronunciation queue	recognise recommend relevant restaurant rhyme rhythm sacrifice secretary	shoulder signature sincere(ly) soldier stomach sufficient suggest symbol	system temperature thorough twelfth variety vegetable vehicle yacht
Spelling rules	<ul style="list-style-type: none">Words beginning with pro-Prefix re- (further examples)Words with silent letters (not covered in Y5)	<ul style="list-style-type: none">Words ending in –ableWords ending in –ibleUse of the hyphen (further examples)Words with /i/ sound spelled ei after c	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words ending in –fer (stressed)Adding suffixes beginning with vowel letters to words ending in –fer (unstressed)	<ul style="list-style-type: none">Homophones (further examples)ConjunctionsAdverbs	<ul style="list-style-type: none">Prefix–autoPrefix –shipPrefix aero-Prefix auto-	<ul style="list-style-type: none">Prefix aqua-Prefix bi-Words ending in –entWords ending in -ence

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