



Spelling



At Roman Road, we want children to be able to spell with ease and be able to draw upon phonic knowledge as well as know useful spelling patterns and rules.

We use Read Write Inc. as our phonic reading scheme and the teaching of spelling occurs alongside reading within this programme. When children have learnt Set 1 and 2 Speed Sounds, they can spell any word phonetically.

As they progress to Set 3 sounds, children will learn alternative spellings for the same sound (e.g. 'ay', 'a-e', 'ai). Although phonic knowledge underpins spelling after Key Stage 1, increasingly, children also need to understand the role of morphology (structure of words) and etymology (origin of words) within spelling. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in medicine with the letter 'c'. During Year 2, children should begin draw from their knowledge of spelling structure and root words.

Some words contain 'grotty graphemes' (different to the common ways of spelling sounds which the children learn) and these are called red words (in Read Write Inc) or common exception words (in the National Curriculum). Children need to be able to read these 'on sight' and spell them accurately. Every year from Year 1 – 6 have a list of common exception words which they will learn to read and spell.

At Roman Road, each year group follows a spelling framework based upon the National Curriculum. Spellings are sent home so parents/carers can support learning.

As well as spelling within Read Write Inc sessions, every year group teaches discrete spelling in

'Wizard Spelling' lessons. Spellings are taught in a fun way so that children revise rules, are taught new rules and are able to practise and apply what they are taught. Children learn through games, quizzes, investigation, mnemonics and editing texts during writing.



Our year on year Progression Grids for Spelling are available to view below and all teachers have access to a comprehensive 'English File' containing useful training and documentation to support their practice.

Roman Road Primary School

Key Stage 2

Spelling Progression & Planning Guidance



Staff will adapt this guidance according to the needs of the children and wherever necessary, match spelling rules/patterns with complementary writing genres or Creative Curriculum themes to ensure learning is meaningful for children.

This document may not be taught in this order – this is at the discretion of the teacher – some spelling rules may fit perfectly with a particular genre of writing.

Staff will also use many other resources and methods to make spelling teaching and learning meaningful.



Roman Road Primary School Key Stage 2 Spelling Progression/Planning Guidance

Year 3 YEAR 3

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The -ly suffix starts with a consonant, so it is added straight on to most root words unless they end with y . If the root word ends with y , the y is changed to i . Exceptions: 1. If the root word ends with -le , the -le is changed to -ly . 2. If the root word ends with -ic , -ally is added rather than just -ly , except in the word <i>publicly</i> . 3. The words <i>truly, duly, wholly</i> .	sadly, completely, usually (usual + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically probably accidentally occasionally actually
4 5 6	Prefixes dis mis	Prefixes are added to the beginning of root words without any changes in spelling. Like un- , the prefixes dis- and mis- have negative meanings.	dis- , mis- , disappear , disappoint, disbelieve , disobey misbehave, mislead, misspell (mis + spell)
7 8 9	Adding suffixes beginning with vowels to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

11	Statutory word list	Teach some words from the statutory word list 's' sound spelt as c before e,i,y	bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent
12	Statutory word list	Teach some words from the statutory word list Split digraph – long vowel sounds	arrive, decide, describe, extreme, guide, surprise

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
14 15	The /i/ sound spelt y elsewhere than at the end of words	Could be taught linked to topic or in a non-chronological report (Egypt, pyramid and myths)	myth, gym, Egypt, pyramid, mystery
16 17 18	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; s is not added if the plural already ends in s , but <i>is</i> added if the plural does not end in s (i.e. is an irregular plural, e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
20 21	Prefixes	super- means 'above' re- means 'again' or 'back'	re- : redo, refresh, return, reappear, redecorate, rebuild , reposition

			super- : supermarket, superman, superstar
22 23	Words with the /ai/ sound spelt ei, eigh, or ey		vein, weigh, weight, eight, eighth, reign, neighbour, they, obey
24	Statutory word list	Teach some words from the statutory word list 's' sound spelt as c before e,i,y	bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
26 27 28	Homophones and near homophones		Their/there/they're Our/are (*Teacher to identify and add into teaching any words identified in class) grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, meat/meet, , peace/piece, plain/plane, rain/rein
29 30 31	Endings which sound like /zhun/	If the ending sounds like /zhun/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television , occasion

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

33 34 35	Words with endings sounding like /zhuh/ or /chuh/	The ending sounding like /zhuh/ is always spelt -sure . The ending sounding like /chuh/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an -er ending, e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure picture, adventure, creature, furniture, departure, mixture
36	Statutory word list	Teach some words from the statutory word list Double consonants	address, appear, arrive, different, difficult, grammar, occasion, opposite, pressure, suppose

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year: **breath, breathe, earth, fruit, heart, history, increase, minute, natural, opposite, position, quarter, island, regular, material, experiment, length, straight, sentence, question

YEAR 4

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final 'e' must be kept if the /j/ sound of 'g' is to be kept. If there is an /i/ sound before the –ous ending, it is usually spelt as i , but a few words have e (e.g. spontaneous, hideous, piteous).	poisonous, dangerous, mountainous, nervous, famous , various, tremendous, enormous, obvious, pompous, previous, ravenous humorous, glamorous, vigorous courageous, outrageous serious, previous, obvious, furious, envious , various
4 5 6	Prefixes	Prefixes are added to the beginning of root words without any changes in spelling. The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l , in– becomes il– . Before a root word starting with m or p , in– becomes im– . Before a root word starting with r , in– becomes ir–	inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible
7	Statutory word list	Teach some words from the statutory word list Unstressed vowels	different, favourite, February, interest, library, ordinary, separate,
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
9 10	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
11	Words with the /s/ sound spelt sc (Latin in origin)	The Romans probably pronounced the sc in the Latin words from which these words come as /sk/, so deliberately pronouncing these words that way may help with spelling – e.g. the pronunciation /skene/ can be used when learning to spell scene .	science, scene, scissors, muscle, disciple, fascinate
12	Words with the /k/ sound spelt ch (Greek in origin)		school, chorus, chemist, Christmas, character, anchor
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
14 15 16 17	Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the endings are –ion and –ian . Clues about whether to put t , s , ss or c before these endings often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t (invent) or te (inflate). –ssion is used if the root word ends in ss (express) or –mit (permit). –sion is used if the root word ends in d or se (Exceptions: <i>attend – attention; intend – intention</i>) – cian is used if the root word ends in c or cs (e.g. <i>music – musician, politics – politician</i>).	invention, inflation, injection, action, completion, exception expression, discussion, confession, permission, transmission, possession , admission expansion, extension, comprehension, tension musician, electrician, politician, magician, mathematician
18 19	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	league, tongue, synagogue, antique, unique, mosque	league, tongue, synagogue, antique, unique, mosque
20	Statutory word list	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	answer, build, calendar, complete, consider, continue, early, group, guard, forward(s), caught, naughty

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

22 23 24	Prefixes	Prefixes are added to the beginning of root words without any changes in spelling. anti– means ‘against’. auto– means ‘self’ or ‘own’ sub– means ‘under’. inter– means ‘between’ or ‘among’	sub– : subdivide, subheading, submarine, submerge inter– : interact, intercity, international, interrelated (inter + related) anti– : antiseptic, anti-clockwise, antidote auto– : automatic, autograph
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Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
26	Statutory word list	Teach some words from the statutory word list -ough letter string	enough, though, although, thought, through
27 28	The /u/ sound spelt ou	These words should be learnt as needed.	young, cousin, double, trouble, couple, country
29 30 31	Homophones and near homophones		their/there/they're our/are (*Teacher to identify and add into teaching any words identified in class) wood/would accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein, scene/seen

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
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33	Statutory word list	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	promise, purpose, remember, special, strange, strength, surprise, women, woman, knowledge, knowledgeable, height, therefore, possible
34 35	Words with the /sh/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure, champagne, chauffeur
36	Statutory word list	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	heard, imagine, important, learn, often, particular, peculiar, perhaps, popular, potatoes,
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

**The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year: breath, breathe, earth, fruit, heart, history, increase, minute, natural, opposite, position, quarter, island, regular, material, experiment, length, straight, sentence, question

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	Homophones or other words that are often confused.	<p>Examples</p> <p>aisle: a gangway between seats (in a church, train, plane)</p> <p>isle: an island</p> <p>aloud: out loud</p> <p>allowed: permitted</p> <p>altar: a table-like piece of furniture in a church</p> <p>alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun)</p> <p>bridal: to do with a bride at a wedding</p> <p>bridle: reins etc. for controlling a horse</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>cereal: made from grain (e.g. <i>breakfast cereal</i>)</p> <p>serial: adjective from the noun <i>series</i> – a succession of things one after the other</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt, to draw in someone (e.g. to draft in extra help)</p> <p>draught: a current of air.</p>	<p>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else a metal (<i>heavy as lead</i>)</p> <p>past: noun or adjective referring to a previous time (e.g. <i>in the past</i>) or preposition or adverb showing place (e.g. <i>He walked past me</i>)</p> <p>passed: past tense of the verb <i>pass</i> (e.g. <i>I passed him in the road.</i></p> <p>not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
4	Statutory word list	<p>Teach some words from the statutory word list</p> <p>-le words</p> <p>Add some individual common 'target words'</p>	<p>available, vegetable, vehicle, muscle</p>
5 6 7	Word endings: -cious -tious	<p>Not many common words end like this. If the root word ends in -ce, the /sh/ sound is spelt as c, e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
8 9	Statutory word list	<p>Teach some words from the statutory word list</p> <p>'c' makes 's' sound before 'i', 'e' and 'y'</p>	<p>cemetery, convenience, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice.</p>

Revision x2 Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
12 13 14	Words ending in: -able -ible -ably -ibly	<p>The -able ending is far more common than the -ible ending. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first six examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horrible, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
15	Statutory word list	<p>Teach some words from the statutory word list</p> <ul style="list-style-type: none"> - tion words - ous words 	<p>competition, explanation, profession, pronunciation, disastrous, marvellous, mischeivous</p>

Revision x2 Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
18 19 20	Words with the /i:/sound spelt ei after c.	The 'i before e except after c' rule applies to words where the sound spelt by ei is a clear /ee/. Exceptions: <i>protein, caffeine, seize</i> .	deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt)
21 22	Statutory word list	<p>Teach some words from the statutory word list</p> <p>Revision from Y3/4</p> <p>Add some individual common 'target words' as appropriate</p>	<p>Word families</p> <p>familiar, identity, signature, symbol</p> <p>'y' makes the 'i' as in 'bin' sound</p> <p>physical, symbol, system</p>

Revision x2 Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
25 26 27	Words ending -cial -tial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly linked to <i>finance, commerce and province</i>).	Official, special, artificial, partial, confidential, essential.
28 29	Statutory word list	Teach some words from the statutory word list - Unstressed vowels	bruise, category, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable
Revision x2 Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
32 33	Statutory word list	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	amateur, awkward, bargain, controversy, curiosity, develop, guarantee, harass, hindrance, identity, interfere, interrupt, neighbour, queue, recognise, restaurant, yacht
34	Statutory word list	Teach some words from the statutory word list -ie are adjacent	soldier, sufficient, variety, ancient foreign (an exception to the pattern)
Revision Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

**The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year: average, foreign, forty, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach shoulder, vehicle.

YEAR 6

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2	Statutory word list	Teach some words from the statutory word list - Suffixes and prefixes	according, attached, criticise (critic +ise), determined, equip (-ment, -ped), especially, frequently, immediate (-ly) , (un) necessary, sincere (-ly)
3 4 5 6	Words ending in –ant, -ance/-ancy, -ent, -ence/-ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g /dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learned.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
8 9 10	Statutory word list	Teach some words from the statutory word list - Double consonants	accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, immediate(-ly), occupy, occur, opportunity, recommend, suggest
11 12 13 14	Homophones or other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c . compliment : to make nice remarks about someone (verb) or the remark that is made (noun) complement : related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>Her scarf complemented her outfit.</i>) descent : the act of descending (going down) dissent : to disagree/disagreement (verb and noun) affect : usually a verb (e.g. <i>The weather may affect our plans.</i>) effect : usually a noun (e.g. <i>The weather may have an effect on our plans.</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business.</i>).	advice/advise device/devis licence/license practice/practise prophecy/prophe eligible : suitable to be chosen or elected illegible : not legible (i.e. not readable) eliminate : get rid of/exclude illuminate : light up precede : go in front of or before proceed : go on principal : adjective – most important (e.g. <i>principal ballerina</i>); noun – important person (e.g. <i>principal of a college</i>) principle : basic truth or belief profit : money that is made in selling prophet : someone who foretells the future stationary : not moving stationery : paper, envelopes etc. steal : take something that does

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
15	Statutory word list	Teach some words from the statutory word list -words originating from other countries.	conscience, conscious, desperate , yacht.

Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

17 18 19	Adding suffixes beginning with vowel letters to words ending in -fer.	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
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Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
21 22	Use of the hyphen.	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. See also https://en.oxforddictionaries.com/punctuation/hyphen for examples and explanations of the correct use of hyphens in different contexts.	co-ordinate, re-enter, co-operate, co-own
23 24 25	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word.	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , the k was sounded as /k/ and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
26	Statutory word list	Teach some words from the statutory word list - 'i' before 'e' except after 'c' when the sound is 'ee'	achieve, convenience , mischievous (regional pronunciation, e.g. if use the 'ee' sound)

Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)

28 29 30	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought, rough, tough, enough cough though, although, dough through thorough , borough plough, bough
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Revision Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year: **average, forty, foreign, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach, shoulder, vehicle.