

<p>Implementation</p> <p>At St James, teaching and learning of spelling in the EYFS and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the National Curriculum requirements for spelling in Years 1 and 2.</p> <p>Year 2 onwards follows the Spelling Seeds programme, from the Literary Curriculum scheme of work. It provides contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts.</p> <p>The objectives and spelling words match the Literary Curriculum text being covered to make for purposeful application.</p> <p>Spelling is closely linked to language acquisition and, as such, the spelling words, strategies and rules ensure children are exposed to a wide variety of varied and often challenging vocabulary, linked to a range of learning opportunities.</p> <p>We understand at St James that children will all learn to spell in differing ways and as such, we employ a wide variety of approaches to support the acquisition of these spelling skills, including phonic, contextual, semantic, structural and visual.</p>	<div data-bbox="779 140 1487 304" data-label="Image"> <p>The logo for St. James C. of E. Primary School features the school's name in a purple serif font. To the right of the name is a light blue circular emblem containing a stylized white figure that resembles a dove or a flame. Below the name and emblem, the text 'C. of E. PRIMARY SCHOOL' is written in a smaller, black, sans-serif font.</p> </div> <p>Curriculum intent</p> <p>At St James, we encourage children to be critical readers and confident and informed writers. we aim to develop children's phonic and spelling knowledge skills to enable them not only to read, but to be able to spell confidently and accurately. This in turn allows them to communicate their skills more assertively in a literary context.</p>	<p>Key Skills developed</p> <p>Children are:</p> <ul style="list-style-type: none"> • encouraged to look carefully at the words • taught spelling rules and given the opportunity to apply them in writing • understand how the English spelling system works and how its history has influenced our spelling • helped and encouraged to develop their confidence as competent spellers, because the ability to spell most words correctly is often closely associated with good self-esteem. This affects performance in other areas of the curriculum • encouraged to develop and extend their vocabulary through shared, guided and independent spelling activities.
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Early Years	The teaching of spelling begins in the EYFS through synthetic phonics, which introduces the children to individual letter sounds before moving on to blends and digraphs. In Reception and Year 1 the children follow the Little Wandle Letters and Sounds programme. Children begin to spell words by identifying the sounds and then representing the sounds with a letter or letters. Daily spelling takes place, focusing on words which contain the focus sound. Teachers talk through the words by 'chunking' them into memorable pieces and discussing patterns, helping to embed the words into the children's long term memory. They use white boards to practice writing the words and they are encouraged to underline the graphemes/digraphs/trigraphs. From Year 2 onwards, children progress to the Spelling Seeds programme which works alongside the texts within the Literary Curriculum. It builds upon the principal foundations of Little Wandle; by following high quality reading texts, chosen to engage, challenge and support children to be critical readers and confident and informed writers.		
	Autumn Term	Spring Term	Summer Term
Year 1	<p>Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Review tricky words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today.</p> <p>Autumn 2 Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p>	<p>Spring 1 Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>New tricky words any many again who whole where two school call different thought through friend work</p> <p>Spring 2 Phase 5 graphemes /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>New tricky words once laugh because eye</p>	<p>Summer 1: Phonics screening check review – no new GPCs or tricky words</p> <p>Summer 2 Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>New tricky words busy beautiful pretty hour move improve parents shoe</p>

Year 2	<p>Themes: Autumn 1: A twist in the tale Autumn 2: Creation and conservation Objectives:</p> <ul style="list-style-type: none"> • Common exception words • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before i • Adding –ing, –ed, –er, –est & –y to w of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /i:/ sound spelt –ey • The /b/ sound spelt a after w and qu • The, /ʒ/ sound spelt s • The suffixes –ment, –ness, –ful, –less and –ly • Contractions • The possessive apostrophe (singular nouns) 	<p>Themes: Spring 1: Bravery vs. fear Spring 2: Change and relationships Objectives:</p> <ul style="list-style-type: none"> • (Recall) Common exception words • The /r/ sound spelt wr at the beginning of words • The /aɪ/ sound spelt –y at the end of words • (Recall) Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before i • The /ʌ/ sound spelt o • (Recall) The suffixes –ment, –ness, –ful, –less and –ly • Homophones and near-homophones 	<p>Themes: Summer 1: Fictional worlds & fantasy Summer 2: Urban metropolis Objectives:</p> <ul style="list-style-type: none"> • Common exception words • The /s/ sound spelt c before e, i and y • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • (Recall) Adding –ing, –ed, –er, –est & –y to w of one syllable ending in a single consonant letter after a single vowel letter • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w
Year 2 Common exception words coverage	<p><u>Autumn</u></p> <p>again, any, bath, beautiful, behind, break, child, Christmas, clothes, every, everybody, eye, fast, father, floor, grass, great, half, hour, improve, kind, many, mind, most, move, Mrs, Mr, parents, path, plant, poor, pretty, should, wild, who, whole</p> <p>hold, cold</p>	<p><u>Spring</u></p> <p>again, any, bath, beautiful, behind, both, break, children, door, even, everybody, gold, kind, last, mind, money, old, only, pass, pretty, poor, prove, steak, sugar, sure, told, water, wild, who, whole, would</p> <p>find, class</p>	<p><u>Summer</u></p> <p>after, any, beautiful, behind, busy, Christmas, climb, clothes, could, doors, even, everybody, eye, fast, floor, gold, great, improve, kind, last, many, money, most, path, pass, parents, people, past, people, poor, should, sugar, water, wild, who</p> <p>because, every</p>

Year 3	<p>Themes Autumn 1: Magic & wonder Autumn 2: Dreams & curiosity <u>Objectives</u></p> <ul style="list-style-type: none"> • Word list words • More prefixes (dis-, mis-, in-, il-, im-.ir-re- sub-, inter-, super, anti-, auto-) • The suffix -ation • The suffix -ous • Endings which sound like /ʃən/,spelt tion, –sion, –ssion, –cian • Possessive apostrophe with plural words 	<p>Themes Spring 1: Disaster, hope & healing Spring 2: Overcoming adversity <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • Adding suffixes beginning with vowel letters to polysyllabic words • The /i/sound spelt y elsewhere than at the end of a word • The /ʌ/ sound spelt ou • (Recall) The suffix –ous • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /s/ sound spelt sc (Latin in origin) • Words with the /eɪ/ sound spelt ei, eigh, or ey • Homophones and near-homophones 	<p>Themes Summer 1: From mystery to discovery Summer 2: Confidence & caution <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • (Recall) More prefixes (dis-, mis-, in-, il-, im-.ir-re- sub-, inter-, super, anti-, auto-) • (Recall) The suffix -ation • The suffix -ly • Words with endings sounding like /ʒə/ or /tʃə/ • Words with the /ʃ/ sound spelt ch (mostly French in origin)
<p>Year 3 statutory word list coverage</p>	<p>Autumn address, appear, believe, describe, disappear, early, earth, experience, famous, grammar, guard, heard, imagine, important, interest, potatoes, purpose, remember, sentence, special, suppose, surprise, though/although, thought</p> <p>actual, arrive, circle</p>	<p>Spring answer, breath, breathe, build, centre, century, certain, consider, continue, decide, different, difficult, February, forward(s), heard, height, history, increase, island, natural, notice, often, possess(ion), pressure, reign, straight, through</p> <p>eight, fruit, quarter</p>	<p>Summer accidentally, answer, busy, bicycle, caught, certain, difficult, experience, experiment, favourite, height, learn, length, material, mention, naughty, notice, occasion(ally), perhaps, popular, possess(ion), probably, recent, reign, separate, strange, various</p> <p>library, actually, extreme</p>

Year 4	<p>Themes Autumn 1: Finding freedom Autumn 2: Invention & innovation <u>Objectives</u></p> <ul style="list-style-type: none"> • Word list words • More prefixes (dis-, mis-, in-, il-, im-.ir-re- sub-, inter-, super, anti-, auto-) • The suffix -ation • The suffix -ly • Words with endings sounding like /ʒə/ or /tʃə/ • Endings which sound like /ʒən/ • The suffix -ous • Endings which sound like /ʃən/,spelt tion, -sion, -ssion, -cian 	<p>Themes Spring 1: Darkness & light Spring 2: Taking courage <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • (Recall) Adding suffixes beginning with vowel letters to polysyllabic words • (Recall) Words with endings sounding like /ʒə/ or /tʃə/ • (Recall) Endings which sound like /ʒən/ • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que • Words with the /s/ sound spelt sc (Latin in origin) 	<p>Themes Summer 1: Exploration & discovery Summer 2: Different worlds <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • The /i/sound spelt y elsewhere than at the end of a word • (Recall) More prefixes (dis-, mis-, in-, il-, im-.ir-re- sub-, inter-, super, anti-, auto-) • (Recall) The suffix -ly • (Recall) Words with endings sounding like /ʒə/ or /tʃə/ • (Recall) The suffix -ous • Possessive apostrophe with plural words • Homophones and near-homophones
<p>Year 4 statutory word list coverage</p>	<p>Autumn appear, breathe, certain, complete, consider, decide, describe, different, disappear, experiment, group, guide, height, important, increase, learn, length, natural, notice, often, possible, pressure, promise, purpose, regular, straight, thought, weight</p> <p>woman, women, therefore</p>	<p>Spring address, busy/business, breathe, difficult, disappear, early, earth, enough, experience, February, heart, history, imagine, minute, naughty, ordinary, potatoes, pressure, question, recent, regular, remember, sentence, special, strange,</p> <p>particular, calendar, eighth</p>	<p>Summer accidentally, believe, centuries, certain, continue, different, earth, exercise, experience, forward(s), grammar, group, guard, guide, heart, history, interest, learn, material, opposite, ordinary, peculiar, popular, position, reign, surprise, strange, various</p> <p>strength, medicine, knowledge</p>

Year 5	<p>Themes Autumn 1: Ambition & desire Autumn 2: Power vs. principles <u>Objectives</u></p> <ul style="list-style-type: none"> • Word list words • Words containing the letter-string ough • Use of the hyphen • Adding suffixes beginning with vowel letters to words ending in –fer • Words ending in –able and –ible, ably and –ibly • Words ending in –ant, –ance/–ancy, • Endings which sound like /fəl/ 	<p>Themes Spring 1: Belonging & acceptance Spring 2: Legends & folklore <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • Words containing the suffix –ate, –ify, –en • Homophones and other words that are often confused (continued) • (Recall) Adding suffixes beginning with vowel letters to words ending in –fer • (Recall) Words ending in –able and –ible, ably and –ibly • Words ending in –ent, –ence/–ency • (Recall) Endings w <p>disastrous, harass, hindrance, immediate(ly), restaurant, twelfth, yacht</p> <ul style="list-style-type: none"> • hich sound like /fəl/ • Endings which sound like /fəs/ spelt –cious or –tious 	<p>Themes Summer 1: Lessons from history Summer 2: Mystery & truth <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • (Recall) Words containing the suffix –ate, –ify, –en • Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • (Recall) Words containing the letter-string ough • Words with the /i:/ sound spelt ei after c • (Recall) Use of the hyphen • (Recall) Endings which sound like /fəs/ spelt –cious or –tious
Year 5 statutory word list coverage	<p>Autumn</p> <p>achieve, amateur, ancient, competition, controversy, correspond, desperate, disastrous, embarrass (+ment), excellent, guarantee, interfere, lightning, marvellous, mischievous, physical, prejudice, privilege, programme, relevant, sincere(ly), signature, twelfth, yacht</p> <p>aggressive, average</p>	<p>Spring</p> <p>accompany, according, achieve, attached, available, awkward, controversy, curiosity, desperate, disastrous, familiar, identity, immediate(ly), interfere, leisure, mischievous, necessary, persuade, prejudice, privilege, recommend, suggest, sufficient</p> <p>bruise, category</p>	<p>Summer</p> <p>correspond, criticise (critic + ise), disastrous, embarrass, especially, exaggerate, excellent, harass, hindrance, immediate(ly), marvellous, occupy, occur, recommend, restaurant, sincere(ly), signature, soldier, twelfth, yacht</p> <p>develop, dictionary</p>

Year 6	<p>Themes Autumn 1: Migration & movement Autumn 2: Evolution & inheritance <u>Objectives</u></p> <ul style="list-style-type: none"> • Word list words • Homophones and other words that are often confused (continued) • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words with the /i:/ sound spelt ei after c • Use of the hyphen • Words ending in -ant, -ance/-ancy, • Words ending in -ent, -ence/-ency • Endings which sound like /jəl/ 	<p>Themes Spring 1: Enterprise & activism Spring 2: Utopia vs. dystopia <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • (Recall) Homophones and other words that are often confused (continued) • Words ending in -able and -ible, ably and -ibly • (Recall) Words ending in -ent, -ence/-ency • (Recall) Endings which sound like /jəl/ • Endings which sound like /jəs/ spelt -cious or -tious 	<p>Themes Summer 1: Fate vs. free will Summer 2: Crossing borders <u>Objectives</u></p> <ul style="list-style-type: none"> • (Recall) Word list words • (Recall) Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words containing the letter-string ough • (Recall) Words with the /i:/ sound spelt ei after c • (Recall) Use of the hyphen • Adding suffixes beginning with vowel letters to words ending in -fer • (Recall) Words ending in -ant, -ance/-ancy, • (Recall) Words ending in -ent, -ence/-ency
<p>Year 6 statutory word list coverage</p>	<p><u>Autumn</u> accommodate, amateur, appreciate, bargain, community, communicate, correspond determined, equipped, familiar, foreign, government, guarantee, identity, individual, language, lightning, necessary, occupy, occur, opportunity, pronunciation, queue, recognise, temperature</p> <p><u>muscle, nuisance</u></p>	<p><u>Spring</u> apparent, cemetery, committee, communicate, community, controversy, desperate, definite, disastrous, equip (-ped,-ment), existence, explanation, forty, interrupt, government, identity, mischievous, neighbour, parliament, prejudice, profession, thorough, variety, vegetable</p> <p><u>symbol, system</u></p>	<p><u>Summer</u> communicate, community, convenience, conscience, controversy, disastrous, frequently, identity, language, mischievous, prejudice, privilege, recognise, rhyme, rhythm, secretary, shoulder, stomach, vehicle</p> <p><u>sacrifice, conscious</u></p>

Statutory words/common exception words in blue = extra statutory spelling words which are not covered in Spelling Seeds curriculum overview