

Oasis Academy Ryelands

Spelling Whole Academy Learning Overview 2020-2021

Long Term Plan

	Autumn		Spring		Summer	
Focus:	HERTIAGE & VALUES	HERTIAGE & VALUES	CITZENS & CULTURE	ENTERPRISE	SELF	COMMUNITY
Year 1						
Year 2						
Year 3	<p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.</p> <p>Spelling Rule: The /i/ sound spelled with a 'y.'</p> <p>Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch</p> <p>Challenge words</p> <p>Words with the prefix 're-' 're-' means 'again' or 'back.'</p>	<p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p> <p>The prefix 'mis-' This is another prefix with negative meanings.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</p> <p>Challenge words</p> <p>ASSESSMENT</p> <p>Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 10 will need to be put on intervention programme.</p>	<p>The long vowel /a/ sound spelled 'ai'</p> <p>The long /a/ vowel sound spelled 'ei.'</p> <p>The long /a/ vowel sound spelled 'ey.'</p> <p>Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>Challenge Words</p>	<ul style="list-style-type: none"> The // sound spelled '-al' at the end of words. The // sound spelled '-le' at the end of words. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' <p>ASSESSMENT</p> <p>Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 12 will need to be put on intervention programme.</p>	<p>Adding the suffix -ly.</p> <p>Words which do not follow the rules.</p> <p>Challenge Words</p> <p>Words ending in '-er' when the root word ends in (t)ch.</p> <p>Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</p> <p>Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.</p> <p>Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p>	<p>Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p> <p>Challenge Words</p> <p>The suffix '-sion' pronounced /ʒən/</p> <p>ASSESSMENT</p> <p>Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 12 will need to be put on intervention programme.</p> <p>Revision – spelling rules we have learned in Stage 3.</p> <p>Revision – spelling rules we have learned in Stage 3.</p> <p>Revision – spelling rules we have learned in Stage 3.</p>

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<p>Year 4</p>	<p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' The prefix 'sub-' which means under or below. The prefix 'inter-' means between, amongst or during. Challenge Words The suffix '-ation' is added to verbs to form nouns.</p>	<p>The suffix '-ation' is added to verbs to form nouns. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' Word with the 'sh' sound spelled ch. These words are French in origin. Challenge Words ASSESSMENT Teaching spelling based on assessment gaps analysis. Any scoring below 10 will need to be put on intervention programme.</p>	<ul style="list-style-type: none"> ▪ Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' ▪ Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. ▪ The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. ▪ The 'ee' sound spelled with an 'i.' ▪ The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. <p>Challenge Words</p>	<p>The 'au' digraph The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' ASSESSMENT Teaching spelling based on assessment gaps analysis. Any scoring below 12 will need to be put on intervention programme.</p>	<p>Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. Challenge Words Homophones – words which have the same pronunciation but different meanings and/or spellings. The /s/ sound spelled c before 'i' and 'e'. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'</p>	<p>Prefixes – 'super-' 'anti' and 'auto.' The prefix bi- meaning two. Challenge Words Plural possessive apostrophes. ASSESSMENT Teaching spelling based on assessment gaps analysis. Any scoring below 12 will need to be put on intervention programme. Revision – spelling rules we have learned in Stage 4. Revision – spelling rules we have learned in Stage 4.</p>
<p>Year 5</p>	<ul style="list-style-type: none"> ▪ Words ending in '-ious.' ▪ Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.' ▪ Ending '-cial' and '-tial.' After a vowel '- 	<p>Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.</p>	<p>Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p>	<p>Words spelled with 'ie' after c. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there</p>	<p>Adverbs of possibility. These words show the possibility that something has of occurring. Challenge Words These words are homophones or near homophones. They have the same pronunciation but</p>	<p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. Challenge Words</p>

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	<p>cial' is most common and '-itial' after a consonant. But there are many exceptions.</p> <ul style="list-style-type: none"> Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. Challenge words Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place. 	<p>Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p> <p>Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably</p> <p>Challenge Words ASSESSMENT Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 10 will need to be put on intervention programme.</p>	<p>Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p> <p>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. If the -fer is not stressed then the r isn't doubled.</p> <p>Words with 'silent' letters at the start.</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Challenge Words</p>	<p>are exceptions like those in the spellings.</p> <p>Words containing the letter string 'ough' where the sound is /aw/.</p> <p>Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p> <p>ASSESSMENT Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 12 will need to be put on intervention programme.</p>	<p>different spellings and/or meanings.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>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.</p> <p>Challenge Words ASSESSMENT Teaching spelling based on assessment gaps analysis.</p> <p>Any scoring below 12 will need to be put on intervention programme.</p> <p>Revision: Year 5 words Revision: Year 5 words</p>
<p>Year 6</p>	<p>Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words</p>	<p>Challenge Words Challenge Words Challenge Words Spelling Rules: Words with the short vowel sound /i/ spelled y Spelling Rules: Words with the long vowel sound /i/ spelled with a y. ASSESSMENT Teaching spelling based on assessment gaps analysis.</p>	<p>Spelling Rules: Adding the prefix '-over' to verbs.</p> <p>Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>Spelling Rules: Words which can be nouns and verbs.</p> <p>Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</p> <p>Spelling Rules: Words with a 'soft c' spelled /ce/.</p>	<p>Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>Spelling Rules: Words with origins in other countries</p> <p>Spelling Rules: Words with unstressed vowel sounds</p> <p>Spelling Rules: Words with endings /shuhl/ after a vowel letter.</p> <p>ASSESSMENT Teaching spelling based on</p>	<p>Spelling Rules: Words with endings /shuhl/ after a consonant letter.</p> <p>Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</p> <p>SATS</p> <p>ASSESSMENT Spelling Rules: Words ending in '-ably.'</p> <p>Spelling Rules: Words ending in '-ible'</p> <p>Spelling Rules: Adding the suffix '-ibly' to create an adverb.</p>	<p>Spelling Rules: Changing '-ent' to '-ence.</p> <p>Spelling Rules: -er, -or, -ar at the end of words.</p> <p>Spelling Rules: Adverbs synonymous with determination.</p> <p>Spelling Rules: Adjectives to describe settings</p> <p>Spelling Rules: Vocabulary to describe feelings.</p>

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		Any scoring below 10 will need to be put on intervention programme.	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	assessment gaps analysis. Any scoring below 12 will need to be put on intervention programme.		Spelling Rules: Adjectives to describe character Grammar Vocabulary Mathematical Vocabulary
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