

**OLOW Academy Trust: Programme of Study for Spelling**

Programme of study: totality of content		Words	Phonics	Rules and Conventions	Affixes and roots	Word origin	Grammar
EYFS		<p>I, go, to the, no, into.</p> <p>He, me, she, we, be, you, are, her, was, all, they, my</p>					
Year 1	<p><b>Revision of reception work.</b> All letters of the alphabet and the sounds which they most commonly represent.</p> <p>Consonant digraphs which have been taught and the sounds which they represent.</p> <p>Vowel digraphs which have been taught and the sounds which they represent.</p>	<p>Words containing each of the 40+ phonemes taught</p> <p>Days of the week</p> <p>Numbers to 20</p> <p>Spell common exception words the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school,</p>	<p>Phase 5 - throughout year 1</p> <p>Spelling two and three syllable words</p> <p>Alternative spellings for phonemes.</p> <p>-tch as in catch, fetch</p> <p>-v sound at the end of words as in have, live</p> <p>Vowel digraphs and trigraphs Ai, oi, ay, oy, a_e, e_e, I_e, o_e, u_e, ar, ee, ea, er,</p>	<p>The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck.</p> <p>The n sound spelt n before k.</p> <p>Division of words into syllables.</p> <p>New consonant spellings ph and wh.</p> <p>Using k for the k sound.</p> <p>Compound words</p>	<p>Words ending y or ly.</p> <p>Adding s and es to words</p> <p>Adding the endings ing, ed and er to verbs where no change is needed to the root word.</p> <p>Adding er and est to adjectives where no change is needed to the root word</p> <p>tri pre vove cent</p>		

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	The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. Words with adjacent consonants.	put, push, pull, full, house, our.			multi chron carn herb omni metre uni phon(o)		
<b>Year 2</b>	Revise work from previous years.	Spell common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water,	Common homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	The /d <sub>3</sub> / sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  The /s/ sound spelt 'c' before 'e', 'i', 'y'  Words ending -le, -el, -al and -il  - adding -es to nouns and verbs ending in 'y'  The /aɪ/ sound spelt -y at the end of words e.g cry, dry, fly.	The suffixes -ment, -ness, -ful, -less and -ly  words ending in -tion  Adding suffixes to words from Letters and Sounds Phase 6 (page 189).  Apply spelling rules and guidelines from Appendix 1  anti bi wise quart ward dent pent fold	The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words  The /r/ sound spelt 'wr' at the beginning of words	words with contractions e.g. can't, didn't  words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's

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		<p>again, half, money, Mr, Mrs, parents, Christmas.</p>		<p>adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</p> <p>Adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</p> <p>The /ɔ:/ sound spelt a before l and ll e.g all, ball, walk.</p> <p>The /ʌ/ sound spelt o e.g other, mother, brother.</p> <p>The /i:/ sound spelt -ey e.g key, donkey, chimney.</p>	<p>oct hex semi/hemi trans loc quad equi</p>		
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				<p>The /ɒ/ sound spelt a after w and qu e.g want, watch, quantity, squash.</p> <p>The /ɜ:/ sound spelt or after w e.g word, work, worth.</p> <p>The /ɔ:/ sound spelt ar after w e.g war, warm, towards.</p> <p>The /z/ sound spelt s e.g television, treasure, usual.</p>			
<b>Year 3</b>	Revise work from previous years.	<p>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 difficult disappear early earth</p>	<p>Homophones and near homophones</p> <p>The I sound spelt y elsewhere than at the end of words.</p> <p>The u sound spelt ou e.g. double, trouble.</p> <p>Words with the ai sounds spelt eigh, ey e.g. they, weigh.</p>		<p>Prefixes, un, dis, mis, in, il, im, ir, re,</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Suffix - ly and exceptions.</p> <p>Words with endings -sure, -ture, er</p>	<p>Words with k sound spelt ch. (greek origin)</p> <p>Words with the s sound spelt sc e.g. science, scene (Latin in origin)</p>	<p>Possessive apostrophe with plural words.</p>

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		<p>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</p> <p>probably  occasion(ally)</p>			<p>Dec(im)  photo  de  scrib  sym/syn  mech  tele  uni  dict  Mill(e)  sedi  para  aqua  graph</p>		
<b>Year 4</b>	Revise work from previous years.	<p>knowledge learn  length library  material medicine  mention minute  natural naughty  notice often  opposite ordinary  particular peculiar  perhaps popular  position  possess(ion)  possible potatoes  pressure promise  purpose quarter  question recent  regular reign  remember  sentence separate  special straight</p>	Homophones and near homophones		<p>Prefixes sub, inter, super, anti, auto</p> <p>Suffix - ation</p> <p>Words ending  -ous  -ian  -tion  -ssion  -sion  -cian</p> <p>ex  mono  multi  div  pro  nym</p>	<p>Words with sh sound spelt ch (mainly French origin)</p> <p>Words ending in g sound spelt -gue eg league, tingue (French in origin)</p>	Possessive apostrophe with plural words.

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		<p>strange strength suppose surprise therefore though/although thought through various weight woman/women</p>			<p>Cir(cum) Arch struct port vert lat aero hydr aud poly sign</p>		
<b>Year 5</b>	Revise work from previous years.	<p>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</p>	<p>· words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</p> <p>homophones and other words that are often confused e.g. <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed altar/alter, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i></p>	<p>words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</p>	<p>words ending in -able and -ible</p> <p>words ending in -ably and -ibly</p> <p>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Sci(o) fam</p>	<p>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight.</p>	

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		develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) temperature thorough twelfth					
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<p><b>Year 6</b></p>	<p>Revise work from previous years.</p>	<p>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 variety vegetable vehicle yacht</p>	<p>homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed, prophecy/ prophesy, licence/ license, devise/ device. <i>compliment/compleme nt, desert/dessert, principal/principle, profit/prophet, stationery/ stationary, draft/draught, dissent/descent, precede/proceed, wary/weary</i></p>		<p>words with the ending /shus/ spelt -cious or -tious</p> <p>words with the ending /shul/ spelt -cial or -tial</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. The 'r' is not doubled if the -fer is no longer stressed)</p> <p>Sper(o) bio cav hem/haem derm chlor spect dur pend grad</p>	<p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</p>



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