

SGSM Whole School Spelling Medium Term Plan



EYFS

Early Learning Goals

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Reception

Writing

I can spell words by identifying the sounds and then writing the sound with letter/s.

I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

*****Phonics focus- see Phonics progression**

	Year 1
Autumn	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in the N/C • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Spring	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in the N/C • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Summer	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. • Use the prefix un- • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. • Apply simple spelling rules and guidance, as listed in the N/C • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2	
Autumn	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Apply spelling rules and guidance, as listed in the N/C. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Spring	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Apply spelling rules and guidance, as listed in the N/C. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Summer	<p>***Phonics focus- see Phonics progression.</p> <ul style="list-style-type: none"> • Learn to spell more words with contracted forms. • Learn the possessive apostrophe (singular). • Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly. • Make nouns using suffixes such as 'ness' and 'er' • Make nouns which are compound words. • Make adjectives using suffixes such as 'ful' 'less' • Use the suffixes 'er' and 'est' in adjectives. • Turn adjectives into adverbs using suffix 'ly' • Apply spelling rules and guidance, as listed in the N/C. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

	Year 3
Autumn	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Use a or an accurately. • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Spring	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Form nouns using a range of prefixes. • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Summer	<ul style="list-style-type: none"> • Spell further homophones. • Word families -related in form and meaning. • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

	Year 4
Autumn	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Use Standard English instead of local spoken forms (we were, I did) • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Spring	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Understand difference with 's' for plurals (books) and possessives (its, theirs) • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Summer	<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular and irregular plurals. • Spell further homophones. • Understand difference with 's' for plurals (books) and possessives (its, theirs) • Spell words that are often misspelt see N/C. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

	Year 5
Autumn	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) • Verb prefixes (dis-, de-, mis-, -over- and re-) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.
Spring	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) • Verb prefixes (dis-, de-, mis-, -over- and re-) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.
Summer	<ul style="list-style-type: none"> • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) • Verb prefixes (dis-, de-, mis-, -over- and re-) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.

	Year 6
Autumn	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Use synonyms and antonyms. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.
Spring	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Understand the difference between vocabulary typical of informal speech and formal speech and writing. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.
Summer	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters. • Understand the difference between vocabulary typical of informal speech and formal speech and writing. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus.