

Spelling: New Curriculum

Year 1:

Dictation

'write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words (tricky words) taught so far.'

Spelling: 'Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.'

English Appendix 1 (spelling)

English appendix 2 (writing: grammar)

Year 2:

English Appendix 1 (spelling)

Spelling: 'Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.'

Writing: 'Pupils should be taught to:

write sentences by:

- **saying out loud what they are going to write about**
- **composing a sentence orally before writing it**
- **sequencing sentences to form short narratives**
- **re-reading what they have written to check that it makes sense**
- **discuss what they have written with the teacher or other pupils**
- **read aloud their writing clearly enough to be heard by their peers and the teacher.'**

Year 3/4:

Spelling (see English Appendix 1)

Pupils should be taught to:

- **use further prefixes and suffixes and understand how to add them (English Appendix 1)**
- **spell further homophones**
- **spell words that are often misspelt (English Appendix 1)**
- **place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]**
- **use the first two or three 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.**

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Year 5/6:

'When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.'

Spelling (see English Appendix 1)

Pupils should be taught to: ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Glossary:

Etymology:

the derivation of a word. Synonyms: word origin, word source, derivation, origin.

Morphology:

the patterns of word formation in a particular language, including inflection, derivation, and composition.

GPC:

grapheme-phoneme correspondences

All to be aware of p49 onwards of the NC for English (staff shared – LITERACY 2012 ONWARDS – New curriculum 2013).

