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KEPS Overview of Spelling

Letters and Sounds	Approximate stage/age	Phonics teaching	Tricky words
Phase 1	F1/F2 - ongoing	Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting	
Phase 2	F1/F2	Children to be taught the phase 2 phonemes in the following order alongside the written grapheme. Set 1 – s, a, t, p Set 2 - i, n, m, d Set 3 – g, o, c, k Set 4 – ck, e, u, r Set 5 – h, b, f, ff, l, ll, ss o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.	the, to, l, no, go
Phase 3	F2	Set 6 – j, v, w, x Set 7 – y, z, zz, qu (last of Letters and Sounds 'sets') -sh, th, ch, ng -ai, ee, long oo, short oo -oa, ar, or, igh - ur, ow, oi, ear - er, air, ure Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words	he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	Y1	The children learn to read and spell words containing adjacent consonants Children to revise and recall all Phase 2 and 3 phonemes. Children to read and write CCVC and CVCC words.	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Phase 5	Y1/Y2	The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e	oh, their, people, Mr, Mrs, looked called, asked
Phase 6	Throughout Y2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc	

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KEPS Overview of Spelling

Year 2

Term 1

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: *see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two*)

Year 2 phonics

- The sound /dʒ/ spelt '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' and 'y'
- The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:

- Segmentation
- Using a GPC chart
- Using spelling journals, word banks, the environment, a working wall.
- Word sort
- Which one looks right?

Proofreading

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception/tricky words.
- Ensure that guidance on marking is used to support children's proofreading.

Learning and practising spellings

Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.

- Identify the tricky part of the word
- Segmentation strategy
- Look, Say, Cover, Write, Check
- Rainbow write
- Saying the word in a funny way

Term 2

Revisit

The /l/ or /əl/ sound spelt '-le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)

Year 2 phonics

The /aɪ/ sound spelt 'y' at the end of words
The /i:/ sound spelt '-ey'
The /r/ sound spelt '-wr' at the beginning of words
The /ɒ/ sound spelt 'a' after 'w' and 'qu'
The sound /ʒ/ spelt 's'

Common exception words

Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils

Suffixes

Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it
Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter
Adding '-es' to nouns and verbs ending in 'y'
The suffixes '-ful', '-less' and '-ly'
Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Proofreading:

After writing, teach pupils to:

- Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception / tricky words.
- Use dictionary skills

Ensure that guidance on marking is used to support pupils' proofreading.

Learning and Practising spellings

- If not already introduced, introduce the use of spelling journals.
- Focus on learning of knowledge and patterns taught this term

Remind pupils of the following strategies:

- Segmentation
- Look, Say, Cover, Write, Check
- Using mnemonics
- Saying the word in a funny way

Term 3

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

The /l/ or /əl/ sound spelt '-el' at the end of words
The /l/ or /əl/ sound spelt '-al' at the end of words
The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling)
The /ɔ:/ sound spelt 'a' before 'l' and 'll'
The /ɔ:/ sound spelt 'ar' after 'w'
The /ɒ/ sound spelt 'o'
The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'
The suffixes '-ment', '-ness',

Strategies at the point of writing

Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies

- Introduce individual Have a Go sheets if not established already
- Teach using analogy to spell a word you don't know

Proofreading

After writing, secure routines for proofreading:

- Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.
- Check writing for mistakes in common exception or tricky words.
- Ensure that guidance on marking is used to support pupils' proofreading.

Learning and practising spellings

- Secure learning routines with resources, for example spelling journals or environmental print.

Remind pupils of the following strategies:

- Writing in the air
- Tracing over the word
- Rainbow writing
- Look, say, cover, write, check

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KEPS Overview of Spelling

Year 3

Term 1	Term 2	Term 3
<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /n/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

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KEPS Overview of Spelling

Year 4

Term 1	Term 2	Term 3
<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none">• The /ei/ sound spelt 'ei', 'eigh', or 'ey'• The /f/ sound spelt 'ch'• The /n/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none">• Prefixes 'in-', 'il-', 'im-' and 'ir-'• Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proofreading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

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KEPS Overview of Spelling

Year 5

Term 1	Term 2	Term 3
<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none">• Learn selected words taught in new knowledge this term.• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)• Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

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KEPS Overview of Spelling

Year 6

Term 1	Term 2	Term 3
<p>Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:<ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Words containing the letter string '-ough'</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:<ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:<ul style="list-style-type: none">Learn selected words taught in new knowledge this term.Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)Learn words from personal listsRoot words and meanings</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>