

How parents can help with Spelling

Spelling in Key Stage 2

In each year group in school, your children will be working to specific spelling objectives. The following information explains what those objectives are for each Key Stage 2 Year Group, identifying key spelling patterns they will be covering.

YEAR THREE.



1. How the spelling of verbs change when 'ing' is added.
To investigate and learn to use the spelling pattern 'le'.
2. To recognise and spell common prefixes, e.g. un, de, dis, re, pre.
3. To use their knowledge of prefixes to generate new words from root words.
4. How words change when 'er' and 'est' are added.
5. How words change when 'y' is added.
6. To investigate and identify basic rules for changing the spelling of nouns when 's' is added.
7. To investigate, spell and read words with silent letters.
8. To recognise and generate compound words.
9. To recognise and spell common suffixes and how these influence word meanings, e.g. 'ly', 'ful', 'less'.
10. To use their knowledge of suffixes to generate new words from root words.
11. To use the apostrophe to spell shortened forms of words.
12. To recognise and spell the prefixes 'mis', 'non', 'ex', 'co', 'anti'.
13. To use their knowledge of these prefixes to generate new words from root words.
14. To use the apostrophe to spell further contracted forms of words.
15. To explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context.

YEAR FOUR.

1. To spell two-syllable words containing double consonants.
2. To distinguish between the spelling and meanings of common homophones.
3. To spell regular verb endings, 's', 'ed', 'ing'.
4. To spell irregular tense changes.
5. To recognise and spell the suffixes 'al', 'ary', 'ic'.
6. To recognise and spell the suffixes 'ship', 'hood', 'ness', 'ment'.
7. The ways in which nouns and adjectives can be made into verbs by the use of the suffixes 'ate', 'ify' etc.; investigate spelling patterns and generate rules to govern the patterns.
8. To investigate what happens to words ending in 'f' when suffixes are added.
9. To spell words with common endings.
10. To recognise and spell the prefixes 'al', 'af', 'ad', 'a'.
11. To explore the occurrence of certain letters within words and deduce some of the conventions for using them at the beginnings, middles and endings of words.
12. To explore the occurrence of certain letter strings within words and deduce some of the conventions for using them at the beginnings, middles and endings of words.
13. To spell words with common letter strings but different pronunciations.
14. To collect/classify words with common roots and investigate origins and meanings.
15. To practise extending and compounding words through adding parts; revise and investigate links between meaning and spelling.
16. To recognise and spell the suffixes 'ible', 'able', 'ive', 'tion', 'sion'.
17. To distinguish the two forms of its (possessive, no apostrophe) and it's (contracted 'it is') and to use these accurately in own writing.
18. To investigate compound words and recognise that they can aid spelling even when pronunciation obscures.
19. To understand how diminutives are formed.



YEAR FIVE.

1. Words ending in vowels other than 'e'.
2. Pluralisation - adding 's', 'es', 'f ves', 'y ies'
3. To collect and investigate the meaning and spelling of words using the following prefixes - auto, circum, bi, trans, tele.
4. To identify word root derivations and spelling patterns.
5. To explore spelling patterns of consonants and formulate rules: 'll' in full becomes 'l' when used as a suffix.
6. To explore spelling patterns of consonants and formulate rules: double consonants when adding 'ing'.
7. To explore spelling patterns of consonants and formulate rules: soft 'c'.
8. To investigate words that have common letter strings but different pronunciations.
9. To distinguish between homophones.
10. The correct use and spelling of possessive pronouns.
11. To recognise and spell the suffix 'cian' etc.
12. To spell unstressed vowels in polysyllabic words.
13. To investigate and learn spelling rules:
 - ☺ words ending in modifying e drop e when adding
 - 'ing'.
 - ☺ words ending in modifying e keep e when adding a suffix beginning with a consonant.
 - ☺ words ending in y preceded by a consonant change y to ie when adding suffix.
 - ☺ 'I' before 'e', except after 'c'.
14. To transform words by changing tenses.
15. To recognise the spelling and meaning of the prefixes 'in', 'im', 'ir', 'il', 'pro' and 'sus'.



YEAR SIX.

1. To use word roots, prefixes and suffixes as a support for spelling.
2. To investigate meanings and spellings of connectives.
3. To revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Y5, Term 3.
4. To revise and consolidate work from previous four terms with particular emphasis on:
 - ☺ learning and inventing spelling rules
 - ☺ inventing and using mnemonics for irregular or difficult spellings
 - ☺ unstressed vowel spellings in polysyllabic words
5. To invent words using known roots, prefixes and suffixes, e.g. vacca + phobe = someone who has a fear of cows.

