

From Sounds to Spelling: A teaching sequence

Introduction

Several high profile research projects have confirmed that explicit sequential teaching of phonics is the primary means of teaching children how to read and spell. The Rose Report (UK) advised teachers to teach letter/sound correspondences in a systematic sequence; to teach blending the phonemes for reading and segmenting the phonemes for spelling. The Australian report, Teaching Reading, A National Inquiry into the Teaching of Literacy (Rowe report), stressed that the systematic teaching of phonics is pivotal in providing students with the skills to read and must be included in early years literacy programs. In 2009, the Interim National Curriculum Board (now the Australian Curriculum, Assessment and Reporting Authority, ACARA) published a series of foundational documents to help in the development of the Australian National Curriculum. The Shape Paper for English (2009) proposes that students need systematic attention to phonemic awareness and phonics when learning to read.

This publication has been produced as a guide to help classroom teachers implement comprehensive, quality phonological, phonics and spelling programs for students across the primary school years, K to Year 6. It was developed at the request of teachers taking part in an early literacy study in conjunction with Edith Cowan University. Teachers were looking for a more specific scope and sequence than was offered in the current National Curriculum documents.

This structure provides a useful plan from which to organise student's progress. The boundaries between the year levels should not be regarded as fixed. Guided by assessments of knowledge and skills, teachers will need to judge the rate at which their students are able to progress through the sequence and adapt the pace accordingly. For example, if students entering Year 1 have not had phonological awareness instruction, the teacher should consider starting on phonics instruction and teaching PA incidentally.

The early stages of this scope and sequence (K to Yr 2) are based on the phonological and phonics sequences of the UK Letters and Sounds Program. Other commercial phonics programs may recommend a different letter-sound sequence. Other progressions are equally effective as long as they provide opportunities for students to make words early in the sequence and are taught explicitly in a well-rounded reading/spelling program. Schools should choose the sequence which best fits the resources available to them. One advantage to schools is that the Letters and Sounds Program is currently still available at no cost on the Web. (<https://www.gov.uk/government/publications/letters-and-sounds>) The Words Their Way series informed the development of the upper years sequence.

Phonics

This sequence of literacy skills begins orally, with phonological awareness concepts then moves into a synthetic phonics approach to decoding and encoding. In the upper years, (4,5,6) there is a shift to more analytic phonics and word study.

Synthetic phonics is an awkward name that has nothing to do with being artificial. It refers to the blending or synthesizing of phonemes in a word which enables a student to read or spell it. Analytic phonics is the process of analysing a whole word. Students are encouraged to find letter patterns and apply them to new words.

In the early years, systematic, synthetic phonics teaching is essential, but is only one part of the learning to read process. Learning phonics gives students the ground work for reading and spelling words. The Shape Paper for English recommends teaching fluency, comprehension strategies and vocabulary to round out an effective literacy teaching and learning process.

Blending sounds into words and segmenting words into sounds are equally important processes and should be taught with the same amount of emphasis. In the Letters and Sounds program decoding (reading) and encoding (spelling) are treated as reversible processes. As soon as possible, sounds should be blended into words and then placed in written context by using them in captions or phrases and finally read in the framework of decodable readers.

High frequency words

Included in this scope and sequence is the introduction of the most frequently used words in English. In the past, these high frequency words have been taught as 'sight words' words which need to be recognised as a whole despite being at least partially "decodable". What really counts as decodable depends on which phoneme-grapheme patterns have been taught up to that point. Rather than approach these words as though they were exceptions to rules, it is recommended to start from what is known and pick out the 'tricky bit' in the word.

Spelling/Word Study

The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly. From Year Four, the focus of this sequence shifts from phonics to spelling and word study. Once most of the letter/sound sequences are mastered, it is important to move students onto practising and applying spelling rules and strategies to assess their own spelling and applying this to proof reading. This all serves to build students' self-images as confident and correct spellers.

Sequence of teaching in a discrete phonics or spelling session

The consistency of an instructional sequence is a very important factor in the success of explicit teaching. The Letters and Sounds program recommends following a pattern such as the one outlined below across every lesson at every level of learning.

Introduction

- Set the objectives and discuss the criteria for success

Revisit and review

- Practise previously learned letters
- Practise oral blending and segmentation

Teach

- Teach a new letter or letters
- Teach blending and/or segmentation with letters
- Teach tricky words (in the early stages)

Practise

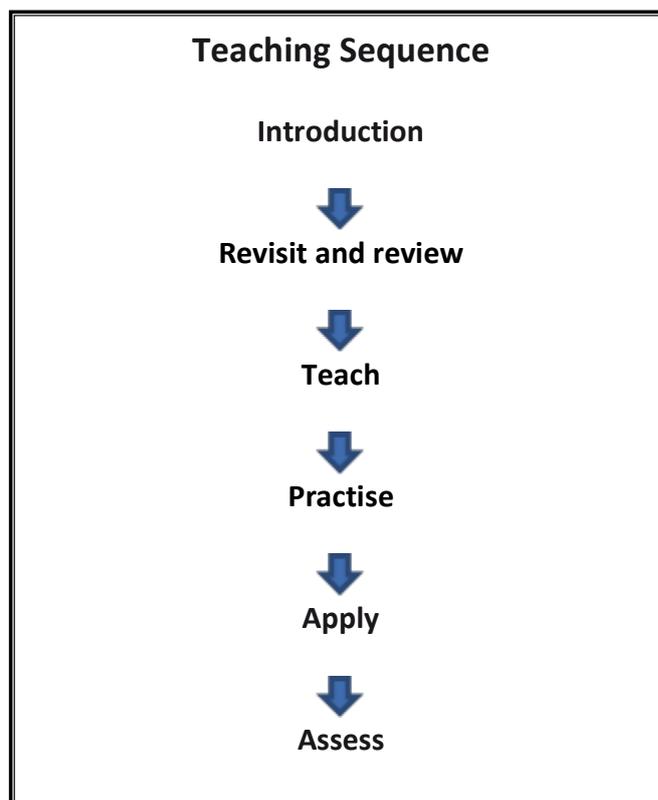
- Practise reading and/or spelling words with the new letter

Apply

- Read a caption or the decodable reader
- Write a caption or sentence

Assess

- Check the learning against the criteria set in the introduction



Overview of Scope and Sequence

Year Level	Letters and Sound Stage	Major teaching emphasis	Spelling Rules and Morphographic knowledge
K	1	<ul style="list-style-type: none"> Phonological awareness – environmental sounds to oral blending and segmenting. 	
PP	1/2	<ul style="list-style-type: none"> Review and consolidate oral blending and segmenting Introduce the first 28 phoneme-grapheme correspondences (PGC) 	<ul style="list-style-type: none"> High frequency or tricky words Reading captions and initial decodable readers
1	2/3	<ul style="list-style-type: none"> Review consolidate initial PGCs and high frequency words Phase 3: completes the teaching of the alphabet, and children move on to sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes 	<ul style="list-style-type: none"> ff, ll, after a short vowel plural rules contractions present and past tense
2	4,5,6	<ul style="list-style-type: none"> Phase 4: children learn to read and spell words containing adjacent consonants; no new PGCs are introduced Phase 5: alternative spellings of phonemes Phase 6: further alternative spellings for consonant and vowels 	<ul style="list-style-type: none"> homophones rime patterns suffixes soft/hard “c” further plural rules ‘w’ controlled vowels compound words
3	N/A	<ul style="list-style-type: none"> Revision and consolidation of alternative spellings of vowel and consonant phonemes 	<ul style="list-style-type: none"> suffixes homophones compound words
4	N/A	<ul style="list-style-type: none"> Revision and consolidation of alternative spellings of vowel and consonant phonemes in multi-syllable words Syllable patterns Schwa sound 	<ul style="list-style-type: none"> homophones Greek root words prefixes rules for adding different suffixes syllable rules
5	N/A	<ul style="list-style-type: none"> More complex spelling patterns in multi-syllable words Suffix spellings i.e. ice/is/ace ise/yse/ize 	<ul style="list-style-type: none"> noun, verb, adjective, adverb suffix markers spelling demons suffix adding rules Greek root words and families
6	N/A	<ul style="list-style-type: none"> Consonant and vowel alterations Greek spelling patterns – rh/ps/pn etc 	<ul style="list-style-type: none"> Latin, Greek and Old English root words Foreign words in English Surnames Word Play E-vocabulary

Supporting Resources

Websites

UK Letters and Sounds program –

<https://www.gov.uk/government/publications/letters-and-sounds>

Letters and Sound support materials – available free on all of the following websites

<http://www.letters-and-sounds.com/>

www.twinkl.com

<http://www.earlylearninghq.org.uk/literacy/>

Florida Center for Reading Research – Student Center Activities – games and activities for phonological awareness, phonics, vocabulary, fluency and comprehension for K-1, 2-3 and 4-5. American spellings.

<http://www.fcrr.org/curriculum/SCAindex.shtm>

Love and Reilly – very good ideas and free information articles for early literacy

<http://www.loveandreilly.com.au/>

Theoretical and practical articles for all areas of literacy learning

www.readingrockets.org

Theoretical and practical articles for older students' literacy learning

www.adlit.org

Books

A Sound Way – Love and Reilly

Words Their Way Study for Word Study for Phonics, Vocabulary and Spelling Instruction by Donald Bear et al

Words Their Way: Letter and Picture Sorts for Emergent Spellers

Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers

Words Their Way: Word Sorts for Within Word Pattern Spellers

Words Their Way: Word Sorts for Syllables and Affixes Spellers

Words Their Way: Word Sorts for Derivational Relations Spellers

The Complete Phonic Handbook by Diana Hope (Available through RIC Publications- RIC)

Spelling Essentials by Elizabeth Tucker (RIC)

Spelling – A comprehensive program teaching children to spell (RIC)

Sound Waves by Barbara Murray and Terri Watson (Available through DSF-Literacy Services)

References

Bear, D., Invernizzi, M., Templeton, S., & Johnson, F. (2008). *Words their way: Word study for phonics, vocabulary and spelling instruction*. 4th ed. Upper Saddle River, New Jersey: Pearson Prentice Hall

Clutterbuck, P. (1990). *The art of teaching spelling: A ready reference and classroom activity resource for Australian primary schools*. Melbourne, Victoria: Longman Cheshire.

Department for Children, Schools and Families. (2009) *Support for spelling* [2nd ed] London: Department for Children, Schools and Families

Department for Education and Skills. (2007). *Letters and Sounds*. Crown Copyright.

Hope, D. (2001). *The Complete Phonics Handbook*. Greenwood, Western Australia: RIC Publications

Jamieson, C., & Jamieson, J. (2003). *Manual for testing and teaching English spelling : A comprehensive and structured system for the planning and delivery of spelling intervention*. London: Whurr Publishers

Johnson, F., Invernizzi, M., Bear, D., & Templeton, S. (2009). *Word sorts for syllables and affixes spellers* [2nd ed]. Boston: Pearson

Murray, B., & Watson, T. (2010) *Sound Waves*. Buderim, Queensland: Firefly Press.

RIC Publishing, (n.d.) *Spelling: A comprehensive program teaching children to spell*

Tucker, E. (2003). *Spelling essentials*. Greenwood, Western Australia: RIC Publications

Kindergarten

Category	Skill	Example
Environmental Sounds	Recall sounds in the environment	Listening and retelling sounds heard
	Discriminate between environmental sounds	Discussing sounds heard outside
	Describe the sounds they hear	Sound Lotto and above activity
	Placing sounds in a context	Describing sounds heard and finding associated pictures
	Identify similar sounds	Listening for bird sounds outside
	Making up sentences to talk about sounds	Describing sounds made with various items
Instrumental sounds	Remembering and repeating a rhythm	Pass an instrument and copy the sound made
	Discriminate and reproduce loud and quiet, high and low sounds	Perform different actions to high and low sounds. Make loud or soft sound on cue.
	Start and stop instrument on signal	Mini orchestra
	Choose appropriate words to describe sounds	Encourage discussions to describe sounds
	Match sounds to sources	Which instrument makes this sound?
	Use sounds imaginatively to represent story characters	Listen to and make sound stories
	Express an opinion about what's heard	Listen to a variety of orchestral music and discuss
Body Percussion	Produce contrasts in rhythm, speed and loudness	Variations in a well known song
	Join in with words and actions to familiar songs	Teach a variety of action songs
	Articulate words clearly	As above
	Keep in time with the beat	Movement to music activities
	Make up patterns of sounds using body	Copy the leader activities
	Suggest ideas and create new sounds for a story using body parts	Tell a story and ask for sounds at various times

Kindergarten Cont.

Category	Skill	Example
Rhythm and Rhyme	Join in with simple and complex rhythms	Rhymes and songs using instruments
	Repeat rhythm patterns	Move a rhythm pattern around a circle
	Recognise words that rhyme	Rhyming bingo with pictures
	Produce a word that rhymes with another	Choose an object and make a rhyming word to go with it
	Recognise oddity word that doesn't rhyme	Odd one out games
	Make a series of words that rhyme	Make up silly long names for puppets etc
	Complete a sentence with a rhyming word	Rhyming couplets to complete
Sentences	Sentence segmentation	Counting words in sentences
	Blending words to make a sentence	
	Adding words to a sentence	Exchanging one word in a sentence for another
	Deleting words from a sentence	
Syllables and Alliteration	Blend syllables together	Guessing games "I like ice.....cream. What do I like?"
	Syllable segmentation	Counting syllables as they step
	Syllable deletion of a compound word	Guessing games with syllable deletion
	Syllable position recognition	What was the first clap in the word caterpillar?
	Manipulation of syllables in a word	Changing syllables to something else

Kindergarten Cont.

Category	Skill	Example
Syllables and Alliteration Cont.	Syllable deletion of a multisyllabic word	Guess the picture e.g. point to the ...penter (carpenter). Take turns to be the one who sets the question
	Make up own alliterative phrases	Tongue twisters, silly poems etc
	Recall the list of objects beginning with the same sound	Sort the objects into those starting with the same sound and those that don't
	Listen for a word or sound in a story and respond	Clap when you hear the sound.....
	Join in with simple and complex rhythms	Rhymes and songs using instruments
	Repeat rhythm patterns	Move a rhythm pattern around a circle
Onset and Rime	Blends beginning sound and rest of word	
	Segments word into beginning sound and rest of word	
Oral blending and segmenting	Blend phonemes and recognise word	I spy something that sounds like c...a.....t
	Recognise initial phoneme	Treasure hunt for things beginning with....
	Reproduce initial sounds clearly	Take turns in I spy something beginning with.....
	Recognise final phoneme	I spy something that ends with.....
	Recognise phoneme location	Move to first or last spot depending on sound location
	Recognise phoneme and location	<i>Listen for 's' in 'neck'. Hold up first, last or no.</i>
	Recognise words with same initial sound	Sorting objects into groups according to sounds
	Recognise words with different initial sounds	As above
	Recognise deleted phoneme	Which sound is missing from 'pot' when I say 'po'

Pre-Primary

Category	Skill	Example
Oral Blending and Segmenting	Blend phonemes and recognise word	I spy something that sounds like c...a.....t
	Recognise initial phoneme	Treasure hunt for things beginning with....
	Reproduce initial sounds clearly	Take turns in I spy something beginning with.....
	Recognise final phoneme	I spy something that ends with.....
	Recognise phoneme location	Move to first or last spot depending on sound location
	Recognise phoneme and location	<i>Listen for 'n' in 'neck'. Hold up first, last or no.</i>
	Recognise words with same initial sound	Sorting objects into groups according to sounds
	Recognise words with different initial sounds	As above
	Recognise deleted phoneme	Which sound is missing from 'pot' when I say 'po'
	Recognise words with same final consonant	Sort objects according to final consonants e.g. with 'p' or without 'p'
	Recognise words with different final consonants	As above
	Recognise medial phoneme	Stand up if you hear an 'o' in the middle of 'top'.
	Count the number of phonemes in a word	Take the number of counters that represent the number of phonemes in the word <i>sheep</i>
	Segment phonemes in a word	Take it in turns to guess each others 'sound talk' word
	Delete final phoneme	Take it in turns to guess the object (say it without last sound)
	Delete initial phoneme	As above but without initial sound
	Delete first consonant of a blend	As above
	Delete medial phoneme	As above but without medial sound
Phoneme substitution final	Play the 'm' game. Let's change everything you see here to end in 'm'	

Pre-Primary Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable rues are introduced	
	Phoneme substitution medial	As above but everything you see in front of you must be changed to have 'o' in the middle
	Phoneme reversal	Back to front day. Reverse objects with 2 phonemes to start with then three
	Adding phoneme to CVC word	
s	at, sat, pat, tap, sap	
a		
t		
p		
i	it, is, sit, sat, pit, tip, pip, sip	
n	an, in, nip, pan, pin, tin, tan, nap	
m	am, man, mam, mat, map, Pam, Tim, Sam	
d	dad, sad, dim, dip, din, did, Sid, and	
g	tag, gag, gig, gap, nag, sag, gas, pig, dig	
o	got, on, not, pot, top, dog, pop, God, Mog	
c	can, cot, cop, cap, cat, cod	

Pre-Primary Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable rues are introduced	
ck	to kick, sock, sack, dock, pick, sick, pack, ticket, pocket	<i>Tricky or irregular words need quick recall</i>
e	get , pet, ten, net, pen, peg, met, men, neck	
u	the, up, mum , run, mug, cup, sun, tuck, mud, sunset	
r	rim, rip, ram, rat, rag, rug, rot, rocket, carrot	Begin reading captions with meaning
h	had, him, his , hot, hut, hop, hum, hit, hat, has, hack, hug	
b	no but, big, back , bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit	
f, ff	go of, if, off , fit, fun, fig, fog, puff, huff, cuff, fan, fat	
l, ll	lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop	
ss	I, ass , less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot	
j	jam, Jill, jet, jog, Jack, Jen, jet-lag, jacket	
v	van, vat, vet, Vic, Ravi, Kevin, visit, velvet	
w	will , win, wag, web, wig, wax, cobweb, wicked	Begin reading sentences and books
x	he , mix, fix, box, tax, six, taxi, vixen, exit	
y	the , yap, yes, yet, yell, yum-yum	
z,zz	she , zip, Zak, buzz, jazz, zigzag	
qu	to , quiz, quit, quick, quack, liquid	

Year One

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge	
s a t p	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced at , sat, pat, tap, sap	Distinguish between types of sounds: breath, voice, long, short etc	
	i	it, is , sit, sat, pit, tip, pip, sip	
	n	an, in , nip, pan, pin, tin, tan, nap	
	m	am, man, mam, mat, map, Pam, Tim, Sam	
d	dad , sad, dim, dip, din, did, Sid, and		
g	tag, gag, gig, gap, nag, sag, gas, pig, dig		
o	got, on, not , pot, top, dog, pop, God, Mog		
c	can , cot, cop, cap, cat, cod		
k	kid, kit, Kim, Ken		
ck	to kick, sock, sack, dock, pick, sick, pack, ticket, pocket	ack, eck, ick, ock, uck (short vowel + ck)	
e	get , pet, ten, net, pen, peg, met, men, neck		
u	the, up, mum , run, mug, cup, sun, tuck, mud, sunset		
r	rim, rip, ram, rat, rag, rug, rot, rocket, carrot		
h	had, him, his , hot, hut, hop, hum, hit, hat, has, hack, hug	Begin reading captions with meaning	
b	no but, big, back , bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit		
f, ff	go of, if, off , fit, fun, fig, fog, puff, huff, cuff, fan, fat	'ff' at end after short vowel	

Year One Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced	
l, ll	lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop	'll' after short vowel on end
ss	ass , less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot	'ss' after a short vowel
j	jam, Jill, jet, jog, Jack, Jen, jet-lag, jacket	
v	van, vat, vet, Vic, Ravi, Kevin, visit, velvet	'v' sound on end of words needs to be spelt 've'
w	will , win, wag, web, wig, wax, cobweb, wicked	Continue reading sentences and books
x	he , mix, fix, box, tax, six, taxi, vixen, exit	
y	the , yap, yes, yet, yell, yum-yum	
z,zz	she , zip, Zak, buzz, jazz, zigzag	
qu	to , quiz, quit, quick, quack, liquid	Begin focus on letter names
ch	we , chop, chin, chug, check, such, chip, chill much, rich, chicken	
sh	ship, shop, shed, shell, fish, shock, cash, bash, hush, rush	Introduction to writing sentences
th	me, them, then, that, this, with , moth, thin, thick	
ng	be , ring, rang, hang, song, wing, rung, king, long, sing, ping-pong	
ai	was , wait, Gail, hail, pain, aim, sail, main, tail, rain, bait	Continue with sentences, book reading, sentence writing and phoneme manipulation Discuss long and short vowel sounds
ee	see , feel, weep, feet, jeep, seem, meet, week, deep, keep	
igh	no , night, fight, right, tonight, fright, sight, might, tight	

Year One Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
oa	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable rues are introduced go, coat , load, goat, loaf, road, soap, oak, toad, foal, boatman	
oo	my, too , zoo, boot, hoof, zoom, cool, food, root, moon, rooftop look , foot, cook, good, book, took, wood, wool, hook, hood	
ar	bar, car, bark, card, cart, hard, jar, park, market, farmyard	
or	for , fork, cord, cork, sort, born, worn, fort, torn, cornet	
ur	fur, burn, urn, burp, curl, hurt, surf, turn, turnip , curds	
ow	you, now , down, owl, cow, how, bow, pow!, row, town, towel	Meaning of ing and use and use of 's' for present tense
oi	oil, boil, coin, coil, join, soil, toil, quoit, poison, tinfoil	
ear	ear, dear, fear, hear, gear, near, tear, year, rear, beard	
air	air, fair, hair, lair, pair, cairn	
er	her, they, hammer, letter, rocker, ladder, supper, dinner, boxer, better, summer, banner	
Revise all	all	Using ing; doubling for CVC last 3 letters
Revise all	are	
Revise all		
s a t p l n m d g o c k c k e u r h b f f f l l s s j v w x y z z z q u c h s h t h a i o a o o u r o i	CVCC words tent, belt, band, land, hand, dent, felt, hump, gulp, lamp, camp, damp, champ, best, nest, sink, link, wind, limp, chimp, bust, gust, bunk, chunk, lift, gift, hunt, pond, fond, tusk, husk, cost, lost, tilt, tuft, kept, soft, bank, next, milk, golf, jump, fact, melt, chest, tenth, theft, Welsh, bench, sixth, punch, thank, shift, shelf, joint, boost, thump, paint, roast, toast, beast, think, burnt, went, it's, help, just, said, so, he, she, we, me, be,	Strong focus on sound manipulation <u>Plural rules</u> Most nouns just add dog/s cat/s ball/s Nouns ending in sh,ch,ss or x add "es". church/es dish/es kiss/es box/es

Year One Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
s a t p i n m d g o c k c k e u r h b f f f l l s s j v w x y z z z q u e e e a r o i a i e a o w a r a i r n g o a o r	CCVC words stop, spot, frog, step, plan, speck, trip, grab, track, spin, flag, grip, glad, twin, sniff, plum, gran, swim, clap, drop, green, fresh, steep, tree, spear, smell, spoil, train, spoon, sport, thrush, trash, start, flair, trail, cream, clown, star, creep, brown, stair, spark, bring, crash, bleed, clear, train, swing, droop, spoon, float, smart, groan, brush, growl, scoop, sport, frown, speech, smear, thrill, treetop, starlight, floating, freshness from, have, like, some, come, were, there, little, one, was, you, they, all, are	Plural rules Most words ending in “f” or “fe” change the “f” to “v” and add “es” Calf – calves loaf- loaves elf-elves wolf- wolves wife-wives, life- lives
s a t p i n m d g o c k c k e u r h b f f f l l s s j v w x y z z z q u c h s h t h n g	CCVCC, CCCVC, CCCVCC words stand, crisp, trend, trust, spend, glint, twist, brand, frost, cramp, plump, stamp, blend, stunt, crust, tramp, grunt, crept, drift, slept, skunk, think, thank, blink, drank, blank, trunk, grant, slant, crunch, drench, trench, Grinch, shrink, thrust, spring, strap, string, scrap, street, scrunch, driftwood, twisting, printer do, when, out, what, my, her	Plural rules Some words form their plurals by changing the word completely- child-children
ay day (recall ai)	day , play, may, say, stray, clay, spray, tray, crayon, delay “ay” usually appears at end of words	Continue with sentences, book reading, sentence writing and phoneme manipulation
ou out (recall ow)	out, about , cloud, scout, found, proud, sprout, sound, loudest, mountain oh their said so if it’s not ow, own, owl then use ‘ou’	

Year One Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
ie tie (recall igh)	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable rues are introduced pie, lie, tie, die, cried, tried, spied, fried, replied, denied	Suffix 'ed' meaning and use: drop e, change y to an i
ea eat (recall ee)	sea, seat, bead, read, meat ,treat, heap, least, steamy, repeat <i>people Mr have like</i>	
oy boy (recall oi)	boy, toy, joy, oyster, Roy, destroy, Floyd, enjoy, royal, annoying 'oi' used inside words while 'oy' used at the end (generally)	Contraction
ir girl (recall ur)	girl, sir, bird, shirt, skirt, birth, third, first, thirteen, thirsty <i>Mrs looked some come</i>	
Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
ue blue (recall oo)	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced clue, blue, glue, true, Sue, Prue, rue, flue, issue, tissue, cue, due, hue, venue, value, pursue, queue, statue, rescue, argue <i>called asked were there</i>	Contractions with not (n't) Don't, can't, won't shouldn't couldn't etc.

Year One Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable rues are introduced	
aw saw (recall or)	saw , paw, raw, claw, jaw, lawn, yawn, law, shawl, drawer	Continue with sentences, book reading, sentence writing and phoneme manipulation
oe toe (recall oa)	toe, hoe, doe, foe, woe, Joe, goes, tomatoes, potatoes, heroes <i>again thought do when</i>	Contractions with s ('s) She's , he's, it's
ph photo (recall f)	Philip, Philippa, phonics, sphinx, Christopher, dolphin, prophet, phantom, elephant, alphabet water where who little one	Building word families: play, played, playground
ew new (recall oo, ue)	blew, chew, grew, drew, screw, crew, brew, flew, threw, Andrew, stew, few, new, dew, pew, knew, mildew, nephew, renew, Matthew	Contractions with are ('re) we're, they're,
au Paul (recall or, aw)	Paul, haul, daub, launch, haunted, August, jaunty, author, automatic	
e-e these (recall ea, ee)	these, Pete, Eve, Steve, even, theme, gene, scene, complete, extreme	'e' at end makes the name of the vowel long
o-e home (recall oa, oe)	bone, pole, home, alone, those, stone, woke, note, explode, envelope <i>through work what out</i>	Contractions with have ('ve) they've, we've, I've, would've, should've
a-e make (recall ai, ay)	came, made, make, take, game, race, same, snake, amaze, escape	When adding the suffix "es" to make a plural, change the "y" to "I" and then add "es"
i-e like (recall ie, igh)	like, time, pine, ripe, shine, slide, prize, nice, invite, inside	Contractions with had ('d) I'd they'd, he'd she'd
u-e cube rule	huge, cube, tube, use, computer June, <i>mouse many different oh their</i>	Discuss subtle difference between 'u..e' in huge and June
y-e style	Type, style, rhyme	Discuss how silent 'e' makes 'y' say /i/ as in type and style etc

Year Two

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
ey ay ai a...e	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable words are introduced they, grey, obey, prey, survey } see previous lists again different	Homophones: mane/main; plane, plain; pain, pane
dge j ge/gi	Fudge, hedge, bridge, ledge, nudge, badge, lodge, podgy, badger, dodging see previous list see previous list	Rule: adge, edge, idge, odge, udge – short vowel and ‘j’ sound
mb m	lamb, limb, comb, climb, crumb, dumb, thumb, numb, plumbing see previous list	“mb” only says /b/ at the end of a root word
ou (recall ow)	out, about , cloud, scout, found, proud, sprout, sound, loudest, mountain <i>oh their said so</i>	if it’s not ow, own, owl then use ‘ou’ <u>Plural rules</u> Some words form their plurals by changing the word completely – Mouse – mice louse - lice
ie y igh	pie, lie, tie, die, cried, tried, spied, fried, replied, denied by, my, try, why, dry, fry, sky, spy, deny, reply as previous list <i>laughed</i>	Homophones- tide/tied; hire/higher Words ending in y change the “y” to “i” as add es

Year Two Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
o u	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two syllable words are introduced some, come, done, none, son, nothing, month, mother, worry, brother see previous list <i>Mrs looked some come</i>	Homophones: son/sun and some/sum
ea eat e...e ie ey y	} see previous lists donkey, key, valley, monkey, chimney, trolley, pulley, Lesley, see previous list <i>people Mr have like</i>	Suffix: y Change y to i to add suffix except if it end with a vowel and y Word which end in a vowel +y, just add "s" to make it plural monkey-monkeys key-keys bay-bays toy- toys Homophones: piece/peace
oy boy oi	boy, toy, joy, oyster, Roy, destroy, Floyd, enjoy, royal, annoying 'oi' used inside words while 'oy' used at the end (generally) <i>because, please</i>	
ir ur ear or	girl, sir, bird, shirt, skirt, birth, third, first, thirteen, thirsty see previous list earth, earn, learn, pearl, heard, search, rehearsal word, work, world, worm, worth, worse, worship, worthy, worst <i>were</i>	Suffix: ly Homophones: herd/heard
ue ew u...e oo	clue, blue, glue, true, Sue, Prue, rue, flue, issue, tissue, cue, due, hue, value, statue, rescue, argue <i>called asked there</i> blew, chew, grew, drew, screw, crew, brew, flew, threw, Andrew flute, prune, rude, rule see previous list	Homophones: new/knew

Year Two Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
our aw au or	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced four, pour, your , court, fourth, mourn, fourteen, tournament } see previous lists <i>thought any</i>	Build word families using taught prefixes and suffixes Homophones: four/fore/for caught/court poor/pore/pour
oe ow oa o...e	previous list previous list previous list see previous list <i>do when</i>	<u>Plural rule:</u> Some nouns ending in o are pluralized with an "s," while others call for "es." These words must be memorized, because there is no simple rule to explain the differences. potato/es hero/es patio/s radio/s Homophones: toe/tow
ear are air	pear, bear, wear, tear, swear bare, care, dare, fare, hare, mare, square, scare, stare, share see previous list <i>where eyes</i>	Homophones: bear/bare stair/stare wear/where
z se	previous list please, tease, ease, rouse, browse, cheese, noise, pause, blouse, because	

Year Two Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
oo u oul	High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced previous list previous list could, would, should friends	Continue to build word families using taught prefixes and suffixes Homophones: would/wood full/fool
eer ere ear	beer, deer, jeer, cheer, peer, sneer, sheer, veer, career, steering here , mere, severe, interfere, adhere previous list once	Homophones deer/dear, sheer/shear, here/hear
ea eat bread	sea head, dead, deaf, read, bread, heaven, feather, pleasant, instead, breakfast	Focus on identification of words or letter combinations that look the same but sound different Homographs: read/read
er larger her	slimmer, bigger, smaller her , fern, stern, Gerda, herbs, jerky, perky, Bernard, servant, permanent laughed because please people Mr	Suffix 'er' as a comparative
u but put	but put , pull, push, full, bush, bull, cushion, awful, playful, pudding	
y by very	by, my , try, why, dry, fry, sky, spy, reply very , happy, funny, carry, hairy, smelly, penny, crunchy, lolly, merrily any eyes Mrs looked	Explain that 'y' can be both a consonant and a vowel.

Year Two Cont.

Letter/sound sequence	Words to blend and segment High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced	Spelling Rules / Morphographic knowledge
ch chin school chef	chin school, Christmas, chemist, chord, chorus, Chris, chronic, chemical, headache, technical chef, Charlene, Chandry, Charlotte, machine, brochure, chalet <i>called asked</i>	Suffix 'est' – as a superlative
ou out you could shoulder	out you , soup, group could , would, should mould, shoulder, boulder <i>friends once</i>	
ow cow blow	down low, grow, snow, glow, bowl, tow, show, slow, window, rowing	
ie tie field	pie chief, brief, field, shield, priest, yield, shriek, thief, relief, belief	
a hat what	hat <i>again, thought</i> was, what, wash, wasp, squad, squash, want, watch, wallet, wander	Rule: The letter 'w' changes the 'a' to 'o'
c cat cent	cat cell, central, acid, cycle, icy, cent, Cynthia, success, December, accent	Rule: 'i' or 'e' after 'c' say 's'
g got giant	Got <i>water, where</i> gent, gym, gem, Gill, gentle, ginger, Egypt, magic, danger, energy	Rule: 'i' or 'e' after g say 'j'

Year Two Cont.

Letter/sound sequence	Words to blend and segment	Spelling Rules / Morphographic knowledge
i tin find	tin High frequency word in bold need quick recall Tricky or irregular words in <i>italics</i> need quick recall Some two-syllable words are introduced mind, find, wild, pint, blind, child, kind, grind, behind, remind	Prefix “un” makes the word have its opposite meaning – happy/unhappy, open/unopen, pack/unpack, kind/unkind
o hot cold shove	Hot who, through no, so, go, old, don’t , gold, cold, told, both, hold love, above, dove	Prefix “re” meaning to do again or go back re/turn, re/wind
wh which who	when, what , where, why, whistle, whenever, wheel, whisper, white who, whose, whole, whom, whoever	Rule: The letters ‘wh’ changes the /a/ to /o/
a hat wall father	Hat work, many was, what, wash, wasp, squad, squash, want, watch, wallet, wander rather, last, past, grass , afternoon	Rule: The letter ‘w’ changes the /a/ to /o/

Year Three

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
eigh a ei ai ay a..e	neighbour, neigh, weight, sleigh two syllables, open: lazy, bacon, basic, able, famous, danger, baby, agent vein, rein see previous see previous see previous	Review the suffix ing including doubling rule and dropping e rule. Homophones: faint/feint
a	Backpack, advance, transplant, handbag	Homophones: great/grate
c ck k ch cc	At beginning of sounds and end of syllables in multisyllabic words: picnic Revise ack, eck, ick, ock, uck rule – tricky, reckless, stocky, lipstick, hockey Beginning of words and see above rule Christian, ache, echo, chlorine, chrome, scheme Hiccup, occur, soccer, accuse, raccoon	Review the suffix ed including sorting by sound walked /t/, wagged /d/ shouted /ed/. Review the rules for applying ed. Homophones: chord/cord
ea e ai a	See previous list plus headache, meadow, peasant, jealous, sweatshirt etc again, against, fountain, bargain, certain, portrait many, any, anybody	Review the suffix er Homophones bred/bread Compound words anybody, anywhere, anyone, anyplace, anything etc

Year Three Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
ee ea i ie ei	} see previous lists Machine, sardine, marine, margarine, trampoline believe, piece either, ceiling, neice	Prefix “pre” meaning before – preview, precook, preschool, prefix Homophones creek/creak, week/weak, meet/meat Compound words beginning with sea- seasick, seafood, seagull, seashore
f ff ph	as per previous lists for /f/ scruff, offend, offspring, affair, affect, afford, traffic, suffix sphere, graph, dolphin, orphan, nephew, pamphlet, trophy alphabet, autograph	Homophones rough/ruff Compound words beginning or ending with foot: foothold, footstep, barefoot, footstool
g gg gh gu gue	any appropriate eg gown maggot, giggle, nugget, sluggish, struggle ghost, spaghetti, ghostly, ghastly guard, guess, guide, disguise, guilty, guitar league, plague, rogue, vague, fatigue, intrigue, dialogue rogue	Revise suffix ly including changing y to an i rule. Homophones guessed/guest Compound words beginning with grand - grandmother, grandson
i y	picnic, kitchen, invent, children etc gym, cylinder, gypsy, mystery, bicycle, oxygen, crystal	Revise suffix less Homophones it’s/ its
igh y i..e i ie	See previous lists in the Year Two sequence to revise these graphemes	Homophones aisle, I’ll, isle Compound words beginning with eye eg eyeball, eyebrow, eyelash, eyelid etc

Year Three Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
j g ge dge	jockey, jumbo etc germ, gently, giant, gymnast, danger, magic, rigid bulge, strange, scrounge, lounge, package pledge, smudge, trudge, knowledge, porridge, gadget, midget	Revise rule: g makes /j/ in front of e, i or y (some exceptions) Homophones: genes/jeans
m mm me mb mn lm	myth, meant, merge etc command, common, immense, mammoth, hammock, comment become, somehow, welcome, overcome, somebody, income bomb, thumb, comb, plumber, climb, lamb, dumb, tomb hymn, autumn, column, solemn palm, calm	Homophones: mall/maul Compound words beginning or ending with man- manmade, handyman, policeman, snowman, mailman Prefix 'mis' meaning not done correctly - mistake, misspell, misbehave, mistreat, mislead
n nn ne gn kn	notch, noose, nurse, hound etc bonnet, connect, banner, dinner, flannel, spanner, innocent done, gone, examine, heroine, anyone gnome, reign, gnaw, design, assignment knead, kneel, knight, know, knowledge, knuckle	Revise prefix un Homophones: knead/need, knight/night, knows/nose, new/knew Compound words beginning or ending with night- nightmare, nightgown
ng n	strength, kingdom, swung, offspring, all the ing words skunk, drunk, blanket, bingo, sprinkle, triangle	Revise prefix mis Homophones: knows, nose Compound words beginning or ending with nut- nutcracker, nutshell

Year Three Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
oa o ow o...e oe	See previous lists in the Year Two sequence to revise these graphemes	Homophones: loan/lone Compound words beginning with over- overhead, overflow, overcome, overboard
augh ar oar ore oor our/or au aw	caught, taught, naughty, daughter dwarf soar, boar, roar, oar ore, bore, pore, core, fore, more, lore, ore, tore, wore floor, door moor etc See previous lists in the Year Two sequence to revise these graphemes	Homophones: course/coarse, bore/boar, horse/hoarse Compound words beginning with door- doorman, doorknob, doorway, doormat
oo ew o ou ui ue	See previous plus: toothpaste, moody, gloomy Previous list movement, movie, tonight, today coupon, tourism, tourist suitcase gruesome	Homophones: root/route Compound words beginning or ending with news- newsletter, newspaper, newspaperman, newsreel
oi oy	moisture, poison, toilet, loiter boycott, destroy, voyage	

Year Three Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
r wr rh	rip, tree wring, write rhombus	Homophones right/write; wring/ring
s ss sc st se c	Any 's' word lesson, stress, actress, massive, address scissors, descend, muscle, scenery, scientist hustle, restless, castle, glisten coarse, crease, tense, collapse, suspense circus, accent, concert, saucer, cancer, princess	Suffix ness Homophones: seller/cellar Compound words beginning with some- somewhere, somehow, sometime, something, someday
sh ti ci si ch s, ss	shrivel, shuffle, shimmer, perish, starfish, sweatshirt caution, nation, patient, station, position ancient, racial, social, special, crucial, precious mansion, expansion chef, parachute, machine sugar, sure, Sean issue, tissue, mission, passion, session	Homophones: sheer, shear Compound words beginning or ending with hand- secondhand, backhand, handbag
x cc	box etc succeed, accident	Prefix: non Homophones: tacks, tax Compound words starting with under- underwater, underneath

Year Three Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
w wh	west, win when, where	homophones whine/wine; which/witch, world/whirled Compound words with water – waterfall, watermelon Compound words with wind – windmill, windpipe, windshield
z se ss	capsize, amaze lizard, trapeze, criticize pause, raise, please, cruise, cause, tease dessert, possess, scissors, possession	Prefix: in Homophones: browse/brows

Year Four Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
<p>ar</p> <p>ar in first syllable</p>	<p>Revise previous ar sound words</p> <p>artist, garden, carpet, harvest, garlic, partner, margin, sharpen, carbon, sparkle, faster, casket, master, nasty,</p>	<p>Homophones:</p> <p style="padding-left: 40px;">farther/father</p> <p style="padding-left: 40px;">past/passed</p> <p>Suffix age- meaning that which is package, usage, marriage</p> <p>Discuss rules for adding a suffix that starts with a vowel sound</p>
<p>air</p> <p>air accent in first syllable</p> <p>air accent in second syllable</p>	<p>Revise previous air sound words</p> <p>stairway, fairway, chairman, careful, parent, barely, barefoot</p> <p>repair, despair, unfair, impair, prepare, compare, beware, aware</p>	<p>Homophones: wear/where/ware</p> <p>Compound words: airport, airtight, aircraft, airmail, airline</p> <p>Greek root: aero - air</p>
<p>Short e</p> <p>Short e first syllable</p>	<p>Revise short e words</p> <p>better, pencil, centre, sentence, twenty</p> <p>select, metal, never, denim, melon, seven, credit, feather, weapon, health</p>	<p>Prefix en- enforce, endure, engage</p> <p>Homophones: retch/wretch</p> <p>led/lead whether/weather</p>
<p>Syllable Pattern-VCCV</p>	<p>pen/cil sis/ter car/pet, gar/den, mas/ter, spar/kle</p>	<p>When two or more consonants come between two vowels in a word, It is usually divided between the first two consonants</p>

Year Four Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
<p>Long e</p> <p>Long e in open syllable</p> <p>Long e in first syllable</p> <p>Long e in second syllable</p>	<p>Revise previous long e words</p> <p>even female meter detour prefix evil even neon preview decent</p> <p>needle cheetah greedy reason reader eastern briefly either ceiling people eagle peanut</p> <p>fifteen agree supreme stampede disease increase Ideal mislead believe relief deceive apiece</p>	<p>Prefix de. Revise re and pre</p> <p>Homophones: scene/seen</p> <p>Greek root: tele - far</p>
<p>Syllable Pattern-Prefixes</p>	<p>be/cause, be/gin, be/low, be/come</p> <p>de/cline, de/pose, de/tail, de/fend\</p> <p>ex/pect/ ex/plore, explain, ex/pire</p> <p>re/make, re/pair, re/start, re/gain</p>	<p>When be, de, ex and re are at the beginning of a word, they make their own syllable.</p>
<p>Long i</p> <p>Long i in an open syllable</p> <p>Long i sound first syllable</p> <p>Long i in the second syllable</p> <p>Short I in the first syllable</p>	<p>Revise long i words</p> <p>pilot, tiger, writer, pirate, Friday, spider, private, icy, title, item</p> <p>ninety, fighter, lively, tighten, wildcat climber, kindness, cycle</p> <p>polite, decide, combine, excite, reptile tonight, resign, design, unkind, rewind</p> <p>little, kitten, skinny, fifty, windy city, visit, sister, finish, mixture</p>	<p>Suffix- ile infantile, futile,</p> <p>Homophone – liar/lyre</p> <p>dye/die</p> <p>Compound words light headed, lighthearted, lighthouse</p>

Year Four Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
<p>Long u</p> <p>in an open syllable</p> <p>Long u in the first syllable</p> <p>Long u in second syllable</p>	<p>Revise previous long u words</p> <p>music , ruby, pupil, future, unit, fuel July, ruler, bugle, human, tuna, annual</p> <p>useful, Tuesday, juicy</p> <p>amuse, reduce, excuse, pollute</p>	<p>Prefix and compound words:</p> <p>Superpower, supermarket, superman, supernatural etc</p>
<p>Syllable Pattern- VCV – long vowel</p>	<p>ba/sin, fe/ver, ma/jor, u/nite, a/pron, i/dol, ru/by, Ju/ly, A/pril</p>	<p>When a single consonant comes between two vowels, divide the word after the vowel if the vowel sound is long.</p>
<p>Schwa in a final syllable</p> <p>al</p> <p>il</p> <p>el</p> <p>le</p>	<p>final, spinal, royal, sandal, total, petal</p> <p>April, council, evil, pencil</p> <p>angel, camel, gravel, level, quarrel, shovel, tinsel, towel</p> <p>little, able, bubble, candle, double, gentle, maple, tackle, twinkle, whistle</p>	<p>Suffix al – meaning and dropping e when adding to words</p> <p>There is no simple rule other than to say “le” is far more common than any of the other alternatives.</p> <p>Homophones: bridle/bridal</p>
<p>Syllable Pattern- al/el</p> <p>le</p>	<p>roy/al, pet/al, lev/el, cam/el, grav/el,</p> <p>pur/ple, fum/ble, peb/ble, did/dle, spar/kle, ket/tle</p>	<p>When a word ends in al or el, these letters usually form their own syllable.</p> <p>When a word ends in le, after a consonant (kle, tle, ple) the word is divided before the consonant.</p>

Year Four Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Final unstressed syllable et it	basket, blanket, comet, cricket, helmet, secret, toilet, wallet bandit, credit, exit, edit, rabbit, spirit, vomit	Homophones: profit/prophet
Final unstressed syllable er ar or	other, blister, banner, crater, answer, bother, power, powder, timber cellar, cedar, dollar, cougar, sugar, nectar, pillar, solar mirror, motor, razor, tremor, anchor,	Verbs ending in a silent e usually add “er” dive- diver, wade- wader Er is the most common way of ending a word for “someone carrying out an action” report- reporter cleaning- cleaner printing- printer “or” is used when the base word ends in –ate, -ct, -it calculate- calculator create- creator reflect- reflector visit- visitor There is no firm rule for words ending in “ar” except that many end in “lar” – burglar, scholar
Silent letters c l t u w n k h g	fascinate, ascend, descend, scientist, scissors, scene, scent calm, psalm, balm, half, yolk listen, soften, often, moisten, whistle, glisten, thistle guess guest wrinkle wrong who autumn, column, condemn, damn, hymn, solemn knife know knowledge ghost . ghou . aghast . gnome, gnat, gnarled, sign, reign foreign, campaign, champagne	
Spelling Demons – excess letters	acquire, business, conscious, desperate, equipped, gauge, manoeuvre, miniature, movable, parliament	This list of words contains surplus letters that do not add to meaning or pronunciation.

Year Four Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
/cher/ spelt ture	Culture, lecture, denture, texture, sculpture, torture, adventure, signature, furniture, puncture, posture, nature, gesture, future	ure – Latin suffix which means the result of the act of – Compose – composure
Syllable Pattern- “ture”	cul/ture, en/ture, ges/ture, fu/ture	When “ture” is at the end of a word, it makes its own syllable.
/sher/ spelt sure	Pressure, composure, fissure, brochure, exposure, measure, enclosure	
/jur/ jure	injure, conjure	
able -add to base word -drop silent e + able -change y to i and + able -ce/ge +able ible	affordable, avoidable, payable, reasonable, refillable, transferable advisable, believable, debatable, desirable, lovable, recyclable, valuable viable, reliable, justifiable, identifiable, enviable, remediable manageable, enforceable, noticeable, changeable audible, edible, horrible, legible, terrible, visible, compatible, possible	able/ible – adjective marker revise the spelling of the root word as part of the patterns for adding –able. These root word stands alone as a whole word: advise - advisable These base words do not stand alone; they are absorbed root words: aud + ible
Spelling Demons- double letters	accommodate, ballerina, committee, disappoint, embarrass, illuminate, necessary, occasion, omitted, parallel	These words contain double letters which cannot be predicted.

Year Five

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
final syllable (schwa) ain an en in on	certain, bargain, captain, mountain human, woman, orphan, magician chicken, rotten, heaven, sunken, children basin, robin, pumpkin, muffin, penguin apron, common, dragon, poison, carton, weapon	Suffix -an – denotes a noun/person- artisan, guardian, magician -en (verb) to cause to happen – moisten, sharpen, lengthen -en (adjective) made from – golden, silken, wooden,
Syllable Pattern- prefixes	un/done/ pre/test, dis/count, mis/fit, un/tie	a word that has a prefix is divided between the root word and the prefix.
final syllable, (schwa) /is/ ice is ace	justice, office, novice, service iris, axis, tennis, basis furnace, palace, necklace, terrace	“ice” is a noun marker suffix Homophones: practice (n) and practise (v)

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
ous ious cious eous	boisterous, dangerous, generous furious, serious, various delicious, ferocious, vicious, gracious, precious gorgeous, courteous, nauseous, righteous	All these are adjective markers, "having the quality of" adventurous, courageous, fractious Some "ious" follow the change the "y to "i" rule fury- furious, vary - various
ise yse ize	advertise, advise, exercise, revise, improvise analyse, breathalyse, paralyse organize, finalize, realize	These spellings are all verb markers "ize" is usually the American spelling
Suffix Rules- doubling final letter	bigger, ripper, clapped, hopped, hemmed, thinnest, wettest, saddest, patting, swimming, snipping, wagging, slipped, netted, popped, snappish, fattish, runny, jammy, nippy	When adding a suffix beginning with a vowel (er, est, ing, ed, ish, y) to one syllable short vowel word, double the final consonant.
ant ance ancy	hesitant, abundant, relevant, brilliant, radiant hesitant, abundance, relevance, brilliance, radiance hesitancy, abundancy, relevancy, brilliancy, radiancy	a noun marker: something that performs the action noun marker: state of something, quality or process noun marker: state, quality or capacity
Spelling Demons- tricky vowels	aerial, building, bureau, chief, foreign, friends, grievance, height, view, weird	unpredictable spellings of vowels

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
ent	competent, dependent, excellent, resident, different, innocent	adjective marker
ence	competence, dependence, excellence, residence, difference, innocence	noun marker: state of something, quality or process
ency	competency, dependency, excellency, residency (not differency or innocency)	noun marker: state, quality or capacity
ion /shun/		Noun marker
---ct + ion	subtraction, election, connection, protection, objection, injection	root word ends in –ct
---ss + ion	expression, confession, impression, discussion, recession, profession	root word ends in –ss
---t + ion	digestion, adoption, congestion, exhaustion, exception, desertion	root word ends in –t
---te + ion	creation, decoration, operation, translation, donation, migration	Root words end in –te. Drop the –e and add –ion
---de + sion	explosion, division, invasion, collision, seclusion, persuasion	Root words end in –de. Drop the –de and add –sion
---it + ission	admission, omission, permission, submission, transmission	Root words end in –it. Drop the –it and add –ission
---ce + tion	production, introduction, reproduction, deduction, seduction	Root words end in –ce /c/. Drop the –ce and add -tion
---be + tion	description, prescription, inscription, subscription, transcription	Root word end in –be. Drop the –be and add –tion
---t + ation	adaptation, temptation, presentation, plantation, indentation	Root words end in - t. Add –ation. Root words end in –c /k/. Add –ian.
---c + ian	magician, musician, optician, electrician	

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Syllble pattern “tion”	mo/tion, ac/tion, lo/tion, di/ges/tion,op/er/a/tion, sub/trac/tion	When “tion” is at the end of a word, it makes its own syllable
Suffix rule- Doubling stressed syllable	admittance, beginner, committal, equipped, forbidden, outwitting, permitted, referral, regrettable	When adding a suffix beginning with a vowel to a multi-syllable word with a short vowel sound in an accented syllable, double the final consonant.
Suffix rule – words ending in silent e	taking, saved, choking, movable, stylish, wading, used, faked, joker, diver, flaky, choosy useful, blameless, boredom, bravely, fateful, lately, loveless, pavement, rudeness,	Drop the silent “e” when adding a suffix starting with a vowel Do not drop the silent “e” when adding a suffix beginning with a consonant
--er /əry/	artery, celery, grocery, machinery, scenery, misery	Most -ery words are pronounced phonetically.
--ery /ary/	very, cemetery, stationery confectionery, monastery	There are 7 words with a different pronunciation. The other two or millinery and distillery
--ary /ary/	customary, imaginary, secretary, solitary, temporary, vocabulary anniversary, elementary, salary, burglary, diary, documentary	
--ory /ory/	auditory, category, observatory, laboratory, respiratory	
--ory /əry/	compulsory, directory, memory, victory, history, accessory,	

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Suffix rule – Words ending in “y”	application, clumsily, carriage, berries, denial, noisily, marriage, sixtieth, trial, worried, luckiest, copied, hurried, pitiful, reliable	When adding any suffix, (except on beginning with “i”) change the “y” to “i”
Suffix rule_ words ending with a vowel +”y”	annoyance, played, staying, destroyed, joyful, obeying, preyed, donkeys, monkeys, guys,	Do not change the “y” to “i” if there is a vowel before the “y”
Revise /f/ as “ph”	cacophony . earphone . gramophone . homophone . megaphone, telephone, photography, photosensitive, photosynthesis, photovoltaic physics, astrophysics, physical, physician, physique claustrophobia, photophobia (Have students make a list of phobias) autograph . geography . graffiti . graphic . graphite	Greek roots – phono- sound photo- light phys- nature phobia – fear graph- draw or write
Revise /k/ as “ch”	chronology, chronological, chronic, chronometer choreography choreographer chlorophyll chlorine	Greek roots chrono – time Chore – dance Chlor – colour
Spelling Demons	autumn, chaos, gnat, honour, knowledge, negotiate, scholastic, scissors, wrist, yacht	Unpredictable spelling of consonants

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Greek root words	cycle, bicycle, tricycle, cyclone, recycle, motorcycle telephone, telescope, telethon, telepathy thermal, thermometer, thermos, geothermal	cycl: circle tele: far therm: heat
Homonyms – multiple meaning words.	spruce, scale, fair, play, plain, roll, pass, beat, cell, tail, close, hall, dear,	<p><i>Homonyms</i> are which have the same sound, have the same spelling but have different meanings.</p> <p>She spots the dog.</p> <p>The dress has spots.</p> <p>He has a new suit.</p> <p>You must suit yourself.</p>
Homophones – word that only sound the same	to/too/two fair/fare flower/flour four/for higher/hire grate/great son/sun one/won principal/principle toad/towed be/bee see/sea bare/bear wait/weight there/they're/their eight/ate where/ware/wear steal/steal some/sum by/buy	<p><i>Homophones</i> have the same sound, may have different spellings and have different meanings.</p> <p>They went to the fair.</p> <p>The bus fare was paid.</p> <p>Bob rowed the boat across the pond.</p> <p>The mountain road was dangerous.</p> <p>Sue rode her horse.</p>

Year Five Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Homographs- words with different pronunciations.	Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, subject, intimate	<i>Homographs</i> are words which are spelled the same but are pronounced differently. I will record the news. He broke the high jump record . She put a bow in her hair. You must bow to the queen.

Year Six

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
<p>Consonant alterations</p> <p>silent letter changes to a sounded letter</p> <p><i>/k/ changed to /sh/</i></p> <p><i>/t/ changed to /sh/</i></p> <p><i>/k/changed to /s/</i></p> <p><i>/s/ changed to /sh/</i></p>	<p>bomb/bombard, soft/soften, crumb/crumble, debt/debit, design/designate, fasten/fast, moisten/moist, resign/resignation</p> <p>sign/signature</p> <p>music/musician, magic/magician</p> <p>connect/connection, select, selection</p> <p>critic/ criticism, clinic/ clinician</p> <p>office/ official, specific/ special</p>	<p>Relating the word families, roots and affixes shows students how meaning of words are related. To remember a word with a silent consonant try to think of a similar in meaning or spelling.</p> <p>see above: adding –ian</p> <p>see above: adding -ion</p>
<p>Vowel alterations</p> <p>Long vowel to short vowel sound</p>	<p>cave/ cavity, flame/flammable, grave/gravity, please/pleasant, crime/criminal, decide/decision, wise/wisdom, know/knowledge, produce/production, volcano/volcanic, humane/humanity</p>	

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
long sound to schwa	able/ ability, famous/infamous, native/nativity, prepare/preparation, divide/division, invite/invitation, pose/position, social/society metallic/metal, periodic/period, excel/excellent, habit/ habitat	Adding a suffix which takes the accent off the syllable, changes the long vowel to the reduced sound of schwa. Either adding or removing a suffix which changes the accent in the syllable changes the short vowel to a schwa.
revise /r/ as “rh”	rhinoceros, rhinoplasty rhombus rhododendron rhizome	Greek roots: rhino – nose or snout rhomb- spinning top rhod – rose rhiz – root
revise /s/ as “ps”	psycho, psychology, psychologist pseudonym	Greek roots: psych – mind Pseudo – false
revise /n/ as “pn”	pneumatic, pneumonia	Greek root pnue -air or lung

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Latin roots for number	unilateral, universal, universe, university double, bicycle, duet, dual, billion tricycle, triple, triplets, trio, trillion quadrangle, quadruplets, quartet, quarter quintuplets, quintet sextet, sextant September (once the 7 th month) octopus, octagon, octagonal, October (once the 8 th month) November (once the 8 th month) decimal, decade, decahedron, December (once the 10 th month)	uni – one bi/duo – two tri – three quad/quart – four quint – five sex – six sept – seven oct – eight nov – nine dec – ten

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Old English Root Words	bat, batter, battle, beat brake, breach, break, breakfast, brittle quick, quicken, quicksand, quickest, quicksilver drag, draw afloat, fleet, float, flotsam feed, fodder, food, forage, foray, score, scrape, share, sharp, shear, shire, shirt, shred, between, twain, twin, two wag, wagon, way	beaten (to strike): brecan (to break): cwic (alive): dragan (to drag): fleotan (to float): foda (food): sceran (to cut): twa (two): wegan (to move):
Words from foreign languages	wiener, hamburger, hound, kindergarten, zeppelin, iceberg chandelier, pastry, mauve, peasant, duke, salad, salon, ballet, bouquet barbecue, canyon, mosquito, banana, breeze, chocolate, fiesta, ranch, patio admiral, alcohol, coffee, guitar, jar, tuna catsup(ketchup), chopsticks, soy, gung-ho, wok abacus, amen, cherub, cider mammoth, vodka, pavlova, beluga	German French Spanish Arabic Chinese Hebrew Russian

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Words from foreign languages	haiku, karaoke, manga, tsunami, sushi, tycoon, karate verandah, jungle, bandanna, pyjamas, shampoo, bangle, cheetah apartheid. boer, spoor, aardvark, springbok, meerkat aloha, hula, lei, taboo, wiki	Japan India Afrikaans Hawaiian Wikipedia has great lists of English loanwords
Words form Aboriginal sources	koala, kangaroo, kookaburra, dingo, galah , billabong, barramundi	
Eponyms	sax from Antoine Sax, a Belgian musician, Elizabethan, Victorian – periods of time named for the queens of England who ruled at the time Braille – from Louis Braille, inventor to the raised dot reading system for the blind Atlas- from mythology, the god Atlas carried the world on his shoulders	Eponyms- words formed from someone's name:
Origin of surnames names	Pond, Hill, Field, O'Dell, O'Brian, Byford, Atwell Smith, Taylor, Builder, Miller Longfellow, Armstrong, White, Wiseman Williamson, Walters, Jenkins, Jorgensen	Names form places Names from jobs Names form describing the person Names which show relation; son or daughter of ...

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Capitonyms	Turkey/turkey May/may August/august March/march Polish/polish China/china Titanic/titanic Bill/bill Lima/lima Nice/nice Earth/earth	Capitonyms are words that spelled the same except for the capital letter, mean different things and may be pronounced differently.
Word Play	scuba - self contained underwater breathing apparatus laser- light amplification by stimulated emission of radiation SIM – subscriber identification module Cats catch colds. “Peter Pumpkin” rhyme Instead of tall poppy -pall toppy, instead of big dog - dig bog spot,tops,stop ere, Glenelg, Anna, radar	<p><u>Acronyms</u>: words formed from the initial letters of other words and pronounced as they are spelled</p> <p><u>Alliteration</u>: use of the same consonant at the beginning of each syllable in a series of words</p> <p><u>Spoonerisms</u>: an error in speech or deliberate play on words in which corresponding consonants, vowels, or morphemes are switched between two words in a phrase</p> <p><u>Anagrams</u>: a type of word play, the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters</p> <p><u>Palindrome</u>: a word which reads exactly the same forwards or backwards</p>

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
	<p>I wondered why the baseball was getting bigger. Then it hit me.</p> <p>I'm glad I know sign language, it's pretty handy.</p> <p>Australian slang: sanga – sandwich, arvo – afternoon, uni – university</p> <p>Cockney rhyming slang- porky pies- lies, apples and pears – stairs, brown bread – dead</p> <p>The quick brown fox jumped over the lazy dog.</p> <p>Middle The answer – middle age</p> <p>Middle ←</p> <p>Middle</p>	<p><u>Pun</u>: a form of word play which suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended to be funny</p> <p><u>Slang</u>: is the use of informal words and expressions that are not considered standard language</p> <p><u>Pangram</u>: a sentence that contains every letter of the alphabet</p> <p><u>Rebuses</u>: a representation of a name / word / phrase using pictures</p>
<p>Email and SMS shortcuts</p>	<p>TOY – thinking of you</p> <p>THX – thanks</p> <p>OIC – oh, I see</p> <p>NOYB – none of your business</p> <p>JK – just kidding</p> <p>KWIM- know what I mean</p> <p>gr8 – great</p> <p>m8-mate</p> <p>b4-before</p>	

Year Six Cont.

Letter/sound sequence	Example Word List	Spelling Rules / Morphographic knowledge
Emoticons	O:-) angel =^.^= cat :-)* kiss :p sticking your tongue out I-O yawn	