

Holy Trinity Primary Spelling Map

The Spelling map, which is in line with the National Curriculum's spelling guidelines for each year, is to be used in conjunction with the Christopher Such spelling list for years 3 to 6. This can be accessed using the link below.

[Christopher Such spelling list](#)

KS1

In years 1 and 2 children will be using the Spot it, Say it, Write it strategy (spot the pattern, say the word, write the word), underpinned by RWI phonics, to learn a set of words from the National Curriculum on a weekly basis. Teachers will explicitly teach the spelling pattern over four days before testing on a Friday. At present, year 1 are consolidating their set one RWI sounds and will continue to do so until children are proficient with their GPCs, before moving on to their next set of sounds.

Year 2

Sound (dʒ) -dge / -ge / j / g	Sound (s) -c	Sound (n) -kn / gn	Sound (r) wr	Sound (l) -le	Sound (l) -el
badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust.	race, ice, cell, city, fancy	knock, know, knee, knee, gnat, gnaw	write, written, wrote, wrong, wrap	table, apple, bottle, little, middle	camel, tunnel, squirrel, travel, towel, tinsel

In year 2, teachers must also teach homophones, common exception words and contractions in year

KS2

In years 3,4,5 and 6 children will also be using the Spot it, Say it, Write it strategy to learn a new set of words from the relevant year groups non-statutory list each week. Teachers will be explicitly teaching the spelling pattern over four days before carrying out a spelling test each Friday. To further consolidate the teaching of spellings, children will also be taking their spellings home as well as practising them in their daily handwriting sessions. Teachers may also feel it is important to cover the common exception words, before teaching the spellings relevant to the year groups, in order to close any learning gaps.

Year 3 and 4

Suffixes (vowels) -ing /-er /-ed / -ation	Sound (I) -y	Sound (Λ) -ou	Prefixes (negative) / dis- / mis-	Prefixes (with m or p) im-	Prefixes (not) -in
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limitation limited	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	disappoint, disagree, disobey misbehave, mislead, misspell	immature, immortal, impossible, impatient, imperfect	inactive, incorrect

In year 3, teachers must also teach the following:

- J and g sounds (-dge) after a short vowel e.g. judge / (-ge) after other sounds e.g. page
- Common prefixes re-, sub- and inter-
- Common exception words
- Suffixes -ture & -cian
- Apostrophes for plural nouns e.g. children's
- Homophones such as : hear/here

In year 4, teachers must also teach the following:

- Endings (-ing, -ed, -er, -est)
- Pluralising nouns (y to ies) e.g. fly becomes flies
- Double the consonant e.g. hopping, skipping
- Suffixes -ly, -ous, -ment, -ful and -less

Year 5 and 6

Sound (jəʃ) -cious / -tious	Sound (ʃəl) -cial / -tial	Words ending: -ant/ -ance / -ancy / -ation	Words ending: -ent/ -ence / -ency /	Words ending: -able/ -ably /	Words ending: -ible/ -ibly /
vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious	official, special, artificial, partial, confidential, essential	observant, observance, observation, expectant, expectation hesitant, hesitancy, hesitation, tolerant, tolerance, toleration,	innocent, innocence, decent, decency, frequent, frequency, confident, confidence obedience, obedient, independent, independence	adorable, adorably, applicable, applicably, considerable, considerably tolerable, tolerably changeable, comfortable, understandable, reasonable, enjoyable, reliable	possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly

In year 5, teachers must also teach the following:

- 'Y' as a vowel (short I sound) e.g. symbol/ mystery (long sound) e.g. apply/cycle
- Silent letters (b,g,h,k,n,p,s) e.g. knife/lamb
- Revisit homophones (most common)
- prefixes: auto-, bi-, trans-, tele-, circum-

In year 6, teachers must consolidate all of the above plus the following:

- -shun sound ending (-tion, -sion, -cian, -ssion)
- Silent letters (d,h,s) e.g. physical, Wednesday and conscious
- Suffix -ed