

# Westhouses Primary School



## Spelling Scheme of Learning Year 2 to 6

*Version 1 (November 2022)*

## Contents

Structure of Weekly Spelling Lessons.....	3
Structure of Daily Spelling Sessions.....	5
Using the Grapheme Chart and Spelling Toolkit: .....	6
Key Stage 1: Year 2 Spelling Scheme.....	8
KS1 Y2 AUTUMN TERM 1 .....	8
KS1 Y2 AUTUMN TERM 2.....	9
KS1 Y2 SPRING TERM 1 .....	10
KS1 Y2 SPRING TERM 2 .....	11
KS1 Y2 SUMMER TERM 1 .....	12
KS1 Y2 SUMMER TERM 2.....	14
Key Stage 2: Y3-6 Cycle A Scheme of Learning .....	16
KS2 AUTUMN TERM 1 A .....	16
KS2 AUTUMN TERM 2 A.....	16
KS2 SPRING TERM 1 A .....	17
KS2 SPRING TERM 2 A.....	17
KS2 SUMMER TERM 1A.....	18
KS2 SUMMER TERM 2 A .....	18
Key Stage 2: Y3-6 Cycle B Scheme of Learning.....	19
KS2 AUTUMN TERM 1 B .....	19
KS2 AUTUMN TERM 2B.....	19
KS2 SPRING TERM 1B .....	20
KS2 SPRING TERM 2B.....	20
KS2 SUMMER TERM 1 B.....	21
KS2 SUMMER TERM 2 B .....	21

## Structure of Weekly Spelling Lessons

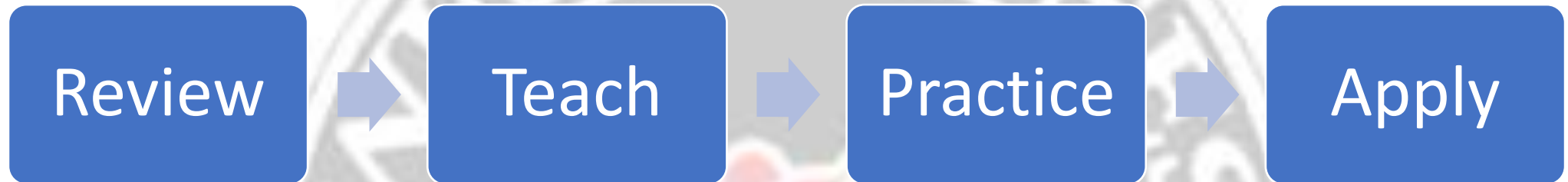
Day	Lesson Focus	Additional Guidance
Monday	Identify sound and word sort.	At the start of the lesson, children are introduced to the sound of the week and are given a list of words containing that sound. (As we are mixed years, each year group is given a different list but each containing the same sounds e.g. in Year 3 they may encounter only five graphemes for the phoneme /i:/ - they will build on this each year by recapping previous years' graphemes and learning new ones). They must then identify the sound of the week, highlight it and sort the words into the correct grapheme. This activity can be used to draw attention to any patterns that may occur, e.g. 'y' at the end of a word making an /i:/ sound; 'ei' occurring after 'c' making a /s/ sound. As an extension, children could find their own words to add to the grid.
Tuesday	Sounds and syllables.	Children use their knowledge of individual sounds and splitting words into syllables. Encourage use of phonics mats to embed use.
Wednesday	Word level practice.	Opportunities for children to practice the different words practically or in a creative way. For example, magnetic letters, graffiti writing etc.
Thursday	Sound Sort Grids	Children are given a blank version of the grid from Monday's lesson showing the graphemes for that week's sound. The words are read aloud to the children who then must write them in the correct section of the grid. Children are encouraged to discuss these with a partner and test out different graphemes for the sound.
Friday	Spelling Test	<p>Test retention of spelling patterns.</p> <p>Provide two marks per word:  1 x mark for correct grapheme  2 x marks for whole word spelt correctly</p> <p>Words studied this week, sent home the previous week to practice.</p> <ul style="list-style-type: none"> <li>In Y3/4, 5 words should be linked to the pattern, 5 words from the word list. <ul style="list-style-type: none"> <li>In Y5/6, 10 words from word list, 5 words from Y5/6 word list.</li> </ul> </li> </ul>





## Structure of Daily Spelling Sessions

Spelling lessons should take place at least four times each week. Each session should last for approximately fifteen minutes. Sessions should follow a similar structure to the Little Wandle phonics sessions in EYFS/KS1:



### Review:

Children will have the chance to review sounds and patterns previously taught. This could be through flashcards, spotting patterns in words etc. This is a short, snappy section of the session to reactivate prior knowledge.

### Teach:

Each session will focus on a set of sounds for the week. During the week, the children will be explicitly taught and given opportunities to explore where the phoneme is in words, and the different graphemes to represent it. They will also have the opportunity to use phonic mats and their knowledge of syllables.

### Practice:

Children will have a range of activities to practice spelling words with the phoneme of the week. This may be using word grids, identifying errors or sorting words based on their graphemes.

### Apply:

During the week, children will be able to use their growing knowledge of different graphemes, where they usually fit in words to apply into sentences or to edit writing.

Some sessions during the week may focus more on specific aspects of the cycle. For example, when doing the word level focus, an emphasis will be on the practice element of the cycle.

To support with word lists and spelling list progression, we use a document which outlines the words within each phoneme pattern, split into the different graphemes. This can be accessed from the school server.

## Using the Grapheme Chart and Spelling Toolkit:

During sessions, children should make regular use of and refer to the 'Grow the Code Grapheme Chart' and the Spelling Toolkit. These are on display in classrooms, and individual copies are accessible for children. Copies of the toolkit and chart are below:

The diagram is titled "Spelling Toolkit" and features two "Westhouses Primary" logos at the top corners. It contains eight boxes, each representing a spelling strategy:

- Phonics:** Shows the word "cat" with blue dots under the 'a' and 't'.
- Syllables:** Shows the word "sylla ble" with vertical lines under the 'l' and 'b'.
- Look Right?:** Shows two eyes. The left eye is labeled "look" with a green checkmark. The right eye is labeled "loock" with a red X.
- Word Family (Etymology):** Shows a sequence of four human figures, from an ape-like creature to a modern human.
- Rhyming Words:** Shows a cartoon cat wearing a red hat and a red bow tie.
- Root Word (Morphology):** Shows a tree with roots.
- Rules:** Shows two cartoon police officers.
- Mad Method:** Shows a cartoon man with a large head, wearing a blue suit, with question marks around him.

Grow the code grapheme chart												Phase 2, 3 and 5			
s ss ss ss ss ss	t tt tt tt tt tt	p pp pp pp pp pp	n nn nn nn nn nn	m mm mm mm mm mm	d dd dd dd dd dd	g gg gg gg gg gg	c cc cc cc cc cc	r rr rr rr rr rr	h hh hh hh hh hh	b bb bb bb bb bb	f ff ff ff ff ff	l ll ll ll ll ll	j jj jj jj jj jj	v vv vv vv vv vv	
w ww ww ww ww ww	x xx xx xx xx xx	y yy yy yy yy yy	z zz zz zz zz zz	qu qu qu qu qu qu	ch ch ch ch ch ch	th th th th th th	ng ng ng ng ng ng	nk nk nk nk nk nk	a aa aa aa aa aa	e ee ee ee ee ee	i ii ii ii ii ii	o oo oo oo oo oo	u uu uu uu uu uu		
ai ay a eigh igh ey	ee ea e ey ey	igh ir i ig ig	oa o oe oe ow	oo or ow ou ui	you ee ir ut ew	oo u oul	or o ol	or ow ou oor oi our one	ur ur u ui	ow ou oy	oor ore oor	oir ore oor	oi oi oi		



# Key Stage 1: Year 2 Spelling Scheme

## KS1 Y2 AUTUMN TERM 1

Week	Focus	Rules and guidance	Example Words
1	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ʊ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
2	The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
3	The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
4	The /r/ sound spelt wr at the beginning of words		write, written, wrote, wrong, wrap
5	The /l/ or /əl/ sound spelt -le at the end of words		table, apple, bottle, little, middle



6	Review Week		
---	-------------	--	--

## KS1 Y2 AUTUMN TERM 2

Week	Focus	Rules and guidance	Example Words
1	The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
2	The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al, but many adjectives do.	metal, pedal, capital, hospital, animal
3	Words ending -il		pencil, fossil, nostril
4	The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
5	Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
6	Review Week		

## KS1 Y2 SPRING TERM 1

Week	Focus	Rules and guidance	Example Words
1	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
2	The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
3	The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
4	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu	want, watch, wander, quantity, squash
5	The /ɜ:/ sound spelt or after w		word, work, worm, world, worth
6	Review Week		

## KS1 Y2 SPRING TERM 2

Week	Focus	Rules and guidance	Example Words
1	The /ɔ:/ sound spelt ar after w		war, warm, towards
2	The /ɜ:/ sound spelt s		television, treasure, usual
3	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
4	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
5	Adding -ing, -ed, -er, -est and -y to words of one syllable	The last consonant letter of the root	patting, patted, humming, hummed, dropping, dropped,

	ending in a single consonant letter after a single vowel letter	word is doubled to keep the /æ/, /ε/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	sadder, saddest, fatter, fattest, runner, runny
6	Review Week		

## KS1 Y2 SUMMER TERM 1

Week	Focus	Rules and guidance	Example Words
1	The suffixes -ment and -ness	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, , plainness (plain + ness), merriment, happiness,
2	The suffixes , -ful and -less	Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one	careful, playful, hopeless, plentiful, penniless,

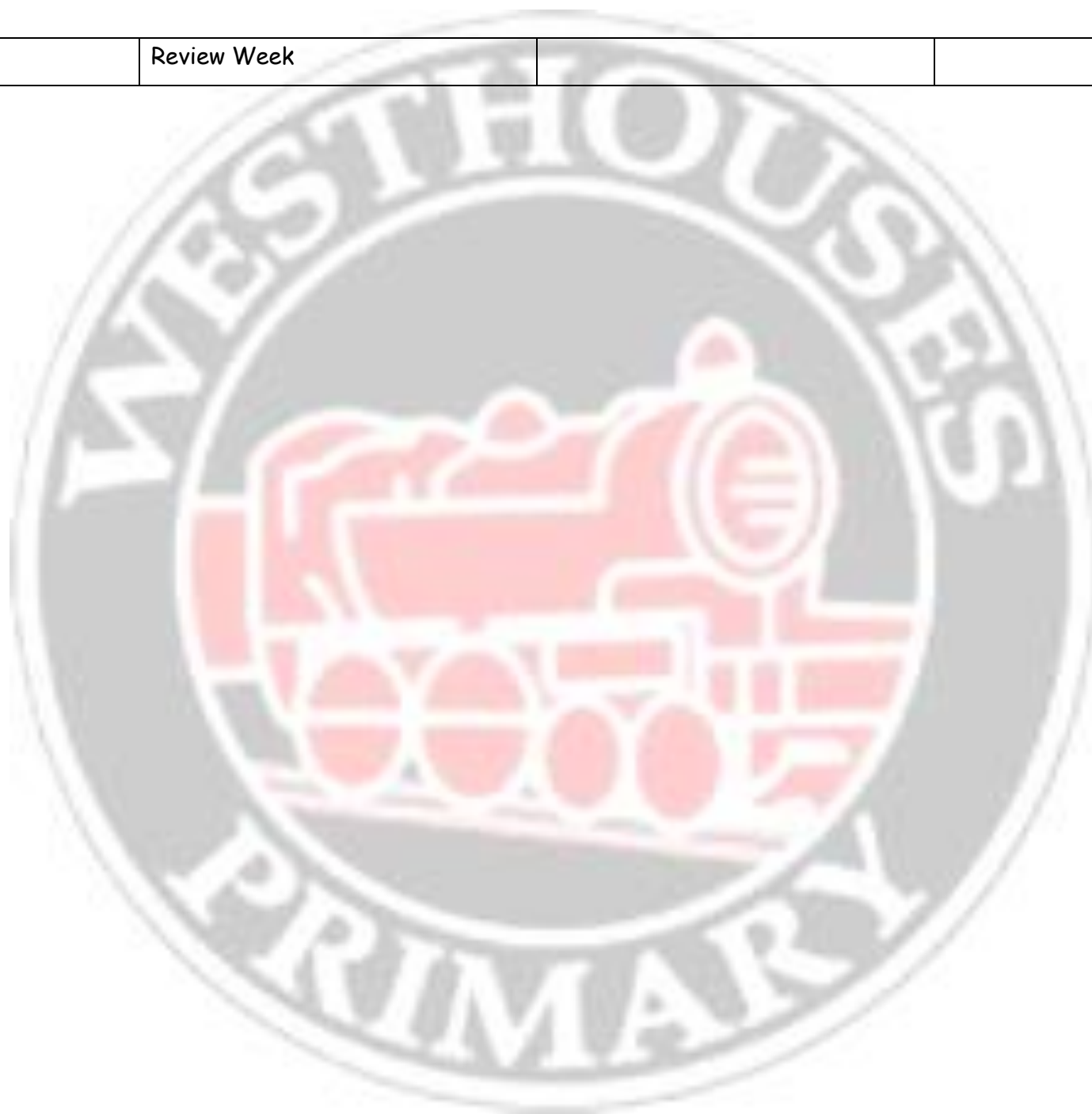


		syllable.	
3	The suffix -ly	Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	badly, sadly, joyfully, happily
4	Homophones and near-homophones		there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
5	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
6	Review Week		

The logo of Westhouses Primary School is a circular emblem. It features a red shield in the center with a white cross and four red quadrants. Above the shield is a red banner with white text. The words 'WESTHOUSES' are written in a large, white, serif font along the top arc of the circle, and 'PRIMARY' is written along the bottom arc. The entire logo is set against a light grey background.

## KS1 Y2 SUMMER TERM 2

Week	Focus	Rules and guidance	Example Words
1	Words ending in -tion		station, fiction, motion, national, section
2	Homophones and near-homophones		there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
3	Common Exception Words		See List
4	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
5	Common Exception Words		See List



# Key Stage 2: Y3-6 Cycle A Scheme of Learning

## KS2 AUTUMN TERM 1 A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/d/ phoneme	d ld dd ed	d ld dd ed de
2	/g/ phoneme	g gue gu gg	g gue gu gg gh x
3	/i/ phoneme	j g ge dge dg	j g ge dge di gg d dj dg gi
4	Year Group Specific	Adding suffixes beginning with vowel letters: -ing, -en, -er	/shuhs/ cious tious ious
5	/igh/ phoneme	igh y i-e ie is i eigh ye	igh y i-e ie is i ais eigh y-e ye a ae ai ia eye ay ei
6	Year Group Specific	Adding prefixes un-, dis- and mis-	ough letter string
7	Review		

## KS2 AUTUMN TERM 2 A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/f/ phoneme	f ff ph ft	f ff ph gh ffe pph ft
2	Year Group Specific	Adding prefix re-	ance, ancy, ence, ency
3	/z/ phoneme	z zz s se ze	z zz s ss x se ze
4	Year Group Specific	Homophones	able, ably, ible, ibly
5	/zh/ phoneme	si s (-sure) s ge	si s (-sure) s ge g z ti
6	Year Group Specific	Suffixes: adding -ly	Suffixes revision (from LKS2)



7	Review and Word List		
---	----------------------	--	--

## KS2 SPRING TERM 1 A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/ear/ phoneme	ear ere eer ier	ear e ere eare eer ier er ir eir
2	/b/ and /p/ phoneme	b pb bb	b pb bb p pp
3	/air/ phoneme	air are ear ere eir ar ey're	air are ear ere eir aer aire ar ayer ey're a
4	Year Group Specific	suffix -sion suffix -ssion tion (v to n) suffix -cian	ive suffix
5	/ng/ phoneme	ng nk ngue nd	ng nk ngue nd
6	Review and Word List		

## KS2 SPRING TERM 2 A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	Year Group Specific	Words ending in 'zhuh' spelt -sure, -ture	ise and ify suffix
2	/th/ phoneme	th (soft) th the	th (soft) th the
3	Year Group Specific	Homophones	al and en suffix
4	/o/ phoneme	o a au ow	o a au ou ach e eau ow i
5	/ar/ phoneme	ar ear a al are	ar ear a au al arr arre aar er are
6	Review and Word List		

## KS2 SUMMER TERM 1A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/l/ phoneme	l ll lle	l ll lle
2	/ch/ phoneme	ch tch tu suffix -ture	ch tch t ci cc c tu suffix -ture
3	/s/ phoneme	s ss c sc st sw ce se	s ss c sc st sw ce se ps sce sth sse z
4	Year Group Specific	Prefix -il and -im	fer
5	/ure/ phoneme	ure ur	ure ur
6	Review and Word List		

## KS2 SUMMER TERM 2 A

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	Year Group Specific	Prefix in- and -ir	Prefixes (from LKS2)
2	/o-e/ phoneme	o-e oa oe ow o ew oah owe	o-e oa oe ow ough o eau au ew oah oo ol owe
3	Year Group Specific	Homophones	Revision (SATs)
4	/oy/ phoneme	oy oi	oy oi uoy awy
5	/ul/ phoneme	le el al il ul ol	le el al il ul ol
6	Review and Word List		

## Key Stage 2: Y3-6 Cycle B Scheme of Learning

### KS2 AUTUMN TERM 1 B

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/a/ phoneme	a ai i al	a ai i al
2	/ay/ phoneme	ay a-e ai ei eigh ey a aigh ea	ay a-e ai ei eigh ey a aigh ea é ae au e et
3	Year Group Specific	Suffixes -ing, -ed, -er and -est (revision)	fer
4	/ew/ phoneme	oo u-e ew ue ui ou wo	oo u-e ew ue ough ui ou u oe o eu oeu wo
5	/oo/ phoneme	oo o ou(l) u	oo o ou(l) u
6	Year Group Specific	Prefixes super-, anti- and auto-	able, ably, ible, ibly
7	Review and Word List		

### KS2 AUTUMN TERM 2B

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/ow/ phoneme	ou ow	ou ow ough
2	/e/ phoneme	e ea ie ai a ei u	e ea ie ai a ei u ae eo a-e
3	/ee/ phoneme	ee ea e-e ie y ey ei i e	ee ea e-e ie y ey ei i e eo i-e oe ay ae
4	Year Group Specific	Suffix -ation	Suffixes: ship, ness, ment

5	/u/ phoneme	u      o      ou      oe      oo	u      o      ou      ou(gh) oe oo
6	/ue/ phoneme	u-e      ew      ue      ui      u eau	u-e      ew      ue      ui      u ueue      uu      eu      eau      ewe
7	Review		

## KS2 SPRING TERM 1B

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/h/ phoneme	h      wh	h      wh
2	Year Group Specific	Prefixes sub- and inter-	ity suffix
3	/j/ phoneme	j      g      ge      dge      dg	j      g      ge      dge      di gg      d      dj      dg      gi
4	Year Group Specific	Suffix -ous	ate suffix
5	/kw/ phoneme	qu      kw	qu      cqu      kw
6	Review		

## KS2 SPRING TERM 2B

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
1	/sh/ phoneme	sh      ch      s      ss      ti	sh      ch      s      ss      ti      ce che      chsi      sc      sci      ci
2	Year Group Specific	Homophones	ough letter string
3	/shun/ phoneme	suffix -sion      suffix -ssion      tion (v to n)      suffix -cian	suffix -sion      suffix -ssion      tion (v to n)      suffix -cian
4	/w/ phoneme	w      wh      o      u	w      wh      o      u
5	/m/ phoneme	m      mb      mn      me	m      mb      mn      mm      me mme      gm
6	Review		



## KS2 SUMMER TERM 1 B

Week	Focus	Year 3/4 Patterns					Year 5/6 Patterns				
1	/k/ phoneme	c ch	k cc	lk qu	ck	que	c ch x	k cc xi	lk q	ck qu	que kh
2	/z/ phoneme	z se	zz ze	s	ss	x	z se	zz ze	s	ss	x
3	/aw/ phoneme	or au aur	aw augh ou're	a (l) oor ure	ar our oa	ore ure	or au ure ure	aw ough aur oa	a (l) augh oar u	ar oor ou're awe	ore our aor aul
4	/r/ phoneme	r	wr	rr			r	wr	rr	rh	rrh
5	/er/ phoneme	ir ar	ur our	er	or	re ear	ir yr irr	ur ear ere	er ar yrrh	or eur urr	re our err
6	Review										

## KS2 SUMMER TERM 2 B

Week	Focus	Year 3/4 Patterns	Year 5/6 Patterns
------	-------	-------------------	-------------------

1	/n/ phoneme	n      kn      gn      nn	n      kn      gn      mn      nn dne    ne      pn
2	/p/ phoneme	p      pp	p      pp
3	Year Group Specific	Homophones	/shuhs/ cious tious ious
4	/t/ phoneme	t      te      ed      tt	t      bt      te      th      ed tt      tte      pt      ct
5	/y/ phoneme	y      i      ll	y      i      ll
6	Review		