No Nonsense

**Spelling**

**Spelling Pathway**

**Years 2 to 6**

No Nonsense

**Spelling**

No Nonsense Spelling Programme

**Year 2**

Term 1

Term 2

Term 3

**Revisit**

Phase 5 GPCs as required by pupils

**Homophones**

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

**Year 2 phonics**

* The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.
* The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’
* The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words

**Common exception words**

/aɪ/ sound spelt ‘i’ in common

exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.

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

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

**Proofreading**

After writing, teach pupils to:

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

**Learning and practising spellings**

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

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

**Revisit**

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

**Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they’re/there/their* and others as relevant

**Apostrophe**

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

**Year 2 phonics**

The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’

The /r/ sound spelt ‘-wr’ at the beginning of words

The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’

**Common exception words**

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

**Suffixes**

Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter

Adding ‘-es’ to nouns and verbs ending in ‘y’ The suffixes ‘-ful’ , ‘-less’ and ‘-ly’

Words ending in ‘-tion’

**Strategies at the point of writing**

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

**Proofreading:**

After writing, teach pupils to:

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

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

**Learning and Practising spellings**

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

Remind pupils of the following strategies:

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

**Revisit**

The possessive apostrophe (singular nouns)

**Homophones**

Revision of all homophones taught so far

**Apostrophe**

The possessive apostrophe (singular nouns)

**Year 2 phonics**

The /l/ or /əl/ sound spelt ‘-el’ at the end of words

The /l/ or /əl/ sound spelt ‘-al’ at the end of words

The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)

The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’

The /ʌ/ sound spelt ‘o’

The /ɜ:/ sound spelt ‘or’ after ‘w’

**Common exception words**

All Year 2 words not taught so far

**Suffixes**

Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’

The suffixes ‘-ment’, ‘-ness’,

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

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

**Proofreading**

After writing, secure routines for proofreading:

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

**Learning and practising spellings**

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

Remind pupils of the following strategies:

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

No Nonsense

**Spelling**

No Nonsense Spelling Programme

**Year 3**

Term 1

Term 2

Term 3

**Revisit**

Common exception words from Year 2

**Prefixes and suffixes**

Revise prefix ‘un’.

New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.

Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’

**Rare GPCs**

The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /ɪ/ sound spelt ‘y’

Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)

**Homophones**

*brake/break, grate/great, eight/ate, weight/wait, son/sun*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Focus: checking after writing the spelling of KS1 common exception or tricky words.

**Strategies at the point of writing** Reintroduce Have a go sheets and strategies from Year 2.

**Learning and Practising spellings**

Pupils:

* Learn selected words taught in new knowledge this term.
* Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Strategies at the point of writing.

Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)

**Prefixes and suffixes**

Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’

**Rare GPCs**

The /ʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)

**Homophones**

*here/hear, knot/not, meat/meet*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Revise proofreading routines

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2

**Prefixes and suffixes**

Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes

**Rare GPCs**

The /ɪ/ sound spelt ‘y’ other than at the end of words (*gym, myth*)

The /ʌ/ sound spelt ‘ou’ (*young, touch*)

**Homophones**

*heel/heal/he’ll, plain/plane, groan/grown, rain/ rein/reign*

**Apostrophe**

Revise contractions from Year 2

**Proofreading**

Proofread own writing for misspellings of per- sonal spelling list words.

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

No Nonsense

**Spelling**

No Nonsense Spelling Programme

**Year 4**

Term 1

Term 2

Term 3

**Revisit**

Strategies at the point of writing: Have a go

**Rare GPCs**

Revise:

* The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’
* The /ʃ/ sound spelt ‘ch’
* The /ʌ/ sound spelt ‘ou’ (all from Year 3)

**Word endings:**

Words ending /ure/ (*treasure, measure*)

**Prefixes and Suffixes**

* Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’
* Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’,

‘-en’, ‘-er’, ‘ed’)

**Homophones**

*peace/piece, main/mane, fair/fare*

**Apostrophe**

Possessive apostrophe with singular proper nouns (*Cyprus’s population*)

**Proofreading**

Teach proofreading strategies

**Learning and Practising spellings**

Pupils:

* Learn selected words taught in new knowledge this term.
* Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Year 3 rare GPCs

**Rare GPCs**

The /g/ sound spelt ‘gu’

**Word endings**

Words ending /tʃə/ spelt ‘ture’ (*creature, furniture*)

Endings that sound like /ʃən/, spelt ‘-tion’,

‘-sion’, ‘-ssion’, ‘-cian’ (*invention, comprehen- sion, expression, magician*)

**Prefixes and Suffixes** Prefixes ‘anti-’ and ‘inter-’ Suffix ‘-ation’

**Homophones**

*scene/seen, male/mail, bawl/ball*

**Apostrophe**

Revise contractions from Year 2 Possessive apostrophe with plurals

**Proofreading**

Model how to use various strategies in proof- reading, including using a dictionary.

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

**Revisit**

Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’,

‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed.

**Rare GPCs**

Words with the /s/ sound spelt ‘sc’ (Latin in origin)

**Word endings**

Endings that sound like /ʒən/ spelt ‘-sion’ (*division, confusion*)

**Prefixes and Suffixes**

Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’

Suffix ‘-ous’ (*poisonous, outrageous*)

**Homophones**

*whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem*

**Apostrophe**

Apostrophe for possession, including singular and plural

Revise contractions from Year 2 and plural apostrophe rules

**Proofreading**

Check writing for misspelt words that are on the Years 3 and 4 word list.

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 3 and 4 word list. (Suggest an average of

5 or 6 words each term.)

* + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 3 and 4 word list.

No Nonsense

**Spelling**

No Nonsense Spelling Programme

**Year 5**

Term 1

Term 2

Term 3

**Revisit**

Strategies at the point of writing: Have a go Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession

**Rare GPCs**

Words with ‘silent’ letters

**Morphology/ Etymology**

Use spelling journals to record helpful etymological notes on curious or difficult words

**Word endings**

Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’

**Homophones**

*isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*

**Hyphen**

Use of the hyphen (*co-ordinate, co-operate*)

**Dictionary**

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

**Proofreading**

Focus on checking words from personal lists.

**Learning and Practising spellings**

Pupils:

* Learn selected words taught in new knowledge this term.
* Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
* Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Strategies at the point of writing: Have a go Apostrophe for possession

**Rare GPCs**

Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)

**Morphology/ Etymology**

Teach extension of base words using word matrices.

**Word endings**

Words ending in ‘-ably’ and ‘-ibly’

Revise words ending in ‘-able’ and ‘-ible’

**Homophones**

*altar/alter, led/lead, steal/steel*

**Dictionary**

Use a dictionary to create collections of words with common roots

**Proofreading**

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
  + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Strategies at the point of writing: Have a go A range of strategies for learning words

**Homophones**

(*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)

**Suffixes**

Problem suffixes

**Dictionary**

Teach use of dictionary to check words, refer- ring to the first three or four letters

**Proofreading**

Check writing for misspelt words that are on the Years 5 and 6 word list

**Morphology/ Etymology**

Teach morphemic and etymological strategies to be used when learning specific words

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
  + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

No Nonsense

**Spelling**

No Nonsense Spelling Programme

**Year 6**

Term 1

Term 2

Term 3

**Revisit**

Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’

**Rare GPCs**

Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.

**Prefixes and Suffixes**

Adding suffixes beginning with vowel letters to words ending in ‘-fer’.

**Word endings**

Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)

**Homophones**

*advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*

**Proofreading**

Proofreading in smaller chunks – sentences and paragraphs.

**Learning and Practising spellings**

Pupils:

* Learn selected words taught in new knowledge this term.
* Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
* Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Words containing the letter string ‘-ough’

P**refixes and Suffixes**

Generating words from prefixes and suffixes

**Word endings**

The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)

**Homophones**

*compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary*

All homophones from KS2

**Proofreading**

Proofreading someone else’s writing. Note down strategies that help in spelling journals

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
  + Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.

**Revisit**

Spelling strategies at the point of writing

**Rare GPCs**

Revise words with rare GPCs from the Years 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

**Word endings**

Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’

**Homophones and near homophones** *draft/draught, dissent/descent, precede/pro- ceed, wary/weary*

**Proofreading**

Embedding proofreading strategies when reviewing own writing independently.

**Learning and Practising spellings**

Pupils:

* + Learn selected words taught in new knowledge this term.
  + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
  + Learn words from personal lists
  + Root words and meanings

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the

Years 5 and 6 word list.