

Exemplar planning guidance for the teaching of spelling and phonics in Years 5 and 6

Block 1 phonemic / phonological	Block 2 morphological	Block 3 morphological
<p>Ideally phonics should be taught in Y5 to support spelling in Y6 then consolidated when needed</p> <p>Phonics teaching to be covered over Y5/6:</p> <p>Words with the /i:/sound spelt ei after c <i>(see rules and guidance in new curriculum)</i> <i>Other sources:</i> <i>Year 7 Spelling Bank p.47</i> <i>Spelling.org</i> <i>Spellzone.com</i></p> <p>Words containing the letter-string ough <i>(Refer to traditional Phase 5 GPC extended knowledge and teaching). This is a grapheme (quad-graph) making alternative pronunciations. Open ended sorting activities and phoneme/grapheme spotter strategies can be used to develop understanding. Regular exposure and ‘spotting’ of such words throughout the wider curriculum would also support pupils in securing the correct spelling. This mean continuous coverage would be needed.</i> <i>SFS Year 4 term 2 p60-61 further ideas.</i> <i>SFS Year 5 term 1 p74</i></p>	<p>Revision of previously taught phonics should carryon throughout Y5 and Y6 as necessary</p> <p><u>Word endings</u> Revision of suffixes and prefixes will be necessary. The range of pronunciations for the consonant /c/ S for S and SB Y5 term 2</p> <p>Endings which sound like /jəs/ spelt –cious or –tious e.g. vicious and nutritious</p> <p>Endings which sound like /jəl/ e.g. –cial official or –tial essential</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency <i>See useful spelling guidelines Appendix 1.9 p 106</i> <i>S for S Y6 term 2 (p95) unstressed vowels</i></p> <p>Words ending in –able and –ible <i>SB Y4 term 3 –ible, able</i> <i>Y7 Spelling bank Objective 3</i></p>	<p>Revision of previously taught phonics should carryon throughout Y5 and Y6 as necessary</p> <p>Continue to consolidate homophones taught previously</p> <p>Homophones and other words that are often confused</p> <p>In the pairs of words opposite, nouns end –ce and verbs end –se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c. <i>S for S Y6 term 1</i> <i>SB Y5 term 2</i></p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p><i>S for S appendix 3 guidance p114</i> <i>Y7 SB objective 12</i> <i>Useful guidance at Oxford Dictionaries linked to ‘Oxfords Primary Dictionary’</i> www.oxforddictionaries.com/words/primary-dictionary-activities</p>

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<p>Words with silent letters (i.e letters whose presence cannot be predicted from the pronunciation of the word).</p> <p><i>Throughout FS and KS1 children will have been taught these graphemes as digraphs (two letters making one sound) so as not to confuse young children developing phonic knowledge and application. Older children who have secured the use of phonics for spelling will understand the concept of letters being 'silent'.</i></p> <p><i>S for S Y5 S for S Year 6 term 1 p90-96 KS2 SB Y3 term 2 Year 7 Spelling Bank p33 Literacy.kent.edu Collaborative learning.org Urbrainy.com</i></p> <p>Elements of the above have been taught in Phase 5 phonics and need to be referred back to when teaching e.g. hard and soft /c/</p>	<p>Words ending in –ably and –ibly <i>Y7 Spelling bank guidance</i></p> <p>Adding suffixes beginning with vowel letters to words ending in –fer No direct link – new emphasis of rules <i>'reference' (& 'conference'): KS2 SB p52, Y7 SB p2 (also see '–ence' guidance above) 'transfer' Y7 SB p20</i></p> <p>Use of the hyphen <i>KS2 SB Y3 term 1, p6 (de-ice) KS2 SB Y3 term 3, p17 (e.g. co-education, co-operate, anti-clockwise, non-stop, non-drip)</i></p>	<p>use a thesaurus <i>see useful guidance linked to 'Oxford English Thesaurus for Schools'</i> <i>http://www.oxforddictionaries.com/words/thesaurus-activities?q=thesaurus</i></p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>S for S Y6 term3 <i>Y7 SB Objective 5 high frequency words Y7 SB Objective 8 personal spelling development Y7 SB Objective 10 analogy Y7 SB Objective 11 using visual strategies for learning spelling</i></p>
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The above objectives are linked into assessment for learning, cross-curricular links and grammar objectives

See word list for Years 5 and 6, these words can be aligned with the objectives (NC p59). The lists in the appendix provide examples of words that embody each pattern which is taught, together with a number of other words, some of which embody unusual GPCs

Use phonics tracker as a basis for assessment for learning

Cross referenced with:

Letters and Sounds (Phase 5)

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

Support for Spelling (S for S)

http://dera.ioe.ac.uk/687/1/01109-2009PDF-EN_01.pdf

KS2 Spelling Bank (SB)

http://www.educationbooks.co.uk/images/nls_spellingbank008601.pdf

Y7 Spelling Bank (Y7 SB)

<http://www.edu.plymouth.ac.uk/secpartners/Resources/KS3%20Yr7%20Spelling%20Bank.pdf>