

Pathways to Spell

We follow a mastery approach to the teaching of spelling through the programme '*Pathways to Spell*'. It is a programme designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proof-reading, the programme aims to develop children as proficient spellers.

Year Group	End of Year expectations
1	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week ○ name the letters of the alphabet: • naming the letters of the alphabet in order <ul style="list-style-type: none"> ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
2	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl's book]

	<ul style="list-style-type: none"> ○ distinguishing between homophones and near-homophones ○ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ● apply spelling rules and guidance, as listed in English Appendix 1 ● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
3 and 4	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them (English Appendix 1) ● spell further homophones ● spell words that are often misspelt (English Appendix 1) ● place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ● use the first two or three letters of a word to check its spelling in a dictionary ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ● Pupils should learn to spell new words correctly and have plenty of practice in spelling them. ● As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure ● Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.
5 and 6	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> ● use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] ● continue to distinguish between homophones and other words which are often confused ● 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 ● use dictionaries to check the spelling and meaning of words ● use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● use a thesaurus.

The common exception word lists for years 1 and 2 can be found by following the links below:

[Common Exception Words Y1](#)

[Common Exception Words Y2](#)

The statutory spelling list for Y3/4 and Y5/6 can be found by following the links below:

[Y3 and 4 Statutory Spelling List](#)

[Y5 and 6 Statutory Spelling List](#)

You can find out more by following this link to the National Curriculum guidance (English Appendix 1) for spelling:

[National Curriculum Spelling Expectations](#)