



# Writing Policy

Approved by: Full Governing Body

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Signed: Chair: Mr. C Harris

At Reddal Hill Primary School we celebrate that English is a tool for both our thinking and learning. We continually work to develop our children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. In this way become empowered to interpret the world around them and to make sense of their experiences.

## SPEAKING AND LISTENING / ORACY

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear, speak and explore are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers at Reddal Hill will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills as part of a whole-school commitment to developing pupils' oracy.

Pupils at Reddal Hill will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others, and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Opportunities will be planned so that pupils will be taught to understand and use the conventions for discussion and debate. All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be given opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. Teachers will plan for pupils to have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements, which underpin all aspects of spoken language and oracy across the six years of primary education, form part of the national curriculum.

### **Spoken Language: Early Years Foundation Stage (EYFS) and Key Stage One (Years 1 & 2)**

At Reddal Hill children will learn to speak confidently and listen to what others have to say. Teachers will plan a range of opportunities to begin to read and write independently and with enthusiasm. Pupils will be encouraged to use language to explore their own experiences and imaginary worlds.

Early oracy development will focus on building vocabulary, turn-taking, questioning and articulating ideas clearly.

### **Spoken Language: Key Stage Two (Years 3–6)**

Children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will be given opportunities to read a range of texts and respond to different layers of meaning in them.

Teachers will plan opportunities for pupils to explore the use of language in literary and non-literary texts and learn how the structure of language works.

Oracy skills will be further developed through structured discussion, debate, presentation, performance and collaborative learning.

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## WRITING

### **National Curriculum**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing, as incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (GPC) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on developing fluent, legible and increasingly automatic handwriting, enabling pupils to focus more on shaping and improving their ideas.

### **Intent**

At Reddal Hill, all adults aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write, and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to develop fluency and legibility and offer a whole-language approach, so that pupils can learn to express clarity of thought and manage language appropriately. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

In line with updated guidance, we also place importance on early, secure transcription skills; explicit sentence instruction; and the use of spoken language to support composition, helping pupils plan, rehearse, draft and improve their writing with increasing independence.

## Implementation

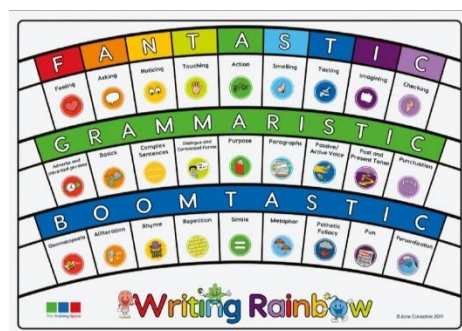
At Reddal Hill we have adopted 'The Write Stuff' by Jane Considine, to bring clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. As a school, all children from Year 1 to Year 6 learn to write through the Write Stuff approach. This was developed by teacher and leading English consultant, Jane Considine. It is a fun, creative and rigorous approach to develop children's writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences that have real impact and keep the reader interested.

In The Write Stuff approach to writing, children explore high quality, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

**Fantastics** – ideas for writing

**Grammaristics** – tools for writing

**Boomtastics** – writing techniques.



## Teaching Sequence

The Write Stuff is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons.

As part of the teaching sequence, teachers plan experience days, sentence stacking lessons and independent writing sequences.

Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons. Sentence stacking lessons focus on writing three sentences that focus on the lenses from the rainbow.

'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intense moments of learning they can that immediately apply to their writing.

## Structure of a Sentence-Stacking Lesson

An individual lesson is based on one plot point from the text, broken into three learning chunks:

1. **Initiate section** – a stimulus to capture the children's imagination and set up a sentence.
2. **Model section** – the teacher models a sentence that outlines clear writing features and techniques.
3. **Enable section** – the children write their sentence, following the teacher's model.

This part of the unit is heavily scaffolded with consistent teacher input, modelling of vocabulary, sentence construction and the use of grammar with reference to the 3 writing lenses.

During the initiate section, children 'chat' (chat and jot) down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use 'kind calling out' where they **share** examples of vocabulary, adverbs, onomatopoeia etc.

During the model section, the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing drawn from the writing rainbow.

In the enable section, children write their own sentences, taking the opportunity to deepen the moment. 'Deepen the Moment' is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk.

## Independent Writing and Short Burst Writing

Following sentence stacking, pupils plan and produce an independent piece of writing. After completing this, they independently edit their work using a purple polishing pen.

Teachers then analyse the writing and select a paragraph to refine as a class through short-burst writing sessions, focusing on sentence-level improvement. These sessions may include:

- Sentence combining – joining shorter sentences to improve structure and flow
- Sentence shrinking – condensing information for clarity and pace
- Sentence expanding – adding detail or literary features
- Sentence signposting – exploring the use of conjunctions and their impact

Teachers also identify further areas for development, such as punctuation, spelling or grammar, which are addressed through daily starters.

At the end of the short-burst sequence, pupils write a new paragraph demonstrating their improved sentence-level control and application of skills. This is then marked by the teacher to identify progress against the writing skill ladder assessment criteria.

## Approach to Editing

We have recently refined our approach to editing, in line with our newly implemented short-burst writing model. As teachers analyse writing and plan responsively, the editing process is now continually taught and modelled through daily starters and sentence-level lessons. The Jane Considine editing codes are therefore not currently being used.

Once the short-burst writing model is fully embedded, we aim to reintroduce and formally teach editing as part of the planning and writing process from September 2026, ensuring it is fully integrated rather than taught in isolation.

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## HANDWRITING AND PRESENTATION

At Reddal Hill Primary School, we follow the Kinetic Letters handwriting programme, which is an evidence-informed programme that builds the cognitive and physical skills for handwriting. It enables children to develop legible handwriting that is produced quickly and automatically. With the development of automaticity, handwriting becomes a valuable tool and not a hindrance to learning.

The Kinetic Letters programme starts in the Early Years Foundation Stage, with a clear focus on strength, posture and pencil hold, before letter formation is taught. By the end of KS1, each pupil should be working at the national standard, and some should be working at a greater depth (using some of the strokes needed to join letters). By the end of KS2, pupils should be working at the expected standard.

The Kinetic Letters font covers all the letters in the alphabet and is based on a set of rules that have been made as simple as possible to enable fast learning. The order in which letters are taught recognises the cognitive development of children.

The programme has four threads.

- Making bodies stronger.
- Holding the pencil (for speed, comfort and legibility)
- Learning the letters
- Flow and fluency

The key principles of the programme are:

## **Strength**

Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on. Strength positions are utilised during daily lessons, as appropriate, to ensure that pupils build strength and stamina.

Posture is important in developing the correct position for handwriting and so children are taught how to organize their working position and paper position to enable comfortable and fluent writing from the start.

## **Pencil hold**

Correct pencil hold is taught from the start (i.e. as soon as a tri-pod grip is developmentally appropriate).

## **Letter formation / Flow and Fluency**

The movements to form the letters begin with whole body movements and progress to writing in sand trays, to writing on whiteboards and finally writing on paper. In Kinetic Letters, all the letters and numbers are formed next to one of two monkeys; a brave monkey who sits on the top branch of the tree, and a scared monkey, who sits on the lower branch. Different components of writing (letter formation and joins) are mastered individually before being used in combination.

## **Speed Write**

We have recently developed the Kinetic Letter Programme to introduce 'Speed Write', a structured approach that teaches pupils to write at length while maintaining fluency, accuracy and high standards of presentation. The focus of Speed Write is to support pupils in developing sustained, efficient handwriting and composition skills, enabling them to produce well-organised and well-presented written work over extended periods.

## **How often will Kinetic Letters be taught?**

Handwriting practice takes place in sessions that are outside of writing lessons.

Pupils in Reception and KS1 will spend 20 minutes, four times per week, working on activities that are part of the Kinetic Letters Programme. Handwriting practice takes place in the air (using large movements), in sand trays (to gain sensory feedback), and then onto the 5 lined white boards. Joining is introduced towards the end of Year 2, when pupils have automaticity and accurate letter formation. Most lessons are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/ or individually. However, where appropriate, some year groups may use a setting approach to better meet the needs of the pupils.

Once pupils in Key Stage 1 have developed a fluent and legible handwriting style with accurate letter formation, they are introduced to a short weekly speed-write session as part of their regular Kinetic Letters lesson.

Pupils in KS2 will spend 30 minutes, twice a week, working on activities that are part of the Kinetic Letters Programme. They will regularly revisit the fundamental skills of handwriting before commencing the joining programme (as specified in the programme of work). Some year groups may offer a setting approach, to enable letter formation to be explicitly taught to pupils that do not have automaticity and accurate letter formation, whilst the remaining pupils will continue the joining programme.

Each week, pupils take part in two Kinetic Letters handwriting sessions. The first session is a **practise lesson**, where pupils use sand trays and whiteboards to rehearse letter formation, strengthen muscle memory and improve fine-motor control. The second session takes place on a 'Practice Patch', giving pupils the opportunity to apply their learning and transfer handwriting skills to paper within a structured and supportive environment.

The Practice Patch lesson alternates with a Speed Write session, ensuring a varied and balanced approach to handwriting instruction. This combination supports the development of fluency, stamina and accuracy, while embedding key transcription skills across the school. Together, these sessions promote consistently high standards of written presentation and support the progressive development of handwriting proficiency for all pupils.

Teachers assess handwriting using the 'Practice Patch' and independent pieces of writing using the writing skills ladders (listed above), specific national curriculum expectations appropriate for each year group.

All staff have exceptional high expectations, with regard to handwriting and presentation, which reflect in their own handwriting and presentation in marking and the environment. Additionally, children will work in exercise books which have the Kinetic Letters guidelines, specific to Early Years, KS1 and KS2.

## Special Education Needs and Disabilities (SEND)

Reddal Hill Primary School's SEND policy applies. However, the Kinetic Letters programme is applicable to all pupils.

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## SPELLING

Spelling is taught through the systematic teaching of phonics in Early Years and Key Stage 1, using the Little Wandle programme of work. Refer to the Phonic and Early Reading policy for further information.

Once pupils in Key Stage 2 have completed the Little Wandle Spelling programme, they transition to a structured programme of study using Spelling Shed. Spelling is taught for one hour per week, following a consistent, research-informed lesson sequence of *revisit, teach, practise, implement* and *revise*. Weekly spelling homework is assigned online and is carefully matched to the content taught in class to support ongoing retrieval and consolidation.

The Spelling Shed programme is explicitly grounded in the Science of Spelling, which draws upon the wider body of Science of Reading research. This systematic approach supports pupils in understanding the relationship between sounds and written symbols and focuses on developing pattern recognition rather than simple memorisation. The programme also integrates phonics, morphology and etymology offering explicit, systematic lessons aligned with contemporary evidence on effective spelling pedagogy.

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## INCLUSION:

When planning lessons teachers use the programmes of study set out in the National Curriculum, alongside Reddal Hill's writing progression guides. A copy of the progression guides can be found on the school website. Using these guides, ensures breadth and balance of English skills for all pupils to provide a differentiated curriculum that meets the needs of all the pupils. Teachers plan to set suitable learning challenges for individuals or small groups of pupils and respond to diverse learning needs. It is expected that all adults working with pupils are to liaise with the Inclusion Manager to ensure that provision is made for all children with Special Educational Needs and Disabilities (SEND). Through the use of daily and termly assessments, teachers ensure that they identify vulnerable groups who are not making expected progress, and provide appropriate support.

### **Special Educational Needs and Disability (SEND) Provision:**

Pupils identified as needing additional support in English will be given the appropriate help in the classroom. Providing for pupils with SEND should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

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## **ASSESSMENT**

At Reddal Hill, teachers are continually assessing their pupils' writing through teaching and the use of daily marking. This marking informs future planning and teaching on a regular basis. In addition, all pupils have opportunities to write independent pieces of writing, which are used to assess achievement every term. Teachers use writing 'Skills Ladders' regularly to assess pupils and inform future planning.

### **Moderation**

To ensure teacher assessment judgements are accurate, all teachers take part in Writing Moderation.

Internal writing moderation takes place on a termly basis and teachers work in small groups to hold professional conversations about pupils' work. The skill ladders are used to collate the evidence and moderate judgements.

## **Monitoring**

Class teachers and the Senior Management Team, including Governors, continually monitor English throughout the year. Monitoring of the subject involves learning walks, lesson observations and book and planning scrutiny.

## Appendix I

### Spelling – work for years 3 and 4

#### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

#### New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.</p> <p>(3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's <b>(Note:</b> singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

### Notes and guidance (non-statutory)

#### Examples:

*business*: once *busy* is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', *business* can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

*disappear*: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis-** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

- *bicycle* is *cycle* (from the Greek for *wheel*) with **bi-** (meaning 'two') before it.
- *medicine* is related to *medical* so the /s/ sound is spelt as **c**.
- *opposite* is related to *oppose*, so the schwa sound in *opposite* is spelt as **o**.

## Spelling – years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this. If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)</p> <p>assistant, assistance, obedient, obedience, independent, independ<u>e</u>nce</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in <b>-able</b> and <b>-ible</b></p> <p>Words ending in <b>-ably</b> and <b>-ibly</b></p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</p> <p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>.</p> <p>The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application),</p> <p>considerable/considerably (consideration),</p> <p>tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in <b>-fer</b></p>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <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 <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  affect: usually a verb (e.g. <i>The weather may affect our plans</i>).  effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent  guessed: past tense of the verb <i>guess</i>  guest: visitor  heard: past tense of the verb <i>hear</i>  herd: a group of animals  led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)  precede: go in front of or before  proceed: go on</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

## Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

#### Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

## International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).<sup>1</sup> The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	<b>bad</b>	/ɑː/	<b>father, arm</b>
/d/	<b>dog</b>	/ɒ/	<b>hot</b>
/ð/	<b>this</b>	/æ/	<b>cat</b>
/dʒ/	<b>gem, jug</b>	/aɪ/	<b>mind, fine, pie, high</b>
/f/	<b>if, puff, photo</b>	/aʊ/	<b>out, cow</b>
/g/	<b>gum</b>	/ɛ/	<b>hen, head</b>
/h/	<b>how</b>	/eɪ/	<b>say, came, bait</b>
/j/	<b>yes</b>	/ɛə/	<b>air</b>
/k/	<b>cat, check, key, school</b>	/əʊ/	<b>cold, boat, cone, blow</b>
/l/	<b>leg, hill</b>	/ɪ/	<b>hit</b>
/m/	<b>man</b>	/ɪə/	<b>beer</b>
/n/	<b>man</b>	/iː/	<b>she, bead, see, scheme, chief</b>
/ŋ/	<b>sing</b>	/ɔː/	<b>launch, raw, born</b>
/θ/	<b>both</b>	/ɔɪ/	<b>coin, boy</b>
/p/	<b>pet</b>	/ʊ/	<b>book</b>
/r/	<b>red</b>	/ʊə/	<b>tour</b>
/s/	<b>sit, miss, cell</b>	/uː/	<b>room, you, blue, brute</b>
/ʃ/	<b>she, chef</b>	/ʌ/	<b>cup</b>
/t/	<b>tea</b>	/ɜː/	<b>fern, turn, girl</b>
/tʃ/	<b>check</b>	/ə/	<b>farmer</b>
/v/	<b>vet</b>		
/w/	<b>wet, when</b>		
/z/	<b>zip, hens, buzz</b>		
/ʒ/	<b>pleasure</b>		

<sup>1</sup> This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.