



Overview of Yearly Spelling Objectives

Year 1: Educater Spelling Objectives

Revision of work from EYFS:

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- ♣ all letters of the alphabet and the sounds which they most commonly represent
- ♣ consonant digraphs which have been taught and the sounds which they represent
- ♣ vowel digraphs which have been taught and the sounds which they represent
- ♣ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- ♣ words with adjacent consonants
- ♣ guidance and rules which have been taught

New Spelling Work for Year 1:

Spell:

Spell words containing each of the 40+ phonemes already taught

Spell common exception words

Spell the days of the week

Name the letters of the alphabet:

Name the letters of the alphabet in order

Use letter names to distinguish between alternative spellings of the same sound

Adding prefixes and suffixes:

Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

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)

Divison of words into syllables

Spell compound words

Spell common exception words

Working within Phase 3 sounds and letters

Working within Phase 4 sounds and letters

Working within Phase 5a sounds and letters

Working within Phase 5b sounds and letters

Working within Phase 5c sounds and letters

Spell words with the /v/ sound at the end of words

Write from memory simple sentences dictated by the teacher, that include words using the GPCs and common exception words taught so far



Overview of Yearly Spelling Objectives

Year 2: Educater Spelling Objectives

Revision from Year 1:

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New Spelling Work for Year 2:

Spell by:

Segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly

Learning new ways of spelling phonemes for which one or more spellings are already known

Learn some words with each spelling, including a few common homophones

Learning to spell common exception words (mostly correctly)

Learning to spell more words with contracted forms (most words)

Learning to use the possessive apostrophe (singular), for example: the girl's book

Distinguishing between homophones and near-homophones

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (most words)

Spelling Rules:

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 /s/ sound spelt c before e, i and

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /r/ sound spelt wr at the beginning of words

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

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

Words ending in -il

The /aɪ/ sound spelt -y at the end of words

Adding -es to nouns and verbs ending in -y

Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Adding the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

The /ɔ:/ sound spelt a before l and ll

The /ʌ/ sound spelt o

The /i:/ sound spelt -ey

The /ɒ/ sound spelt a after w and qu

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

The /z/ sound spelt s

Spell words ending in -tion

Write from memory simple sentences dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far



Overview of Yearly Spelling Objectives

Year 3: Educater Spelling Objectives

Revision from Year 1 and Year 2:

Pay attention to suffixes and how to add them

New Spelling Work for Year 3:

Spell further homophones

Spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals (for example, boys', girls') and in words with irregular plurals (fro eample, 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

Spell words with prefixes dis and mis

Adding suffixes beginning with vowel letters to words of more than one syllable

Adding the suffix -ation

Adding the suffix -ly

Adding the suffix -ous

Words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

Words with endings which sound like /ʒə/ or /tʃə/, spelt -sure or -ture

Words with endings which sound like /ʒən/, spelt -sion (television, invasion, confusion)

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



Overview of Yearly Spelling Objectives

Year 4: Educator Spelling Objectives

Revision from Year 2 and Year 3:

Pay attention to suffixes and how to add them

New Spelling Work for Year 4:

Use further prefixes and suffixes and understand how to add them

Spell further homophones

Spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals (for example, boys', girls') 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

Spell words with the /I/ sound spelt y elsewhere than at the end of words eg: myth, Egypt, pyramid, mystery

Spell words with the /^/ sound spelt ou eg: young, touch, double, trouble, country

Spell words with prefixes in, il, im and ir

Spell words with prefixes sub, inter, auto, re, super, anti

Spell words with the /k/ sound spelt ch (Greek in origin), eg: scheme, chorus, chemist, echo, character

Spell words with the /ʃ/ spelt ch (mostly French in origin), eg: chef, chalet, machine, brochure

Spell words with the /s/ spelt sc (Latin in origin), eg: science, scene, discipline, fascinate, crescent

Spell words with the /eI/ spelt ei, eigh or ey, eg: vein, weight, neighbour, eight, they, obey

Use the possessive apostrophe correctly with plural words

Spell further homophones or near homophones