



# Pathways to **Spell**

## Methodology and User Guide for Teachers



## Pathways to Spell

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# Pathways to Spell

## Aims of the programme

*Pathways to Spell* 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:

- Ensure that pupils become confident and competent spellers
- Enthuse and fascinate pupils about words and language
- Develop pupils spoken language skills
- Promote collaborative learning in the classroom
- Develop an engaging spelling environment across school
- Effectively reduce teacher workload with a highly detailed, progressive and engaging planning for the delivery of spelling teaching

## Methodology

The *Pathways to Spell* programme has been designed based on extensive research (Hewett, 2019 & Martin, 2014) into how children learn to become proficient spellers and on guidance from the Education Endowment Foundation (EEF, 2018) on promoting metacognition and self-regulation. They have found that most effective learners can self-regulate and organise their own approach to learning. They are aware of their strengths and weaknesses and have well-developed metacognitive strategies that help them to learn.

In order to facilitate effective learning, pupils will be taught to spell in a number of ways:

- Developmental approach – pupils moving from a focus on phonics and knowledge of GPCs through to patterns and the look of a word at a pace appropriate to their age
- Generalisation approach – if you know how to spell *cat* and *bat* you can have a go at *hat* and *pat*
- Rote-visual memorisation e.g. *look/say/cover/write/check*

In this way, pupils will develop key knowledge about words and the way in which the English language is made up.

**Phonemic knowledge** – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words

**Orthographic knowledge** – the letters or groups of letters that are used to represent words including the look of a word, letter shapes and the order

**Morphological knowledge** – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word

**Etymological awareness** – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with *ch* rather than *sh*

The following principles guide the *Pathways to Spell* approach to teaching spelling:

- We are determined that children become excited and fascinated by words through investigation of patterns and links between words
- Spoken language underpins all the lessons – talk, exploration, play, hypothesising and experimenting is the foundation of the programme
- Collaborative learning is valued and encouraged
- As children learn to spell in different ways, the programme ensures that pupils have the opportunity to learn through a repertoire of multi-sensory approaches
- Repetition of rules and patterns year on year is key to developing spelling knowledge in the long-term memory, with key elements reviewed each week
- Lessons include support and challenge for the range of learners in every class
- Developing a spelling environment in the classroom supports learners and raises the profile of spelling when pupils are writing
- Application of knowledge beyond the spelling lesson is a vital component that needs to be embedded across school

References:

*Teaching Spelling 6-11: designing effective learning in English and across the curriculum* by Kirstie Hewett (UKLA, 2019)

*Talk for Spelling* by Tony Martin (UKLA, 2014)

*Metacognition and Self-Regulated Learning: Guidance Report* by Education Endowment Foundation (EEF, 2018)

## Structure and learning cycle

The *Pathways to Spell* programme is designed for whole class teaching of the Primary National Curriculum objectives for spelling from year 1 to year 6. It is a comprehensive and progressive programme with a clear, research-based teaching sequence. Each week combines consolidation of previously taught spelling patterns and rules in conjunction with new teaching with opportunities to reflect on learning. This will support pupils in development of key metacognitive strategies.






Each half term, there will be 6 weeks of detailed planning with suggestions for additional sessions focused on pupils' personal development of spelling strategies using personalised spelling lists. They are designed to be used for whole class teaching but sessions from previous year groups could be used as an intervention with smaller groups in addition to the whole class session.

Every year begins with consolidation of rules from previous year groups which pupils often find tricky, or commonly misspell. Each term, there is a focus on common exception or word list words and homophones where appropriate. Each week consists of two spelling objectives: a review of a previously taught spelling pattern or rule and a mastery spelling focus – the key learning outcome for the week.

Year 3 Overview – Autumn Term		
Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Adding the endings <i>-ing</i>, <i>-ed</i> and <i>-er</i> to words of one syllable ending where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*)</li> </ul>
2	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to a root word ending in <i>y</i> (Y2*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (to root words ending in <i>-y</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words ending in <i>e</i> (Y2*)</li> </ul>
4	<ul style="list-style-type: none"> <li>The sound /i/ or /ə/ sound spelt <i>-al</i> and <i>-il</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)</li> </ul>
5	<ul style="list-style-type: none"> <li>The sound /i/ or /ə/ sound spelt <i>-el</i> and <i>-le</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)</li> </ul>
6	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>

Sessions follow a clearly structured cycle for learning across either 1 or 2 weeks, depending on the complexity of the mastery focus being covered. Each session should be timetabled to last between 20-30 minutes, with 4 sessions per week in KS1 and 3 sessions a week in KS2.

Learning is sequenced in five stages as follows:

<b>Review</b>		Pupils spend time revisiting a previously taught spelling objective. This will often link to the mastery focus to support pupils with underpinning knowledge required for the new pattern or rule.
<b>Explain</b>		Pupils explore and investigate new words and spellings. They will be given time to identify rules and patterns, hypothesise and explain their findings with their peers.
<b>Practise</b>		Time is given for pupils to practise using the new rule or patterns through a variety of multi-sensory activities in small groups, with partners or independently.
<b>Apply</b>		Pupils have the opportunity to apply the rules with greater independence within sentences. This will take the form of dictation several times each term.
<b>Reflect</b>		Time for pupils to think about their learning and how well they were able to apply their new knowledge. They will think about strategies that have helped them learn best to develop their metacognition.

## The learning cycle in KS1

In KS1, each week contains four spelling sessions and each session should last approximately 20 minutes. We have developed the lessons over 4 sessions in order to support the structure which will already be in place for phonics teaching. The programme is designed to begin in spring term of Y1 to allow for the focus on reading to be developed via the school's chosen SSP (systematic synthetic phonics) programme during autumn term. *Pathways to Spell* will then run alongside the SSP for the remainder of the year to support the teaching of the Y1 national curriculum alongside the spelling elements being taught in phonics lessons. In Y2, there will be some revision of key phonics teaching e.g. alternative spellings for different phonemes but the focus will be on the national curriculum spelling rules and patterns which need to be taught in this age group. This will provide full coverage and replace any other spelling programme or SSP which include spelling in their progression e.g. Phase 6 of Letters and sounds. It is expected that this will form one lesson a day although pupils who did not pass the screening check at Y1 (or have been identified as not yet proficient in the recognition and reading of all 40+ GPCs through school assessments) will need additional phonics teaching and support in addition to this programme in order to close their gaps in knowledge and understanding.

One week learning cycle:

	Session 1	Session 2	Session 3	Session 4
Week 1	Review	Explain	Practise	Apply & Reflect

Two week learning cycle:

	Session 1	Session 2	Session 3	Session 4
Week 1	Review	Explain	Practise	Apply
Week 2	Review	Practise	Apply	Reflect

## The learning cycle in KS2

In KS2, there are three spelling sessions in each week and they should last between 20-30 minutes. You may wish to use a fourth session for handwriting practise linked to the focus words explored that week.

One week learning cycle:

	Session 1	Session 2	Session 3
Week 1	Review	Explain & Practise	Apply & Reflect

Two week learning cycle:

	Session 1	Session 2	Session 3
Week 1	Review	Explain	Practise
Week 2	Review	Practise & Apply	Apply & Reflect

## The plans, teaching approaches and resources

Autumn 1 – Week 1		Week beginning:	
<b>Review</b> Adding <i>-ing, -ed</i> to words of one syllable ending in vowel consonant		<b>Mastery focus</b> Adding <i>-ing, -ed</i> to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)	
This week's words	Session 1	Session 2	Session 3
(stress at end) confer refer occur transfer admit allot regret submit control  (stress at beginning) lengthen straighten strengthen happen ticket profit picket market	<b>Review</b> Set a four-minute timer. Work with a partner. Add <i>-ed and -ing</i> to these words to create new words. <i>How many can you make?</i> <i>shrug, sob, blog, grab, thud, plod, skid, plod, jog, rub</i>  Investigation: <i>What do you notice?</i> Spend two minutes discussing with your partner the similarities between the root words and the words you have made. <i>What is the rule?</i> Write it in your own words.  <b>Share:</b> <ul style="list-style-type: none"> <li>Key spelling rule: If the final two letters are a single vowel followed by a consonant, then double the last consonant before adding <i>-ed</i> and <i>-ing</i>.</li> </ul>	<b>Explain and Practise</b> Display the words: <i>refer, occur, admit, profit, lengthen, ticket, happen</i> . Explain that each word has two syllables – read aloud and pupils listen. Ask pupils to practise saying each word aloud in turn and listen to a partner. Write the words in spelling journal and underline which of the two syllables has more emphasis (or stress as it is known in spelling) e.g. <u>lengthen</u> , <u>admit</u>  Sort words into two groups: stress at the beginning and stress at the end. Check pupils' answers (see left column). Show the rule: <ul style="list-style-type: none"> <li>Key spelling rule: 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 <i>-ed</i> or <i>-ing</i> e.g. <i>submitting</i>. The consonant letter is not doubled if the last syllable is unstressed e.g. <i>marketing</i></li> </ul> Pupils should practise applying the rule to their list of words.	<b>Practise and Apply</b> Provide pupils with a larger selection of root words. Pupils make an <b>Odd One Out</b> quiz for a partner by choosing the root word and two possible spellings using one of the suffixes e.g. <i>occur</i> <i>occurring</i> <i>occurring</i>  When they have made five questions, swap with a partner who highlights the odd one out (the incorrect spelling of the word). Work collaboratively to say each root word aloud and check/mark together according to the rule.  <b>Challenge:</b> Use both <i>-ed</i> and <i>-ing</i> suffixes. Work out whether the odd one is the correct or the incorrect spelling e.g. <i>occured</i> <i>occurred</i> <i>occurring</i>

### The planning

Each weekly plan fits on a single page with space for the teacher to label with the date. The top of the page shows the review and mastery focus for the week.

Below the review and mastery focus, the left-hand column of the grid shows the focus words that will be covered that week. The programme does not promote the use of individual spelling tests for assessment purposes, but should you wish to conduct these, words from this list could be used.

The key spelling rules to be shared with pupils are identified in purple and example words to share with pupils are given in italics and key parts of words are sometimes underlined so that the focus is clear.

To keep the planning succinct, there is a separate 'Spelling Games and Activities Handbook' which gives details about any activities referred to in the planning (see page 12 for further details). These games are identified in bold.

### Using Spelling Journals

Spelling journals are a valuable resource for pupils that allow them to see and make connections between the work they are doing in their spelling lessons and their writing. By keeping a record of their investigations and practise of spelling, it continues to raise the profile of spelling as it is being valued as a piece of work and not lost forever once a whiteboard is rubbed clean. It also supports memory recall when pupils are asked to refer back to learning from previous sessions.

We would recommend that spelling journals are used predominantly during spelling lessons to record activities, collect words, undertake investigations and reflect on learning. Pupils should be able to refer back to previous activities where they think there may be a connection and use pages to practise words using personal spelling strategies. By personal spelling strategies, we mean ways of practising and learning spellings that work best for individual pupils. Some pupils may benefit from strategies which involve writing words out multiple times. Other pupils may prefer more visual aids which identify the tricky part of the word. Some pupils may choose to utilise bright colours or bold lettering while some may prefer auditory strategies such as mnemonics or saying words in ways which support recall of letter sequences.



The spelling journal should be accessible to pupils when they are engaged in writing as a tool to support spelling and contain a copy of their personal spelling log (see below).

### **Personal spelling logs**

Within a pupil's spelling journal, they should have a copy of the personal spelling log (see appendix A). The personal spelling log should be used to keep a record of words pupils have found tricky during spelling sessions so that they can refer to them during their independent writing. Where possible, pupils should be selecting words for their personal spelling log themselves, making reflective choices about which words should be added to this list.

Pupils should also collect words in their personal spelling log that they have recorded from their independent writing as they have repeatedly made errors with it and been asked to correct it by the teacher. They may also record words that they have looked up multiple times in dictionaries to save them time in the future.

Time should be built into English lessons for pupils to check for spelling log words into their writing on a regular basis (aiming for weekly). This ensure that pupils are given time to focus on spelling as an important part of the writing process without over burdening pupils during the act of writing.

From the personal spelling logs, teachers should identify words added in the previous half-term that will become the pupils' target words and check the spelling of words pupils have recorded in their log so that they are applied accurately in writing.

Tips for giving pupils target words:

- Select no more than five target words at a time. You may feel that there are pupils in you class who may benefit from having fewer words, or from building up to five words over time so that they are not over faced.
- Make target words visible during the writing process (see appendix B for target word card).
- Give time for pupils to check for the target words in their writing. You may wish to ask them to tick next to the word each time it is used correctly and after five correct uses in writing it can be removed and replaced.
- Ensure pupils are given time to practise target words using their preferred personal spelling strategies and review them regularly.

### **Dictation**

As required by the Primary National Curriculum, some of the 'apply' sessions within the planning contain sentences for dictation.

Recommended approaches:

#### **KS1**

1. Read the first sentence while pupils listen but do not write. They should listen out for the focus words they have been learning that week and try to hold the sentence in their head.
2. Repeat reading the sentence. This time pupils should write the sentence down in their spelling journals. Give them time to check what they have written – that they have written the complete sentence and spelt the words correctly.
3. Repeat for the following sentences. If necessary, split any longer sentences in two to support recall.

4. Mark the spelling of the focus words (underlined in the planning) and any words from the review (in bold in the planning) together. Discuss rules/patterns that should have been applied and reflect on any errors made by pupils.

N.B. For pupils who struggle to hold the sentences in their head before writing or who would struggle to write all the sentences independently, a resource sheet is provided with spaces for pupils to write in the missing focus words.

## KS2

1. The dictations for KS2 pupils are written as paragraphs. First, read the whole paragraph to pupils while they listen, ensuring they have understood the context of the paragraph, but do not write anything.
2. Reread the first sentence again while pupils listen out for the focus words they have been learning that week and try to hold the sentence in their head but do not write.
3. Repeat reading the sentence. This time pupils should write the sentence down in their spelling journals. Give them time to check what they have written – that they have written the complete sentence and spelt the words correctly.
4. Repeat for the following sentences. If necessary, split any longer sentences in two to support recall.
5. Mark the spelling of the focus words (underlined in the planning) and any words from the review (in bold in the planning) together. Discuss rules/patterns that should have been applied and reflect on any errors made by pupils.

## Marking spellings

When pupils have been asked to mark spellings, a beneficial strategy to support development of pupils' metacognition is to ask them to mark incorrect spellings by identifying the part which is incorrect by circling or highlighting. This gives them a chance to consider which part of the word they need to remember to focus on so that they are not just looking at a list of words with crosses next to them.

e.g.

conscience ✓  
different ✓

conshience  
diffrent

## Resources

Resources that are required for the session can be found after each learning cycle. There may also be answer sheets to support with pupils checking their own work or going through answers as a class.

Pathways to Spell

Resources:

interfere	straighten	recognise	certify	sacrifice
occupy	exaggerate	allot	lengthen	beautify
happen	qualify	achieve	accompany	profit
ticket	magnify	transfer	disqualify	determine
submit	strengthen	picket	regret	market
bruise	simplify	admit	appreciate	control

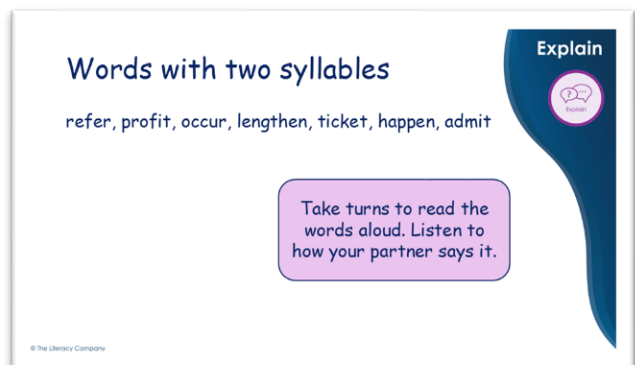
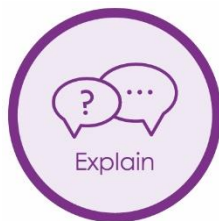
Where possible, ask pupils to cut up their own resources to save preparation time when sets of cards are needed. There will also be times that pupils are asked to create their own resource cards by copying words onto post-it notes or small cards. This is always clearly indicated on the planning.

In addition to pupils' spelling journals, other resources often required in the sessions include mini whiteboards and pens, post-it notes, highlighters, coloured pens or pencils.

### Using the PowerPoints

PowerPoint presentations (PPT) which support teaching of the plans are included with the Pathways to Spell programme. They are fully editable so that they can be adapted alongside the planning if necessary.

The PPTs contain key words, questions to pupils, pupil instructions for activities and key spelling rules. The learning cycle symbols (Review, Explain, Practise, Apply, Reflect) are present on the appropriate slides of the PPT to support pupil learning and aid metacognition and self-regulation strategies.



## Key spelling rule

- Check which part of the word is stressed. Underline it.
- If the last syllable of a word is stressed, the final consonant letter is doubled before *-ed* or *-ing* e.g. submiting.
- The consonant letter is not doubled if the last syllable is unstressed e.g. marketing.

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Practise



refer - referring  
profit  
occur  
lengthen  
ticket  
happen  
admit

Practise the rule and split  
the words into two  
groups.

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Practise



## Supporting documents

Pathways to Spell has a number of supporting documents in addition to the weekly plans:

- *Games and Activities Handbook*
  - This handbook contains all the games and activities referred to in the weekly plans with clear instructions for each activity. They are listed in alphabetical order.
  - Each activity also shows which areas of the spelling curriculum it is most suitable for so that they can be suitably substituted if necessary. Games and activities are also listed in the appendix under these different areas so that suitable alternatives can be easily identified.
  - For small group interventions, this document is also useful if pupils need further practise of patterns or rules with another activity as an additional activity can be selected easily.
  
- *Progressive Word Lists*
  - This document provides progressive word lists for some spelling objectives which are covered and built on across several year groups.
  - It should be used for differentiation of spelling activities where appropriate.

## Adapting the planning

In designing *Pathways to Spell*, we recognise that teachers may need to adapt the programme planning to suit the needs of their cohort or individuals within in.

- Word lists are provided for each week. This can be adapted to suit topics or texts you are covering in class to make them more relevant to pupils if needed.
- Where dictations are used, they are linked to the *Pathways to Write* text for that half term. If you do not use *Pathways to Write* for your English lessons, please adapt these to suit the context of your class text so that pupils are able to apply focus words to relevant contexts.
- The '*Games and Activities Handbook*' is a useful resource to support teachers in adapting planning to suit the needs or preferences of their class. Any of the activities referenced in the planning can be swapped for any other suitable activity from the handbook.

### **Mixed age classes**

For mixed age classes, you may wish to follow the following recommendations:

- **Y1/2 mixed age**  
It is likely that classes which combine Y1 and Y2 already split for phonics teaching to ensure appropriate progression through the phonics curriculum. Spelling should continue to be taught in the same way.
- **Y3/4 mixed age**  
The curriculum for spelling in years 3 and 4 is a joint curriculum. In *Pathways to Spell*, we have split objectives between the two year groups. We would recommend teaching the Y3 objectives in your first year of using the programme if possible while ensuring that Y4 pupils have not missed out on key objectives. We have tried to place less complex objectives in our Y3 overview but as long as they are taught at some point during Y3 or Y4, it does not matter if they are taught in a different sequence.
- **Y5/6 mixed age**  
Similar to Y3/4, the curriculum for spelling in years 5 and 6 is a joint curriculum. In *Pathways to Spell*, we have split objectives between the two year groups. We would recommend teaching the Y5 objectives in your first year of using the programme if possible while ensuring that Y6 pupils have not missed out on key objectives. We have tried to place less complex objectives in our Y5 overview but as long as they are taught at some point during Y5 or Y6, it does not matter if they are taught in a different sequence.
- **Other mixed age combinations**  
As you will be aware, in classes which cross national curriculum boundaries, juggling the curriculum can be more difficult. If it is not possible to teach spelling in separate groups, you may consider varying the review and mastery objectives within the planning. We are always happy to advise individual schools on creating a bespoke curriculum to suit your class structure.

## Links to phonics development

The programme has been written to complement phonics teaching in Reception and KS1. In their early spelling acquisition, pupils will be taught how to identify the sounds in words(phonemes) and the different letters (graphemes) that represent them. As they progress, they will learn more combinations of letters which can represent these sounds e.g. the /eɪ/ phoneme can be represented by the graphemes *ai, a-e, a, eigh, ei, ay, ae*.

By the time pupils leave Reception they will have one way of representing each sound. At the end of KS1, they will have developed, but not yet refined, many alternative representations. In KS2 spelling lessons, we have ensured that pupils build on this knowledge and the strategies they are familiar with. It is important that if you have a particular strategy for pupils to segment (break down words into sounds) linked to your school SSP (systematic synthetic phonics) programme, you continue with this strategy moving into LKS2 e.g. counting out phonemes onto their fingers and using sound mats to find representations.

Throughout the strategies and spelling rule investigations in this programme, we will ensure that pupils draw on their prior knowledge and this will include phonics strategies. Many of the words they will be looking at, including national curriculum word lists, they will be able to segment and spell using their phonics knowledge e.g. *forty* can be spelt correctly when pupils know that the /i:/ or /ɪ/ phoneme can be represented with the grapheme *y*. For other words, pupils can still make a 'phonetically plausible' attempt at writing using their prior phonics knowledge e.g. *exsellent* before then identifying which bit could be represented in a different way.

As pupils encounter new words and rules throughout the programme, they will come across elements that they may have covered in their previous phonics teaching e.g. the silent letter *k* in a word like *knight* will have been covered as an alternative spelling for the /n/ phoneme in KS1. It is important that this prior knowledge is activated and that pupils see that this rule is enhancing their understanding rather than being something completely new. This will give them a variety of strategies, skills and knowledge to draw upon in order to make them confident and competent spellers.

## Creating a whole school spelling environment

Creating a whole-school ethos of interest in words and language is a key part of pupils recognising the importance of spelling accurately and should underpin all spelling lessons. Studies show that central to effective teaching and learning are development of pupils' fascination and interest for the subject matter (Cambourne, 2001). Equally, the enthusiasm of teachers plays a key role in pupils' progress in spelling (O'Sullivan & Thomas, 2007). For this reason, the *Pathways to Spell* programme is highly focused on developing active engagement in understanding of spelling through collaboration and investigation. Staff should be made aware that their excitement and engagement with pupils' discoveries during investigations plays a pivotal role in their engagement.

### **Raising the profile of spelling**

Often, spelling can suffer from maintaining a low status within the English curriculum. Much focus is poured into reading as it is undoubtedly a key life skill. In the same way we focus intently on writing – the process of generating ideas, composing accurate sentences, including engaging detail and vocabulary for the reader – and we often fear dampening pupils' creativity with an overemphasis on spelling. We would rarely miss a reading or writing lesson but all too often spelling is squeezed out in favour of other things in the busy school day. Making time for spelling is key, showing pupils that it is valued through a commitment to teaching it rigorously and regularly is just as important as it is with reading and writing. Equally, displays which celebrate pupils engaged in spelling challenges and investigation are rare in schools but are important in promoting a positive view of spelling, collaboration and talk in school.

### **Working walls**

If used as a tool to support learning, working walls can be highly effective. They do not need to be fancy and should be updated during spelling lessons so that pupils know what is on them and how they can be useful. Some sections will be fairly static and other will change linked to spelling patterns being focused on at that particular time.

Suggested sections:

- **Spelling Pathway** – A prompt which models the stages of the Spelling Pathway (see page 16 and appendix C). This prompt promotes independent spelling problem-solving when pupils get stuck on a word in writing.
- **Personal spelling strategies** – Modelled examples of ways in which pupils might wish to practise words during spelling lessons or for words in their personal spelling logs. You may wish to ask pupils to put their names next to their favourites.
- **Common exception words/Word list words** – Each half term there will be a focus on a small number of common exception words or word list words. In KS2 these should link to your class text or theme and so are useful to have on display to support pupils when writing.
- **Current focus words** – These should be words that pupils have found during word hunts or investigated during lessons. It could be a section which is added to by pupils as they find more words that follow the pattern/rules they have been focusing on.
- **Reminders of key learning** – You may wish to display the key spelling rules from the planning once pupils have identified/investigated them. These could be added by pupils to decrease the burden of keeping the wall up to date.



## **Links with handwriting**

There is a clear link between the physical act of writing, the movement which corresponds to the transcription of letter-strings, and memory (Ramsden, 1993). The more often pupils are able to practise correct spelling of words using a fluent handwriting style, the more likely they are to retain those spellings in their long-term memory. By using recently taught spelling patterns in handwriting lessons or practise, we are providing pupils with additional opportunities to retain them.

## References:

*The conditions of learning: is learning natural? (Conditions for Literacy Learning)* by Brian Cambourne (*The Reading Teacher*, Vol 55. Issue 8, 2002)

*Understanding Spelling* by Olivia O'Sullivan & Anne Thomas, (CLPE, 2007)

*Rescuing Spelling* by Melvyn Ramsden (1993)

## Supporting spelling application

It is important to remember that spelling is a developmental process that we nurture across primary education. Expectations for pupils' application of spelling should mirror that which they have been taught in phonics or spelling lessons. By the end of Reception, pupils should be able to make phonetically plausible attempts at the majority of words. It is important to praise phonetically plausible attempts at spelling and ensure that marking reflects what teachers know pupils should be able to spell.

Additionally, in supporting development of long-term memory with spelling it is important to recognise that the physical act of sequencing sounds and hearing are the most powerful senses. This means that when practising spellings and trying to spell words within a piece of writing pupils should be encouraged to say words aloud carefully, getting a feel for how the sounds are sequenced.

### **Modelling strategies for spelling**

As the class teacher, it is important to model how we want pupils to think about spelling when writing. By talking through the thought process involved in spelling a new or tricky word, we reinforce pupils' understanding of how to spell effectively and make choices about spelling. It is also invaluable to model how to proofread for spelling errors and make corrections in writing.

Using the *Pathways to Spell* 'Spelling Pathway' (see appendix B) can further support pupils in becoming more independent spellers (see below) and modelling how to use this when approaching tricky spelling is important for its effective use by pupils.

### **Spelling in the writing process**

There is often an assumption that by providing pupils with spellings during the writing process we are helping them to learn how to spell. This is not the case. Pupils will not 'pick-up' spellings from being given them. Spelling is a problem-solving process in which pupils need to be actively engaged. By providing pupils with strategies rather than spellings we are supporting them in becoming independent spellers.

The following strategies can be used to support pupils during independent writing:

- **The Spelling Pathway** – This is a resource designed for *Pathways to Spell* which exemplifies the route that pupils should take when trying to spell independently (see appendix C). It poses questions for pupils to ask themselves about the word and their existing knowledge of graphemes, patterns and other words. Pupils do not have to start at the beginning of the Pathway each time, particularly in KS2, but is there for support when pupils are struggling.
- **Magic lines EYFS/Y1** – Pupils can be taught to use magic lines from early years onwards. They are lines which pupils use to indicate to the teacher that they are unsure of a spelling. Younger pupils could place lines within words as they write to show that they know there are additional sounds within a word, but they are unsure how to write them. This is an important stage for pupils at the start of their phonics journey as they will want to write words that they do not yet have graphemes for. Recognition that additional sounds are needed is an important step in becoming self-regulated learners and gives insight into their phonic development.
- **Magic lines Y2 onwards** – Older pupils should be taught to put wiggly lines beneath words or parts of words to make the teacher aware that they have struggled. This is important for teachers to develop an understanding of where pupils have difficulties to focus their support but also to identify misspelt words that the pupils was not aware of. These are perhaps the more problematic words that need addressing through personal spelling logs.

This process should take place during the act of writing as pupils are unlikely to remember which words they struggled with afterwards.

- **Personal spelling logs** – Pupils should have their personal spelling logs available to them as a word bank during writing tasks. They should use it to check spellings they know are in there and for analogy with new words when trying to work out an unfamiliar spelling.

### Proof-reading

Before handing writing in to be marked at the end of a session, ensure that pupils are given time for proof-reading. This means looking for errors in their writing either independently or with a partner. This should focus on grammatical and punctuation errors as well as spelling. In looking at spelling, pupils should be checking for two types of errors: accidental misspellings and target words. Accidental misspellings are errors pupils have made with words that they have been taught the strategies to spell. These may be careless errors caused through rushing or made because of focus on other elements of the writing process. Pupils should be able to correct these errors independently. Once accidental misspellings have been corrected, pupils should scan over their work looking for each of their target words in turn. They should double check the spellings of them where they have been used, correcting them where needed and put a tick on the target card next to any that were spelt correctly.

### Marking and feedback

It is important that during the marking process there is time spent checking for spelling errors and identifying these for pupils to correct. By correcting spellings for pupils, we are not supporting them in becoming independent spellers and they will not retain these spellings.

Support in identifying spelling errors for pupils should be given and withdrawn in stages as suggested below.

Stage	Teacher action	Example
1	Highlight the error the pupil has made within the word for the pupils to correct.	I went on the trayn. Dont rush!
2	Highlight the word where the error has been made. The pupil will need to identify the error before correcting it.	I went on the trayn. Dont rush!
3	Use a symbol or highlight in the margin to show that there is an error on that line. The pupil will have to look carefully along the line to identify the error before correcting it.	SP I went on the trayn. P Dont rush!
4	Write a general reminder for pupils to check spellings at the end of a paragraph or block of text. This is suitable for independent work to use for assessment.	Check your spellings

Often, teachers in year groups with statutory assessments are concerned about giving too much support with spelling. It is important to remember the focus for most of the year is on teaching pupils to spell and edit independently.

## Suggested marking policy for spelling:

### KS1

- When marking pupils' work, identify misspellings for pupils using stages 1 or 2 from the hierarchy above, depending on pupils' developmental stage.
- Identify no more than three words in a piece of writing for pupils to correct. Be sensitive and selective in choosing these words, prioritising common exception words and words or graphemes that have been a focus in phonics or spelling lessons.
- Pupils should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. working wall, word mats, spelling lists, phoneme chart, phonic dictionaries.

### KS2

- When marking pupils' work, identify, using stage 1 to 4 from the hierarchy above depending on pupils' developmental stage.
- Identify no more than five words in a piece of writing for pupils to correct. Be sensitive and selective with choices and where pupils are struggling with spelling, fewer may be more appropriate in line with KS1 pupils.
- Prioritise common exception words or homophones as well as words or patterns that have been a focus in spelling lessons.
- Pupils should be given time each day to make corrections to spellings from the previous day, using classroom resources for support e.g. working wall, word mats, spelling lists, phoneme chart, dictionaries.

## Assessment

### Spelling tests

We would highly recommend a focus on formative assessment rather than summative assessment for spelling. Research (Watkins, 2010) suggests that the vast majority of pupils do not benefit from weekly spelling test as they do not transfer their knowledge used in tests to their writing. Furthermore, such spelling tests do not promote enthusiasm or engagement with spelling. There is certainly a place for spelling assessments for diagnostic purposes, such as identifying areas for spelling intervention or calculating spelling ages, but time spent doing summative texts could be better spend allowing pupils time to take charge of their own spelling errors through proofreading or practising words from personal spelling logs.

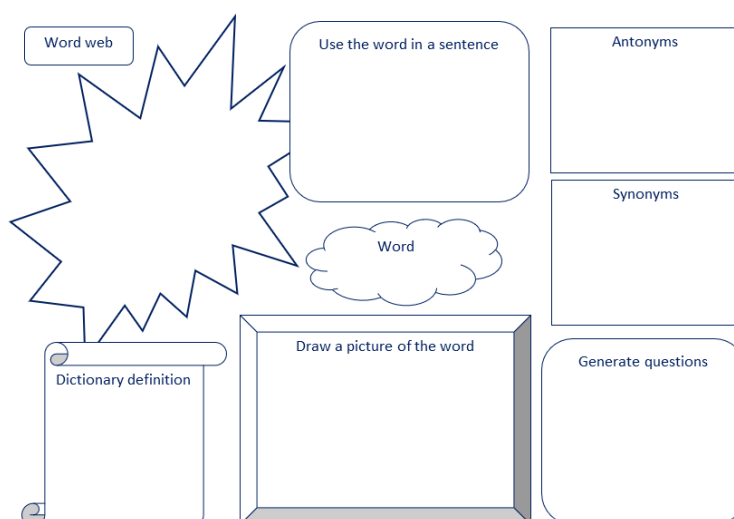
You will find reference to spelling tests within the *Pathways to Spell* planning, but these are designed to promote discussion about spellings rather than for individual scores. Within the '*Pathways to Spell Games and Activities Handbook*' you will find explanations of the following: collaborative spelling test, paired spelling test and whole class spelling test.

If you still wish to conduct weekly spelling tests, the word lists on the weekly plans could be used in this way.

### Homework

If, as a school, you decide to move away from weekly spelling tests it is important to keep parents informed of the changes and how they can support pupils' spelling in different ways. Asking parents to practise pupils' target words or words from their personal spelling logs can be helpful, particularly if they are made aware of some of the different strategies that pupils are using in schools to practise and memorise spellings.

It is also valuable to involve parents in pupils' own investigations about words. In place of learning spellings, particularly in KS2, asking pupils to find out more about words they are learning to spell is a useful activity. Sending home a 'Vocabulary map' (see appendix D) for pupils to develop their knowledge about a small number of words will support in widening their vocabulary and understanding of how words link together. This resource can be adapted to suit the age/ability of pupils.



## Error analysis

As part of your ongoing formative and summative assessments, completing an error analysis grid can be very useful. The grid is designed to support you in tracking pupils' spelling errors in their independent writing. We recommend using the analysis as part of your regular assessment of pupils writing (see appendix E). Focusing on spelling errors in this way is effective for reaching judgements about pupils' spelling ability alongside standardised tests which can be used to calculate pupils' spelling ages.

By recording the errors made by pupils under the different categories with the analysis grid, and writing them into the grid as pupils have spelt them, it allow you to see patterns in pupils' spelling errors across your class which can then be addressed with additional spelling sessions where appropriate. This analysis can also be used to update pupils' personal spelling logs and target cards.

Categories	Pupil names:				
Prefixes					
Suffixes					
Singular / Plurals					
Grapheme Choices					
Consonants (single / double)					
Common exception words					
Homophones					
Other e.g. apostrophes					
Focus for teaching					

### References:

*Learning, performance and improvement* by Chris Watkins (*Research Matters: International Network for School Improvement, No. 34, 2010*)



# Pathways to Spell

## Frequently asked questions

Question	Answer
How does <i>Pathways to Spell</i> work with Year 1/KS1 and this will fit in with phonics and new phonics schemes that will be implemented by 2022?	<i>Pathways to Spell</i> starts at spring term for Y1. This is to allow schools to focus on the reading elements of their chosen SSP during autumn term. The programme picks up the national curriculum statements for spelling in Y1, which you can teach alongside your SSP. In Y2, the national curriculum statements continue to be the focus but phonics teaching and strategies are continually built upon. It is uncertain at the moment what will be in the newly validated SSPs, which is why we have a focus of the national curriculum objectives in the autumn term for Y1. We do know that that the recommendation is that there will be no new version of Phase 6 and therefore schools will need a spelling programme which will do that for them and again address the outcomes of the national curriculum. Whichever SSP you are following, <i>Pathways to Spell</i> will complement this and build on pupils' prior knowledge.
How would <i>Pathways to Spell</i> work for mixed age classes?	With a 3 /4 and 5 /6 national curriculum, using <i>Pathways to Spell</i> is straightforward. Use year 3 as a cycle A and year 4 as a cycle B. Adaptations can be made as necessary using the hierarchy sheets. We would recommend teaching a 1 /2 class in groups for spelling to cater for pupils still requiring phonic groupings. <i>Pathways to Spell</i> does cover phase 6 principles (see question above).
How many lessons per half term are there?	<i>Pathways to Spell</i> comprises six weeks of planning for each half term for each year group (except for autumn term of Y1, see above). In KS1, there are four lessons each week; in KS2, there are three lessons each week. This will leave time in most half terms for a focus on personal spelling lists or recapping patterns/groups of words which class teachers have identified are an issue within their class.
Do the skills have to be taught in order within the year group?	We have thought about the progression of skills and across each year group and so they do follow a logical order. However, it would be possible to move skills around if needed whilst still ensuring skill coverage.

<p>How does <i>Pathways to Spell</i> link with other Pathways Literacy products?</p>	<p>The <i>Pathways to Spell</i> programme contains some links with <i>Pathways to Write</i>. In selecting word list words in KS2, we have chosen them to link with that half-term's <i>Pathways to Write</i> theme so that the words can be used effectively in pupils writing. For schools without <i>Pathways to Write</i>, please change the words to make them suit your class literacy text. Similarly, any dictations are linked to the core <i>Pathways to Write</i> text to make them relevant to pupils. Please change these sentences to suit your class text if it is different.</p>
<p>As it is a whole class approach would you encourage children to be in mixed ability pairs/groups?</p>	<p>We use a range of strategies within the lessons including peer support. Depending on the activity within the lesson, sometimes it may be most appropriate to use ability groupings/pairings and other times for pupils to work in carefully organised mixed ability groupings/pairs.</p>
<p>Will the package include a statement that schools can include in their Spelling Policy and/or website for the approach to teaching spelling?</p>	<p>Yes, we will send through advice regarding what can be included on a school's website.</p>



## Appendices

### **Appendix A**

- Personal spelling log

There are two versions of this log to allow for fewer words to be recorded by pupils if desired. The personal spelling log should be part of pupils' spelling journal.

### **Appendix B**

- Target word card

These have been designed to allow for them to be stuck into the back of pupils' English books as a flap that can be folded out to be visible to pupils when they are writing. There are two on a sheet so that target words for two different half-terms can be recorded. Alternatively, they could be cut and used separately.

### **Appendix C**

- The Spelling Pathway

There are several versions of the Spelling Pathway for you to choose from that will be sent to you with the *Pathways to Spell* resources. You may feel that some designs are more suitable for younger/older pupils and others are better for display.

### **Appendix D**

- Vocabulary map

This is a resource for pupils to use to find out more about words. The sections could be adapted/reduced to suit pupils of different ages/abilities.

### **Appendix E**

- Spelling error analysis grid

Resource to support assessment of pupils' spelling.

### **Appendix F**

- Terminology and subject knowledge for spelling
  - Letter names for spelling
  - Phonetic alphabet
  - Spelling terminology

Resources to support with subject knowledge for spelling for teachers and teaching assistants.

Name: \_\_\_\_\_

Personal spelling log






**Personal spelling log**





Term: \_\_\_\_\_

Target words

Words

Words



Term: \_\_\_\_\_

Target words

Words

Words



**Say it out loud**



**Break it down**

**Does it sound right?**



**Patterns I know**

**Does it look right?**



**What do you know about the tricky bit?**



**What's the tricky bit?**



## Spelling Pathway

**Vocabulary map**

Word web

Use the word in a sentence

Antonyms

Synonyms

Word

Dictionary definition

Draw a picture of the word

Generate questions

## Spelling error analysis grid



**Pathways to Spell**

Class:

Categories	Pupil names:				
Prefixes					
Suffixes					
Singular / Plurals					
Grapheme Choices					
Consonants (single / double)					
Common exception words					
Homophones					
Other e.g. apostrophes					
Focus for teaching					

## Terminology and subject knowledge for spelling

### Letter names for spelling

A key aspect of a successful approach to the teaching of spelling is to ensure that pupils know the letters of the alphabet. As pupils develop their understanding of the symbols (graphemes) which form our alphabet along with the sounds (phonemes) they make, they also need to know the letter names.

When modelling the skills of segmenting words in order to spell them we can show this explicitly e.g. I want to spell the word cat. Which sounds can I hear? I can hear c-a-t. Which letters to do I need for each sound?

This is the recommended pronunciation for English letter names:

a – ay	h – aitch	o – oh	v – vee
b – bee	i – eye	p – pee	w – double you
c – see	j – jay	q – cue	x – ex
d – dee	k – kay	r – are	y – why
e – ee	l – ell	s – ess	z – zed
f – eff	m – em	t – tee	
g – gee	n – en	u – you	

As the words pupils will be spelling get longer and the structures more complex, it is even more important that they use letter names rather than sounds when writing. This will allow them to see the relationships between groups of letters and to look at how different graphemes can be used to represent the same phoneme.



## Phonetic alphabet

The International Phonetic Alphabet is used to convey the range of phonemes that pupils will encounter in the spelling curriculum for English. We have used these in our planning for clarity and to link to the objectives in the national curriculum. The example words provide a guide to pronunciation – although this may vary dependent on regional accent.

### Consonants

/b/ – <b>bed</b>	/k/ – <b>cow, cake, pack, school</b>	/s/ – <b>snow, glass, city</b>
/d/ – <b>dog</b>	/l/ – <b>lift, fall</b>	/ʃ/ – <b>ship, chef</b>
/ð/ – <b>that</b>	/m/ – <b>map</b>	/t/ – <b>tap</b>
/dʒ/ – <b>age, jump</b>	/n/ – <b>can</b>	/tʃ/ – <b>chip</b>
/f/ – <b>if, fluff elephant</b>	/ŋ/ – <b>song</b>	/v/ – <b>van</b>
/g/ – <b>give</b>	/θ/ – <b>throw</b>	/w/ – <b>win, what</b>
/h/ – <b>hat</b>	/p/ – <b>play</b>	/z/ – <b>zip, pens, buzz</b>
/j/ – <b>yellow</b>	/r/ – <b>run</b>	/ʒ/ – <b>treasure</b>

### Vowels

/ɑ:/ – <b>calm, car</b>	/ɛə/ – <b>air</b>	/ʊ/ – <b>look</b>
/ɒ/ – <b>pot</b>	/əʊ/ – <b>told, coat, phone, own</b>	/ʊə/ – <b>four</b>
/æ/ – <b>tap</b>	/ɪ/ – <b>sit</b>	/u:/ – <b>soon, you, blue, flute</b>
/aɪ/ – <b>kind, like, pie, flight</b>	/ɪə/ – <b>deer</b>	/ʌ/ – <b>up</b>
/aʊ/ – <b>out, now</b>	/i:/ – <b>he, tea, green, scene, thief</b>	/ɜ:/ – <b>perfect, surf, girl</b>
/ɛ/ – <b>pen, thread</b>	/ɔ:/ – <b>audio, saw, corn</b>	/ə/ – <b>driver</b>
/eɪ/ – <b>pay, came, wait</b>	/ɔɪ/ – <b>join, toy</b>	

## Spelling terminology

Term	Guidance
<p><b>antonym</b></p>	<p>Words that are opposite in meaning can be described as antonyms.</p> <p>e.g.  <i>light – dark</i>  <i>near – far</i>  <i>happy – sad</i></p>
<p><b>compound</b></p>	<p>Words are compound when they are made up of at least two single <a href="#">root words</a>.</p> <p>e.g.  <i>football</i>  <i>paintbrush</i>  <i>upstairs</i>  <i>beekeeper</i></p>
<p><b>consonant</b></p>	<p>Consonant letters are categorised as those which are produced by the mouth when the flow of air through the mouth is obstructed or closed off often using the lips, tongue or teeth.</p> <p>e.g.  <i>/p/ – the lips prevent the flow of air which is then released to create the sound</i>  <i>/t/ – the flow of air is restricted by the tongue touching the roof of the mouth and then released to create the sound</i>  <i>/f/ – air flow is restricted when creating the sound by the top teeth touching the lower lip</i>  <i>/s/ – when creating the sound, the tongue touches the upper gum and air is pushed between them</i></p> <p>The only letters which do not restrict the air flow in speech are <a href="#">vowels</a>: a, e, i, o, u.</p>
<p><b>digraph</b></p>	<p>A digraph is a type of <a href="#">grapheme</a> in which two letters represent one <a href="#">phoneme</a>.</p> <p>e.g.  <i>The phoneme /æʊ/ can be represented by the two letters <b>oa</b> as in <b>coat</b>, <b>boat</b>, <b>float</b>.</i>  <i>The phoneme /tʃ/ is represented by the two letters <b>ch</b> as in <b>chip</b>, <b>cheat</b>, <b>cheese</b>.</i></p> <p>Sometimes, two letters create a sound together but are not next to each other within a word. These are called split digraphs.</p> <p>e.g.  <i>The phoneme /eɪ/ can be represented by the letters <b>a_e</b> as in <b>cake</b>, <b>came</b>, <b>fame</b>.</i></p>

<p><b>etymology</b></p>	<p>Etymology refers to the origins and history of a word. Words in the English language may originate from a similar word in an earlier form of English or from another language such as French (approx. 30%), Latin (approx. 30%), German (approx. 25%) or Greek (approx. 6%).</p> <p>Words from other languages have become part of the English language over time, often as a result of invasion in the early history of Great Britain.</p> <p>e.g.  <i>photograph – originates from two Greek words phos which means ‘light’ and graphê which means ‘writing’ or ‘drawing’. The word photograph, therefore, means a ‘light drawing’.</i></p> <p><i>agriculture – originates from the Latin word agricola which means ‘farmer’.</i></p> <p><i>Many words have transferred directly from French into the English language: champagne, blonde, aeroplane.</i></p>
<p><b>grapheme</b></p>	<p>A grapheme is a letter or group of letters that represent a single phoneme.</p> <p>e.g.  The letter <b>p</b> represents the phoneme /p/ as in <b>play</b>.  The letter <b>a</b> represents the phoneme /æ/ as in <b>tap</b>.  The letters <b>t</b> and <b>h</b> together (<b>th</b>) represent the phoneme /θ/ as in <b>throw</b>.</p>
<p><b>GPC</b></p>	<p>GPC stands for grapheme-phoneme correspondence. This refers to the links between letters, the <a href="#">graphemes</a>, and the sounds they represent in speech, the <a href="#">phonemes</a>.</p> <p>In English, a phoneme may be represented by multiple graphemes which pupils will have to learn.</p> <p>e.g.  <i>The phoneme /k/ corresponds to a number of different graphemes: <b>c</b> as in <b>cow</b>, <b>k</b> as in <b>cake</b>, <b>ck</b> as in <b>pack</b> and <b>ch</b> as in <b>school</b>.  Similarly, the grapheme <b>g</b> can correspond to different phonemes: /g/ as in <b>give</b> and /dʒ/ as in <b>age</b>.</i></p>
<p><b>homonym</b></p>	<p>Homonyms are words which sound and look exactly the same but have different meanings.</p> <p>e.g.  <i>saw – I <b>saw</b> a dog in the park. I used a <b>saw</b> to cut the branches.</i>  <i>bat – I got a new cricket <b>bat</b> for my birthday. A <b>bat</b> flew into my bedroom.</i>  <i>watch – Can I stay up to <b>watch</b> the football? My <b>watch</b> needs a new battery.</i></p>
<p><b>homophone</b></p>	<p>Homophones are words that sound the same but have different spellings and meanings.</p> <p>e.g.  <i>there, their, they’re – The park is over <b>there</b>. <b>They’re</b> going to be late for <b>their</b> swimming lesson.</i>  <i>here, hear – Come over <b>here</b>. Can you <b>hear</b> the bells?</i>  <i>blue, blew – My car is <b>blue</b>. The wind <b>blew</b> the leaves away.</i></p>

<p><b>morphology</b></p>	<p>The morphology of a word related to the parts that make it up; these could be <a href="#">root words</a>, <a href="#">prefixes</a> or <a href="#">suffixes</a>. Each part has its own meaning and they combine to give the meaning of the whole word.</p> <p>e.g.  <i>Addition of the suffix <b>-s</b> or <b>-es</b> creates <a href="#">plural</a> words and so changes the meaning of the root word from singular to plural: <i>dog → dogs, fox → foxes.</i></i></p> <p><i>Other suffixes change the <a href="#">word class</a>. The suffix <b>-ful</b> creates adjectives when added to nouns: <i>beauty → beautiful, meaning ‘full of beauty’; care → careful, meaning ‘full of care’.</i></i></p> <p><i>Prefixes can alter the meaning of root words. The prefix <b>re-</b> means ‘again’: <i>draw → redraw, meaning to ‘draw again’; appear → reappear, meaning to ‘appear again’.</i></i></p>
<p><b>phoneme</b></p>	<p>A phoneme is the smallest unit of sound which helps us distinguish one word from another.</p> <p>e.g.  <i>Use of the phoneme /b/ instead of /k/ helps us know the difference between <b>cat</b> and <b>bat</b>.</i></p> <p><i>In total, the word <b>cat</b> is made up of three phonemes /k/, /æ/ and /t/.</i></p> <p>See <a href="#">Phonetic alphabet</a> on page 34.</p>
<p><b>plural</b></p>	<p>Plural words are nouns which represent ‘more than one’. Most words show that they are plural by adding the <a href="#">suffixes</a> -s or -es.</p> <p>e.g.  <i>dog → dogs</i>  <i>fox → foxes</i></p> <p>Some words show pluralisation through other changes to the word.</p> <p>e.g.  <i>child → children</i>  <i>man → men</i></p> <p>Some words do not change to show pluralisation.</p> <p>e.g.  <i>fish, sheep</i></p>
<p><b>possessive apostrophe</b></p>	<p>An apostrophe can be used to show possession – that a noun has something belonging to it.</p> <p>To show possession with a singular noun, an <b>apostrophe</b> followed by an <b>s</b> is added.</p> <p>e.g.  <i>Chris’s shoes, the dog’s bowl, Arthur’s bravery</i></p> <p>This is different for some <a href="#">plural</a> nouns. Where nouns have already been pluralised with an <b>s</b>, the apostrophe is added to it.</p> <p>e.g.  <i>the dogs’ barking, the warriors’ armour, the Vikings’ ships</i></p>

	<p>Where nouns are pluralised without needing an s, an <b>apostrophe</b> followed by an s is added in the same way as with singular nouns.</p> <p>e.g. <i>the children's school, the women's football team, the fish's ocean</i></p>
<b>prefix</b>	<p>Prefixes are added to the beginning of words to change their meaning.</p> <p>e.g. <i>The prefix re- means 'again': draw → redraw, meaning to 'draw again' appear → reappear, meaning to 'appear again'</i></p>
<b>root word</b>	<p>A root word has a particular meaning and can stand on its own. <a href="#">Prefixes</a> and <a href="#">suffixes</a> also have a particular meaning, but they cannot stand on their own.</p> <p>e.g. <i>root word – care</i> <i>It can be used to create other words within its <a href="#">word family</a> by adding prefixes and suffixes: caring, cared, careful, careless, uncaring.</i></p>
<b>split digraph</b>	<p>See <a href="#">digraph</a>.</p>
<b>stress</b>	<p>Within words, syllables may be stressed or <a href="#">unstressed</a> in their pronunciation. If the syllable is stressed, this means that it is pronounced more strongly, with more emphasis than other syllables in the word.</p>
<b>suffix</b>	<p>Suffixes are added to the ends of words to change their meaning.</p> <p>They can be added to verbs to change the tense.</p> <p>e.g. <i>care → caring, cared</i></p> <p>Some suffixes change the <a href="#">word class</a>.</p> <p>e.g. <i>care → careful (verb to adjective) care → carer (verb to noun)</i></p> <p>Addition of the suffix -s or -es creates <a href="#">plural</a> words and so changes the meaning of the <a href="#">root word</a> from singular to plural.</p> <p><i>dog → dogs fox → foxes</i></p>
<b>syllable</b>	<p>Syllables are classed as single units of speech, sometimes referred to as beats within words. They usually have at least one <a href="#">vowel</a> in them and are often surrounded /followed by one or more <a href="#">consonants</a>.</p> <p>e.g. <i>one syllable – cat two syllables – doctor (doc/tor) four syllables – caterpillar (cat/er/pill/ar)</i></p>

<p><b>synonym</b></p>	<p>Words that are the same or similar in meaning can be described as synonyms.</p> <p>e.g.  <i>dark – shadowy, gloomy, dim</i>  <i>far – distant, remote, isolated</i>  <i>happy – pleased, joyful, delighted</i></p>
<p><b>trigraph</b></p>	<p>A trigraph is a type of <u>grapheme</u> in which three letters represent one <u>phoneme</u>.</p> <p>e.g.  <i>The phoneme /aɪ/ can be represented by the three letters <b>igh</b> as in <b>high</b>, <b>flight</b>, <b>sigh</b>.</i>  <i>The phoneme /dʒ/ can be represented by the three letters <b>-dge</b> at the end of words as in <b>badge</b>, <b>edge</b>, <b>bridge</b>.</i></p>
<p><b>unstressed</b></p>	<p>Within words, syllables may be <u>stressed</u> or unstressed in their pronunciation. If the syllable is unstressed, this means that it is not pronounced as strongly as other syllables in the word, it has less emphasis on it.</p>
<p><b>vowel</b></p>	<p>Vowel letters are categorised as those which are produced by the mouth <u>without</u> the flow of air through the mouth being obstructed or closed off by lips, tongue or teeth.</p> <p>The only letters which do not restrict the air flow in speech are a, e, i, o, u and sometimes y.</p> <p>Letters which restrict the air flow in speech in some way are <u>consonants</u>.</p>
<p><b>word class</b></p>	<p>Word classes relate to the way in which words are used grammatically, often referred to as ‘parts of speech’. In English we can group words into several classes including nouns, verbs and adjectives.</p>
<p><b>word family</b></p>	<p>Words within a word family are linked through their <u>morphology</u>. They will share similar units of meaning.</p> <p>e.g.  <i>care, caring, careful, careless, uncaring</i>  <i>teach, teaching, teacher, reteach</i></p>