

Watermill School Spelling Pathway

Pre-spelling/ sensory	<p>Link to sensory / emerging phonics plan: Sound discrimination/ body percussion/ environmental sounds/instrumental/ voice.</p> <p>Link to emerging writing: Sensory exploration/ Dough Disco/ Write Dance.</p>		
		Phonetic spellings	Common Exception words/ tricky words
Step 1	Rapid Phonics Step 1	<p>Alphabet phonemes: satpin / cehrmd/ goulfb jvwzy/ qu z ck ff ss ll zz</p> <p>Cvccvc words Cvcc words Cvc Ccvcc Cccvc cccvc</p>	Teach individually connected to Rapid Phonics lesson link
Step 2	Rapid Phonics Step 2.	<p>Digraphs and trigraphs sh/ch/ai/ar/oi/air/th/ng/ee/er/ou/ear</p> <p>ie/er/oo (short)/oa/oo (long)/ue</p>	Teach individually connected to Rapid Phonics lesson link
Step 3	Rapid Phonics Step 3	<p>Alternative spellings of</p> <p>i/er/ai/or/ee/or/ie/oa/oo/ue/oo/ar/e k/j/tch/nk/s/w/f</p>	Teach individually connected to Rapid Phonics lesson link
Step 4	Statutory Year 1	<p>Endings:</p> <p>Y- e.g. family/happy/funny</p> <p>Plural nouns – adding s - cats/dogs Plural nouns – adding es- catches</p> <p>Adding in to verbs no change to root word – hunting Adding -ed to verbs - hunted Adding -er to verbs -hunter</p> <p>Adding er and est to adjectives – (no change to root word grander/ grandest</p> <p>Adding prefix un -eg unhappy, unfair, undo</p>	<p>he, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>

		Compound words -e.g. football playground/ farmyard	
Step 5	Statutory Year 2	<p>-dge - badge/edge/ bridge</p> <p>-ge age/huge/rage/change</p> <p>j/g - gem/giant/giraffe/energy</p> <p>s as c- race/ice/ cell/fancy</p> <p>gn/kn – knock/ gnome/gnat/knee</p> <p>r as wr – write/ wrong/wrap</p> <p>l as le - apple/ bottle/little</p> <p>l as el - camel/tunnel/ squirrel</p> <p>l as al - metal/pedal/ capital</p> <p>l as il - pencil/ fossil</p> <p>Adding es changing from y- fly to flies/copy to copies</p> <p>Adding ed er and est when word end in e Hike changes to hiking/hiker</p> <p>adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - patting/ patted/ humming/hummed</p> <p>suffixes: -ment eg-enjoyment -ness eg sadness -ful careful -less careless -ly happily</p> <p>Contractions : can't/ didn't/ it's</p> <p>Possessive apostrophe: the girl's the cat's</p> <p>Words ending – tion station/fiction/motion</p> <p>Homophones and near homophones: there/their/they're Your/you're Here/hear See/sea To/two/too Blue/blew</p> <p>Quiet/quite</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'</p>

Step 6	Statutory Year 3 and 4	<p>Suffixes and prefixes:</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable: forgetting, forgotten, beginning, beginner, prefer, preferred</p> <p>Prefixes:</p> <p>Dis disappoint disobey Mis misbehave Ill illegal Im important In inactive Re redo reanimate Sub submarine subheading Inter interact Super supermarket Anti antiseptic Auto automatic</p> <p>suffixes: -ation information</p> <p>Ly sadly/ comically</p> <p>Words ending – ure measure / creature -sion division/ invasion -ous poisonous/ dangerous -sion inversion /confusion</p> <p>k/ch - character/ scheme</p> <p>gue/que tongue/league antique/ unique</p> <p>s/sc - science/ scene/crescent</p> <p>ei -eigh vein/ eight/ weight/neighbour</p> <p>possessive apostrophe plural: girls'/boys'/</p> <p>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</p>	
Step 7	Statutory Year 5 and 6	<p>-cious precious/ suspicious -tious - ambitious/ cautious</p> <p>-cial – special/official</p> <p>Ant/ ance- observant/ observance</p>	

		<p>-able</p> <p>-ible</p> <p>Use of hyphen: co-ordinate/ co-operate</p> <p>I before e except after c : receive/ ceiling</p> <p>Ough: bough/ thought/rough/cough/dough/borough/plough</p> <p>Silent letters: knight/doubt/ island/lamb</p> <p>Homophones and other words that are often confused: in the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>	