








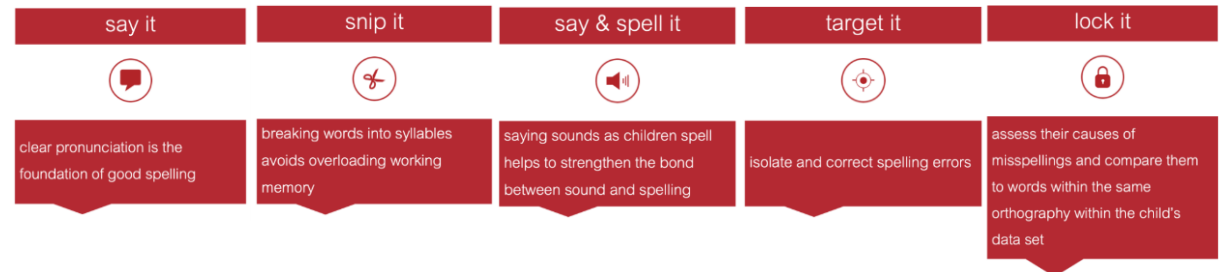
Burbage Primary School Spelling Curriculum

Intent

At Burbage, we foster a curiosity and love of words. We follow Jason Wade's Sounds & Syllables approach which teaches children how to spell by building upon what they already know and understand from phonics teaching. The strategy is universal, simple and logical, recognising the crucial relationship between sounds and spellings. At the heart of Sounds & Syllables is a clear five-step sequence, which can be found here.

spelling sequence

-  say the word clearly
-  snip the word into syllables
-  say sounds and write spellings
-  target tricky spellings
-  lock in tricky spellings



Implementation

Our curriculum is taught four lessons per week using the following structure:

Monday	Tuesday	Wednesday	Thursday
Curriculum Words	Word Study	Whole Class Practice	Independent Practice

The implementation of the spelling curriculum is embedded in a number of ways:

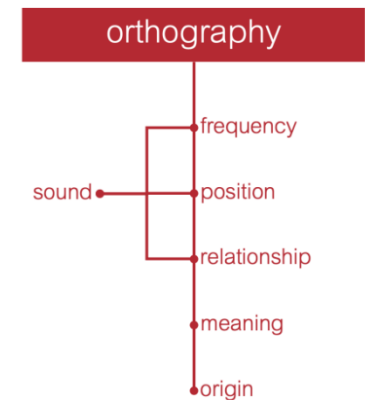
key concept

sh a | d ow

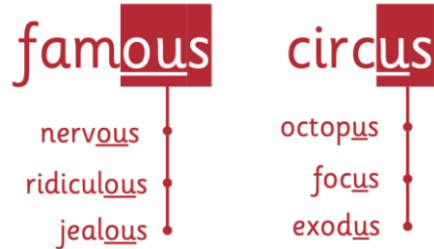
words consist of collections of spellings representing sounds that are clustered into syllables

The key concept is understanding that every word in the English language, from the simplest to the most complex are constructed in the exactly the same way. Each word is a collection of spellings, each of which represents a speech sound. And these sound-spelling matches are clustered into syllables. It is from this founding concept that the logic of English spelling unfolds.

Developing a deeper understanding of English orthography will help children to make better spelling choices. An important concept taught in Sounds & Syllables is **frequency** – that some spellings are more frequent and, therefore, stronger ‘bets’ than others. When spelling the /ee/ of *keeve*, <ee> is a good bet, <eo> (as in *people*) not so much. But frequency alone is not enough; **position** matters too. Looking at the final sound of *keeve*, /v/, <v> is the most common spelling overall, but at the end of a word <ve> is much more likely. And the **relationship** of one sound or spelling to another also influences the choices we make. *Keeve* begins with the sound /k/ and the most common spelling for this sound in English is <c>, but when followed by <e> represents /s/ (*cell*, *certain*, *proceed*), so instead we use <k>.



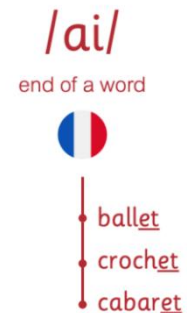
morphophonemic



But English spelling is not just phonemic (spellings represent sounds), it is morphonemic; the **meaning** of words and word parts, the study of which we call morphology, also affects spellings. And Sounds & Syllables teaches children the spelling of common morphemes – prefixes, suffixes and roots – helping children to understand why, for example, the penultimate spellings of the same sound in circus and famous are different (the former ends with the suffix <us> meaning 'one' and the latter the suffix <ous> denoting an adjective). And Sounds & Syllables teaches children the conventions for combining these morphemes, helping them to understanding why we end up with *hopping* from *hop* and *hoping* from *hope*, for example.

And Sounds & Syllables teaches children a little about how the origins of the English language and how it affects how we spell words: that words ending with /ai/ spelled <et> are derived from French (ballet, crochet, cabaret) or that words containing /k/ spelled <ch> derive from Greek (chorus, school, ache).

etymology



Impact

The teaching of spellings at Burbage, allows children to become life-long learners that are confident spellers and therefore, confident writers across the curriculum too. Children have a clear strategy that, should they not know how to spell a word, they can independently use to make a reasonable attempt to spell that word. Furthermore, they have a clear understanding of the morphology, phonology and etymology of words so their grasp of words within the English language is strong.

Curriculum Coverage (Overview)

The Sounds & Syllables curriculum contains 144 spelling units with 36 units each year from Year 3 to Year 6. Spelling at Burbage seamlessly transitions from the teaching of Phonics in Key Stage One to the teaching of Spelling in Year 3 and the rest of Key Stage Two. This is because it picks up exactly where the phonics teaching in Key Stage One ends.

National Curriculum content is fully covered, including the teaching of key stage 2 statutory spellings and the content is organised and delivered in a logical manner, each unit explicitly teaching an element of English orthography. In addition to the National Curriculum expectation and standards, children are taught common root words with the most common Latin and Greek roots taught from Year 4 onwards. Therefore, the deep and rich coverage at Burbage is above and beyond expectations.

curriculum

- 144 units
- 36 units per year
- from year 3 to year 6
- national curriculum content covered
- each targets an element of orthography

Year 3 4 Phases		Year 4 5 Phases		Year 5 4 Phases		Year 6 5 Phases	
1. Contractions	3. Prefixes	1. Elision	3. Prefixes	1. Sound-spelling matches	3. Suffixes	1. Elision	3. Prefixes
2. Sound-spelling matches	4. Suffixes	2. Sound-spelling matches	4. Suffixes	2. Prefixes	4. Bases	2. Sound-spelling matches	4. Suffixes
			5. Bases			5. Bases	

Coverage (by year groups)

tier 3 | overview

phase 1 | contractions

unit 1 *contractions formed from have, has and had*

phase 2 | sound-spelling matches

unit 2 words beginning with /uh/ spelled <a>
unit 3 words with /gz/ spelled <x>
unit 4 words ending with <consonant+e>
Unit 5 **words with /w/ spelled <wh>**
unit 6 **words with <ough>**
unit 7 **words with <aigh> and <eigh>**
Unit 8 words with <augh>
unit 9 words with /o/ spelled <a> after /w/
Unit 10 **words with /u/ spelled <ou>**
unit 11 words with <ear>
Unit 12 words with /j/ spelled <g>, <ge> and <dge>
Unit 13 words with /s/ spelled <c>
unit 14 words ending with /s/ spelled <ce> and <se>
unit 15 words ending with /z/ spelled <se> and <ze>
unit 16 **words ending with /m/ spelled <mb> and <mn>**
unit 17 **words beginning with /n/ spelled <kn> and <gn>**
unit 18 words ending with /ul/ spelled <le>
unit 19 words ending with <al>, <el>, <il> and
unit 20 words ending with <our>
unit 21 words ending with <et> in which /i/ is spelled <e>

phase 3 | prefixes

unit 22 words beginning with <un>
unit 23 **words beginning with <re>**
unit 24 **words beginning with <dis>**
unit 25 **words beginning with <mis>**

phase 4 | suffixes

unit 26 words ending with <ar>, <er> and <or>
unit 27 words with suffixes added to bases ending with consonant spellings
unit 28 words with suffixes added to bases ending with <consonant+e>
unit 29 **words with suffixes added to bases ending with <y>**
unit 30 words ending with <en>
unit 31 **words ending with <tion>**
unit 32 words ending with <age>
unit 33 words ending with <ist>
unit 34 **words ending with <ure>**
unit 35 words ending with <ment>
unit 36 **words ending with <ous>**

Bold units are directly linked to the National Curriculum.

tier 4 | overview

phase 1 elision	
unit 1	words with elision
phase 2 sound-spelling matches	
unit 2	words with /s/ spelled <sc>
unit 3	words with /ch/ spelled <t>
unit 4	words with /k/ spelled <ch>
unit 5	words with /sh/ spelled <ch>
Unit 6	words with /s/ spelled <st>
unit 7	words with /i/ spelled <y>
Unit 8	<i>words with /ar/, /or/ and /a/ spelled <a/</i>
unit 9	words with /g/ spelled <gh> and <gu>
unit 10	words ending with <gue> and <que>
unit 11	words ending with /ae/ spelled <et>
unit 12	words with <ain>
phase 3 prefixes	
unit 13	words beginning with <de>
unit 14	words beginning with <pre>
unit 15	words beginning with <pro>
unit 16	words beginning with <il>, <im>, <in> and <ir>
unit 17	words beginning with <inter>
unit 18	words beginning with <over> and <super>
unit 19	words beginning with <sub> and <under>
unit 20	words beginning with <e> and <ex>
unit 21	words beginning with <anti> and <auto>
phase 4 suffixes	
unit 22	multi-syllable words with doubled consonants
unit 23	words ending with <o> + <es>
unit 24	words ending with <ic>
unit 25	<i>words ending with <ness></i>
unit 26	words ending with <ship>
unit 27	words ending with <ee> and <eer>
unit 28	words ending with <ive>
unit 29	words ending with <ian>
unit 30	words ending with <ation>
unit 31	words ending with <sion> in which /zh/ is spelled <si>
unit 32	words ending with <sion>, <ssion> and <tion>
phase 5 bases	
unit 33	words meaning 'one'
unit 34	words meaning 'two' and 'three'
unit 35	words with <dec>, <cent>, <kilo> and <milli>
unit 36	words with <circ> and <cycl>

Bold units are directly linked to the National Curriculum.

tier 5 | overview

phase 1 | sound-spelling matches

unit 1	words with /oo/ and /yoo/ spelled <eu>
unit 2	words with /ee/ spelled <ie> and <ei>
unit 3	words with /w/ spelled <u>
unit 4	words with /r/ spelled <rh> and <wr>
unit 5	words with /k/+s/ spelled <cc> and <xc>
unit 6	words ending with <gn>
unit 7	words ending with <re>
unit 8	words ending with <the>
unit 9	words ending with <i+consonant+e> in which /i/ is spelled <i>
unit 10	words ending with <ine> in which /ee/ is spelled <i>

phase 2 | prefixes

unit 11	words beginning with <fore>
unit 12	words beginning with <ab>
unit 13	words beginning with <com> and <con>

phase 3 | suffixes

unit 14	multi-syllable words ending with <l>
unit 15	words ending with <ice> and <ise> in which /ie/ is spelled /i/
unit 16	words ending with <ette>
unit 17	words ending with <ty>
unit 18	adjectives ending with <ant> and <ent>
unit 19	nouns ending with <ant> and <ent>
unit 20	words ending with <ically>
unit 21	words ending with <ual>
unit 22	words ending with <ually>
unit 23	words ending with <able> and <ible>
unit 24	words ending with <ary>, <ery> and <ory>
unit 25	words ending with <eous> and <ious>

phase 4 | bases

unit 26	words with <meter> and <metr>
unit 27	words with <mal>
unit 28	words with <ject>
unit 29	words with <man>
unit 30	words with <fin>
unit 31	words with <trans>
unit 32	words with <form>
unit 33	words with <graph>
unit 34	words with <port>
unit 35	words with <scrib> and <scrip>
unit 36	words with <vis>

Bold units are directly linked to the National Curriculum.

tier 6 | overview

phase 1 elision	
unit 1	words with elision

phase 2 sound-spelling matches	
unit 2	words ending with /um/ spelled <m>
unit 3	words ending with /ee/ spelled <e>

phase 3 prefixes	
unit 4	words beginning with <se>
unit 5	words beginning with <ad>
unit 6	words beginning with variations of <ad>
unit 7	words beginning with variations of <sub>

phase 4 suffixes	
unit 8	words ending with <ate>
unit 9	heteronyms ending with <ate>
unit 10	words ending with <ism>
unit 11	words ending with <ably> and <ibly>
unit 12	words ending with <ise>
unit 13	words ending with <cious> and <tious>
unit 14	words ending with <cial> and <tial>
unit 15	words ending with <ance> and <ence>
unit 16	words ending with <ary>

phase 5 bases	
unit 17	words with <sym> and <syn>
unit 18	words with <vers> and <vert>
unit 19	words with <gen>
unit 20	words with <dic> and <dict>
unit 21	words with <voc> and <voke>
unit 22	words with <duc> and <duct>
unit 23	words with <spec>, <spect> and <spic>
unit 24	words with <tain>, <ten> and <tin>
unit 25	words with <spir>
unit 26	words with <pend> and <pens>
unit 27	words with <sens> and <sent>
unit 28	words with <fy>
unit 29	words with <fac>, <fec> and <fic>
unit 30	words with <clos>, <clud> and <clus>
unit 31	words with <lect>, <leg> and <lig>
unit 32	words with <cap>, <ceit>, <ceive>, <cept> and <cip>
unit 33	words with <mise>, <miss> and <mit>
unit 34	words with <cede>, <ceed> and <cess>
unit 35	words with <pon>, <pos> and <posit>
unit 36	words with <phobia>