

Shakespeare and More Spelling Scheme

What does the scheme consist of?

There are 32 lists of words for children to learn. The words are taken from the 2014 National Curriculum. The lists get progressively more challenging, matching the content of the new NC. It is likely that the school will choose to use the lists flexibly, but the table below shows how the lists align to the demands of different year groups drawn from the 2014 National Curriculum.

Words Lists	Year Group
1-6	Year 1
7-12	Year 2
13-18	Year 3
19-24	Year 4
24-32	Years 5 & 6

The demands for spelling in the 2014 National Curriculum are challenging and it may take a number of years for children to 'catch up' with the programme. Across each year group, the word list contain a mixture of new words and words previously learnt. This should give children the opportunity to revise words they know already, ensuring children do not simply learn them for the test and then forget them.

How should it be used?

Children move through the lists, with a new list each half term or when they have mastered the spelling rules/sounds on the list.

Spelling, especially in KS1, is taught through a phonetic approach. Schools may wish to rearrange the order of word lists so they match the phonics scheme of work followed by the school. This moves to learning words organised by specific spelling rules. In addition, there are common exception words that do not fit with spelling patterns on each list. This means children would benefit from spelling being explicitly taught, as well as children taking lists home to learn. It should be noted that apart from the common exception words and statutory spelling words, children are learning *the letter string, sound or spelling rule, not the specific word*.

Teachers should give regular spelling tests (the number of words and frequency depends on the age of the children). Where spellings are built around a particular sound or letter string, children should be given one or two words that are not on the list but fit with the rule or sound to see if there are able to generalise. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) the teacher might also test to see if can they also spell *may* and *bay*.

In addition to teaching the rule/sound, children will benefit from being taught the meanings of words and how they can be used, supporting the development of their vocabulary. Spelling should also be corrected in children's writing.

Where does the scheme start?

The scheme begins at the start of Y1. Before children can begin on the first sheet, they need to be familiar with:

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

Where does the scheme end?

If children work at the rate of one wordlist per half term they should finish the scheme at the end of term 1 of Y6. This would give two terms to return to any areas of that still need development.

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Overview of rules/sounds to be taught

An overview of the spelling rules/sounds to be taught for each wordlist

Wordlists 1-6 (Year 1)	Sounds/Spelling Rules
List 1	Vowel digraphs and trigraphs: ay oy oi ee a-e Common exception words
List 2	Vowel digraphs and trigraphs: oo oa oe ou The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Common exception words
List 3	Vowel digraphs and trigraphs: ar ir ur ow ue ew Common exception words
List 4	Vowel digraphs and trigraphs: or ore aw air ear are Common exception words
List 5	Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh -tch Common exception words
List 6	The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word New consonant spelling: wh Words ending -y (/i:/ or /ɪ/) Common exception words
Wordlists 7-12 (Year 2)	Sounds/Spelling Rules
List 7	The /d_3/ 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 y The /n/ sound spelt kn and (less often) gn at the beginning of words Common exception words
List 8	The /a_ɪ/ 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 -ed, -ing, -er and -est to a root word ending in -e with a consonant before it. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception words
List 9	The /ɪ/ 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 -el at the end of words

	The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o Common exception words
List 10	The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɔ:/ sound spelt a after w The /z/ sound spelt s Homophones and near-homophones Common exception words
List 11	Words ending in –tion Homophones and near-homophones Common exception words
List 12	The possessive apostrophe (singular nouns) Contractions Homophones and near-homophones Common exception words
Wordlists 13-18 (Year 3)	Sounds/Spelling Rules
List 13	Possessive apostrophe with singular and plural words Homophones and near-homophones Common exception words
List 14	Homophones and near-homophones Common exception words
List 15	The suffix –ly Homophones and near-homophones Common exception words
List 16	The /ʌ/ sound spelt ou More prefixes Homophones and near-homophones Common exception words
List 17	Words with endings sounding like /ʒə/ or /tʃə/ Words with the /eɪ/ sound spelt ei, eigh, or ey Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and near-homophones Common exception words
List 18	Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes Homophones and near-homophones Common exception words
Wordlists 19-24 (Year 4)	Sounds/Spelling Rules
List 19	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion and –cian Common exception words
List 20	The suffixes –ation and –sion Common exception words
List 21	The suffix –ous

	Common exception words
List 22	More prefixes Common exception words
List 23	The /ɪ/ sound spelt y elsewhere than at the end of words More prefixes Common exception words
List 24	The suffix –ous Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Common exception words
Wordlists 25-30 (Year 5)	Sounds/Spelling Rules
List 25	Words containing the letter-string ough Endings which sound like /ʃəs/ spelt –cious or –tious Common exception words
List 26	Endings which sound like /ʃəl/ Homophones and near-homophones Common exception words
List 27	Words ending in –ant, –ance, –ancy, –ent, –ence and –ency Homophones and near-homophones Common exception words
List 28	Adding suffixes beginning with vowel letters to words ending in –fer Homophones and near-homophones Common exception words
List 29	Words ending in –ible and –able Words ending in –ably and –ibly Homophones and near-homophones Common exception words
List 30	Adding suffixes beginning with vowel letters to words ending in –fer Words with the /i:/ sound spelt ei after c Homophones and near-homophones Common exception words
Wordlists 31-32 (Year 6)	Sounds/Spelling Rules
List 31	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and near-homophones Common exception words
List 32	Homophones and near-homophones Common exception words