Curriculum for Excellence Spelling

Sumdog Scheme of Learning

Use our handy scheme of learning to help with your planning, tracking and monitoring
How to use the Sumdog Scheme of Learning

When pupils first login to Sumdog, they will complete a diagnostic test, this will place them at the correct starting point in our scheme of learning.

Want to re-set the starting point or choose your own? No problem.

Our advanced learning engine will adapt the questions pupils receive.

Differentiation is taken care of (in a subtle way).
Questions cover revision of past content and new, progressive learning following our scheme.

Children love our games.
They are rewarded with coins for their house, avatar, pet and garden.

Teacher Tools

Want to focus learning?
You can easily select the appropriate Sumdog spelling skill for a challenge for your class.

Easily choose and set topics for homework.
The best bit is we do the marking!

Data and enhanced reporting make tracking pupil progress and assessment moderation a breeze!

Growth Mindset
With common misconceptions identified, use our questions as a teaching point, learning from mistakes!

And you need to set challenges or assessments on specific words which aren’t included in our curriculum, you can easily create your own Custom Word Lists from our bank of 16,000 words!
Our New Spelling Curriculum

At Sumdog we have released a brand new spelling curriculum for the 2022/2023 school year. This curriculum has been designed to:

1) give you and your pupils a clear, comprehensive and progressive spelling framework to follow when using our advanced adaptive practice functionality
2) reduce the amount of time spent creating custom word lists to set work that matches your in-class teaching.

Our curriculum for P2–P7 includes over 3,700 carefully chosen words divided into over 260 ‘skills’. These skills have been specifically designed to cover all of the sounds, rules and patterns which need to be understood to spell independently, and to ensure that all high frequency and common exception words for Early, First and Second Level pupils are covered.

Use our strand and year group filters to quickly find which of our spelling skills matches your in-class teaching on a given week and set perfectly corresponding in-game practice.

Our new spelling skills have been designed to follow a clear and logical progression, and cover every sound, rule and pattern for P2–P7.

Set work on individual skills, strands or whole year groups to suit your needs.
To help you find the skill which matches your in-class teaching and set corresponding work on Sumdog, we have categorised our spelling skills into 9 ‘strands’:

- P1 Revision – Although our spelling curriculum does not fully cover phonics taught in P1, we have included 5 skills which go over CVC words (e.g. cat, tin, bun) that would usually be taught in P1 so you can assess whether your pupils are ready to move on to more complex words and sounds in P2.

- Digraphs and Trigraphs – Digraphs and trigraphs are single sounds which are represented by 2 or 3 letters, e.g. ‘ee’ in ‘reel’ or ‘igh’ in ‘fight’. Although the majority of these skills are covered in P2 and P3, we have ensured that they are revisited in revision skills in the later years containing more complex words.

- Spelling Rules – The skills in this strand focus on other GPCs (grapheme-phoneme correspondences) and rules that recur in the English language, such as soft and silent letters and apostrophes for possession.

- Common Words – These skills expand on typical common exception words to focus on high frequency words which are not decodable (or phonetically regular) based on prior learning. For example, a P2 pupil may assume that ‘she’ should be pronounced with a hard ‘e’ sound, and would need to be taught this word individually.

- Strategy Spelling – Strategy spelling words push pupils to apply sounds and rules that they have learned to new, more complex words; either by breaking them up into syllables or recognising whole words that they have already learned within unfamiliar compound ones.

- Homophones and Confusions – Designed to cover and expand on commonly encountered homophones and near-homophones, these skills contain words, or pairs of words that sound the same or nearly the same, but are spelled differently and often have very different meanings.

- Prefixes, Suffixes and Roots – By learning how to effectively add prefixes and suffixes to root words, children can rapidly expand their vocabulary whilst gaining the necessary understanding to independently deduce spelling and meaning when faced with unfamiliar words.

- Building Vocabulary – Topic Words – The words in these skills have been chosen to introduce more complex, subject-specific vocabulary in P6 and P7 and can also be used beyond literacy to complement the teaching of a wide variety of different school subjects, such as history, geography, music, citizenship and many more. We have aimed to ensure that the topics and words chosen are reflective of the 21st century, global landscape that pupils learn in, so children of as many backgrounds as possible can recognise familiar words.

- Word Endings – The words in this strand are grouped by common word endings such as ‘-cial’ or ‘-tial’ (‘crucial’/‘partial’) which are not usually considered suffixes.
Using the Sumdog Spelling Curriculum

Although many spelling frameworks and schemes provide educators with a ‘bare bones’ framework, spelling can be taught very differently from one school to the next and vocabulary considered ‘key’ can vary hugely. Therefore, rather than attempting to teach First and Second Level pupils every word that they might possibly use, our new curriculum helps to equip them with the understanding needed to try and work out how words are spelled for themselves.

Similarly, if the words that we’ve chosen for our curriculum don’t exactly match your school’s lists, or if you’re already using a different spelling scheme, there’s no need to worry! As your pupils spell the words in the Sumdog curriculum they will gain the understanding needed to spell the words they are learning in class, and vice versa, boosting their overall vocabulary and their appreciation for the sounds, rules and patterns of the English language.

Many of the skills in P2 and P3 of the curriculum focus on individual grapheme-phoneme correspondences, such as ‘ee’ or ‘igh’, to complement the teaching of synthetic phonics. In Second Level, pupils are then challenged to apply this understanding of individual sounds. For example, after hearing that the second ‘t’ is pronounced differently when ‘rotate’ becomes ‘rotation’, a pupil may correctly assume that ‘celebration’ is spelled in a similar way and may also notice how the words’ meanings have changed in a similar way.

In a Sumdog spelling question, pupils hear an audio clip of the word itself, then a sentence containing that word, highlighting how meaning can change when new rules and patterns are applied. By making clear the link between the phonology and morphology of words, our curriculum will encourage pupils to recognise recurring patterns and apply their knowledge to new words.

The following pages contain an ordered list of the spelling skills in our new curriculum, categorised by year group and strand, to help you plan your spelling teaching. There is also a planning template on page 12 for you to photocopy and record any work that
| Strands: | Phonic revision 1 | Phonics revision 2 | Phonics revision 3 | Phonics revision 4 | Phonics revision 5 | ck (sick) | ff, ll, ss, zz sounds | qu (quest) | ch (chip) | sh (ship) | th (this/thin) | -ng (hang) | Common exception & high frequency words 1 | Common exception & high frequency words 2 | ai (tail) | igh (night) | ee (see) | oa (goat) | oi (boil) | oo (moon) | oo (book) | ow (owl) | ar (car) | air (fair) | ear (dear) | ear (pear) | er (term) | ur (turn) | or (for) | ore (wore) | -nk (ink) | ou (loud) | ea (/iː/) (sea) | -ve (have) | ie (lie) | ir (sir) | oy (joy) | ay (day) | aw (paw) | ue (blue) | wh (when) | ph (phone) | ew (few) | oe (toe) | au (cause) | a–e (made) | i–e (kite) | o–e (home) | e–e (even) | u–e (June) | ea (head) | ie (chief) | are (bare) | ow (grow) | Words ending in –y (very) | Splitting words into syllables | -tch (watch) | Common exception & high frequency words 3 | Compound words |

HINT: You can focus learners easily on any skill to match your classroom lesson.
### Soft c (circle)
- Soft g (gem)
- ey (key)
- war (warm)
- /ɒ/ spelled a after w (wasp) and qu (squash)
- wor (word)
- The /æɪ/ sound spelled -y (cry)
- /ʌ/ sound spelled o (other)
- al/all (always/walk/ball)
- Adding -s and -es to make plurals
- Adding suffixes -ing, -ed and -er
- Adding suffixes -er and -est

### Adding prefixes un-
- Silent w (write)
- Silent k (knight)
- Silent g (gnat)
- Silent b (lamb)
- /ɒ/ spelled as ge/dge at the end of words (badge)

### Homophones and near-homophones
- Words ending in -tion (station)
- Words ending -il (pencil)
- /l/ or /el/ spelled -al at the end of words (metal)

### Adding suffixes -es to nouns and verbs ending in -y (fly/flies)
- Adding the suffix -ing, -ed, -er, -est and -y to Words ending with one consonant after a vowel (pat/patting)
- Adding the suffixes -ing, -ed, -er, -est and -y to Words ending in -e with a consonant before it (hike/hiking)
- Adding the suffixes -ing to a word ending in -y with a consonant before it (cry/crying)
- Adding the suffixes -ed, -er and -est to a word ending in -y with a consonant before it (copy/copied)
- Adding the suffixes -ment, -ness, -ful, -less and -ly (enjoy/enjoyment)
- Adding suffixes -ment, -ness, -ful, -less and -ly to a word ending in -y with a consonant before it (happy/happiness)
- Apostrophes for possession
- Contractions
- High frequency words 1
- High frequency words 2

---

**Strands:**
- P1 Revision
- Spelling Rules
- Strategy Spelling
- Digraphs and Trigraphs
- Word Endings
- Homophones & Confusions
- Common Words
- Prefixes, Suffixes & Roots
- Building Vocabulary - Topic Words

**HINT:** You can focus learners easily on any skill to match your classroom lesson
<table>
<thead>
<tr>
<th>Strands:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Revision</td>
<td>Digraphs and Trigraphs</td>
</tr>
<tr>
<td>Spelling Rules</td>
<td>Word Endings</td>
</tr>
<tr>
<td>Strategy Spelling</td>
<td>Homophones &amp; Confusions</td>
</tr>
<tr>
<td></td>
<td>Common Words</td>
</tr>
<tr>
<td></td>
<td>Prefixes, Suffixes &amp; Roots</td>
</tr>
<tr>
<td></td>
<td>Building Vocabulary – Topic Words</td>
</tr>
</tbody>
</table>

**Digraph revision (sh, ch, th, ng)**

**Digraph revision (qu)**

**Digraph revision (wh)**

**Linked sounds (ay, ai, a-e/tail, pay, tame)**

**Linked sounds (oy, oi/oil, toy)**

**Linked sounds (oa, ow, oe, o-e/goat, bow, toe, joke)**

**Linked sounds (ou, ow/blouse, brow)**

**Linked sounds (igh, ie, i-e/light, tie, cry, kite)**

**Linked sounds (ee, ea, ey, e-e, y/tree, meat, money, concrete, body)**

**Linked sounds (ew, ue, oo, u, u-e/few, glue, book, put, cute)**

**Linked sounds (aw, au, al, or/saw, sauce, walk, form)**

**The /i/ sound spelled y-e or ye (type)**

**Applying spelling rules 1**

**Applying spelling rules 2**

**Compound Words 1**

**Compound words 2**

**Compound words 3**

**Words that start with a /k/ sound (revision) (cub)**

**ch pronounced /k/ (chorus)**

**/er/ sound spelled ei, eigh, or ey (rein/eight/grey)**

**The /ʌ/ sound spelled ou (young)**

**Adding prefixes dis-**

**Adding prefixes mis-**

**Adding prefixes in-**

**Adding suffixes –ed, –er and –ing to Words ending in a vowel (take) – revision**

**Adding suffixes –ed, –er and –ing to Words ending in a consonant after a vowel (beg) – revision**

**Adding suffixes –ed, –er and –ing to words with more than one syllable and a stressed final syllable (begin)**

**Adding suffixes –ed, –er and –ing to words with more than one syllable and an unstressed final syllable (listen)**

**Adding suffixes –ed, –er and –ing to words that end in two consonants (burn)**

**Adding suffixes –ed, –er and –ing to words with a consonant at the end and two vowels before it (remain)**

**Adding suffixes –ly (mixed words)**

**Adding suffixes –ee, –er, and –eer (referee)**

**Adding suffixes –th (depth)**

**High frequency words 1**

**High frequency words 2**

---

**HINT:** You can focus learners easily on any skill to match your classroom lesson.
Strands:
- P1 Revision
- Spelling Rules
- Strategy Spelling
- Digraphs and Trigraphs
- Word Endings
- Common Words
- Prefixes, Suffixes & Roots
- Homophones & Confusions
- Building Vocabulary – Topic Words

Split vowel sounds revision
(a–e, e–e, i–e, o–e, u–e)

ff and ph (revision)

Soft c and soft g (revision)

tch and wr (revision)

−ge and −dge at the end of words (revision)

The /ɪ/ sound spelled y elsewhere than at the end of words (myth)

o for /oa/ sound (mobile)

Words that end in −se (cleanse)

Words that end in −ce (twice)

Compound Words 1

Compound Words 2

Compound Words 3

Compound Words 4

Tricky words with one syllable

Tricky words with two syllables

Tricky words with three syllables

Tricky words with four syllables

Applying spelling rules 1

Applying spelling rules 2

Homophones and near-homophones

/s/ sound spelled sc (muscle)

/ʒə/ or /tʃə/ spelled sure/ture
(measure/mixture)

/j/ sound spelled ch (chef)

/g/ sound spelled −gue and the
/k/ sound spelled −que (league/
cheque)

Adding prefixes −il, −in−, −ir−

Adding prefixes −re−, −sub−, −inter−,
−super−, −anti−, −auto−

Adding prefixes −de−

Adding prefixes −non−

Adding suffixes −sion which sound
like /ʒən/ (division)

Adding suffixes −ssion endings
which sound like /ʒən/ (passion)

Adding suffixes −cian sound like /
ʒən/ (musician)

Adding suffixes −ous (poisonous)

Adding suffixes −ation (equation)

Adding suffixes −ically (basically)

High frequency words

HINT: You can focus learners easily
on any skill to match your
classroom lesson
<table>
<thead>
<tr>
<th>Strands:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Revision</td>
<td>Digraphs and Trigraphs</td>
</tr>
<tr>
<td>Spelling Rules</td>
<td>Word Endings</td>
</tr>
<tr>
<td>Strategy Spelling</td>
<td>Homophones &amp; Confusions</td>
</tr>
<tr>
<td></td>
<td>Common Words</td>
</tr>
<tr>
<td></td>
<td>Prefixes, Suffixes &amp; Roots</td>
</tr>
<tr>
<td></td>
<td>Building Vocabulary - Topic Words</td>
</tr>
</tbody>
</table>

### Plurals of nouns that end -f or -fe (wolves)
- Plurals of nouns that end -f or -fe (wolves)
- ough (ought)
- Sport
- augh (laugh)
- -ge and -dge (revision)

### Halloween
- Plurals of nouns that end -f or -fe (wolves)
- ough (ought)
- Sport
- augh (laugh)
- -ge and -dge (revision)

### Double letters (commonly misspelled)
- cc for /k/ sound
- Geography
- Silent Letters (revision)
- Silent letters (t) (listen)
- Food
- Silent letters (n) (hymn)
- Silent letters (l) (calf)
- Weather
- Homophones and often confused words 1
- Homophones and often confused words 2
- Parts of the body
- Homophones and often confused words 3
- Homophones and often confused words 4

### Music
- Compound words 1
- Applying spelling rules 1
- Musical instruments
- Applying spelling rules 2
- Adding prefixes dis- mis- and in- (revision)
- European countries
- Adding prefixes mid-

### Adding prefixes over/under-
- Vikings
- Adding prefixes pro-
- Adding prefixes out-
- Under the sea
- Adding prefixes tele-
- Adding prefixes - tricky -ed words
- Ancient Romans
- Adding suffixes - tricky -ing words
- Adding suffixes -ly (revision)
- History
- Words ending in -able and -ably (revision)
- Adding suffixes -ous and -ious (revision)
- Space
- Adding suffixes -ship

### Adding suffixes -wise, -ward, -wards, -ways
- Mountains
- Adding suffixes - ible/ibly
- Adding suffixes -al
- Olympics
- Adding suffixes -ful (revision)
- Adding suffixes -ify/-fy
- Religious festivals
- Adding commonly confused suffixes -er/-or
- High frequency words 1
- Ancient Egypt
- High frequency words 2

### HINT:
You can focus learners easily on any skill to match your classroom lesson.
<table>
<thead>
<tr>
<th>Strands:</th>
<th>Languages</th>
<th>Adding prefixes anti/pre/fore-</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Revision</td>
<td>Homophones and often confused words 3</td>
<td>Using a hyphen to join a prefix to a root word</td>
</tr>
<tr>
<td>Spelling Rules</td>
<td>Homophones and often confused words 4</td>
<td>Art</td>
</tr>
<tr>
<td>Strategy Spelling</td>
<td>The Titanic</td>
<td>Adding numerical prefixes uni/mono-</td>
</tr>
<tr>
<td></td>
<td>Compound words</td>
<td>Adding numerical prefixes bi/di/du- and tri-</td>
</tr>
<tr>
<td></td>
<td>Hyphenated compound words (adjectives)</td>
<td>Asian countries</td>
</tr>
<tr>
<td></td>
<td>Health and wellbeing</td>
<td>Adding numerical prefixes (other)</td>
</tr>
<tr>
<td></td>
<td>Applying spelling rules</td>
<td>Adding numerical prefixes (small/large numbers)</td>
</tr>
<tr>
<td></td>
<td>Adding prefixes sub-</td>
<td>Maths</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>Adding suffixes -tion, -cian, -sion and -ssion (revision)</td>
</tr>
<tr>
<td></td>
<td>Adding prefixes inter-</td>
<td>Adding suffixes -ant and -ent</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>American countries</td>
</tr>
<tr>
<td></td>
<td>Adding prefixes extra- and post-</td>
<td>Adding suffixes -ance and -ancy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adding suffixes -ence and -ency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ancient Greece</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adding suffixes -acy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adding suffixes -ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adding suffixes -ist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High frequency words 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High frequency words 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>African countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNCRC (United Nations Convention on the Rights of the Child)</td>
</tr>
</tbody>
</table>

**HINT:** You can focus learners easily on any skill to match your classroom lesson.
<table>
<thead>
<tr>
<th>Class/Pupil Name:</th>
<th>Year Group:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumdog Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sumdog Assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Notes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have any questions about our new spelling curriculum?
Visit www.sumdog.com to find out more.