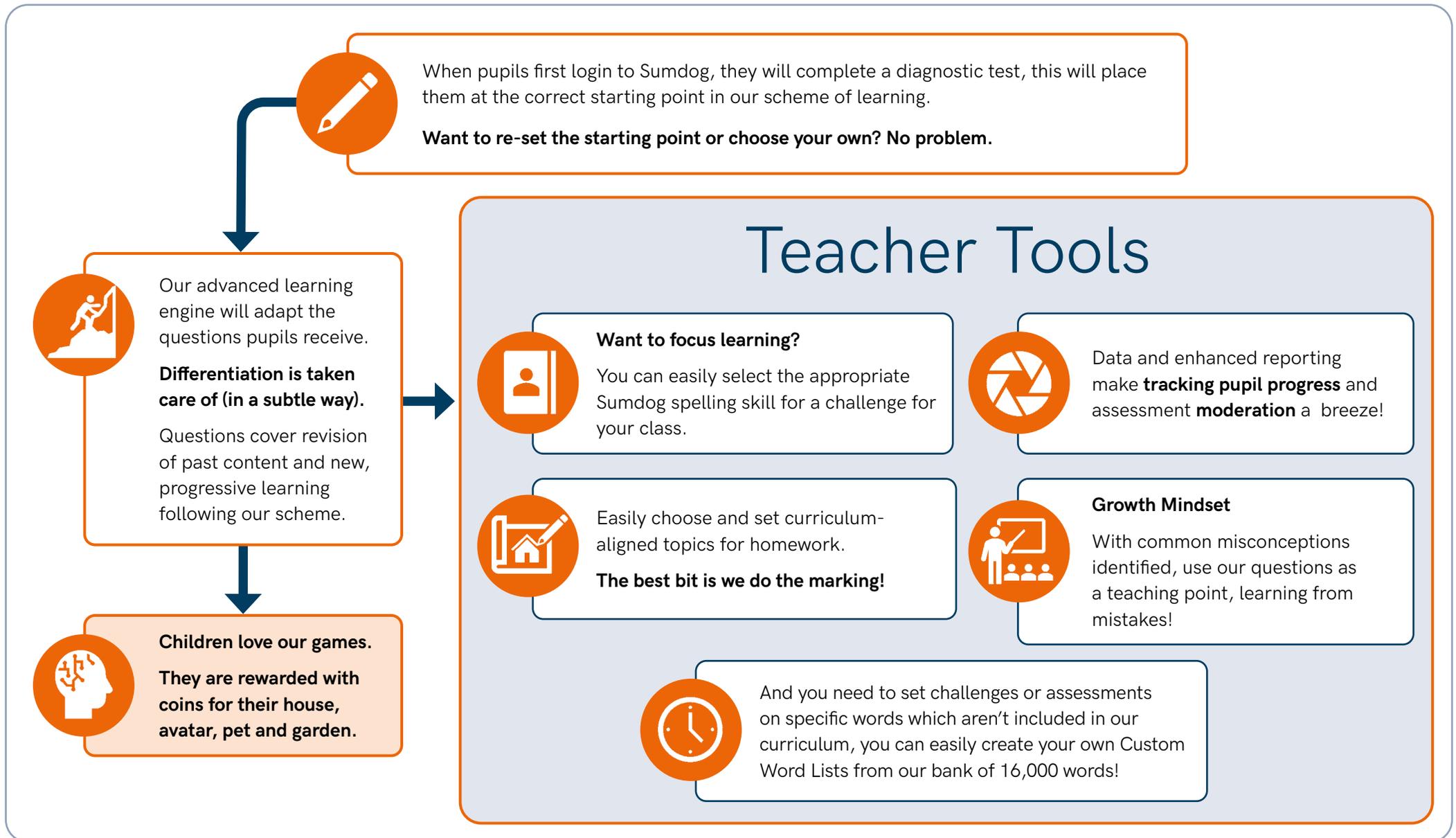




National Curriculum Spelling

Sumdog Scheme of Learning

Use our handy scheme of learning to help with your planning, tracking and monitoring





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 Years 1-6 includes over 3,700 carefully chosen words divided into over 260 'skills'. These skills have been specifically designed to match the statutory requirements of the National Curriculum Spelling Appendix for Years 1-6, and to ensure that all high frequency and common exception words for primary school 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.

Sumdog's spelling skills

Show: All strands

From: All years

Year 3

- Digraphs and Trigraphs
- Spelling Rules
- Common Words
 - High frequency and statutory words 1
 - High frequency and statutory words 2
- Strategy Spelling
- Prefixes, Suffixes and Roots
 - Adding prefixes dis-
 - Adding prefixes mis-
 - Adding prefixes in-

4 skills chosen:

- Adding prefixes dis-
- Adding prefixes mis-
- High frequency and statutory wor...
- High frequency and statutory wor...

Our new spelling skills have been designed to mirror National Curriculum terminology and progression, and cover every requirement and statutory word list for Years 1-6.

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':

- **Reception Revision** – Although our spelling curriculum does not fully cover phonics taught in Early Years, we have included 5 skills which go over CVC words (e.g. cat, tin, bun) that would usually be taught in Reception so you can assess whether your pupils are ready to move on to more complex words and sounds in Year 1.

- **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 Years 1 and 2, 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 the 'Common exception words' and statutory word lists in the NC Spelling Appendix to focus on high frequency words which are not decodable (or phonetically regular) based on prior learning. For example, a Year 1 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 the 'homophones and near-homophones' referenced in the NC Spelling Appendix, 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 Years 5 and 6 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 the National Curriculum Spelling Appendix provides 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 primary school 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.

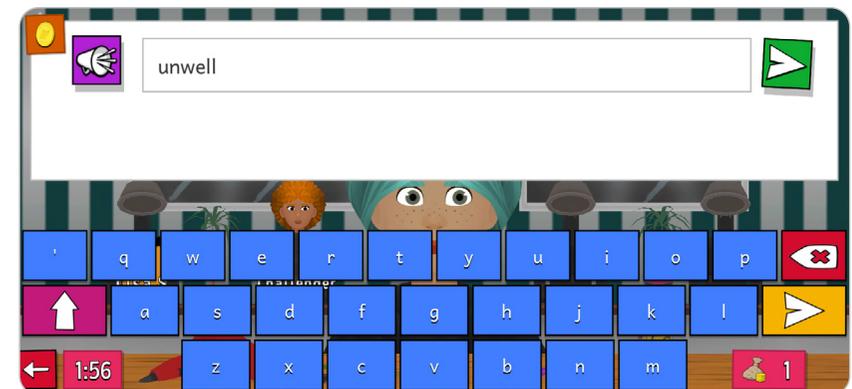
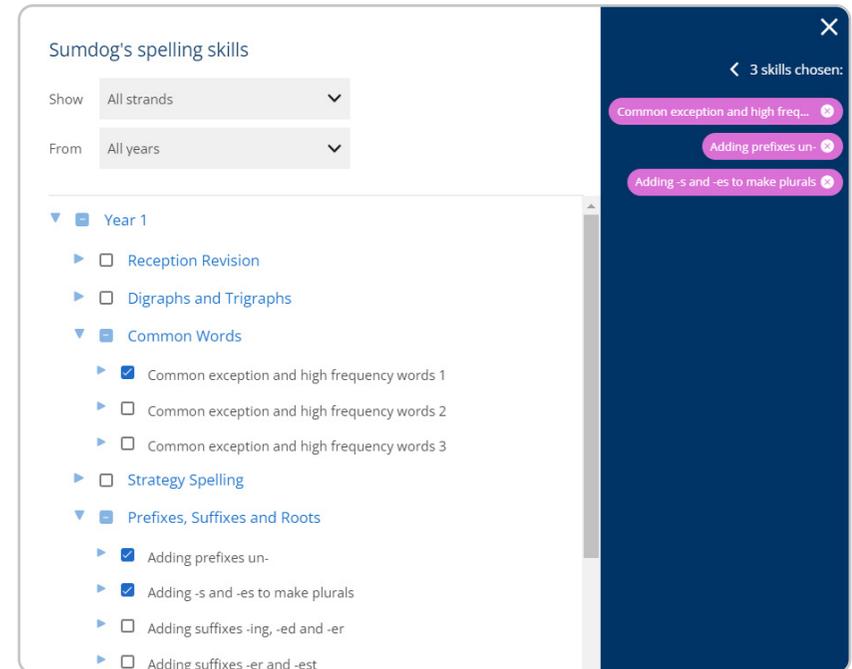
Similarly, if the words that we've chosen for our curriculum don't exactly match your school's lists, or if you're already using a different spelling scheme, there's no need to worry! As your pupils spell the words in the Sumdog curriculum they will gain the understanding needed to spell the words they 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 Years 1 and 2 of the curriculum focus on individual grapheme-phoneme correspondences, such as 'ee' or 'igh', to complement the teaching of

synthetic phonics. In Key Stage 2, 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 you have set using Sumdog spelling.





Phonics revision 1	■	igh (night)	■	ou (loud)	■	o-e (home)	■
Phonics revision 2	■	ee (see)	■	ea (/i:/) (sea)	■	e-e (even)	■
Phonics revision 3	■	oa (goat)	■	-ve (have)	■	u-e (June)	■
Phonics revision 4	■	oi (boil)	■	ie (lie)	■	ea (head)	■
Phonics revision 5	■	oo (moon)	■	ir (sir)	■	ie (chief)	■
ck (sick)	■	oo (book)	■	oy (joy)	■	are (bare)	■
ff, ll, ss, zz sounds	■	ow (owl)	■	ay (day)	■	ow (grow)	■
qu (quest)	■	ar (car)	■	aw (paw)	■	Words ending in -y (very)	■
ch (chip)	■	air (fair)	■	ue (blue)	■	Adding prefixes un-	■
sh (ship)	■	ear (dear)	■	wh (when)	■	Splitting words into syllables	■
th (this/thin)	■	ear (pear)	■	ph (phone)	■	-tch (watch)	■
-ng (hang)	■	er (term)	■	ew (few)	■	Adding -s and -es to make plurals	■
Common exception & high frequency words 1	■	ur (turn)	■	oe (toe)	■	Adding suffixes -ing, -ed and -er	■
Common exception & high frequency words 2	■	or (for)	■	au (cause)	■	Adding suffixes -er and -est	■
ai (tail)	■	ore (wore)	■	a-e (made)	■	Common exception & high frequency words 3	■
		-nk (ink)	■	i-e (kite)	■	Compound words	■

Strands:

- Reception 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



Soft c (circle) ■	Silent b (lamb) ■	Adding the suffixes -ing, -ed, -er, -est and -y to Words ending with one consonant after a vowel (pat/patting) ■	Adding suffixes -ment, -ness, -ful, -less and -ly to a word ending in -y with a consonant before it (happy/happiness) ■
Soft g (gem) ■	/j/ spelled as ge/dge at the end of words (badge) ■	Adding the suffixes -ing, -ed, -er, -est and -y to Words ending in -e with a consonant before it (hike/hiking) ■	Apostrophes for possession ■
ey (key) ■	Homophones and near-homophones ■	Adding the suffixes -ing to a word ending in -y with a consonant before it (cry/crying) ■	Contractions ■
war (warm) ■	Words ending in -tion (station) ■	Adding the suffixes -ed, -er and -est to a word ending in -y with a consonant before it (copy/copied) ■	High frequency words 1 ■
/b/ spelled a after w (wasp) and qu (squash) ■	Words ending -il (pencil) ■	Adding the suffixes -ment, -ness, -ful, -less and -ly (enjoy/enjoyment) ■	The /z/ sound spelt s ■
wor (word) ■	/l/ or /el/ spelled -al at the end of words (metal) ■		High frequency words 2 ■
The /aɪ/ sound spelled -y (cry) ■	/l/ or /el/ spelled -el at the end of words (camel) ■		
/ʌ/ sound spelled o (other) ■	/l/ or /el/ spelled -le at the end of words (apple) ■		
al/all (always/walk/ball) ■	Adding the suffix -es to nouns and verbs ending in -y (fly/flies) ■		
Silent w (write) ■			
Silent k (knight) ■			
Silent g (gnat) ■			

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Digraph revision (sh, ch, th, ng) ■	Linked sounds (ew, ue, oo, u, u-e/ few, glue, book, put, cute) ■	The /ʌ/ sound spelled ou (young) ■	Adding suffixes -ed, -er and -ing to words that end in two consonants (burn) ■
Digraph revision (qu) ■	Linked sounds (aw, au, al, or/saw, sauce, walk, form) ■	Adding prefixes dis- ■	Adding suffixes -ed, -er and -ing to words with a consonant at the end and two vowels before it (remain) ■
Digraph revision (wh) ■	The /i/ sound spelled y-e or ye (type) ■	Adding prefixes mis- ■	Adding suffixes -ly (mixed words) ■
Linked sounds (ay, ai, a-e/tail, pay, tame) ■	Applying spelling rules 1 ■	Adding prefixes in- ■	Adding suffixes -ee, -er, and -eer (referee) ■
Linked sounds (oy, oi/oil, toy) ■	Applying spelling rules 2 ■	Adding suffixes -ed, -er and -ing to Words ending in a vowel (take) - revision ■	Adding suffixes -th (depth) ■
Linked sounds (oa, ow, oe, o-e/goat, bow, toe, joke) ■	Compound Words 1 ■	Adding suffixes -ed, -er and -ing to words ending in a consonant after a vowel (beg) - revision ■	High frequency and statutory words 1 ■
Linked sounds (ou, ow/blouse, brow) ■	Compound words 2 ■	Adding suffixes -ed, -er and -ing to words with more than one syllable and a stressed final syllable (begin) ■	High frequency and statutory words 2 ■
Linked sounds (igh, ie, y, i-e/light, tie, cry, kite) ■	Compound words 3 ■	Adding suffixes -ed, -er and -ing to words with more than one syllable and an unstressed final syllable (listen) ■	
Linked sounds (ee, ea, ey, e-e, y/ tree, meat, money, concrete, body) ■	Words that start with a /k/ sound (revision) (cub) ■		
	ch pronounced /k/ (chorus) ■		
	/eɪ/ sound spelled ei, eigh, or ey (rein/eight/grey) ■		

Strands:

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Split vowel sounds revision (a-e, e-e, i-e, o-e, u-e) ■	Compound Words 2 ■	/zə/ or /tʃə/ spelled sure/ture (measure/mixture) ■	Adding suffixes -tion which sound like /zən/ (division) ■
ff and ph (revision) ■	Compound Words 3 ■	/ʃ/ sound spelled ch (chef) ■	Adding suffixes -ssion endings which sound like /zən/ (passion) ■
Soft c and soft g (revision) ■	Compound Words 4 ■	/g/ sound spelled -gue and the /k/ sound spelled -que (league/cheque) ■	Adding suffixes -cian sound like /zən/ (musician) ■
tch and wr (revision) ■	Tricky words with one syllable ■	Adding prefixes -il, im-, ir- ■	Adding suffixes -ous (poisonous) ■
-ge and -dge at the end of words (revision) ■	Tricky words with two syllables ■	Adding prefixes re-, sub-, inter-, super-, anti-, auto- ■	Adding suffixes -ation (equation) ■
The /ɪ/sound spelled y elsewhere than at the end of words (myth) ■	Tricky words with three syllables ■	Adding prefixes de- ■	Adding suffixes -ically (basically) ■
o for /oa/ sound (mobile) ■	Tricky words with four syllables ■	Adding prefixes non- ■	High frequency and statutory words ■
Words that end in -se (cleanse) ■	Applying spelling rules 1 ■	Adding suffixes -sion which sound like /zən/ (division) ■	
Words that end in -ce (twice) ■	Applying spelling rules 2 ■		
Compound Words 1 ■	Homophones and near-homophones ■		
	/s/ sound spelled sc (muscle) ■		

Strands:

- | | | |
|--|---|---|
| ■ Reception Revision | ■ Digraphs and Trigraphs | ■ Common Words |
| ■ Spelling Rules | ■ Word Endings | ■ Prefixes, Suffixes & Roots |
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Plurals of nouns that end -f or -fe (wolves)	■	Homophones and often confused words 1	■	Adding prefixes over/under-	■	Adding suffixes -wise, -ward, -wards, -ways	■
ough (ought)	■	Homophones and often confused words 2	■	Vikings	■	Mountains	■
Sport	■	Parts of the body	■	Adding prefixes pro-	■	Adding suffixes -ible/ibly	■
augh (laugh)	■	Homophones and often confused words 3	■	Adding prefixes out-	■	Adding suffixes -al	■
-ge and -dge (revision)	■	Homophones and often confused words 4	■	Under the sea	■	Olympics	■
Halloween	■	Music	■	Adding prefixes tele-	■	Adding suffixes -ful (revision)	■
Double letters (commonly misspelled)	■	Compound words 1	■	Adding suffixes -tricky -ed words	■	Adding suffixes -ify/-fy	■
cc for /k/ sound	■	Applying spelling rules 1	■	Ancient Romans	■	Religious festivals	■
Geography	■	Musical instruments	■	Adding suffixes -tricky -ing words	■	Adding commonly confused suffixes -er/-or	■
Silent Letters (revision)	■	Applying spelling rules 2	■	History	■	High frequency and statutory words 1	■
Silent letters (t) (listen)	■	Adding prefixes dis- mis- and in- (revision)	■	Words ending in -able and -ably (revision)	■	Ancient Egypt	■
Food	■	European countries	■	Adding suffixes -ous and -ious (revision)	■	High frequency and statutory words 2	■
Silent letters (n)(hymn)	■	Adding prefixes mid-	■	Space	■		
Silent letters (l) (calf)	■						
Weather	■						

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Word endings /jəl/ spelled -cial or -tial	Homophones and often confused words 3	Using a hyphen to join a prefix to a root word	Adding suffixes -ence and -ency
Word endings /jəs/ spelled -cious or -tious	Homophones and often confused words 4	Art	Ancient Greece
World of work	The Titanic	Adding numerical prefixes uni/mono-	Adding suffixes -acy
Words with the /i:/ sound spelled ei after c	Compound words	Adding numerical prefixes bi/di/du- and tri-	Adding suffixes -ate
Silent letters (p)	Hyphenated compound words (adjectives)	Asian countries	Plants
Palindromes	Health and wellbeing	Adding numerical prefixes (other)	Adding suffixes -ist
Silent letters (u) (guitar)	Applying spelling rules	Adding numerical prefixes (small/large numbers)	High frequency and statutory words 1
Silent letters (h)	Adding prefixes sub-	Maths	High frequency and statutory words 2
Jobs and occupations	English	Adding suffixes -tion, -cian, -sion and -ssion (revision)	African countries
Homophones and often confused words 1	Adding prefixes inter-	Adding suffixes -ant and -ent	Transitions
Homophones and often confused words 2	Adding prefixes extra- and post-	American countries	UNCRC (United Nations Convention on the Rights of the Child)
Languages	Science	Adding suffixes -ance and -ancy	
	Adding prefixes anti/pre/fore-		

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Teacher Planning Template



Class/Pupil Name:

Year Group:

	TERM 1	TERM 2	TERM 3
Sumdog Homework			
Challenges			
Focus Skills			
Sumdog Tests			
Teacher Notes			



Have any questions about our new spelling curriculum?
Visit www.sumdog.com to find out more.