



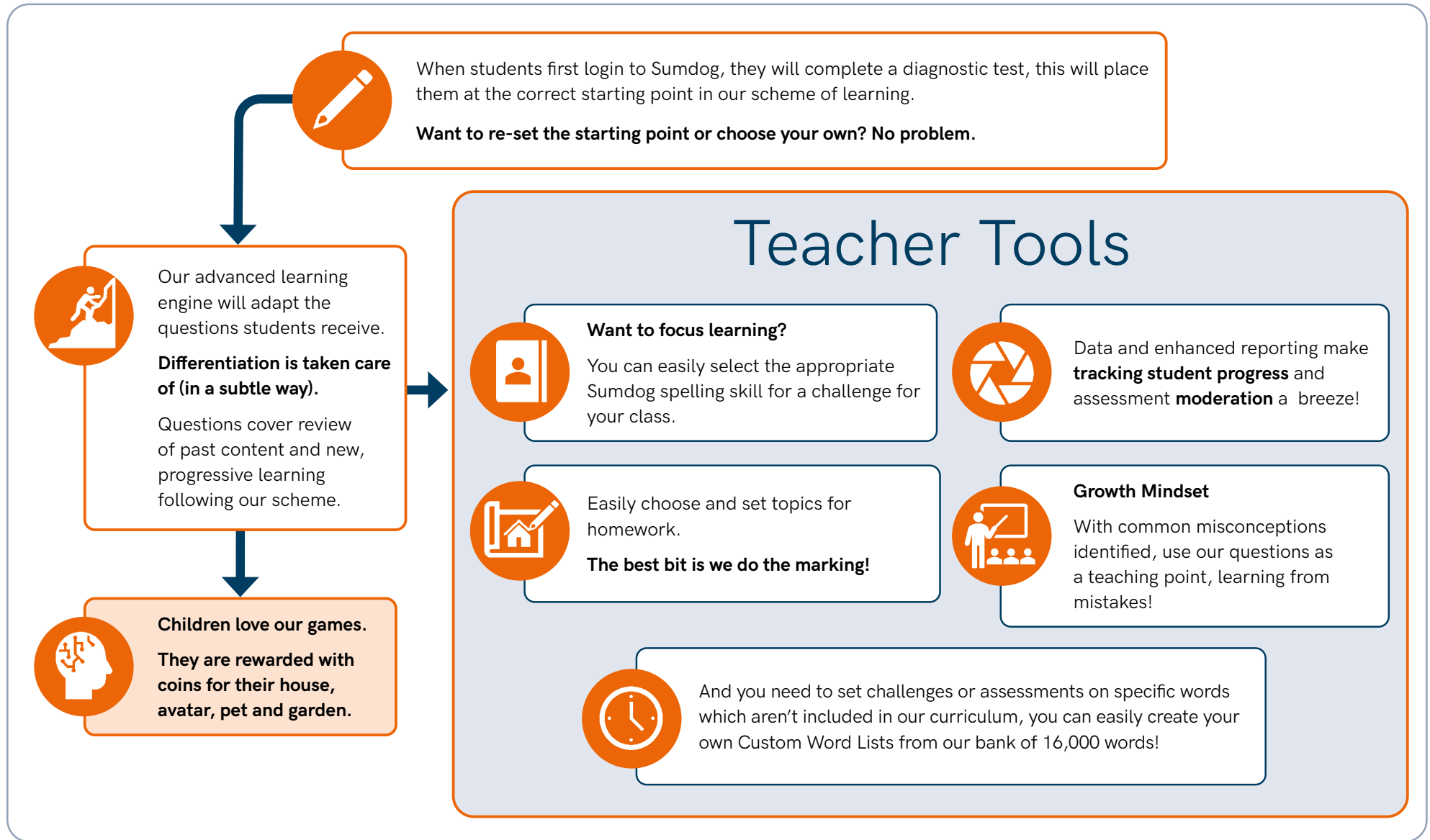
Common Core ELA Spelling

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





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 students 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 Grades K-5 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 sight words for elementary school students 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 grades

Grade 5

- Spelling Rules
 - Words with the /i:/ sound spelled ei after c
 - Silent letters (p)
 - Silent letters (u) (guitar)
 - Silent letters (h)
- Common Words
- Strategy Spelling
 - Compound words
 - Hyphenated compound words (adjectives)
 - Applying spelling rules

4 skills chosen:

- Silent letters (u) (guitar)
- Compound words
- Hyphenated compound words (adj...)
- Applying spelling rules

Our new spelling skills have been designed to follow a clear and logical progression, and cover every sound, rule and pattern for Grades K-5.

Set work on individual skills, strands or whole year groups to suit your needs.

Curriculum Organization



To help you find the skill which matches your in-class teaching and set corresponding work on Sumdog, we have categorized our spelling skills into 9 'strands':

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

- **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 Kindergarten and 1st Grade, we have ensured that they are revisited in review 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 sight words to focus on high frequency words which are not decodable (or phonetically regular) based on prior learning. For example, a Kindergarten student 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 students 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 4th and 5th Grade 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 students learn in, so children of as many backgrounds as possible can recognize 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 elementary school students 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.

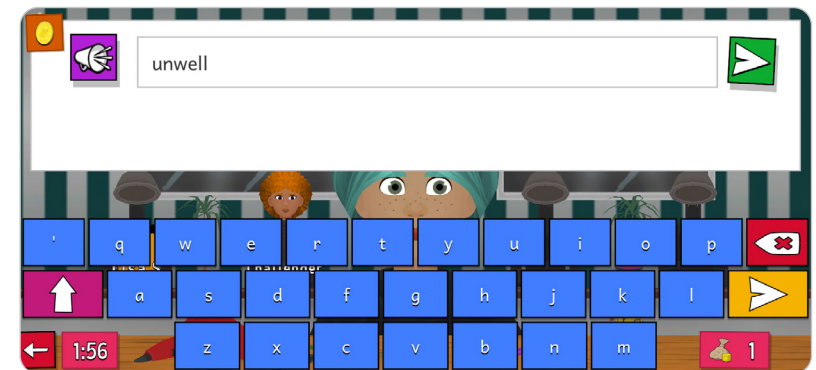
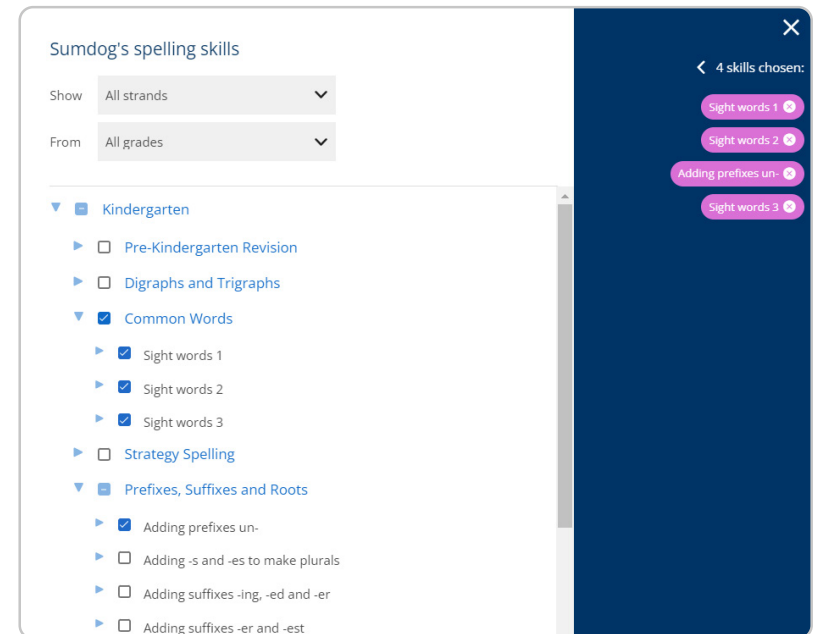
Similarly, if the words that we've chosen for our curriculum don't exactly match your school's lists, or if you're already using a different spelling scheme, there's no need to worry! As your students spell the words in the Sumdog curriculum they will gain the understanding needed to spell the words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

synthetic phonics. In Grades 3–5, students 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 student 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, students 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 students to recognize recurring patterns and apply their knowledge to new words.

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

Strands:

- | | | |
|---------------------------|---------------------------|-------------------------------------|
| ■ Pre-Kindergarten Review | ■ Digraphs and Trigraphs | ■ Common Words |
| ■ Spelling Rules | ■ Word Endings | ■ Prefixes, Suffixes & Roots |
| ■ Strategy Spelling | ■ Homophones & Confusions | ■ Building Vocabulary - Topic 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)	■
/b/ spelled a after w (wasp) and qu (squash)	■
wor (word)	■
The /aɪ/ sound spelled -y (cry)	■
/ʌ/ sound spelled o (other)	■
al/all (always/walk/ball)	■
Silent w (write)	■
Silent k (knight)	■
Silent g (gnat)	■
Silent b (lamb)	■

/j/ 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)	■
/l/ or /el/ spelled -el at the end of words (camel)	■
/l/ or /el/ spelled -le at the end of words (apple)	■
Adding the suffix -es to nouns and verbs ending in -y (fly/flies)	■

Adding the suffixes -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	■
Sight words 1	■
Sight words 2	■

Strands:

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Digraph review (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 review (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 review (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) - review ■	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) - review ■	Sight 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) ■	Sight 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 (review) (cub) ■		
	ch pronounced /k/ (chorus) ■		
	/eɪ/ sound spelled ei, eigh, or ey (rein/eight/grey) ■		

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- | | | |
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Split vowel sounds review (a-e, e-e, i-e, o-e, u-e) ■	Compound Words 2 ■	/ʒə/ or /tʃə/ spelled sure/ture (measure/mixture) ■	Adding suffixes -tion which sound like /ʒən/ (division) ■
ff and ph (review) ■	Compound Words 3 ■	/ʃ/ sound spelled ch (chef) ■	Adding suffixes -ssion endings which sound like /ʒən/ (passion) ■
Soft c and soft g (review) ■	Compound Words 4 ■	/g/ sound spelled -gue and the /k/ sound spelled -que (league/cheque) ■	Adding suffixes -cian sound like /ʒən/ (musician) ■
tch and wr (review) ■	Tricky words with one syllable ■	Adding prefixes -il, im-, ir- ■	Adding suffixes -ous (poisonous) ■
-ge and -dge at the end of words (review) ■	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- ■	Sight words ■
Words that end in -se (cleanse) ■	Applying spelling rules 1 ■	Adding suffixes -sion which sound like /ʒən/ (division) ■	
Words that end in -ce (twice) ■	Applying spelling rules 2 ■		
Compound Words 1 ■	Homophones and near-homophones ■		
	/s/ sound spelled sc (muscle) ■		

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

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States	■	Languages	■	Adding prefixes anti/pre/fore-	■	Adding suffixes -ance and -ancy	■
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)	■	Sight words 1	■
Silent letters (h)	■	Adding prefixes sub-	■	Math	■	Sight words 2	■
Jobs and occupations	■	English	■	Adding suffixes -tion, -cian, -sion and -ssion (review)	■	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)	■
		Science	■				

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Teacher Planning Template



Class/Student Name:

Grade:

	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
Challenges				
Focus Skills				
Sumdog Assessments				
Teacher Notes				
Sumdog Home Learning				



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