



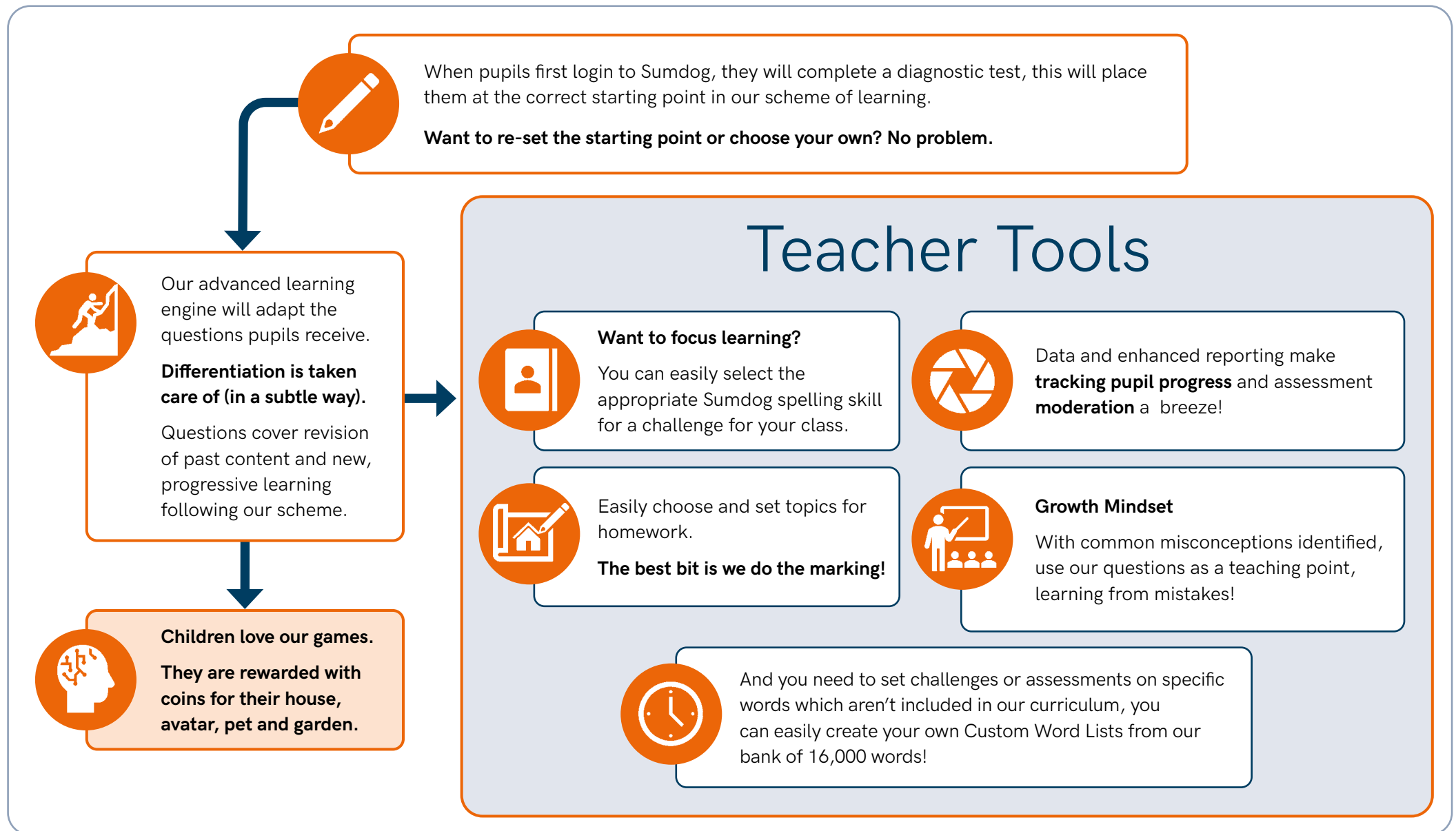
Curriculum for Excellence Spelling

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





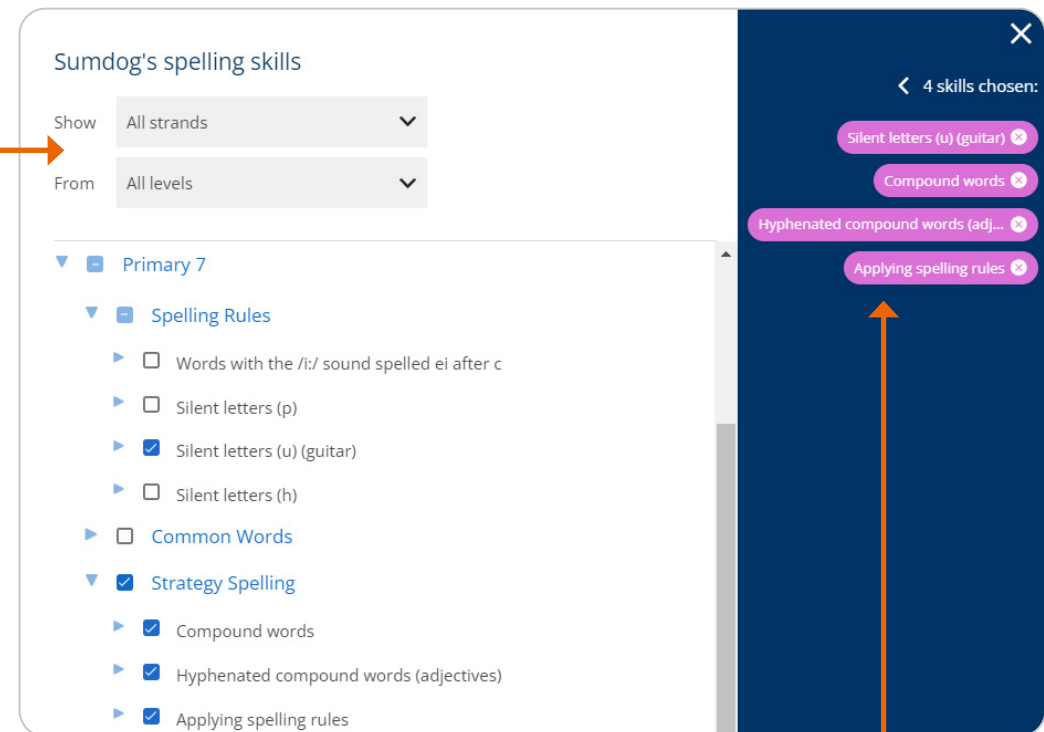
Our New Spelling Curriculum

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.

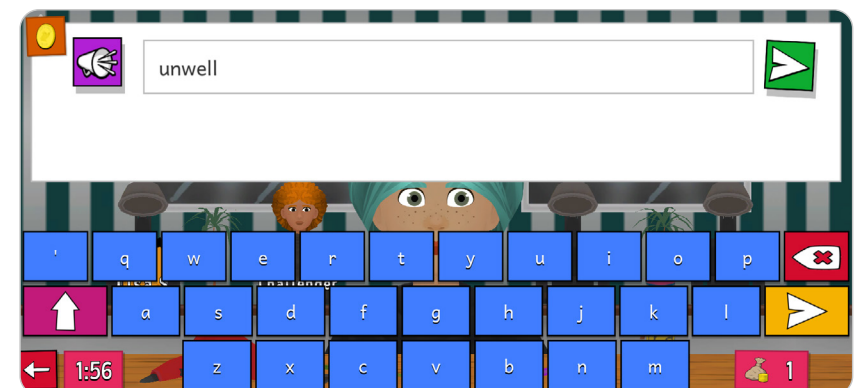
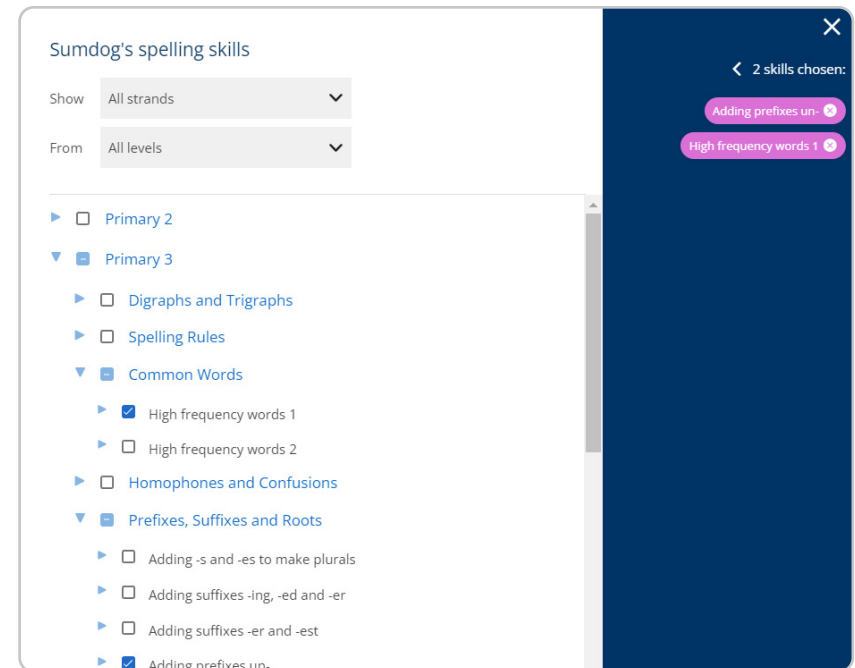
Similarly, If the words that we've chosen for our curriculum don't exactly match your school's lists, or if you're already using a different spelling scheme, there's no need to worry! As your pupils spell the words in the Sumdog curriculum they will gain the understanding needed to spell the words they 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





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)	■	Splitting words into syllables	■
sh (ship)	■	ear (dear)	■	wh (when)	■	-tch (watch)	■
th (this/thin)	■	ear (pear)	■	ph (phone)	■	Common exception & high frequency words 3	■
-ng (hang)	■	er (term)	■	ew (few)	■	Compound words	■
Common exception & high frequency words 1	■	ur (turn)	■	oe (toe)	■		
Common exception & high frequency words 2	■	or (for)	■	au (cause)	■		
ai (tail)	■	ore (wore)	■	a-e (made)	■		
		-nk (ink)	■	i-e (kite)	■		

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



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

Strands:

- P1 Revision
- 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



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 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 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:

- P1 Revision
- 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



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 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:

- P1 Revision
- 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



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 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 words 2	■
Silent letters (n)(hymn)	■	Adding prefixes mid-	■	Space	■		
Silent letters (l) (calf)	■						
Weather	■						

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



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

Strands:

- P1 Revision
- 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

Teacher Planning Template



Class/Pupil Name:

Year Group:

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



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