



Spelling Curriculum Map

This curriculum map organises the compulsory spelling rules/patterns, in addition to the compulsory lists of words for pupils to learn across Key Stage 1 & 2, into half termly objectives.

The strands set out below are based on the linguistic principles of how words are built up from either sounds or morphemes (chunks of meaning). Some words in English do not follow either of these principles, so other spelling cues are needed to support children to learn them.

Spelling principles used as strands		Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
		High frequency, common exception or commonly misspelt words that need practice for mastery
		Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

It is therefore vital that teachers build in 'how to learn a spelling', self-help lessons which can be based around spelling patterns or particular words with which a child or group of children are having difficulty. These lessons will build a repertoire of learning cues (see appendices) and give children time to reflect on misuses of spelling in writing. Displays within the learning environment, will also scaffold children's spelling development and support independence. These will include topic related vocabulary to support spelling is consistent across all subjects and therefore promoting high expectations.

Literacy Writing Early Learning Goal:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Spelling is taught through the phonics programme, Little Wandle Letters and Sounds Revised (2021)

The spelling expectations of the programme follow order of the GPCs taught which is outlined in the programme overview and included below. The spelling expectations are adventurous.

Based on the expectations above, the main focus of teaching spelling in Year R is securing:

1. The understanding that words can be segmented into sounds.
2. The understanding that graphemes (letters or groups of letters) represent sounds.
3. The ability to hear rhymes and to hear syllables in words.
4. Good letter formation to build fluency in handwriting.
5. The understanding that some common exception & high frequency words are not phonetically plausible and are best learned through regular writing practice to build muscle memory and automaticity.

Term	Strand	Reception Following Little Wandle L&S Revised structure	Year 1 Following Little Wandle L&S Revised structure	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</i>						
			STRATEGIES: See Appendices for more Word families, best guess, investigations for spelling alternative GPCs, groups of words with the same grapheme/letter string (e.g. bruise, cruise), over pronunciation (bar-gayn, sto-match), visual cues (Look -take a picture of the shape of the word in your head, Cover-close your eyes and see it in your mind, Write- does it look right?, Check -look at the bit you got wrong. How will you remember this bit?)					
					Use the first two or three letters of a word to check its spelling in a dictionary			



Segment short words with taught GPCs. (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l)

ai ee igh
oa oo ar
or ur oo
ow oi ear
air er /z/ s -es

CVCC CCVC CCVCC
CCCVC Phase 4
with long vowels

Phase 5

ai ay play ow ou
cloud

oi oy toy

ee ea each

+

The /f/, /v/, /s/, /z/
and /k/ sounds are
usually spelt as **ff**,
ll, **ss**, **zz**, and **ck** if
they come straight
after a single vowel
letter in short
words. Exception:
if, pal, us, bus, yes.

Vowels

Names and sounds for letters

Spelling: make
phonetically plausible
attempts and using
word families (see
below).

Common alternative
graphemes with
increasing accuracy:

ai, ay, a-e, eigh, ey a
(brain, delay, amaze,
eight, grey, acorn,
bacon, apron, angel)

ee, e, ea, e-e, y, ie, ey,
(seed, be, me, he, she,
recent, region,
frequent, sea, these,
happy, chief, key, even,
money, every,
everybody, **key**,
donkey, **monkey**,
chimney, **valley**)

igh, ie, y. i-e, i (delight,
tried, reply, invite,
behind, wild, find,
child)



end of words (i long
vowel sound -most
common spelling (cry,
fly, dry, try, reply, July)

oa, o, ow, o-e, oe
(float, go, slower,
stone, goes)

oo, o, ue, u-e, ew, ui, u
(spoon, do, blue, rule,
fewer, juice, unicorn,
music, future, duty,
human)

Focus on children's
phonic application in
writing to decide on
priority areas

-sure (measure,
treasure, pleasure,
enclosure) **-ture**
(creature, furniture,
picture, nature,
adventure). Check
that the word is not a
root word ending in
(t)ch with an er
ending (teacher,
catcher, richer,
stretcher).

	<p>Spell common exception words. (is, I, the)</p>	<p>Yr 1 CEW: I a the be he me she we of</p>	<p>Test/review prior assessment of Yr 1 CEW- teach gaps</p> <p>Year 2 CEW: child children door floor poor kind find mind behind wild climb</p>	<p>Test/review prior assessment of Yr 2 CEW- teach gaps</p> <p>Yr 3 Words Spelling List: actual learn group heard arrive circle often build</p> <p>Further Homophones ball/bawl, meat/meet grate/great here/hear,</p> <p>Address commonly mis-spelt words</p> <p>Revise apostrophe for singular nouns</p>	<p>Test/review prior assessment of Yr 3 CEW- teach gaps</p> <p>Yr 4 Words Spelling List: accident believe strange reign interest various possible grammar</p> <p>Address commonly mis-spelt words</p>	<p>Test/review prior assessment of Yr 4 CEW- teach gaps</p> <p>Yr 5 Words Spelling List: occur accompany according according achieve aggressive forty ancient apparent occupy</p> <p>Homophones linked to word class/function.</p> <p>Investigating patterns in verb and noun spellings, e.g. license/licence, devise/device, practice/practise</p>	<p>Test/review prior assessment of Yr 5 CEW- teach gaps</p> <p>Yr 6 Words Spelling List: individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary</p> <p>Homophones linked to word class/function, e.g. affect (verb) / effect (noun) guessed (verb) / guest (noun) passed (verb) / past (noun)</p>
		<p>Compound words (2 words joined together. Each part of the longer word is spelt as it would be if it were on its own e.g. football)</p> <p>2 syllable words (Each syllable is like a 'beat' in the spoken word.(e.g. pocket, rabbit, carrot, thunder,</p>	<p>Recap -ed and- ing as verb inflections (past tense no change to root word)</p> <p>Recap Syllables (Each syllable is like a 'beat' in the spoken word.(e.g. pocket, rabbit, carrot, thunder, sunset).</p> <p>Plurals Recap adding -s</p>	<p>Review root words and suffixes (-ed, -ing, -ly, -er, -est, -ness, -ful)</p> <p>Suffixes: -ly is added to an adjective to form an adverb.</p>	<p>Review Y3 prefixes: for opposites (un-, dis-, mis-, anti-, il-, ir-, im-)</p> <p>Revise Suffixes: -ly (+ investigate exceptions to the rule)</p>		

			more digraphs e.g. queen thicker	witches) and the third person singular of verbs (thanks, swims, catches) Teach Adding -es to nouns and verbs ending in -y (flies, tries, replies, copies, babies, carries)				
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Segment short words with taught GPCs. Including some letter groups that each represent one sound and say sounds for them. (ff ll ss, zz qu, ch, sh th ng nk)

ur/ ir bird
igh/ ie pie
oo/ /yoo/ ue blue
rescue
yoo/ u unicorn

oa/ o go
igh/ i tiger
ai/ a paper
ee/ e he

ai/ a-e shake
igh/ i-e time
oa/ o-e home
oo/ /yoo/ u-e rude
cute

ee/ e-e these
oo/ /yoo/ ew chew
new
ee/ ie shield
or/ aw claw

Grow the code:
igh/ ie i i-e
ai/ ay a a-e
oa/ oa o o-e
ee/ e ie e-e ea
oo/ /yoo/ ew u-e u
ue

nk: the n sound
spelt n before k)
(e.g. sunk, bank,
honk, think)

u sound spelt o (other,
mother, brother,
nothing, Monday)
**u alternative
pronunciation** (put,
pull, push, full, awful,
playful
u short vowel sound
(grunt, but, rug)
u long vowel sound
(recap-unicorn, music,
future, duty, human)
ow, ou, ough (bow,
sprout, bough)

aw sound spelt a before l
and ll (call all, ball, call, walk,
talk, always)

l sound at the end of words:
-le most common spelling
for this sound at the end of
words (table, apple, bottle,
little, middle)
-el spelling is much less
common than -le. The -el
spelling is used after m, n, r,
s, v, w and more often than
not after s. (camel, tunnel,
squirrel, travel, towel, tinsel)
-al Not many nouns end in -
al, but many adjectives
do. (metal, pedal, capital,
hospital, animal)
-il Words ending in il. There
are not many of these
words. (pencil, fossil, nostril)

/j/ sound spelt as ge and dge
at the end of words, and
sometimes spelt as g
elsewhere in words before e,
i and y


/s/ sound spelt c before e, i
and y

ou for short vowel 'u'
sound (young, touch,
double, trouble,
country)

ei, eigh, or ey
(alternative
graphemes for 'ay'
sound (vein, weigh,
eight, neighbour, they,
obey)

-sion (division,
invasion, confusion,
decision, collision,
television)


sc for words with 's'
sound -Latin in origin.
(science, scene,
discipline, fascinate,
crescent)


		<p>Spell common exception words. (as Aut 1 + put* pull* full* as and has his her go no to into she push* he of we me be)</p>	<p>Yr 1 CEW: no go so by my is his has do to</p> <p>Days of the Week</p>	<p>Yr 2 CEW: both old cold gold every everybody hold told most only Christmas</p> <p>Homophones and near-homophones It's important to know the difference in meaning between homophones. (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p> <p>Contractions- Apostrophes for common contracted forms -apostrophe shows where a letter or letters would be if the words were written in full (can't, didn't, hasn't, couldn't, it's, I'll)</p>	<p>Yr 3 Words Spelling List: eight caught centre century heart breath busy early</p> <p>Further Homophones Recap above + plain/plane, missed/mist main/mane, groan/grown</p> <p>Address commonly mis-spelt words</p> <p>Revise apostrophes for contracted forms</p>	<p>Yr 4 Words Spelling List: woman women promise therefore opposite ordinary perhaps pressure</p> <p>Recap Further Homophones</p> <p>Address commonly mis-spelt words</p> <p>Revise possessive apostrophe with singular and plural words</p>	<p>Yr 5 Words Spelling List: attached available average awkward bargain bruise category cemetery critic community</p> <p>Homophones and commonly mis-spelt words.</p>	<p>Yr 6 Words Spelling List: recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht</p> <p>Homophones and commonly mis-spelt words.</p>
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<p>Plurals</p> <ul style="list-style-type: none"> • add suffixes –s or –es If the ending sounds like /s/ or /z/, it is spelt as –s. (cats, dogs, spends, rocks, thanks) If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es (catches) 	<p>Suffixes:</p> <ul style="list-style-type: none"> • –ed, –ing, to a root word <u>ending in –y with a consonant before it</u>. y is changed to i before –ed, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. (copied, cried, replied, copying, crying, replying) • –ing, –ed to words <u>ending in –e with a consonant before it</u>. –e at the end of the root word is dropped before –ing, –ed or any other suffix beginning with a vowel letter is added. Exception: being. (hiking, hiked, hiker, nicer) • –ing, –ed to words of <u>one syllable ending in a single consonant letter after a single vowel letter</u>. The last consonant letter of the root word is doubled to keep the vowel 	<p>Prefixes: for opposites or negatives (un-, dis-, mis-, anti-)</p>	<p>Suffixes: –ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation, admiration</p> <p>Word families (word webs) based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble/ sign, signal, design, designate, signify/ strong, strength)</p>		
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				'short'). Exception: The letter 'x' is never doubled:				
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				mixing, mixed. (patting, patted, humming, hummed, dropping, dropped)				
Spring 1		Segment short words with taught GPCs including digraphs, trigraphs and say sounds for them. (as Aut 2 + ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff).	ee/ y funny e/ ea head w/ wh wheel oa/ oe ou toe shoulder igh/ y fly oa/ ow snow j/ g giant f/ ph phone l/ le al apple metal s/ c ice v/ ve give u/ o-e o ou some mother young z/ se cheese s/ se ce mouse fence ee/ ey donkey Grow the code: oo/ u ew ue u-e ui ou oo fruit soup ee/ ea e e-e ie ey y ee s/ c se ce ss z/ se s zz oa/ ow oe ou o-e o oa	Silent letters kn, gn, wr, m n sound spelt kn and (less often) gn at the beginning of words. The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago (knock, know, knee, gnat, gnaw) r sound spelt wr at the beginning of words. This spelling probably also reflects an old pronunciation. (write, written, wrote, wrong, wrap)	y elsewhere than at the end of words for long vowel 'i' sound. (myth, gym, Egypt, pyramid, mystery)		Silent letters linked to etymology (silent letters used to be pronounced). Look at word families and how pronunciation can shift, e.g. night, doubt, lamb, solemn, island	

		Spell common exception words. (As Aut 1 & 2 + was you they my by all are sure pure)	Yr 1 CEW: was are said you one come some they	Yr 2 CEW: after fast class grass pass father plant last past	Yr 3 Words Spelling List: continue decide island minute difficult earth consider enough	Yr 4 Words Spelling List: particular calendar popular position possess possession purpose potatoes	Yr 5 Words Spelling List: communicate competition conscience conscious dictionary equipped curiosity definite	Yr 6 Words Spelling List: neighbour nuisance appreciate accommodate opportunity parliament persuade physical
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			Recap Days of the Week	path bath Recap Homophones Recap Contractions	Further Homophones Recap above + whose/who's knot/not, mail/male, brake/break Address commonly mis-spelt words Revise apostrophe for singular nouns	Recap Further Homophones Address commonly mis-spelt words Revise possessive apostrophe with singular and plural words	harass foreign Homophones and commonly mis- spelt words.	prejudice privilege profession programme pronunciation queue recognise Homophones and commonly mis-spelt words.
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		<p>Recap Plurals</p> <ul style="list-style-type: none"> add suffixes –s or –es <p>Suffixes</p> <ul style="list-style-type: none"> add suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words verbs: –ing, –ed and –er (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper) <p>comparative adjectives: er and –est (grander, grandest, fresher,</p>	<p>Recap –ed and –ing</p> <ul style="list-style-type: none"> –er and –est to a root word <u>ending in –y with a consonant before it</u>. y is changed to i before, –er and –est are added, but not before –ing as this would result in ii. (copier, happier, happiest) –er, –est and –y to words <u>ending in –e with a consonant before it</u>. –e at the end of the root word is dropped before –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. (hiker, nicer, nicest, shiny) 	<p>Prefixes: more opposites (il-, ir-, im-)</p>	<p>Suffixes:</p> <p>Review Y3 prefixes: (super-, auto-, inter-, sub-) + re– means ‘again’ or ‘back’. re–: redo, refresh, return, reappear, redecorate</p> <p>–tion, –sion, –ssion, –cian Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p>		
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			<p>freshest, quicker, quickest)</p>	<ul style="list-style-type: none"> • -er, -est and -y to words of <u>one syllable ending in a single consonant letter after a single vowel letter</u>. The last consonant letter of the root word is doubled to keep the vowel 'short'). Exception: The letter 'x' is never doubled: boxer, sixes. (sadder, saddest, fatter, fattest, runner, runny) 				
Spring 2		<p>Segment short words with taught GPCs including digraphs, trigraphs and say sounds for them. (review ai ee igh oa oo ar or ur oo ow oi ear er air, er dd mm tt bb rr gg pp ff) Words with 2 or more digraphs, compound words.</p>	<p>ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor c/ ch school /sh/ ch chef</p>	<p>or sound spelt ar after w (war, warm towards)</p>	<p>ch for k sound -Greek in origin. (scheme, chorus, chemist, echo, character)</p>			

	Review all common exception words taught.	<p>Yr 1 CEW: our your here there once</p> <p>Recap Days of the Week</p>	<p>Yr 2 CEW: because busy could should would hour eye sure sugar who whole</p> <p>Recap Homophones and near homophones</p> <p>The possessive apostrophe (singular nouns)</p> <p>Recap Contractions</p>	<p>Yr 3 Words Spelling List: perhaps address guard material recent guide forward fruit</p> <p>Further Homophones Recap above + fair/fare peace/piece accept/except</p> <p>Address commonly mis-spelt words</p>	<p>Yr 4 Words Spelling List: different exercise regular complete remember sentence separate special thought weight</p> <p>Recap further Homophones</p> <p>Address commonly mis-spelt words</p>	<p>Yr 5 Words Spelling List: controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment</p> <p>Homophones and commonly mis-spelt words.</p>	<p>Yr 6 Words Spelling List: symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder</p> <p>Homophones and commonly mis-spelt words.</p>
		<p>Recap plurals –s, –es</p> <p>Recap Suffixes –ing, –ed, –er and –est</p> <ul style="list-style-type: none"> verbs: –ing, –ed and –er comparative adjectives: er and –est 	<p>Recap –er, –est and –y</p> <ul style="list-style-type: none"> –ment, –ness, –ful, –less and –ly If a <u>suffix starts with a consonant letter</u>, it is added straight on to most root words without any change to the last letter of those words. (enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly) <p>Recap –ed and –ing</p>	<p>Suffixes: –ing, er, ed, ion adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word</p>	<p>Suffixes: –ous (investigate rules)</p> <p>Revise: –ly</p> <p>Word families (word webs) based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble/ sign, signal, design, designate, signify/ strong, strength)</p>		

Summer 1		<p>Segment short words with taught GPCs. Write words (as before +)</p> <p>short vowels CVCC CCVC CCVCC CCCVC CCCVCC</p> <p>compound words</p> <p>Write phrases and more than 1 sentence made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>y play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant +</p> <p>tch: catch, hutch, fetch, kitchen, notch. The sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much</p>	<p>Revise alternative pronunciations</p> <p>a (long –acorn, bacon, apron, angel and short – wasp, squash, watch, what, want, quantity)</p> <p>e (long-he, me, she, recent, frequent, region and short – bed, wren, spend)</p> <p>i (long- wild, find, child, behind and short-tin, rid, grit)</p> <p>o (long-gold, cold, both, no, go, old and short-pot, moth, shot, hog)</p> <p>u (long-unicorn, music, future, duty, human and short tricky - put, pull, push, full, awful, playful and short-grunt, but, rug)</p>	<p>-gue and -que for words ending with k and g sound words - French in origin. (league, tongue, antique, unique)</p>	<p>ch for sh sound – mostly French in origin. (chef, chalet, machine, brochure)</p>		
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	Review common exception words-(all) including + said so have like some come love do were here little says there when what one out today)	Yr 1 CEW:	Yr 2 CEW:	Yr 3 Words Spelling List:	Yr 4 Words Spelling List:	Yr 5 Words Spelling List:	Yr 6 Words Spelling List:
		where put push pull full today Days of the Week	any many clothes again great steak break parents pretty beautiful	though notice quarter length library famous describe mention answer	straight favourite strength suppose surprise bicycle business medicine natural	especially exaggerate hindrance excellent existence explanation familiar amateur frequently	appreciate conscious competition definite convenience desperate disastrous especially equipment



				Homophones and near homophones Recap possessive apostrophe (singular nouns)	appear Further Homophones Recap above + medal/meddle heel/heal/he'll, berry/bury, weather/whether Address commonly mis-spelt words Revise apostrophe for singular nouns + possessive apostrophe with plural words	naughty Recap Further Homophones Address commonly mis-spelt words Revise possessive apostrophe with singular and plural words	government Homophones and commonly mis-spelt words.	foreign familiar frequently government guarantee immediate Homophones and commonly mis-spelt words.
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root words
ending in: -ing,
-ed /t/, -ed /id/
/ed/ -est

Recap plurals -s, -es

**Recap Suffixes
-ing, -ed, -er and
-est**

- verbs: -ing, -ed and -er
- comparative adjectives: er and -est


3 syllable words


Prefix un-
un- is added to the beginning of a word without any change to the spelling of the root word. (unhappy, undo, unload, unfair, unlock)

Recap all suffixes and rules. (ed, ing, er, est, y, er, ment, ful, ness, less, ly)

Recap suffixes & prefixes where necessary

Recap suffixes & prefixes where necessary

Summer 2		<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large sh/ ti ssi si ci potion mission mansion delicious or/ augh our oar ore daughter pour oar more + ore (before, score, more, shore, wore) v sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. (e.g. have, live, give, love)</p>	<p>ur sound spelt or after w. There are not many of these words. (word, work, worm, world, worth)</p> <p>aw sound spelt ar after w. There are not many of these words. (war, warm, towards)</p> <p>zh sound spelt s (television, treasure, usual)</p> <p>-tion (station, fiction, motion, national, section)</p> <p>STRATEGIES: Word families, best guess and investigations for spelling alternative GPCs</p>				
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		Spell some taught common exception/ high frequency words.	Yr 1 CEW: ask friend school says house love	Yr 2 CEW: half money improve even move prove Mr Mrs people water	Yr 3 Words Spelling List: actually extreme February certain height history imagine increase interest	Yr 4 Words Spelling List: peculiar occasion occasionally probably knowledge experiment experience question disappear	Yr 5 Words Spelling List: (some tricky words from Year 4) guarantee immediate knowledge experiment experience business possession	Yr 6 Words Spelling List: Children to apply previous spellings in own writing and writing for younger pupils. Homophones and commonly mis-spelt words.
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				Homophones and near homophones	important Further Homophones Recap above + affect/effect, scene/seen rain/rein/reign Address commonly mis-spelt words Revise possessive apostrophe with plural words	important Recap Further Homophones Address commonly mis-spelt words	disappear weight separate Homophones and commonly mis-spelt words.	
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<p>Recap Prefix un- Plurals -s, -es Suffixes -ing, -ed, -er and -est</p> <ul style="list-style-type: none"> verbs: -ing, -ed and -er comparative adjectives: er and -est <p>Contractions – don't, won't, can't etc.</p>	<p>Revise suffix rules</p>	<p>Prefixes: (super-, auto-, inter-, sub-)</p> <p>Word families (word webs) an introduction/ investigation- based on common words, showing how words are related in form and meaning.</p> <p>Revise spelling work for the year.</p>	<p>Review – what do we know about adding prefixes and suffixes?</p> <p>Word families (word webs) based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble/ sign, signal, design, designate, signify/ strong, strength)</p>		
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