



Guidance



What is the Spelling with Grammarsaurus scheme?

The Spelling with Grammarsaurus scheme is designed to advance children's spelling skills beyond phonics by focusing on morphology. Through this scheme, children will learn important spelling rules and how to build morphemes. This foundation will enable them to spell longer words, recognise patterns, and decode unfamiliar words during reading.

Our rationale and focus

Research-based: Our scheme builds on phonics instruction and advances to focus on morphology, providing a natural progression in language learning.

Practical: Each objective is supported by a variety of activities, allowing you to choose the most effective method for delivery

Inclusive: Our lessons incorporate best practices for SEND and EAL learners, ensuring every pupil has the opportunity to succeed.

Realistic: A spelling programme should have a tangible impact on children's writing outcomes. Our scheme offers a recommended writing journey, allowing you to arrange your writing units in a way that maximises the scheme's effectiveness

The science behind Spelling with Grammarsaurus

Phonics won't fix this:

checkt

wantid

Our spelling programme focuses on morphology and is designed to come after phonics.

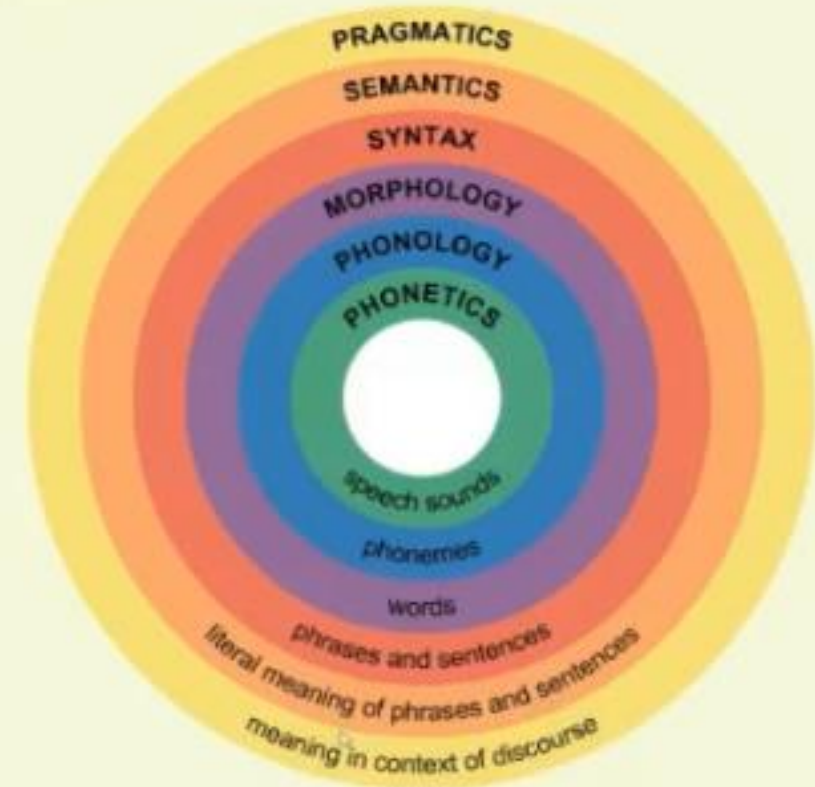
- Your pupils should be secure in Phase 5 phonics.
- They should have passed the phonics screening test in Year 1.

If these criteria are met, your pupils are ready to begin the first steps of the scheme:



Great for your own CPD

An Introduction to English Morphology
Andrew Carstairs-McCarthy



'Students who understand how words are formed by combining prefixes, suffixes and roots tend to have larger vocabularies and better reading comprehension than peers...' (Prince, 2009).

Where do I begin?

At the start of the autumn term, there are two pre-assessments that pupils need to complete to ensure they are ready for the scheme:

1. **Irregular verbs assessment:** This is a one-to-one assessment focusing on both the spoken and written forms of irregular verbs.
(Guidance on administering the assessment here - <https://www.youtube.com/watch?v=qisXTJfZsL8&t=4s>).
2. **Regular base verbs assessment:** This can be administered to the whole class at once.
(Guidance on administering the assessment here - <https://www.youtube.com/watch?v=HA4ZuZkTy3Y>).

Guidance videos are available online to support teachers in administering these pre-assessments. Ensure you have the necessary teacher transcripts and pupil response sheets ready.

 Irregular verb data rec,y1,y2

 Irregular verbs – pupil response sheet

 Irregular verbs – teacher transcript

 Regular verbs – pupil response sheet

 Regular verbs – teacher transcript

 regular verbs recording doc



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Spelling with Grammarsaurus - Administering the irregular verb assessment



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2



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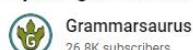
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What should I do with the pre-assessment results?

After administering the pre-assessments, follow these steps:

1. **Input data:** Enter the results into the provided spreadsheet.
2. **Analyse results:**
 - If there are a few common misspellings, group them together, teach these specific areas, and ensure pupils have secured these skills before moving onto the scheme.
 - If the majority of the cohort shows low attainment, they may not be ready to access the scheme. Use your professional judgement—if pupils struggle with spelling base verbs correctly, they may not be able to apply affixes effectively.

In cases of low attainment, consider revisiting phonics teaching.
For irregular verbs, work from the Reception-level materials as needed.

What's next?

If your analysis indicates that the cohort is ready to begin, proceed with the following steps:

1. **Start the scheme:** Begin with the first objective – consonants and vowels.
2. **Encourage phonics:** Continue to use phonics as a tool for spelling base words where necessary.
3. **Utilise resources:** Follow the teacher guidance and use the provided slides for each objective. Explore the available materials, including practical activities, worksheets, games, songs and more to support each objective.
4. **Monitor progress:** Observe how the pupils start to embed their new spelling skills within the suggested writing units. Our route through spelling should align with the route through writing.
See guidance here -
<https://www.dropbox.com/scl/fi/o8s2620c54346668url0k/Spelling-with-grammarsaurus-Suggested-writing-units-to-align-with-spelling-5.pdf?rlkey=5r4e1v0h3w860k1dkh7vyxlm&st=t337ay15&dl=0>.

Implementation

Three 20-minute sessions a week:

This is your main spelling lesson. It works best to be placed before writing as the spelling rules feed in to writing.

One 5-minute daily irregular verb practice & affix review:

See examples on the right.

One 5-minute daily 'commonly misspelled words' session:

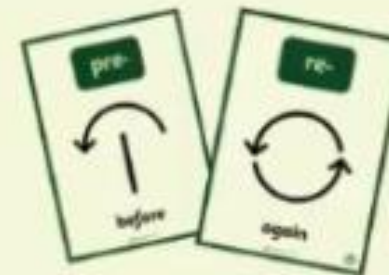
Coming soon – homophones, wont -> want, fuj -> fudge

Ongoing 'spelling through writing' application:

This is simply taking the carefully selected spelling journey and including it in your writing journey. This is why we have a recommended writing long-term plan. As long as you align your text types (genres) to this, Spelling with Grammarsaurus will be bespoke to your writing long-term plan.



20-minute session



5-minute affix & irregular verb review



Timetable guidance

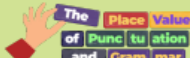


Day	20 minutes	1 hour		10 minutes
Monday		 Writing		
Tuesday	 Spelling	 Writing		
Wednesday		 Writing	 Lunch	Irregular verbs & commonly misspelled words*
Thursday	Open	 Writing		
Friday	Open	 Writing		

YEAR 2 SUGGESTED WRITING UNIT JOURNEY



Autumn

Writing			Non-chronological report	Recount (Postcard or Letter)	Traditional tale/ familiar narrative					
Spelling		Assessments								

Spring

Writing 	Recount - Diary		Instructions		Narrative			Persuasive			
Spelling 	 -est	 -er	 -ful	 -ly	 -less	 -less	 -ful	 -ly	 super-	 over-	 under-

Summer

Writing 	Setting description	Narrative	Explanation	Any	Poetry
Spelling 	-ness	-ing -ed (adjectives)	-ment	Morphology matrix	

YEAR 5 SUGGESTED WRITING UNIT JOURNEY



Autumn	Writing	The Place Value of Punctuation and Grammar			Non-chronological report			Recount (letter or diary)			Narrative – Portal Story		
	The Place Value of SPELLING	Assessments	Vowels and Consonants	Compound Words	-s -es	-y	-ed	-ing (verbs)	-er -or	re-	-ly	Buffer Weeks	
	Year Group Standard Spelling	Introduction to morphology				-ous -ious	-port-	de-	trans-	tele-	-tion -sion	-cian	Buffer Weeks
Spring	Writing	Setting description			Recount (science experiment)			Narrative – Characterising speech			Instructions		
	The Place Value of SPELLING	-ness	-ing -ed (adjectives)	-ment -ly -ful				-ing -ed (verbs)					
	Year Group Standard Spelling	scribe script	pre-	sub-	-vis-	inter-	-ject-	-ing -ed (stressed vowels)	Buffer Weeks				
Summer	Writing	Poetry		Recount - Biography			Narrative Plot Weave		Persuasive advert		Non-chronological report		
	The Place Value of SPELLING	TBC		-ing -ed (adjectives)	-less	un-	super-	over-	under-	TBC			
	Year Group Standard Spelling	dis-	mis-	able -ible	-ably -ibly	ex-	anti-	multi-	-vent-	Buffer Weeks			

YEAR 4 SUGGESTED WRITING UNIT JOURNEY



Autumn

Writing 	The Place Value of Punctuation and Grammar 			Non-chronological report			Recount (letter or diary)			Setting description	Narrative Plot Weave	
	Assessments	Vowels and Consonants	Compound Words	-s -es	-y	-ed	-ing (verbs)	-er -or	-ness	-ing -ed (adjectives)	Buffer Weeks	
Year Group Standard Spelling 	Introduction to morphology				-ous -ious -cous	-port-	de-	trans-	tele-	-tion -sion	-cian	Buffer Weeks

Spring

Summer

TBC

Year 4

We are releasing a map just like the Y3 version.

There will be resources to deliver the Y4 objectives.

Year 5 and 6

We are releasing a Year 5 and 6 map with links to the Place Value of Spelling so that you get the basics right per unit.

If the children have this, we then recommend using Scarecrow dictation to find all gaps & then use this resource as part of closing the gaps.



Scarecrow dictation

The following diagnostic dictation allows children to demonstrate the application of a range of spelling knowledge and spelling strategies. At KS1 these strategies are primarily phonemic; this is reflected in the word choice in the first two paragraphs. The letter patterns in these words represent the content of phonic teaching programmes such as Letters and Sounds. The other word level objectives taught at KS1 are also represented by the inclusion of high frequency words, prefixes and suffixes.

The dictation can also be used with KS2 pupils as the third paragraph contains words which reflect the scope of KS2 word level work.

The dictation can be used in a variety of ways:

- **To identify spelling issues within a single class, group or year group;**
- **To identify curricular targets across the whole school;**
- **To assess individual pupils;**
- **To measure/ quantify progress in spelling following a period of development in word level work.**

The dictation comes with an analysis sheet which explains the reason why each word has been included. However, it may be useful to look at other aspects of the word other than the stated focus for additional information eg the word first (stated reason for inclusion long vowel /ir/) will also provide evidence of whether the child can sequence consonants accurately at the end of a word.

Any amount of the text can be used with individuals/ groups as it is still possible to gain detailed information from the children writing only one or two sentences. Teachers should use their discretion as to how much of the dictation to use.

Reception

It was winter on the farm. The horse, dog, cat and hen all went in to the big shed with the sheep.

KS1

In January the farmer made a scarecrow from a blue coat, two poles, three buttons, a sack, some straw, string and an old pipe. In February Mr. Scarecrow was unhappy when he was put out in the field. In March the bravest sparrows came first to steal straw for their nest. In April the moles popped up again sniffing the warm spring air. In May the little slugs and snails came sliding by to say a cheerful 'Hello.' In June some cows broke loose and nearly knocked Mr. Scarecrow down.

KS2

Unfortunately, when the animals trampled through the vegetables, they tore Mr. Scarecrow's coat and crushed both his arms. He was a dreadful sight. The farmer felt miserable when he discovered what had happened. Quickly, he telephoned his neighbour who was responsible for the beasts. After a friendly conversation, they decided they needed to prevent similar accidents. They would repair the fence which separated their land, making it higher and stronger.

Diagnostic Analysis Sheet for the Scarecrow Dictation

Word	Reason for inclusion	Word	Reason for Inclusion
Paragraph 1		Paragraph 2	
it	Phase 2 (set 2)	January	Months of the year
was	Phase 4 tricky word	farmer	er on end of word
winter	er at end of word	made	Phase 5
On	Phase 2	a	Phase 3
The	Phase 3 tricky word	scarecrow	Compound word with long vowel sounds /air/ and /oe/ compound word
farm.	Phase 3 - CVC	from, string	Phase 4- adjacent clusters at beginning and end of word
horse	Phase 6	blue	Phase 5
dog, cat, hen, big	Phase 2	coat	Phase 3 - CVC
and	Phase 3	two	Phase 6 homophone
all	Phase 4	poles	Phase 5 long vowel sound split digraph
went	Phase 4	three	Phase 4 adjacent consonants/phase 3 /ee/
in, to	Phase 2	buttons	Double consonant in middle of word
shed, with	Phase 3 - CVC	sack	Phase 2 (set 4) - CVC with digraph at end
sheep	Phase 3 CVC	some	Phase 5
		straw	Phase 4 adjacent consonants and phase 5 long vowel sound /or/
		old	Phase 5
		pipe	Phase 5 split digraph
		February	Months of the year
		unhappy	prefix 'un'
		when	Phase 5
		field	i before e Phase 6 /ie/
		bravest	suffix 'est'
		sparrows	double consonant in middle

Spelling with Grammarsaurus Display Materials



Soft g spelling poster



Soft C spelling poster



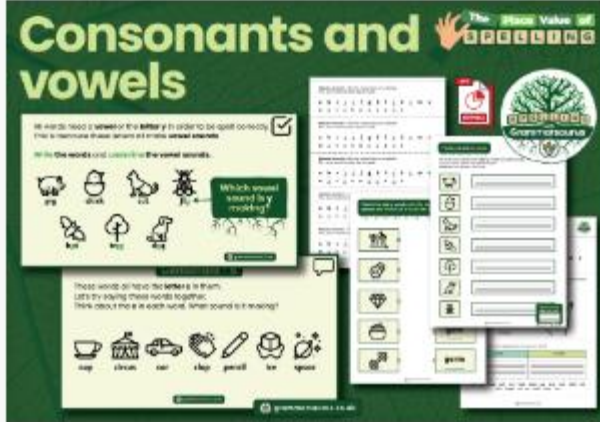
Hard g spelling poster



Hard c spelling poster

Y2 Objectives

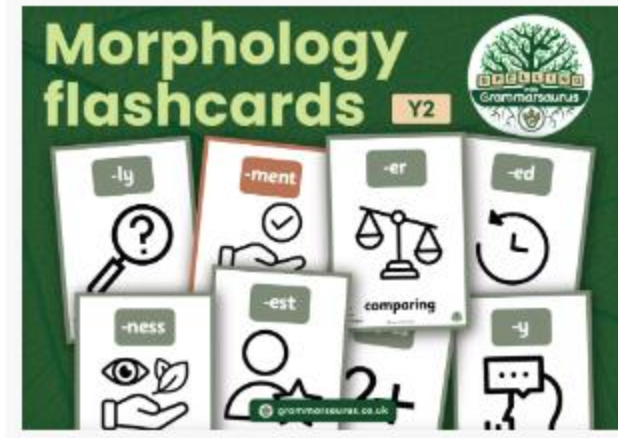
Y2 Morphology Flashcards



Y2 Objective 1 – Consonants and vowels



Y2 Objective 2 – Compound words



Year 2 – Morphology flashcards

Y2 Objective 1 - Consonants and vowels

Consonants and vowels

The Place Value of SPELLING.

All words need a **vowel** or the letter **y** in order to be spelt correctly. This is because these letters all make **vowel sounds**. ✓

Write the words and **underline** the vowel sounds.

pig

chick

cat

fly

bat

tree

dog

Which vowel sound is y making?

Consonant - c

These words all have the letter **c** in them. Let's try saying these words together. Think about the **c** in each word. What sound is it making?

Alphabet sequence: Fill in the missing letters in the alphabet.
Put a circle around letters that are vowels.

a b c d e f g h i j k l m n o p q r s t u v w x y z

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Alphabet sequence: Fill in the missing letters in the alphabet.
Put a circle around letters that are vowels.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Find words in words
(Example: cat - hat)

All words end in a vowel or the letter y in order to be spelt correctly. Can you find the words and spell the words? Match the words in each row.

Match the soft g words with the cat picture and write C or V under the letter.

www.grammarsaurus.co.uk

Description

In this objective, children will learn to identify vowels and consonants in words. The objective spans three 20-minute lessons, focusing on:

- Understanding the importance of vowels and the sounds they make
- Pronouncing vowels in comparison to consonants
- Exploring the role of the letter “y” and its connection to the vowel family
- Learning how certain vowels affect the sounds of consonants like *g* and *c*
- Creating new words by changing vowels
- Annotating words to identify consonants and vowels
- Engaging in practical games to reinforce learning

Resources Included:

- Editable PowerPoint covering 3 lessons (20 minutes each)
- Teacher guidance with optional activities
- Supporting worksheets
- Practical activities
- 2 fluency activities
- 1 reasoning activity (with answers)

Consonants and vowels





review



introduce



say



write



challenge



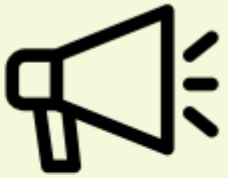
partner talk



check



Vowels



The word **vowel** comes from the Latin word '**vox**'.

Vox means '**voice**'.

When we say **vowel letters** we simply use our **voice/vocal cords**.

When we say **consonant letters** we use our **tongue, teeth** and **lips** to make the sound.

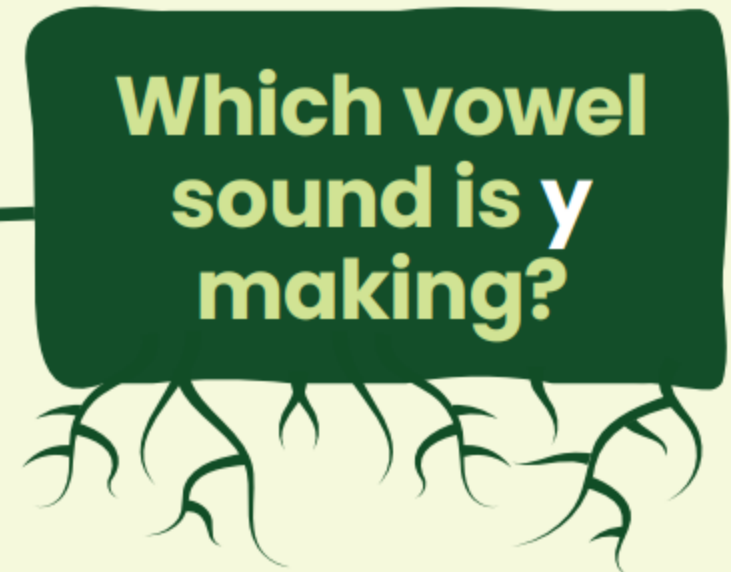
When we say **a, e, i, o, u** we just change the shape of our mouths to make the different sounds.



All words need a **vowel** or the **letter y** in order to be spelt correctly.
This is because these letters all make **vowel sounds**.



Write the words and **underline** the vowel sounds.



Consonants and Vowels

Activities and guidance to support slides



Slide 6 – Using small mirrors, tell the children to pronounce the vowels (a, e, i, o, u) and watch the shapes that their mouth makes. Compare this to the shape that the mouth makes when voicing consonants. Discuss how the tongue, lips and roof of mouth are used to make consonant sounds.

Slide 13 – Use ‘finger to chin tap’ to demonstrate the short vowel sounds. Tap chin with each finger to remind the pupils that there are five vowels and demonstrate the short and long sound. Use a different finger for each vowel sound when tapped.

Slide 16 – Use whiteboards or provided worksheet. (**Finding vowels in words**).

Slide 20 – 31 – Using the prompts, encourage children to place a vowel in the missing space. Remind the children to use their five fingers but only jot down real words. This can be done using whiteboards or in spelling journals.

b _ d
b _ t
p _ n
p _ t
b _ g
h _ t

Slide 37 – Tell the children ‘All the words have the letter c in. Let’s take a look. Let’s first decide if it is making its soft or hard sound. Now let’s spot where that sound is in the word’.

Slide 38 – As an alternative to the slide, sort the children into groups of 3 or 4. Provide them with two hoops and the **soft and hard c cards**. Ask them to sort the images into two groups deciding if the word makes a soft or hard c sound.

Slide 40 – As an alternative to the slide, the card and hoop activity can be repeated for hard and soft g sounds here. Use the **hard and soft g cards**.

Tell the children ‘This time all of the words have the letter g in. Let’s take a look. Let’s decide if it is making it’s soft or hard sound. Now let’s spot where that sound is in the word’. Ask the children ‘When we hear the soft sound, what other letters might be in the word for it to make that sound?’ Remind them of the letters i, e and y that changed the sound of c from hard to soft. Reveal the spellings on the following slide (**slide 41**). Ask the children ‘Do the same letters change the sound of the letter g?’.

Fluency 1



Alphabet detective - Fill in the missing letters in the alphabet. Put a circle around the letters that are vowels.

a b c _ _ f g h i _ k _ m n
o _ r _ t u _ _ x _ z

Three letter word challenge - Use two consonants from the alphabet for the beginning and end of your word. What words can you make by changing the vowel each time? Try again using another two consonants.

1	2
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Word sort - Look at the spellings below. Can you sort them?

1 vowel	2 vowels
_____	_____
_____	_____
_____	_____

cat trip lamp goat mat toast plant peg drop mail witch bell
feet happy eat see book sleep tree

Reasoning



Jack says that the word **catch** has more vowels in than the word **swim**.

Is he correct? _____

Can you explain your answer?

Bella says that every word has a **vowel** in.

Is she correct? _____

Can you explain your answer?

Can you correct Sam's spelling mistakes?

The boy got the bus to the sity and saw a jiant at the circus.

Can you explain what mistakes he has made?

Answers



Jack says that the word **catch** has more vowels in than the word **swim**.

Is he correct? No

Can you explain your answer?

The word catch has one vowel in and the word swim also has one vowel in.

The word catch has more letters than the word swim.

Bella says that every word has a **vowel** in.

Is she correct? No

Can you explain your answer?

Most words have a vowel in but sometimes the letter y acts as a vowel.

Can you correct Sam's spelling mistakes?

The boy got the bus to the sity and saw a jiant at the circus.

Can you explain what mistakes he has made?

Sam has used the letter s where the word is making a soft c sound and the letter j where the word is making a soft g sound. The correct spellings are city, giant and circus.