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| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Teaching Rules and Guidance for Spelling: Statutory National Curriculum** | * **Y1 Introduce:** /f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel * **Y1 Introduce:** /ch/ spelt as -tch after a single vowel * **Y1 Introduce:** /v/ sound at the end of word e.g. live, have * **Y1 Introduce:** Adding -s and -es to words * **Y1 Introduce:** Adding -ing, -ed, -er to verbs with no change to the root word * **Y1 Introduce:** Days of the week, months of the year and seasons * **Introduce:** Compound words | * **Y1 Introduce:** Adding -er, -est to adjectives with no change to the root word * **Y1 Introduce:** Digraphs -ai, -oi * **Y1 Introduce:** Digraphs -ay, -oy * **Y1 Introduce:** Digraph -oo * **Y1 Introduce:** Digraphs u-e, -ew * **Y1 Introduce:** Digraph -ph, -wh * **Y1 Introduce:** The spelling of the phoneme /k/ as -k * **Y1 Introduce:** Adding the prefix un with no change to the root word * **Introduce:** homophones and near homophones * **Y1 Reinforce:** Adding -es, adding -ed with /t/ sound, adding -ed with /d/ sound | * **Introduce**: Adding -es to nouns and verbs ending in -y * **Introduce**: Adding -ed, -ing, -er, -est to root words ending in -y with a consonant before it. E.g. copy, copied * **Introduce**: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g. hike- hiked * **Introduce**: /or/ sound spelt as a before l and ll * **Introduce**: /u/ sound spelt as o * **Introduce**: Possessive apostrophe -s (singular nouns) | * **Introduce**: /j/ sound spelt -dge, -ge at the end of word and -g before an i, e, y * **Introduce**: /s/ sound spelt -c before e, i, y and -j before o, a, u * **Introduce**: Contractions for omitted letter (s) * **Introduce**: /ie/ sound spelt at -y at the end of words * **Introduce**: /l/ sound spelt -le, -el, -al, -il at the end of words * **Introduce**: /n/ sound spelt kn at the beginning of words (silent letters) * **Introduce**: /n/ sound spelt gn at the beginning of words (silent letters) * **Introduce**: /w/ sound spelt wr at the beginning of words (silent letters) * **Reinforce**: Possessive apostrophe -s (singular nouns) | * **Introduce**: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat –patting * **Introduce**: /ee/ sound spelt as -ey (inc adding the plural -s) * **Introduce**: /o/ sound spelt as a following w or qu * **Introduce**: /ur/ sound spelt as o following w * **Introduce**: /or/ sound spelt as ar following w * **Introduce**: /zh/ sounds spelt as an s * **Introduce**: Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word) * **Introduce**: Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word) * **Introduce**: Words ending in -tion | * **Reinforce**: Adding -ing, -ed, -er, -est to root words ending in -y with a consonant before it E.g hurry - hurried * **Reinforce**: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g smile - smiling * **Reinforce**: Possessive apostrophe -s (singular nouns) * **Introduce**: New additional compound words * **Reinforce**: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat –patting * **Introduce**: New additional homophones and near homophones * **Y1 Reinforce:** Months of the year, days of the week and seasons |
| **CEW’s/**  **NC POS Word Lists** | **Embed Y1 CEWs:**  was, said,  some, come,  when, what,  school, once, friend | **Embed Y1 CEWs:** different, people  **Introduce Y2 CEW’s:**  Because, more,  door, floor, poor,  Christmas, again | **Introduce Y2 CEW’s:**  wild, climb,  most both, only,  every, everybody,  who, whole | **Introduce Y2 CEW’s:**  steak, great, break,  pretty, beautiful,  half, child, children, parents | **Introduce Y2 CEW’s:**  even, hour, eye, water,  move, prove, improve,  any, many, | **Introduce Y2 CEW’s:**  sure, sugar,  could, should, would,  clothes, busy, money |

\*These have been taught as previous GPC’s in most phonic programmes. They are now being introduced with statutory spelling rules and guidance taken from the Y1

National Curriculum

¥ Days of the week are taken from the statutory requirements of the Y1 Writing -transcription. Months and Seasons which are non-statutory, but very useful for children to know at this age

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Teaching Rules and Guidance for Spelling: Statutory National Curriculum** | * **Reinforce Year 2**: Adding -es to nouns and verbs ending in -y * **Embed Year 2:** Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it * **Embed Year 2**: Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it | * **Embed Year 2:** Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter * **Introduce:** Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener * **Introduce:** Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning * **Reinforce Year 2:** Suffixes -ment, - ness, -ful, less and -ly | * **Introduce:** Adding suffix -ly with no change to root word * **Introduce:** Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an I, (only if root word has one than one syllable) * **Introduce:** Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly) * **Introduce:** Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly * **Introduce:** Exception 4: Adding suffix -ly other examples truly, duly, wholly * **Reinforce Year 2:** Homophones and near-homophones * **Embed Year 2:** Possessive apostrophe -s (singular nouns) * **Introduce:** Possessive apostrophe -s (with plural words) * **Introduce:** Possessive apostrophe -s (when the plural of a word changes) | * **Introduce:** Adding prefixes dis-, mis-, in-, -im, il-, * **Introduce:** Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt -ture) * **Introduce:** Adding prefixes mini-, micro- | * **Introduce:** Words with the /ai/ sound spelt ei, eigh, or ey * **Introduce**: Words with the /s/ sound spelt sc * **Introduce**: Words with the /k/ sound spelt ch * **Introduce:** Words with the /sh/ sound spelt ch * **Introduce:** Words with endings that sound like /zh/ + /ə/ + /n/ * **Reinforce:** Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt -ture) * **Introduce:** New additional homophones/ near homophones | * **Embed Year 2:** Silent letters k /n/ and g /n/ at the beginning of words * **Introduce:** The /i/ sound spelt y elsewhere than at the end of words * **Reinforce:** Words with endings that sound like /zh/ + /ə/ + /n/ * **Reinforce:** Adding prefix: dis-, mis-, in-, il-, im- * **Introduce:** Adding prefix: ir-, re- * **Introduce:** New additional homophones/ near homophones * **Reinforce:** Possessive apostrophe -s (with plural words) * **Reinforce:** Possessive apostrophe -s (when the plural of a word changes) |
| **Statutory Word Lists** | often, learn, February, heart, exercise, sentence, consider, different, history, probably | important, describe, early, thought, interest, breath, length, weight, eight, eighth | address, though/ although, arrive, possess(ion), group, pressure, certain | earth, continue, remember, (dis)appear, heard, woman/ women | complete, possible, regular, particular, natural, surprise, decide, strange | perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Teaching Rules and Guidance for Spelling: Statutory National Curriculum** | * **Reinforce Year 3:** Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener * **Reinforce Year 3:** Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning * **Reinforce Year 3:** Suffix -ly starts with a consonant letter added straight onto most root words * **Reinforce Year 3:** Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable) * **Reinforce Year 3:** Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly) * **Reinforce Year 3:** Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly * **Reinforce Year 3:** Exception 4: Suffix -ly other examples truly, duly, wholly * **Reinforce Year 3:** Words with the /s/ sound spelt sc * **Reinforce Year 3:** Words with the /sh/ sound spelt ch * **Reinforce Year 3:** Words with the /k/ sound spelt ch * **Reinforce Year 3:** Words with the /ai/ sound spelt ei, eigh or ey | * **Embed Year 3:** Words with endings that sound like /zh/ + /ə/ + /n/ * **Introduce:** Adding the suffix -ation to verbs to form nouns e.g. information, adoration * **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention * **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in in d or se e.g. expansion * **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion * **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician * **Introduce:** Silent letters b * **Embed Year 3:** Possessive apostrophe -s (with plural words) * **Introduce:** Additional new homophones/ near homophones | * **Introduce:** Adding the suffix -ous (no change to the root word) * **Introduce:** Adding the suffix -ous (no obvious root word) * **Introduce:** Adding the suffix -ous (-our is changed to -or before -ous is added) * **Introduce:** Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage courageous * **Introduce:** Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /ee/ sound represented as an -e before the -ous ending e.g. hideous) * **Introduce:** Prefixes: de-, over- * **Reinforce:** Prefixes: re-, ir- * **Introduce:** Silent letters gh | * **Introduce:** Adding the prefix sub- inter-, super-, anti-, auto- * **Introduce:** The /u/ sound spelt ou * **Introduce:** Additional new homophones/ near homophones * **Introduce:** Silent letters d | * **Introduce:** Words ending with the /g/ sound spelt –gue & Words ending with the /k/ sound spelt -que * **Reinforce Year 3:** The /i/ sound spelt y elsewhere than at the end of words * **Reinforce:** Adding the suffix -ation to verbs to form nouns * **Reinforce:** Adding the suffixes -tion, -sion, -ssion, -cian * **Reinforce:** Adding the suffix -ous and all rules | * **Revise:** Year 3 & Year 4 content \*\* ‘Revise’ statutory Year 3/ 4 content that has been ‘Introduced’ |
| **Statutory Word Lists** | accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build  suppose, various | favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business | experiment, extreme, experience, notice, recent, bicycle, height, difficult, library | answer, famous, island guard, guide,  position, breath, forward(s), medicine, | minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight | Revise Year 3 & Year  4 words |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Teaching Rules and Guidance for Spelling: Statutory National Curriculum** | * **Embed Year 3:** Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning * **Embed Year 3:** Adding the Suffix -ly and all rules * **Introduce:** Words with /ee/ sound spelt ei after c * **Reinforce Year 4:** The /u/ sound spelt ou * **Introduce:** Use of the hyphen e.g. co-ordinate * **Introduce:** Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word h) | * **Embed:** Adding the suffix -ation to verbs to form nouns * **Embed:** Adding the suffixes -tion, -sion, -ssion, -cian Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir- * **Reinforce Year 4:** Adding the prefix sub-, inter-, super-, anti-, auto- * **Introduce:** Homophones and other words that are often confused (Y5/ Y6) | * **Embed:** Adding the suffix -ous and all rules * **Introduce:** Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) * **Introduce:** Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) * **Introduce:** Words containing the letter string -ough | * **Introduce:** Adding prefixes with a hyphen: non-, pre- * **Introduce:** Adding prefixes aqua- * **Reinforce**: Words with /ee/ sound spelt ei after c * **Introduce new:** Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word w * **Introduce:** New additional Homophones and other words that are often confused (Y5/ Y6) | * **Reinforce Year 4:** Words ending with the /g/ sound spelt –gue & Words ending with the /k/ sound spelt -que * **Reinforce:** Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) * **Reinforce:** Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) * **Introduce:** Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious * **Introduce:** Adding prefixes multi- * **Reinforce**: Words containing the letter string -ough * **Reinforce:** Use of the hyphen e.g. co-ordinate | * **Embed Year 3:** Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure * **Introduce new:** Additional words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t * **Introduce:** New additional Homophones and other words that are often confused (Y5/ Y6) |
| **Statutory Word Lists** | accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary | immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt | bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough | sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity, | apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently | parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Teaching Rules and Guidance for Spelling: Statutory National Curriculum** | * **Introduce:** Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious * **Introduce:** Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial * **Introduce:** Words ending in -able and -ible * **Introduce:** Words ending in -ably and -ibly * **Introduce:** Adding prefixes tele-, audio- | * **Introduce:** Words ending in -ant, -ance/-ancy, -ent, -ence/-ency * **Embed Year 5:** Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) * **Embed Year 5:** Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) * **Reinforce:** Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious * **Reinforce:** Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial * **Embed Year 5:** Words containing the letter string -ough * **Introduce**: Adding suffix trans- | * **Revise:** Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content | | | * **Revisit key spelling rules and guidance based upon the needs of the pupils** * **Revisit spelling strategies** * **Application in writing** |
| **Statutory Word Lists** | leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community, | nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur | \*Revise:  Years 3 & 4  and  Years 5 & 6 | | | |

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of boxer or /u/ e.g. found at the start of up

\*‘Revise’ statutory Year 3 & 4 and Year 5 & 6 content that has been ‘introduced’