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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, buildsuppose, 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 & Year4 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 & 4andYears 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’