



Spelling Overview

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p>Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>)</p> <p>Strategies at the point of writing: using a GPC chart</p> <p>Phase 5 GPCs</p> <p>Strategies for learning words: using spelling journals.</p> <p>Using segmentation strategy for learning selected words</p>	<p>Strategies for learning words: Look, say, cover, write, check for common exception words</p> <p>Strategies for learning words: kinaesthetic and visual strategies for learning common exception words</p> <p>Proofreading common exception words and high-frequency words</p> <p>Strategies for learning words: common exception words and personal words</p> <p>Common exception words and personal words: dictation</p>	<p>Strategies at the point of writing: Have a go sheets sound spelt 'y'</p> <p>Strategies for learning words: common exception words and high-frequency words (<i>could, should, would</i>)</p>	<p>spelt 'a' after 'w' and 'qu'</p> <p>Strategies for learning spellings: mnemonics</p>	<p>Strategies at the point of writing: Have a go sheets</p> <p>The /l/ or /ə/ sound spelt '-el' at the end of words</p> <p>Proofreading: using a dictionary/word bank</p>	<p>Spellings and concepts that pupils need to secure</p>
Week 2	<p>Phase 5 GPCs Homophones (<i>blue/blew</i>)</p> <p>Phase 5 GPCs and relevant homophones.</p> <p>Strategies at the point of writing: using the environment</p> <p>Using segmentation and Phase 5 GPCs to learn words from this week</p> <p>Selected Phase 5 GPCs and homophones: dictation</p>	<p>Phase 5 GPCs that are not secure</p> <p>Homophones (<i>to/two/too</i>)</p> <p>Strategies at the point of writing: Have a go</p> <p>Strategies for learning words: Rainbow write</p>	<p>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>/l/ or /ə/ sound spelt '-le' at the end of words and following a consonant</p> <p>Proofreading</p>	<p>spelt 's', segmentation and syllable clapping.</p> <p>spelt 's'</p> <p>Homophones</p>	<p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>Strategies at the point of writing: using analogy (includes dictation)</p>	<p>Homophones sound spelt 'o'</p> <p>Words revised or learnt this week</p>
Week 3	<p>Strategies at the point of writing: Have a go sheets</p> <p>Phase 5 GPCs and homophones</p> <p>Strategies for learning words: highlighting the tricky part in common exception words</p> <p>Words learnt this week: common exception words and Phase 5 GPCs</p>	<p>Selected Phase 5 GPCs</p> <p>Strategies at the point of writing: Word sort</p> <p>Strategies at the point of writing: Have a go</p> <p>Strategies at the point of writing: Which one looks right?</p> <p>Strategies for learning words: selected topic words for this term</p>	<p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>Adding the ending 'y' to words ending in 'e' with a consonant before it</p> <p>Strategies for learning words: selected words from this half term, focusing on polysyllabic and topic words</p> <p>Selected words from this half term: dictation</p>	<p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Strategies for learning words: Look, say, cover, write, check for selected words</p> <p>Strategies for learning words</p>	<p>The /ɔ:/ sound spelt 'a' before 'l' and 'll'</p> <p>Strategies for learning words: words including /ɔ:/ spelt 'a' before 'l' and 'll' and /ɔ:/ spelt 'ar' after 'w'</p>	<p>sounds spelt 'il' at the end of words</p> <p>Strategies for learning words: common exception words</p>
Week 4	<p>Phase 5 GPCs including polysyllabic words</p> <p>Strategies at the point of writing: Have a go sheets</p> <p>Proofreading: using word banks for common exception words</p> <p>Strategies for learning words: polysyllabic and common exception words</p>	<p>sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>Proofreading: using the environment and the working wall</p> <p>Strategies for learning words: selected spellings from personal lists, common errors and /dʒ/ words</p>	<p>i:/ sound spelt 'ey'</p> <p>Near homophones (<i>quite/quiet</i>)</p> <p>Homophones and near homophones</p>	<p>The possessive apostrophe (singular nouns)</p> <p>Strategies at the point of writing: using an alphabetically- ordered word bank</p>	<p>Suffixes '-ment' and '-ness'</p> <p>Strategies for learning words: selected words using cards</p> <p>Strategies for learning words: common exception words and words from errors</p>	<p>Spelling lessons should now focus on the following:</p> <ul style="list-style-type: none"> • Revision of all the content from the Year 2 programme • Securing spelling strategies • At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced • After writing – developing proofreading and checking skills including using a dictionary • Learning spellings – developing children's personal spelling journals to reflect their
Week 5	<p>Proofreading, especially high-frequency words</p> <p>Homophones</p> <p>Strategies for learning words: tricky parts of words and Look, say, cover, write, check</p> <p>Strategies for learning words: Look, say, cover, write, check</p> <p>Homophones learnt so far</p>	<p>sound spelt 'c' before 'e', 'i' and 'y'</p> <p>Homophones (<i>here/hear, one/won, sun/son</i>)</p> <p>Revise homophones taught so far</p>	<p>sound spelt 'wr'</p> <p>Common exception words (<i>most, both, only</i>)</p> <p>Strategies for learning words: selected words from personal lists, including common exception words, topic words, /r/ words</p> <p>sound spelt 'wr' and common exception words</p>	<p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Strategies for learning words from this half term</p>	<p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The possessive apostrophe (singular nouns)</p>	
Week 6	<p>spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p>Strategies for learning words</p>	<p>sound spelt 'kn' and 'gn' at the beginning of words</p> <p>Strategies for learning words: saying the word in a funny way</p> <p>sound spelt 'kn' and 'gn' at the beginning of words: dictation</p>	<p>Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel</p> <p>Common exception words (<i>move, prove, improve, should, would, could, most, both, only</i>)</p> <p>Strategies at the point of writing: using a working wall</p>	<p>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Words ending '-tion'</p> <p>Proofreading: dictionary skills</p>	<p>The /l/ or /ə/ sound spelt '-al' at the end of words</p> <p>Strategies for learning words: using Look, say, cover, write and check for common exception words</p>	<p>growing independence in using taught strategies to learn new words.</p>



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Prefixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	Statutory words learnt last half term Strategies at the point of writing: Have a go Homophones Year 2 prefixes and suffixes	From Year 2: suffixes '-ness' and '-ful' following a consonant	Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Strategies at the point of writing: Have a go Spellings learnt in the last half term
Week 2	Practise prefix 'dis-' Apply prefix 'un-' From Year 2: Apostrophes for contractions	Prefixes 'mis-' and 're-'	Prefixes 'sub-' and 'tele-'	Prefixes 'super-' and 'auto-'	Suffix '-ly' with root words ending in 'le' and 'ic' Suffix '-ly'	The /ʌ/ sound spelt 'ou'
Week 3	Strategies for learning words: Words from statutory and personal spelling lists Strategies at the point of writing: Have a go	Prefixes 'mis-' and 're-' Strategies for learning words: words from statutory and personal spelling lists	From Year 2: apostrophe for contraction Strategies for learning words: words from statutory and personal spelling lists	Prefixes 'super-' and 'auto-' Strategies for learning words: words from statutory and personal spelling lists	From Year 2: Apostrophes for contractions Strategies for learning words: words from statutory and personal spelling lists	The /ʌ/ sound spelt 'ou': dictation Strategies for learning words: words from statutory and personal spelling lists
Week 4	Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Words from statutory and personal spelling lists: pair-testing The /ɪ/ sound spelt 'y'	Words from statutory and personal spelling lists: pair testing Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Strategies at the point of writing: homophones	Rare GPCs (/ɪ/ sound)	Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)
Week 5	Strategies for learning words: words from statutory and personal spelling lists Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Proofreading	Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation Strategies for learning words: words from statutory and personal spelling lists	Homophones Proofreading	Rare GPCs (/ɪ/ sound) Strategies for learning words: words from statutory and personal spelling lists	Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign) Proofreading Strategies for learning words: words from statutory and personal spelling lists
Week 6	Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Strategies for learning words: words from statutory and personal spelling lists Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	Suffixes '-less', '-ness', '-ful' and '-ly'	Strategies for learning words: words from statutory and personal spelling lists Words with the /k/ sound spelt 'ch' (Greek in origin)	Words from statutory and personal spelling lists From Years 1 and 2: vowel digraphs	Words from statutory and personal spelling lists Aspects from this half term



Spelling Overview

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Strategies for learning words: words from statutory spelling list	Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Statutory spellings learnt so far Strategies at the point of writing: Have a go Proofreading	Statutory spellings learnt so far Strategies at the point of writing: Have a go Proofreading	Words with the /s/ sound spelt 'sc' (Latin in origin) Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go	Suffix '-ous'
Week 2	Words ending /ʒə/	Prefixes 'in-', 'il-', 'im-' and 'ir-'	Prefixes 'anti-' and 'inter-'	Prefixes 'anti-' and 'inter-'	Endings that sound like /ʒən/ spelt 'sion'	Proofreading Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-
Week 3	Words ending /ʒə/ Strategies for learning words: words from statutory and personal spelling lists From Year 2: possessive apostrophe with singular proper nouns	Prefixes 'in-', 'il-', 'im-' and 'ir-' Strategies for learning words: words from statutory and personal spelling lists	Prefixes 'anti-' and 'inter-' Strategies for learning words: selected words from statutory and personal spelling lists Spellings learnt so far	Prefixes 'anti-' and 'inter-' Strategies for learning words: selected words from statutory and personal spelling lists Spellings learnt so far	Endings that sound like /ʒən/ spelt 'sion' Strategies for learning words: words from statutory and personal spelling lists Apostrophes for possession, including singular and plural	Strategies for learning words: words from statutory and personal spelling lists Words learnt so far
Week 4	From Year 2: possessive apostrophe with singular proper nouns Homophones (<i>peace/piece, main/mane, fair/fare</i>)	Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	Endings that sound like /ən/ spelt '-cian', '-sion', '-tion' and '-ssion' Strategies at the point of writing: Endings that sound like /ən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Apostrophes for possession, including singular and plural Homophones	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
Week 5	Strategies for learning words: homophones (<i>peace/piece, main/mane, fair/fare</i>) Strategies for learning words: words from statutory and personal spelling lists	Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists: pair testing	Strategies at the point of writing: Endings that sound like /ən/ spelt '-cian', '-sion', '-tion' and '-ssion' Strategies for learning words: words from statutory and personal spelling lists Spellings learnt so far this term	Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Strategies for learning words: words from statutory and personal spelling lists Spellings learnt so far this term	Homophones Statutory words learnt during the year	Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Strategies for learning words: words from statutory and personal spelling lists Words learnt so far
Week 6	Strategies for learning words: words from statutory and personal spelling lists	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Spellings taught so far	Spellings taught so far	Strategies for learning words: words from statutory list that need further learning	Work covered this term



Spelling Overview

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Strategies at the point of writing: Have a go Words with the letter string 'ough'	Selected spellings taught last half term and new spellings for this half term	Strategies at the point of writing: Have a go From Years 3 and 4: apostrophe for possession Strategies for learning words: words from personal spelling lists	Spellings taught in previous half term words from statutory and personal spelling lists	Strategies at the point of writing: Have a go Strategies for learning words: using a range of strategies	Spellings taught in the last half term Spellings taught in the last half term: pair testing
Week 2	Words with the letter string 'ough' Words with 'silent' letters	From previous years: plurals (adding '-s', '-es' and '-ies') From previous years: apostrophe for contraction and possession	words from statutory and personal spelling lists Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	Proofreading: checking from another source after writing Proofreading	Words from statutory and personal spelling lists Strategies at the point of writing: using etymological/morphological strategies for spelling	Proofreading: use of dictionary to check words referring to first three or four letters Proofreading: use of dictionary to check words
Week 3	Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists Words with 'silent' letters: dictation Use of spelling journals for etymology	Strategies for learning words: words from statutory and personal spelling lists Use of the hyphen	Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>) Rare GPCs: dictation Using spelling journals for etymology	Strategies for learning words: words from statutory and personal spelling lists Building words from root words	Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists Using spelling journals for etymology	Strategies for learning words: words from statutory and personal spelling lists Strategies for learning words: problem suffixes
Week 4	Words ending in '-able' and '-ible'	Use of the hyphen Strategies for learning words: words from statutory and personal spelling lists.	Words ending in '-ably' and '-ibly'	Building words from root words Homophones	Proofreading for words on statutory list	Problem suffixes Homophones
Week 5	Words ending in '-able' and '-ible' Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)	Proofreading, focusing on checking words from personal lists Using a dictionary to support learning word roots, derivations and spelling patterns	Words ending in '-ably' and '-ibly' Homophones (<i>led/lead, steel/steal, alter/altar</i>) Strategies for learning words: homophones	Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal lists Words with the /i:/ sound spelt 'ei'	Proofreading for words on statutory list Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>) Homophones	Homophones Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists: pair testing
Week 6	Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) Strategies for learning words: words from statutory and personal spelling lists	Using dictionaries to create word webs Strategies at the point of writing: building new words from known morphemes	Homophones Strategies for learning words: words from statutory and personal spelling lists	'ei' and 'ie' words	Homophones Strategies for learning words: words from statutory and personal spelling lists	Spelling aspects from Year 5 that are not secure



Spelling Overview

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words from statutory word lists Strategies at the point of writing: Have a go	Words from statutory word lists Strategies for learning words: words from statutory word list	Words with 'ough' letter string Words with 'ough' letter string: pair testing	Spelling learning from the previous half term	Strategies for learning words: rare GPCs from statutory word list	Spellings taught last half term
Week 2	Strategies at the point of writing: Have a go Words ending '-able'/'-ably', and '-ible'/'-ibly'	Homophones ('ce'/'se')	Strategies for learning words: words from statutory and personal spelling lists	Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)	Strategies at the point of writing: Have a go	Strategies for learning words: words from statutory and personal spelling lists Words from statutory and personal spelling lists: pair testing
Week 3	Strategies for learning words: words ending '-able' and '-ible' Words ending '-able' and '-ible' Adding suffixes beginning with vowels to words ending in '-fer'	Homophones ('ce'/'se'): dictation Strategies for learning words: words from personal spelling lists Words from personal spelling lists	Words from statutory and personal spelling lists: pair testing Words ending '-cial' and '-tial'	Homophones covered in KS2 Homophones covered in KS2: dictation Proofreading	Strategies for learning words: words from statutory and personal spelling lists	Words ending '-ent', '-ence' and '-ency'
Week 4	Adding suffixes beginning with vowels to words ending in '-fer' Adding suffixes beginning with vowels to words ending in '-fer'	Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Words ending '-cial' and '-tial' Proofreading someone else's writing	Strategies for learning words: words from statutory and personal spelling lists	Words ending in 'ant', '-ance and '-ancy'	Words ending '-ent', '-ence' and '-ency' Strategies for learning words: words from statutory and personal spelling lists
Week 5	SATS practice	Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation Strategies for learning words: words from statutory word list	Strategies for learning words: words from personal spellings lists Words from personal spellings lists: pair testing Generating words from prefixes	Generating words from prefixes and roots	Words ending in 'ant', '-ance and '-ancy' Proofreading own writing independently	Words from statutory and personal spelling lists Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)
Week 6	Proofreading in smaller chunks (sentences, paragraphs)	Words from statutory word lists Spelling learning from this term	Strategies for learning words: words from statutory and personal spelling lists All statutory words learnt so far this term	Strategies for learning words: words from statutory and personal spelling lists	Root words and meaning	Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation Strategies for learning words: commonly misspelt homophones