

Spelling Whole School Curriculum Overview

	EYFS	KS 1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P H O N I C S	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot);</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic,</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'.</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words.</p> <p>To spell words with a /k/ sound spelt with 'ch'.</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'.</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician,</p>	<p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'</p> <p>To spell words with ending which sound like /shuhl/ after a vowel letter using 'tial'</p> <p>To spell words ending in -able and -ably.</p> <p>To spell words ending in -ible and -ibly.</p> <p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p>	<p>Revision of Year 5 objectives.</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c'</p>

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	<p>the /tʃ/ sound is usually spelt as 'ch' and exceptions;</p> <p>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</p> <p>adding -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <p>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <p>spelling words with the vowel digraphs and trigraphs:</p> <p>'ai' and 'oi'</p> <p>'oy' and 'ay'</p> <p>a-e, e-e, i-e, o-e and u-e</p> <p>'ar', 'ee', 'ea', 'ea',</p> <p>'er' stressed sound</p> <p>'er' unstressed schwa sound</p> <p>'ir'</p> <p>'ur'</p> <p>'oo'</p> <p>'oo'</p>	<p>adjust);</p> <p>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <p>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p> <p>adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before;</p> <p>adding -ing, -ed, -er, -est and -y to words of</p>	<p>To spell words ending with the /zher/ sound.</p> <p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>electrician.</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, rough, tough, though, although, dough, through, thorough, borough, plough, bough).</p>	
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	<p>‘oa’</p> <p>‘oe’</p> <p>‘ou’</p> <p>‘ow’</p> <p>‘ow’ (e.g. own, show);</p> <p>‘ue’</p> <p>‘ew’</p> <p>‘ie’</p> <p>‘ie’</p> <p>‘igh’</p> <p>‘or’</p> <p>‘ore’</p> <p>‘aw’</p> <p>‘au’</p> <p>‘air’</p> <p>‘ear’</p> <p>‘ear’</p> <p>‘are’</p> <p>Spelling words ending with –y (e.g. funny, party, family);</p> <p>spelling new consonants ‘ph’ and ‘wh’</p> <p>using ‘k’ for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>onesyllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);</p> <p>the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);</p> <p>the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity);</p> <p>the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</p> <p>the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</p> <p>the /z/ sound spelt ‘s’ e.g. television, usual).</p>				
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Common Exception Words	<p>To write some irregular common words.</p>	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words* correctly.</p> <p><i>*See separate document.</i></p>	<p>To spell many of the Y3 and Y4 statutory spelling words* correctly.</p> <p><i>*See separate document.</i></p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words* correctly.</p> <p><i>*See separate document.</i></p>
Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and -correctly.</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting, offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy.</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency.</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Further Spelling Conventions</p>		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/station ry.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that includes nouns that end in -ce/-cy and verbs that end in -se/-sy.</p> <p>To spell words that contain hyphens.</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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