Spelling School Overview

	Autumn	Spring	Summer
EYFS Essential criteria	It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children about the world around them** and the **books** (**stories and non-fiction**) they read with them, and enjoy **rhymes, poems and songs** together. Skilled **word reading**, taught later, involves both the speedy working out of the **pronunciation of unfamiliar printed words** (decoding) and the **speedy recognition of familiar printed words**. **Writing** involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing). *EYFS Statutory Framework 2021*		
Taught explicitly	**Firm foundations (Phase 1)** Alliteration, rhyme, phonemic awareness Oral blending and segmenting **Basics 2 (**at least 6 weeks) Group 1 s a t p Group 2 l n m d **I, is** Group 3 g o c k **the, to** Group 4 ck e u r **go. no** Group 5 h b f l **has, his, as** Group 6 ll ff ss **of, into** Listen, build, read and write vc cvc words. **Tricky words (focus on reading):** I, is, the, to, go, no, has, his, as, of, into SSPF "They will be able to read decodable texts with The Basics 2 spellings and making phonetically plausible attempts in their emerging stages of their spelling."	**Basics 2** :Practise skills (focus on writing tricky words) **Basics 3** (at least 5 weeks) Group 1 j v w x **her, was, you** Group 2 y z zz qu **he, she, we, me, be** Group 3 ch sh th ng **they, my, by** Group 4 ai ee igh oa **are, all** Group 5 oo oo or ar **some, come** **Basics 3 plus** (at least 2 weeks) Group 6 ur ow oi er **so, do** Group 7 ure ear air **little, out** **Tricky words:** her, was, you, he, she, me, we, be, they, my, by, are, all, some, come, so, do, little, out **Basics 3 – focus on reading** SSPF "At the end of Basics 3, children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds."	**Basics 3** consolidate and practise skills (focus on writing tricky words) *If ready we begin Basics 4* **Basics 4** listen, recognise, build, read and write Group 1 cvcc Group 2 cvcc (including vowel digraphs) and polysyllabic words Group 3 ccvc **Basics 4 Tricky words (introduction to some of these words depending on cohort):** where, what, like, have, there, here, said, one **ELG** Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be ready by others.

Year 1 Consolidation criteria	• Write **recognisable letters**, most of which are correctly formed. • Spell words by **identifying sounds** in them and **representing the sounds with a letter or letters**. • Write **simple phrases and sentences** that can be read by others.		
Taught explicitly	• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • Compound words • The /ŋ/ sound spelt n before k, -tch	• The /v/ sound at the end of words • Words ending –y (/i:/ or /ɪ/) • Revisit vowel digraphs and trigraphs	• Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

	• New consonant spellings ph and wh Vowel digraphs and trigraphs (taught and revisited throughout the year) oo (/uː/) ai, oi oo (/ʊ/) ay, oy oa oe a–e ou e–e i–e ow (/aʊ/) o–e ow (/əʊ/) u–e ue ew ar ie (/aɪ/) ee ie (/iː/) ea (/iː/) igh or ea (/ɛ/) ore aw er (/ɜː/) au er (/ə/) air ear ir ear (/ɛə/) ur are (/ɛə/) **Supersonic Phonic Friends Tricky Words:** 1. is, I, the, to, no, go, has, his, as, of, into 2. her, was, he, she, me, we, be, you, they, my, by 3. some, come, are, all, so, do, little, out 4. were, what, like, have, there, here, said, one, house, when, our, your, love, school		• Adding –er and –est to adjectives where no change is needed to the root word • Adding the prefix –un • Division of words into syllables • Using k for the /k/ sound

	Additional Year 1 Common Exception Words: • today, says, where, once, ask, friend, put, push, pull, full		

Year 2 Consolidation criteria	• Write **recognisable letters**, most of which are correctly formed. • **Regular plural noun suffixes** –s or –es including the effects of these suffixes on the meaning of the noun • **Suffixes** that can be added to verbs where no change is needed in the spelling of root words (-er, -ing, -ed) • **Prefix un–** to changes the meaning of verbs and adjectives	• Common exception words • Division of words into **syllables**	
Taught explicitly	• Adding es to nouns and verbs ending in y • Adding ed ing er est to a root word ending in y with a consonant before it • Adding the endings ing ed er and y to words ending in e with a consonant before it • Adding ing ed er est and y to words of one syllable ending in a single consonant letter after a single vowel letter	• Adding the ending est to words ending in e with a consonant before it • The suffixes less ness ment ful and ly • The l or el sound spelt le at the end of words • The l or el sound spelt el at the end of words • The l or el sound spelt al at the end of words • Words ending in il • The sound spelt as ge and dge at the end of words and sometimes spelt as g elsewhere in words before l and ll a as in or • The sound spelt a before l and ll and a as in or • The sound spelt s as in zh	• Words ending in tion • Contractions • The possessive apostrophe (singular nouns) • Homophones and near-homophones
	Statutory spellings taught across the year: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas		

Year 3			
Taught explicitly	• Words with the short /i/ sound spelt with a /y/ • Words with a short /u/ sound spelt with /ou/ • CEW split digraphs • Words with a /k/ sound spelt /ch/ • Words with a /sh/ sound spelt /ch/ • CEW easy • Words with the /k/ sound spelt /que/ • Words ending in the /g/ sound spelt /gue/	• Words with the /s/ sound using the /c/ spelling • Words with the /s/ sound using the /sc/ spelling • Words with the /ae/ sound using the /ey/ spelling • CEW remembering the doubles • Words with the /ae/ sound using the /ei/ spelling • Words with the /ae/ sound using the /eigh/ spelling • Words with the /ee/ sound using the /e/ spelling	• Adding the suffix –**l**y • Words with the /ee/ sound using the /y/ spelling at the end of a word • Adding the suffix -tion • Adding the suffix -cian • CEW with the /ae/ sound • Adding the suffix -sion

	Statutory spellings taught across the year: accident, accidentally, actual, actually, address, appear, arrive, believe, bicycle, breath, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, eight, eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward, forwards, grammar, group, guide, height, history, important, interest because, behind, break, city, even, great, icy, remind, sequin library, material, medicine, natural, naughty, notice, opposite, ordinary, perhaps, possible, possess, potatoes, probably, recent, reign, remember, sentence, separate, straight, suppose, surprise, weigh, weight Words previously taught in Y3 from the Y3/4 statutory list, Appendix 1 Words previously taught in Y4 from statutory list, Appendix 1, now taught in Y3 Common exception words taught in Y3 as part of SSPF scheme but not from Y3/4 statutory list

Year 4			
Taught explicitly	• Adding the suffix -**ssion** • CEW remembering the spelling /e/ • Adding the suffix -**ation** • CEW uncommon silent letters 1 • Words with the spelling -**sure** • Words with the spelling -**ture** • CEW uncommon silent letters 2	• CEW the /u/ sound using the /o/ spelling and the /you/ sound using the /u/ spelling combined • Adding the suffix -**ous** • Prefixes • CEW with the /ough/ and /shun/ spelling	• CEW ally • Homophones • Rare CEW words • Possessive apostrophes
	Statutory spellings taught over the year: knowledge, learn, length, mention, minute, occasion, occasionally, often, particular, peculiar, popular, possession, possible, potatoes, pressure, promise, purpose, quarter, question, regular, sentence, special, straight, strange, strength, surprise, therefore, though, although, thought, through, various, women, woman answer, breathe, build, early, earth, February, fruit, guard, guide, imagine, increase, heard, heart, island, climb, friends, whole, Words previously taught in Y4 from the Y3/4 statutory list, Appendix 1 Words previously taught in Y3 from statutory list, Appendix 1, now taught in Y4 Common exception words taught in Y4 as part of SSPF scheme but not from Y3/4 statutory list **SPRING AND SUMMER WORDS NOT HERE – NOT YET ON WEBSITE**		

Year 5	
Consolidation criteria	• Recap Year 3 and 4 spelling rules

Taught explicitly	• Revision of Year 3 & 4 spelling rules • Adding the suffix **-cious** • Adding the suffix **-tious** • Split digraph CEW words • Adding the suffix **-tial** • Adding the suffix **-cial** • Easy CEW words	• Adding the suffix **-ant** • CEW with the /ee/ sound using the /e/ spelling • Adding the suffix **-ance** • Adding the suffix **-ancy** • CEW with the /shun/ sound spelt /tion/, /sion/ and /ssion/ • Adding the suffix **-ent** • CEW remembering the doubles	• Adding **-ant** and **-ent** • Adding the suffix **-ence** • Adding the suffix **-ency** • CEW remembering the doubles • Adding **-ance** and **-ence** • Adding **-ancy** and **-ency** • Adding the suffix **-able** • CEW with the /s/ sound using the /c/ spelling • Adding the suffix **-ible** • Adding **-ible** and **-able**
	Statutory spellings taught over the year: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment, especially, exaggerate, existence, explanation, familiar, foreign, forty, frequently, government, guarantee guide, harass, hindrance, persuade, recognise, sacrifice, immediate, immediately, individual, interrupt, lightning, marvellous, necessary, neighbour, occupy, occur, prejudice, profession, pronunciation, relevant, shoulder, sincere, system, temperature, twelfth, vegetable century, decide, describe, medicine, mention, notice, occasion, possession, position, question, recent, remember Words previously taught in Y5 from the Y5/6 statutory list, Appendix 1 Words previously taught in Y6 from statutory list, Appendix 1, now taught in Y5 Words also taught in LKS2 Common exception words taught in Y5 as part of SSPF scheme but not from Y5/6 statutory list		

Year 6 Consolidation criteria	• Recap previous spelling rules		
Taught explicitly	• Adding the suffix **-ably** • CEW remember the /e/ spelling at the end of words • Adding the suffix **-ibly** • Adding **-ably** and **-ibly** • Adding suffixes beginning with vowel letters to words ending in **-fer** • CEW remembering the doubles 3 • Use of hyphen in words • Words with the /or/ sound using the /ough/ spelling • Words with the /ough/ spelling with alternative sounds	• Uncommon silent letters 1 • Words with silent letters /mb/ • Words with silent letters /le/ • Uncommon silent letters 2 • Words with silent letters /kn/ and /gn/ • Words with silent letters mixed • Homophones	• Words with the /i:/ sound spelt /ei/ after a c • CEW the /ee/ sound using the /y/ spelling at the end of words • CEW the /z/ sound using the /s/ spelling • Homophones • Complex CEW
	Statutory words taught this year:		

	identity, immediate, interfere, interrupt, language, leisure, mischievous, muscle, nuisance, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, queue, recognise, recommend, restaurant, rhyme, rhythm, sacrifice, secretary, signature, sincerely, soldier, stomach, sufficient, suggest, symbol, thorough, variety, vehicle, yacht accommodate, appreciate, attached, available, average, correspond, excellent, existence, Words previously taught in Y6 from the Y5/6 statutory list, Appendix 1 Words previously taught in Y5 from statutory list, Appendix 1, now taught in Y6 Words also taught in LKS2 Common exception words taught in Y6 as part of SSPF scheme but not from Y5/6 statutory list **SPRING AND SUMMER WORDS NOT HERE – NOT YET ON WEBSITE**