

## Spelling: Long term overview

### YEAR 1

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ONGOING PHONICS TEACHING</b>						
<b>Statement from the tracker</b>	<p>I can spell the days of the week.</p> <p>I can spell words with /v/ sound at the end (e.g. have).</p> <p>I can spell words with the sounds /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>I can spell words correctly with k for /k/ sound (before e, i, y).</p> <p>I can spell words ending in -y (l/i).</p> <p>The /n/ sound spelt n before k</p>	<p>I can spell words with the prefix un-.</p> <p>I can spell words with the new consonant spellings 'ph' and 'wh'.</p>	<p>I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>I can spell words with the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p>	<p>I can spell words with the 'ch' sound spelt 'tch'.</p> <p>I can spell some compound words accurately.</p>
<b>Linked NC objectives</b>	<p>The /v/ sound at the end of words</p> <p>The sounds /f/ /l/ /s/ /z/ and /k/ spelt ff, ll, ss, zz and ck</p>	<p>Using k for the /k/ sound</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>The /n/ sound spelt n before k</p>	<p>Adding the prefix -un</p> <p>New consonant spellings ph and wh</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</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p>	<p>-tch</p> <p>Compound words</p>
<b>Common exception words</b>	<p>the            are</p> <p>to             was</p> <p>I              you</p> <p>no            they</p> <p>go            be</p> <p>a             he</p> <p>of            me</p> <p>is            she</p> <p>his          we</p> <p>put          my</p> <p>              says</p> <p>              house</p>	<p>do            your</p> <p>said         by</p> <p>so            here</p> <p>were        push</p> <p>there       pull</p> <p>where       full</p> <p>some        ask</p> <p>come        once</p> <p>has          school</p> <p>one          today</p> <p>love         our</p> <p>friend</p>	<p>Revision of exception words.</p>	<p>Revision of exception words.</p>	<p>Revision of exception words.</p>	<p>Revision of exception words.</p>

## Spelling: Long term overview

### YEAR 2

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>All Year 2 spellings to be covered prior to SATs</b>				I know and use alternate spellings for phonemes.	Revising and securing Year 2 spellings
<b>Statement from the tracker</b>	<p>I know and use alternate spellings for phonemes.</p> <p>I can spell words ending in <u>-il</u>, <u>-le</u>, <u>-el</u> and <u>-al</u>.</p>	<p>I can spell words correctly by adding the ending <u>-ed</u>, <u>-ing</u>, <u>-er</u>, <u>-est</u> and <u>-y</u> when the root word needs changing (<i>e.g. when root word ends in -y or -e with a consonant before it, when consonant letter needs doubling</i>).</p> <p>I can spell plural words correctly (including adding <u>es</u> to nouns and verbs ending in <u>y</u>)</p> <p>I know and use alternate spellings for phonemes.</p>	<p>I can spell words with contracted forms.</p> <p>I can spell words with the /or/ sound spelt 'a' before l and ll (<i>e.g. call, ball</i>).</p> <p>I know and use alternate spellings for phonemes.</p> <p>I can spell words ending in <u>-il</u>, <u>-le</u>, <u>-el</u> and <u>-al</u>.</p>	<p>I can spell words with the suffix – <u>ment</u>, <u>ness</u>, <u>ful</u>, <u>less</u>, <u>ly</u>.</p> <p>I can spell some words ending in <u>-tion</u> correctly.</p> <p>I know and use alternate spellings for phonemes.</p> <p>I can spell some common homophones</p> <p>I can distinguish between homophones and near homophones</p> <p>I can use an apostrophe for singular possession (GP)</p>	<p>I know and use alternate spellings for phonemes.</p> <p style="text-align: center;">AFTER SATS</p> <p>Revising and securing Year 2 spellings</p>	Revising and securing Year 2 spellings

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Linked NC objectives</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, l and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /ʒ:/ sounds spelt or after w and the /ʒ:/ sounds spelt ar after w</p> <p>Words ending –il</p>	<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>The /i:/ sound spelt –ey</p>	<p>Contractions</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>The /ɒ/ sound spelt a after w and qu</p>	<p>The suffixes –ment, -ness, -ful, -less and –ly</p> <p>Words ending in –tion</p> <p>The /ʒ/ sound spelt s (zh sound) e.g. television, measure</p> <p>Homophones and near-homophones</p> <p>The possessive apostrophe (singular nouns) (GP)</p>	<p>The /aɪ/ sound spelt –y at the end of words</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common exception words</p>	<p>door mind sure past plant any who poor gold hold told because</p>	<p>pass whole grass floor should could would busy people many everybody Christmas</p>	<p>last child prove break clothes even after again half old</p>	<p>water great class move bath children wild money Mr Mrs</p>	<p>find cold every pretty fast climb father beautiful eye behind</p>	<p>kind most only both hour improve parents path sugar steak</p>

## Spelling: Long term overview

### YEAR 3

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Statement from the tracker	I can spell words with the suffix –ly.	I can add suffixes beginning with vowel letters to words of more than one syllable.	I can spell words with il-, im- and ir- prefixes.	I can spell words with dis-, mis- and -in prefixes.	I can spell words with the /u/ sound spelt ‘ou’ (e.g. young).	I can spell words with the /i/ spelt as y elsewhere in words than at the end (e.g. gym).
Linked NC objectives	The suffix –ly	Adding suffixes beginning with vowel letters to words of more than one syllable	More prefixes	More prefixes	The /ʌ/ sound spelt ou	The /ɪ / sound spelt y elsewhere than at the end of words
Words from the NC list	circle build arrive guide fruit special therefore quarter Earth February	address breathe certain difficult heart favourite notice perhaps recent through	appear caught describe extreme height material often possible question woman	answer bicycle busy consider increase enough minute opposite learn sentence	continue different eight history group mention remember strange various weight	actual believe centre complete disappear exercise heard important naughty although

## Spelling: Long term overview

### YEAR 4

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Statement from the tracker	I can spell homophones and near homophones.	I can spell words ending in ure.  I can spell words with the /k/ sound spelt ch, the /s/ sound spelt sc and the /sh/ sound spelt ch.	I can spell words with the /ei/ sound spelt ei, eigh or ey.	I can spell words with the prefixes re-,sub-, inter-, super-, anti- and auto-	I can spell words with the suffixes -ous, -tion, -sion, -ssion, -cian and -ation.	I can spell words ending in -que and -gue.
Linked NC objectives	Homophones and near-homophones	Words with endings sounding like /ʒə/ or /tʃə/  Words with the /k/ sound spelt ch (Greek in origin)  Words with the /ʃ/ sound spelt ch (mostly French in origin)  Words with the /s/ sound spelt sc (Latin in origin)	Words with the /eɪ/ sound spelt ei, eigh, or ey	More prefixes	The suffix -ous  The suffix -ation  Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian  Endings which sound like /ʒən/	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
Words from the NC list	accident calendar length purpose regular separate strength though probably women	accidentally breathe business century decide early experience experiment famous promise	forward surprise grammar ordinary position reign suppose popular imagine guard	thought straight pressure island interest potatoes possess occasion medicine knowledge	natural particular peculiar library occasionally possession eighth February favourite through	thought though remember believe special minute heard sentence question length

## Spelling: Long term overview

### YEAR 5

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Statement from the tracker	I can spell homophones and other words that are often confused.	I can spell words with the suffixes beginning with vowel letters (ed, ence, ing) to words ending in 'fer.'	I can spell words with the suffix able/ible/ably/ibly.	I can spell words containing the letter string -ough.	I can spell words with the suffixes ious and tious.	I can spell words with ie/ei including words which are exceptions to the rule.
Linked NC objectives	Homophones and other words that are often confused	Adding suffixes beginning with vowel letters to words ending in -fer	Words ending in -able and -ible  Words ending in -ably and -ibly	Words containing the letter-string ough	Endings which sound like /ʃ əs/ spelt -cious or -tious	Words with the /i:/ sound spelt ei after c
Words from the NC list	accommodate according aggressive available average competition conscious desperate	bruise identity individual shoulder signature soldier existence familiar	restaurant rhyme secretary bargain category community temperature twelfth	marvellous neighbour nuisance occur language lightning dictionary excellent government	suggest symbol recognise recommend profession programme	vegetable interfere especially stomach foreign forty

## Spelling: Long term overview

### YEAR 6

*Use this guidance in conjunction with National Curriculum English Appendix 1: Spelling*

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Statement from the tracker	I can spell words with silent letters (kn, lb, ps, pn, mb, m, w) including silent consonants and unstressed vowels.  I can spell words with a hyphen.	I can spell words ending in ant, ance, ancy, ent, ence, ency.  I can spell words ending in -tial and -cial.	Revision of rules from KS2 NC		Revision of rules and word lists words from KS2 NC	
Linked NC objectives	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  Use of the hyphen	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency  Endings which sound like /jəl/				
Words from the NC list	accompany amateur appreciate cemetery conscience controversy criticise curiosity leisure mischievous muscle occupy prejudice privilege guarantee pronunciation	definite determined exaggerate explanation frequently harass sincere(ly) sufficient thorough variety vehicle queue rhythm	communicate hindrance correspond yacht equipment environment parliament necessary physical achieve immediate(ly) opportunity persuade convenience ancient	system relevant interrupt develop awkward apparent attached committee communicate embarrass disastrous sacrifice		