



## Spelling Long term Overview

Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p>Spell words using the 40+ taught phonemes.</p> <p>Spell <u>taught</u> common exception words.</p> <p>Name the letters of the alphabet in order.</p> <p>Know letter names to distinguish between phonemes and graphemes.</p> <p>Using -ing and -ed where no change is needed to the spelling of root words.</p>	<p>-Revise use of -ing – ed – er and -est where no change is needed to the root word to recap Y1.</p> <p>-Revise adding -s or -es when making a word a plural.</p> <p>-Revise compound words such as <b>football, playground, farmyard, bedroom and blackberry.</b></p> <p>-Ensure that children can spell all of the Y1 common exception words (<b>the, a, do, today, of, said, are, was, were, is,</b></p>	<p>- Use further prefixes and suffixes and understand how to use them – adding suffixes beginning with a vowel to words of more than one syllable – <b>ing – en – er – ation – ed</b> and <b>dis-</b> and <b>re-</b></p> <p>-Children can spell first 100 HFW</p> <p>- suffix <b>ous</b></p> <p>-homophones <b>berry/bury</b></p> <p><b>whose/who's</b></p> <p><b>meat/meet</b></p>	<p>- Homophones revisit from Y3 progression document and <b>groan/grown, grate/great and scene/seen.</b></p> <p>- Words spelt with ei, eigh or ey e.g vein, weigh, eight, neighbour, they, obey etc</p> <p>-Use of a plural apostrophe for regular and irregular plural words e.g girls' and children</p> <p>-Adding suffixes beginning with vowel letters to words of more than one word – <b>ing, er, en</b> and <b>ed</b></p>	<p>- Words containing letter string <b>ough</b> e.g ought, bought, thought, nought etc (see NC doc for more examples)</p> <p>-Homophones revisit from Y4 <b>groan/grown, grate/great, scene/seen affect/effect, medal/meddle, bawl/ball, plain/plane, weather/whether and mail/male</b></p> <p>-Revisit spelling of plurals – <b>s – ies – es</b></p> <p>- Revise use of an ' for contraction and possession.</p>	<p>-Children should consolidate any remaining words which they struggle with from the Y3/4 word list.</p> <p>-Year 5/6 word list: <b>apparent, available, controversy, critic, criticise, dictionary, explanation, familiar, forty, harass, hindrance, opportunity, prejudice, soldier, system, thorough, vehicle, yacht</b> (children should look for authentic opportunities to use these in their work).</p> <p>-Use dictionaries to check the spelling and meaning of words.</p> <p>-Children taught how to use a thesaurus to make <b>appropriate</b> alternative word choices and</p>

		<p><b>his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our)</b></p> <p>-Revise use of prefix -un</p> <p>-Children to identify that the ai sound at the end of words is most commonly spelt -y e.g <b>cry, fly, dry, try, reply and July</b></p> <p>-Learn words with kn- and gn- at the beginning of them such as knock, know, knee, knight, gnat and gnaw.</p> <p>-Homophones: <b>there, their</b> and <b>they're, two, too,</b></p>	<p><b>knot/not</b></p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (once weekly in book club/spelling/wi der curriculum etc)</p> <p>-Children can sort words into alphabetical order.</p> <p>- Explore and accurately use word families based on common words showing how words are related in form and meaning – <b>terr</b> (membean)and <b>cave</b></p>	<p>-Words ending in the suffix <b>ous</b> e.g poisonous, dangerous, tremendous, outrageous etc (see curriculum for ideas).</p> <p>-Revisit prefixes from Y3 e.g <b>anti, super, auto, dis, mis, re, sub, tele</b></p> <p>-Children can use a dictionary to check a spelling in a dictionary</p>	<p>-Words with silent letters e.g doubt, island, lamb, solemn, thistle, knight, psalm</p> <p>-Use of a hyphen to join a root word to a prefix e.g co-ordinate, re-enter, co-operate, co-own.</p> <p>-Children's morphology should be deepened by recapping previously taught prefix and suffix meanings. This could be explored through a word matrix.</p> <p>-Words ending in ible/able e.g adorable, applicable, considerable, tolerable, legible etc (see NC for other egs)</p> <p>-Children can use a dictionary to explore word roots</p>	<p>children explore shades of meaning.</p> <p>-Children recognise how words are related by meaning as synonyms and antonyms.</p> <p>-Children to explore and spell accurately 'ible' and 'able' words and 'ably' and 'ibly' words (adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably, changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly and sensible/sensibly</p> <p>-Children to explore words using the suffixes -cious, -tious (vicious, precious, conscious, delicious, malicious, suspicious, ambitious,</p>
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		<p><b>to and knight/night</b></p> <p>-Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it. The <b>y</b> is changed to an <b>i</b> but not before an <b>i</b> as this would be <b>iiing!</b>  <b>Copied, copier, happier, happiest, cried, replied</b> but <b>copying, crying, replying</b> and the <b>ii</b> exceptions <b>skiing</b> and <b>taxiing</b></p> <p>-The <b>3</b> sound spelt <b>s</b> <b>television, treasure, usual</b></p> <p>-Common exception words:  <b>Christmas, Mr, Mrs, old, cold, gold, steak, eye, water, door, floor, because, after, last, who, class, grass, plant, path</b></p>	<p>. Investigate word matrix.+</p> <p>-Year 3 word list:</p> <p><b>build, busy, caught, circle, complete, continue, decide, early, earth, eight, fruit, group, heard, history, learn, natural, perhaps, question, sentence, special</b></p> <p>-Words with the <b>/k/</b> sound spelt <b>ch</b> e.g <b>scheme, chorus, chemist, echo, character</b> etc.</p> <p>-Words using the <b>/l/</b> sounds spelt <b>y</b> elsewhere than at the end of words e.g <b>myth, gym, Egypt,</b></p>		<p>and begin to link this to word meanings</p> <p>-Children explore the meaning of, apply in their writing and can spell from the Y5/6 word list: <b>achieve, ancient, correspond, develop, disastrous, environment, equip(-ped -ment), excellent, foreign, individual, marvellous, muscle, occupy, recognise, sacrifice, symbol and temperature.</b></p> <p>-Children are able to put words with the same first 3 or 4 letters into alphabetical order.</p> <p>-Children able to use a thesaurus to find synonyms and a dictionary to check word</p>	<p>cautious, fictitious, infectious, nutritious) and</p> <p>-Children to add suffixes starting with vowels for words ending in <b>-fer</b> (referring, referred referral, preferring, preferred, transferring, transferred, reference, referee, preference and transference)</p>
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		<p>-Children to learn that the letter j is never used for the 'dge' sound at the end of words. If they can hear the sound after a short vowel it is always spelt <b>-dge</b> such as <b>badge, edge, bridge, dodge and fudge</b>. If the sound comes after all other sounds and is at the end of the word then it is spelt <b>-ge</b> as in <b>age, huge, change, charge, bulge, village</b></p> <p>-Adding the prefix -un so the word means</p>	<p>pyramid, mystery.</p>		<p>meanings and spellings.</p>	
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<p><b>Spring</b></p>	<p>Children can spell the days of the week.</p> <p>Use of the prefix -un</p> <p>Can use -er and -est where no change is needed to the spelling of the root word.</p>	<p>Adding -es to nouns and verbs ending in -y such as <b>flies, tries, replies, copies, babies and carries</b> apart from words with the I sound spelt -<b>ey</b> have their plurals formed by adding -s such as <b>keys, donkeys, monkeys, chimneys and valleys</b></p> <p>-Children to revisit -<b>dge</b> and -<b>ge-</b> at the end of words. They should deepen this by learning how if they hear the sound in other places in the word it is spelt <b>g</b> if before an e, l or y and a <b>j</b> if it is before an a, o or u e.g <b>gem, giant, giraffe, energy, jacket, jar, jog,</b></p>	<p>- Use further prefixes and suffixes and understand how to use them -- Use further prefixes and suffixes and understand how to use them – <b>tion, mis-, super-</b> and <b>auto-</b></p> <p>-Children know that the suffix -<b>ly</b> is added to make an adjective into an adverb and that as it begins with a consonant most often you can just add to the word e.g <b>sadly, usually</b> etc.</p> <p>-homophones</p> <p><b>accept/except</b></p> <p><b>break/brake</b></p> <p><b>hear/here</b></p>	<p>-Homophones – <b>affect/effect, medal/meddle and bawl/ball</b></p> <p>- words ending in -sion <b>invasion, decision, division, confusion, television, collision</b></p> <p>- -Children can begin to recognise a noun in a sentence as a person, place or a thing (begin drip ahead of Y2) - Children can begin to recognise a noun in a sentence as a person, place or a thing (begin drip ahead of Y2)</p> <p>-Spell words with the s sound spelt sc (Latin origin) e.g <b>science, scene, discipline, fascinate and crescent.</b></p> <p>- Endings which sound like -<b>tion, -sion, -ssion -cian</b></p>	<p>-Homophones <b>assent/ascent and descent/dissent affect/effect, herd/heard, past/passed, led/lead</b></p> <p>-Children explore the meaning of, apply in their writing and can spell from the Y5/6 word list: <b>accompany, attached, average, awkward, communicate, curiosity, desperate, determined, frequently, guarantee, leisure, occur, physical, profession, queue, relevant and sufficient.</b></p> <p>-ie/ei words and the exceptions <b>protein, caffeine, seize, either, neither</b> and regular such as <b>deceive,</b></p>	<p>-Year 5/6 word list: <b>bargain, cemetery, competition, conscience, conscious, definite, existence, immediate(ly), interfere, lightning, necessary, persuade, recommend, rhyme, shoulder, stomach, suggest</b></p> <p>-Children must be spelling the majority of taught words from the Y5/6 spelling list accurately now for their writing to be on track</p> <p>-Children develop their spelling of words with 'silent' letters linked to history learning about the development of language such as knight and loch. Looking at a variety of words including the silent letters 'a, d, e, l, n, p, s, t and u'</p>

	<p><b>join, adjust (magic)</b></p> <p>Common exception words:  <b>find, kind, behind, child, children, wild, climb, most, both, told, told, pretty, beautiful, fast, sugar, could, would, any, many, water</b></p> <p>Homophones:  <b>hear/here, quite/quiet, one/won, bare/bear</b></p> <p>The possessive apostrophe for singular nouns e.g Megan's, the girl's, the child's etc</p> <p>-The s sound spelt before e, l and y –  <b>race, ice, cell, city</b> and <b>fancy</b></p> <p>-Words ending with <b>-le</b> such as <b>table, bottle,</b></p>	<p><b>heal/he'll/heel</b></p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (once weekly in book club/spelling/wider curriculum etc)</p> <p>-Children can spell first 200 HFW</p> <p>-Form nouns using prefixes super, anti, auto.</p> <p>-Children can sort words beginning with the same letter into alphabetical order.</p> <p>- Explore and accurately use</p>	<p>See the curriculum for ideas.</p> <p>-Words ending with the /g/ sound spelt -gue e.g league, tongue etc</p> <p>-Words ending with /k/ sound spelt -que spelt antique, unique etc.</p> <p>-Plurals of words ending in <b>o</b> e.g tomato, potato etc</p>	<p>conceive, receive, perceive, ceiling.</p> <p>-Words ending in – <b>ibly</b> and <b>-ably</b> e.g possibly, visibly, incredibly, understandably etc</p> <p>-Children to deepen their understanding of etymology with words originating from Greek words such as school.</p> <p>-Children are able to use further prefixes and suffixes and know their meanings such as <b>dis- de- mis- over- re-</b></p>	<p>-Children explore the different pronunciation of words with the 'ough' letter string (ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, slthough, dough, thorough, borough, plough, bough)</p> <p>-Children explore words using the suffixes -cial and -tial (official, special, artificial, partial, confidential, essential etc)</p> <p>-Spell further homophones:  <b>bridle/bridal, desert/dessert, stationary/stationery, compliment/complement, principle/principal</b> and <b>prophet/profit</b></p> <p>-Children to use knowledge of morphology and</p>
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		<p><b>apple, little and middle</b> and knowing that <b>-el</b> is much less common than <b>-le</b> but is used after m, n, r, s, v, w and often s e.g <b>camel, tunnel, squirrel, travel, towel, tinsel.</b></p> <p>-The suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b>. If a suffix starts with a consonant letter, it is added straight onto most root words without any change to the last letter apart from argument and words ending <b>-y</b> with a consonant before it if the root word has more than one syllable <b>enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness,</b></p>	<p>word families based on common words showing how words are related in form and meaning (membean)and <b>differ</b> and <b>cover</b></p> <p>-Year 3 word list:</p> <p><b>Address, answer, believe, breather, famous, favourite, February, heart, often, popular, remember, woman/women</b></p> <p>-Words with a ^ sound spelt <b>ou</b> e.g young, touch, double, trouble, country etc.</p>			<p>etymology in spelling to understand that the spelling of some words needs to be learns specifically</p>
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		<p><b>plentiful, penniless, happily</b></p> <p>-Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it. The <b>e</b> at the end of the root is dropped apart from <b>being</b> e.g <b>hiking, hiked, hiker, nicer, nicest</b> and <b>shiny</b></p>				
<p><b>Summer</b></p>	<p>-Use spelling rule for adding <b>-s</b> or <b>-es</b> as the plural marker for nouns and pronouns and the third person singular marker for verbs. (E.g She sings in she choir, he misses his mum).</p> <p>-Children can write from memory a simple sentence dictated by the</p>	<p>Common exception words: <b>only, every, everybody, even, great, break, past, father, money, parents, half, bath, hour, move, prove, improve, sure, should, whole, clothes, busy, people, again</b></p> <p>Homophones: <b>see/sea,</b></p>	<p>Use further prefixes and suffixes and understand how to use them – <b>sub-, tele-</b> and revisit of previous not secured</p> <p>-homophones</p> <p><b>fare/fair</b></p> <p><b>mist/missed</b></p> <p><b>peace/piece</b></p>	<p>Homophones – <b>plain/plane, weather/whether and mail/male.</b></p> <p>- Words ending in <b>sure</b> and <b>ture</b> e.g treasure, adventure etc.</p> <p>-Words with the ch sound – <b>chef, chalet, machine, brochure</b></p> <p>suffix <b>-ation</b> e.g information, adoration,</p>	<p>Children explore the meaning of, apply in their writing and can spell from the Y5/6 word list: <b>accommodate, according, aggressive, amateur, appreciate, committee, community, embarrass, especially, government, identity, language,</b></p>	<p>-Year 5/6 word list: <b>bruise, category, convenience, exaggerate, interrupt, mischievous, nuisance, privilege, programme, pronunciation, restaurant, secretary, signature, vegetable</b></p> <p>-Spell further homophones <b>draught/draft, dissent/descent, precede/proceed, wary/weary</b></p>

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	<p>teacher including using the GPCs and common exception words.</p>	<p><b>blue/blew, sun/son</b></p> <p>-Use of an apostrophe for contractions to show where the missing letters would be <b>can't, didn't, hasn't, couldn't, it's</b> and <b>I'll</b> (address misconceptions around its and it's)</p> <p>-The r sound at the beginning of words spelt <b>wr-</b> e.g <b>write, written, wrote, wrong</b> and <b>wrap</b> (links to old pronunciation of words)</p> <p>-To develop <b>-le</b> and <b>-el</b> spelling understanding with <b>-al</b> and know that not many nouns end this way but lots of adjectives do. Notable nouns are</p>	<p><b>rain/reign/rein</b></p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (once weekly in book club/spelling/wider curriculum etc)</p> <p>-Children can spell common exception words.</p> <p>-Children can use the first 2/3 letters of a word to check its spelling in a dictionary.</p> <p>- Explore and accurately use word families based on common words showing how words are</p>	<p>sensation, preparation, admiration.</p> <p>-Prefixes <b>in, il, im, ir, un, re, sub, inter</b></p>	<p><b>neighbour, parliament, sincere(ly), twelfth and variety.</b></p> <p>- Homophones <b>steal/steel, alter/altar, cerial/serial, father/farthergues sed/guestmorning/mourning, who's/whose</b></p> <p>-Children can convert nouns/adjectives into verbs by using suffixes <b>-ate, -ise -ify</b></p>	<p>- Children explore words ending in the suffixes - ant, -ance, -ancy, -ent, -ence, -ency</p> <p>(observantm observance observation, expectant, expectation, hesitant, tesityancy, hesitation, tolerant, tolerance, toleration, substance, substantial, innocent, innocence, decent, decency, frequent, frequency, confident, confidence, confidential, assistant assistance, obedient, obedience, independent, independence</p> <p>-Children to explore <b>-ce</b> and <b>-se-</b> pairs of nouns and verbs such as advice/advise, device/devise, license/license, practice/practise and prophecy/prophesy</p>
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		<p><b>metal, pedal, capital, hospital, animal</b></p> <p>-Words ending <b>-il</b> The children should understand that this is rare but they need to know <b>pencil, fossil</b> and <b>nostril</b></p> <p>-Children to know that <b>a</b> is the most common spelling for <b>o</b> after a <b>w</b> and <b>qu</b> <b>want, watch, wander, quantity, squash</b></p> <p>-The few words with <b>o</b> spelt <b>ar</b> after <b>w</b> – <b>war, warm</b> and <b>towards</b> and the <b>ə</b> sound spelt <b>or</b> after a <b>w</b> – <b>word, work, worm, world, worth</b></p> <p>-The <b>ʌ</b> sound spelt <b>o</b> as in <b>other, mother, brother,</b></p>	<p>related in form and meaning – <b>vis</b> and <b>take</b> (membean)</p> <p>-Year 3 word list:</p> <p><b>Different, difficult, enough, forward(s), length, possible, pressure, promise, purpose, regular, reign, straight, suppose, though, although</b></p> <p>-Children develop their understanding of the suffix <b>-ly</b></p> <p>a)to know that if the root word ends in a <b>y</b> with a consonant before it and it is more than one syllable the</p>			
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		<p><b>nothing</b> and <b>Monday</b>.</p> <p>-The ɔ sound spelt <b>a</b> before l and ll – <b>all, ball, call, walk, talk</b> and <b>always</b></p> <p>-Adding endings - <b>ing, -ed, -er, -est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter (1-1-1 rule) The last consonant is doubled to keep the vowel short <b>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</b>. Children to learn that 'x' is never doubled so it stays <b>mixing</b>,</p>	<p><b>y</b> becomes and l e.g happily.</p> <p>b) If the root word ends <b>le</b> then <b>le</b> becomes <b>ly</b> e.g gently.</p> <p>c) If the root word ends in - <b>ic, -ally</b> is added rather than just the <b>ly</b> e.g basically.</p> <p>d) There are exceptions such as <b>truly, wholly, duly</b>.</p>			
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