

**Overview of Spelling Objectives in National Curriculum 2014 aligned to Spelling Shed plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Revision and consolidation of phase 3 and 4 phonics (one representation of all phonemes and work on adjacent consonants)</p> <p>Adding s to words (plural of nouns) <b>Y2T2ii</b></p> <p>Common exception words <i>the a do to is his has I</i></p>	<p>Phase 5 phonics – other common representations of phonemes.</p> <p>Adding s and es to words (plural of noun and 3<sup>rd</sup> person singular of verbs) <b>Ph 6, Y3T2i, p10</b></p> <p>Common exception words <i>today of says be he me she we</i></p>	<p>Phase 5 phonics - other common representations of phonemes.</p> <p>Adding ing, ed and er to verbs where no change is needed to root word. <b>Ph 6, Y2T1ii p4, p8, Y2T2ii, p12, p38</b></p> <p>Compound words</p> <p>Common exception words <i>Common exception words was you they no go so house</i></p>	<p>Alternative pronunciation of graphemes – ea as in heat, head; ow as in how, snow; ear as in dear, bear</p> <p>Division of words into syllables <b>Ph 6 Y2T3ii</b></p> <p>Common exception words <i>by my put pull push full said our</i></p>	<p>Consolidation of phonics</p> <p>v at end of words as in have</p> <p>Adding –er and –est to adjectives where no change is needed to root word <b>PH 6, Y3T2ii, p8</b></p> <p>Common exception words <i>love come some friend school were</i></p>	<p>Consolidation of phonics</p> <p>nk and tch at end of words k before e, i and y, <b>p31</b></p> <p>Adding un to beginning of a word <b>Y2T3i, p6</b></p> <p>Common exception words <i>there where one once ask your</i></p>
Year 2	<p>Revision of phase 5 GPCs from Y1 ur (turn), er (her) ir (fir) <b>Ph5</b></p> <p>or (word) <b>Ph5, p32</b></p> <p>Homophones <b>Y4T1i p22, p49</b> <i>to/too/two, see/sea, here/hear blue/blew, new/knew there/their/they're, hole/whole, night/knight</i></p>	<p>Revision of phase 5 GPCs from Y1 e.g. oy/oi, ou, ea, <b>Ph 5</b></p> <p>le (apple) <b>Y3T1i, p5</b></p> <p>Spelling strategies</p> <p>Homophones <b>Y4T1i p49</b> <i>quite/quiet,</i></p> <p>Revision of suffixes</p>	<p>ge (age) dge (hedge), <b>Ph5</b></p> <p>s sound spelt with c <b>Ph5, Y5T2i, p47</b></p> <p>y (cry) <b>Ph5</b></p> <p>ey (key) <b>Ph 5</b></p> <p>gn, kn, <b>Ph5, Y4T2i, p11</b></p> <p>Contractions <b>Y4T3i, p15, p19</b></p> <p>Homophones <b>Y4T1i p22, p49</b></p>	<p>wr at beginning or words (write) <b>Ph 5, Y4T2i, p11</b></p> <p>a saying o (was, squash) <b>Ph5, p32</b></p> <p>s (zh treasure) <b>Ph5</b></p> <p>il (pencil),</p> <p>Homophones <b>Y4T1i p49</b> <i>sun/son, one/won</i></p>	<p>all (ball, talk) <b>Ph5</b></p> <p>el (camel)</p> <p>Adding –ing, –ed, –er, –est to a root word ending in y with a consonant before it. copied, copier, <i>but</i> copying, <b>Ph 6, Y3T1ii, Y3T2ii, p8, 23</b></p> <p>Adding –ing, –ed, –er, –est and –y to</p>	<p>al, (metal), <b>p25</b></p> <p>o saying u (other) <b>Ph5</b></p> <p>tion (station) <b>Ph5 Y5T1ii p29, 35, 36,</b></p> <p>Revision of homophones</p> <p>The suffixes –ful, less, ly <b>Ph 6, Y2T2ii, Y3T2ii, p13, 54</b></p>

	<p>Spelling strategies Dictionary Skills Proof reading</p> <p>Common exception words <b>hour, because, beautiful, find, kind, mind, behind, child, wild, most, both, old, cold, gold, hold, told, whole, door, poor, floor, only</b></p>	<p>– s and es – and prefix un from Y1</p> <p>Common exception words <b>any, many, water, father, move, prove, improve, Christmas, children, pretty could, would, should</b></p>	<p><i>be, bee</i> <i>bear, bare</i></p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it <b>Ph 6, Y3T1ii, p8, p23</b></p> <p>Common exception words <b>after, fast, last, past, class, grass, pass,</b></p>	<p>The suffixes ment, ness <b>Ph 6, p26</b></p> <p>Adding –es to nouns and verbs ending in –y <b>Ph 6, Y2T2ii, Y3T1ii, p10, p23, p41</b></p> <p>Common exception words <b>plant, path, bath, half, again, eye</b></p>	<p>words of one syllable ending in a single consonant letter after a single vowel letter e.g. patted, patting, , <b>Ph 6, Y2T1ii, Y3T1ii, p4, p23, p46</b></p> <p>Common exception words <b>every, everybody, who, people, Mr, Mrs climb, even, great, break, steak</b></p>	<p>Common exception words, <b>sure, sugar, money, parents, busy, clothes</b></p>
Year3	<p>Revise suffixes s, es, ind, ed, er and other work from Y2</p> <p>un- (revision) and dis- <b>Y2T3i, p6, p7 disappear</b></p> <p>Words with the /ei/ sound spelt ei, eigh, or ey <b>weigh, weight, eight, eighth</b></p> <p>Homophones <b>Y4T1i, p49</b> brake/break, grate/great, <b>eight/ate,</b> weight/wait, whose/who's</p>	<p>The /i/ sound spelt y elsewhere than at the end of words (gym, pyramid) <b>Ph5</b></p> <p>Prefixes mis- and re- reappear, mislead, <b>Y3T3ii, p6, p7, p17 remember</b></p> <p>Words ending with the /g/ sound spelt –gue (rogue) and Words ending in the /k/ sound spelt –que (plaque) <b>Y5T2i</b></p>	<p>Revise suffixes ness, ful, less, ly (preceded by consonant) <b>Ph 6, Y2T2ii, Y3T2ii, p13, p26, p27</b> and apostrophes for contractions <b>Y4T3i, p15, p19</b></p> <p>Prefixes sub-, tele <b>Y4T3ii, p18, p43,</b></p> <p>Words with the /ʃ/ sound spelt ch (chef -mostly French in origin) <b>Ph5</b></p>	<p>Words with the /k/ sound spelt ch (chemist, Greek in origin) <b>Ph5</b></p> <p>Prefixes super-, sub- and auto- <b>Y4T3ii p18, p43, p58</b></p> <p>The suffix –ation <b>Y4T2ii, p27, p36, p51</b></p> <p>Homophones <b>Y4T1i, p49</b> meat/meet, knot/not, accept/except, hear/ here</p>	<p>Revise apostrophes, vowel digraphs and suffixes</p> <p>Suffix –ly <b>Y3T2ii, p35, p54 accidentally, occasionally</b></p> <p>Rare GPCs making i e.g. o - women, u - busy, ui - build, e - pretty <b>Ph5</b></p>	<p>The /u/ sound spelt ou (young, double)</p> <p>Proof reading</p> <p>Homophones heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign, <b>Y4T1i , p49</b></p>

<p>Year 4</p>	<p>Consolidation of rules and patterns covered in Y3</p> <p>Words with endings sounding like zh as in treasure <b>Ph5</b></p> <p>Possessive apostrophe with plural words</p> <p>Homophones <b>Y4T1i p49</b> peace/piece, main/mane, affect/effect, berry/bury, missed/mist.</p>	<p>Prefixes in-, il-, im- <b>Y5T2ii, p18, p57</b></p> <p><b>increase, important</b></p> <p>Proof reading</p> <p>Stressed and unstressed syllables</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable e.g. begin, beginning, beginner; <b>p35, p36</b></p>	<p>Possessive apostrophe with singular proper nouns ending in 's'</p> <p>Homophones – scene/seen, mail/male, bawl/ball <b>Y4T1i, p49</b></p>	<p>Word endings spelt –tion, –sion, –ssion, –cian <b>Y5T1ii, p29, p36, p51</b> <b>mention, position, possession,</b></p> <p>Words ending with ture as in picture <b>Ph5</b></p> <p>Prefixes ir-, inter-, anti <b>Y5T2ii, p56, p57</b></p>	<p>Endings which sound like zhun (division) <b>Ph5, occasion,</b></p> <p>The suffix –ous <b>Y5T3i</b> <b>various, famous</b></p> <p>Words with the /s/ sound spelt sc (science) <b>muscle</b></p> <p>Homophones whether/weather, fair/fare, medal/meddle. <b>Y4T1i p49</b></p>	<p>Revise prefixes un-, dis-, in, re-, sub-, inter-, super-, anti-, auto-</p> <p>The suffix –ly added to adjective to form an adverb. <b>Y3T2ii, p54</b> <b>accidentally, occasionally</b></p>
<p>Year 5</p>	<p>Words with 'silent' letters <b>Y4T2i, p11</b> <b>foreign, vehicle, yacht</b></p> <p>Words containing the letter-string ough <b>Y5T1ii, p33, p48</b> <b>thorough</b></p> <p>Words ending in –able and ably <b>Y4T2ii, p13, p36</b> <b>available, vegetable</b></p> <p>Homophones isle/aisle, aloud/allowed,</p>	<p>Use of the hyphen when adding a prefix (co-ordinate)</p> <p>Revision of work on contractions. Revise plurals eg add -s, -es and –ies <b>Y2T2ii, Y3T1ii, SBp10, 41</b></p> <p>Proof Reading Dictionary Skills – etymology and root words</p>	<p>Revise apostrophe for possession</p> <p>Word endings –ible and ibly <b>Y4T2ii, p36</b></p> <p>Homophones led/lead, steel/steal, alter/altar <b>Y4T1i, SBp49</b></p>	<p>Words with the /i:/ sound spelt ei after c <b>Y5T2i</b></p> <p>Ascent/assent, bridal/bridle, complement/compliment, Principal/principle Profit/prophet</p> <p>Collecting root words and creating words using them <b>SBp44, 58</b></p> <p>Proof Reading</p>	<p>Using etymological/morphological strategies for spelling <b>Y5 T3ii</b></p> <p>Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. <b>Y4T1i, SBp49</b></p>	<p>Revision of work on homophones, suffixes and words on word lists</p> <p>Dictionary Skills</p>

	affect/effect, herd/heard, past/passed, <b>Y4T1i, SBp49</b>					
Year 6	<p>Consolidation of work from previous years</p> <p>Adding suffixes beginning with vowel letters to words ending in <i>fer</i></p> <p>Review –able, -ible <b>Y4T2ii, p13, p36</b> <b>available, vegetable</b></p> <p>Proof Reading</p>	<p>Endings which sound like <i>fæs/</i> spelt –cious or –tious (suspicious, infectious, <b>conscious</b>) <b>Y5T3i</b></p> <p>Nouns end <b>–ce</b> and verbs end <b>–se</b> e.g. advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>	<p>Revise words with –ough string <b>Y4T2ii, SB p33, p48</b> <b>thorough</b></p> <p>Words containing in cial and tial (<b>especially</b>, special. partial) <b>Ph5, p29</b></p>	<p>Homophones Desert/dessert, stationery/stationary and previous ones taught that are not secure <b>Y4T1i, p49</b></p> <p>Revise/review Words with ‘silent’ letters (doubt, island) <b>Y4T2i, p11</b> <b>foreign, vehicle, yacht</b></p> <p>Revision of words on word lists</p>	<p>Words ending in –ant, –ance/ –ancy, <b>Y5T3i</b> <b>hindrance, nuisance, restaurant</b></p> <p>Proof reading</p> <p>Revise etymological work – generating words from roots</p>	<p>Words ending in –ent, –ence–ency <b>Y5T3i</b> <b>apparent, conscience, convenience, environment, excellent, existence, sufficient</b></p> <p>Homophones draft/draught, dissent/descent, precede/proceed <b>Y4T1i, p49</b></p>

The above is a guide. Schools need to decide for themselves what will be taught and when, ensuring that there is continuity and progression across and within the key stages. Teachers are advised to refer to Appendix 1 for useful examples of the above teaching points.

Cross curricular words and words from the statutory word lists (Appendix 1) also need to be taught.

**Orange** - cross referenced to Letters and Sounds phase

**Red** – cross reference to Support for Spelling (Year group and term)

**Green** – cross referenced to NLS Spelling Bank (page numbers) containing lots of useful word lists

**Blue** – words from the appropriate statutory word lists in Appendix 1

*NB References to the above documents do not always provide an exact match to the spelling focus but do cover some elements of it.*