

Spelling Expectations

Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1
<ol style="list-style-type: none"> 1. Tricky words: is, his, as, has, I, the, and, so, go, no 2. The sounds /f/, /l/, /s/ and /z/ spelt ff, ll, ss and zz 3. The sound /ck/ spelt as k and ck 4. The /ŋ/ sound spelt ng and nk 5. Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) 6. The stressed and unstressed sound /er/ (Y1 word: her) 7. The sound /ar/ spelt as the digraph ar 8. Tricky words: her, to, into, do, of, she, he, we, me, be 	<ol style="list-style-type: none"> 1. The sound /ai/ spelt as the digraphs ai and ay 2. The sound /oi/ spelt as the digraphs oi and oy 3. The sound /ee/ spelt as the digraphs ee and ea 4. The sound /ur/ spelt as the digraphs ur and ir 5. Adding the suffix -ing where no change to the root word 6. is needed 7. Adding the suffix -ed making the sound /ɪd/ (extra syllable) where no change to the root word is needed 8. Tricky words: was, you, they, my, by, all, are, sure, pure, said 	<ol style="list-style-type: none"> 1. Adding the suffix -ed making the sounds /d/ or /t/ where no change to the root word is needed 2. The sound /igh/ spelt as the trigraph igh and the digraph ie 3. The sound /ow/ spelt as the digraph ou and ow (Y1 word: out) 4. The sound /oa/ spelt as the digraphs ow, oa and oe 5. Tricky words: have, like, were, here, says, there, today, your, our, out
Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
<ol style="list-style-type: none"> 1. The sound /e/ spelt as the digraph ea 2. The sound /or/ spelt as the digraph or and the trigraph oor 3. The sound /or/ spelt as the digraphs aw and au 4. The sounds /oo/ and /yoo/ spelt as ue and ew 5. The sounds /oo/ and /u/ spelt as the digraph oo 6. Tricky Words: when, what, where, one, some, come, love, little, house, mouse 	<ol style="list-style-type: none"> 1. The sound /ai/ spelt as the split digraph a-e and the sound /ee/ spelt as the split digraph e-e 2. The sound /igh/ spelt as the split digraph i-e and the sound /oa/ spelt as the split digraph o-e 3. The sounds /oo/ and /yoo/ spelt as the split digraph u-e 4. The sounds /igh/ and /ee/ spelt as y at the end of a word 5. Words with unstressed vowels 6. Tricky words: once, want, their, any, many, again, who, whole, school, friend 	<ol style="list-style-type: none"> 1. The sound /ch/ spelt as tch 2. The /v/ sound at the end of words 3. The trigraphs ear and air 4. The sound /air/ spelt as the trigraphs ear and are 5. Adding the suffix -er to make a noun where no change to the root word is needed 6. Adding the suffixes -er and -est where no change to the root word is needed 7. The sound /f/ spelt as ph and the sound /w/ spelt as wh (Y1 words: when, where)

Compound words and syllables are taught throughout the year within spelling sessions. Adding the prefix un- should be taught separately through English lessons. Adding suffixes should also be introduced or revisited through English lessons.

Spelling Expectations

Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1
<ol style="list-style-type: none"> 1. Recap tricky words: here, there, where, were, your, they, our, said, was, once 2. Recap: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck 3. Recap: The sound /ch/ spelt as tch 4. Recap: The /v/ sound at the end of words 5. Recap: Adding the suffixes s and es to root words (plural of nouns and the third person singular of verbs) 6. Recap: The sound /f/ spelt as ph and the sound /w/ spelt as wh 7. Recap: Adding the suffix -ed making the sounds Id/ (extra syllable), /d/ or /t/ where no change is needed to the root word 8. Tricky words: Christmas, because, find, kind, mind, behind, child (children), wild, climb 	<ol style="list-style-type: none"> 1. The /dʒ/ sound spelt as j or g 2. The /dʒ/ sound spelt as dge or ge 3. Recap: The sound /ck/ spelt as k 4. The /s/ sound spelt c before e, i and y 5. The /n/ sound spelt kn and (less often) gn at the beginning of words 6. Homophones and near-homophones: there/their/they're, here/hear, one/won, to/too/two, be/bee 7. Tricky words: most, only, both, old, cold, gold, hold, told, door, floor, poor 	<ol style="list-style-type: none"> 1. The /r/ sound spelt wr at the beginning of words 2. The /l/ or /əl/ sound spelt -le or -el at the end of words 3. The /l/ or /əl/ sound spelt -al or -il at the end of words 4. Recap: The /aɪ/ sound spelt -y at the end of words 5. Adding -es to nouns and verbs ending in -y 6. Tricky words: every, everybody, even, great, break, steak, pretty, beautiful, sure, sugar
Year 2 Spring 2	Year 2 Summer 1	Year 2 Summer 2
<ol style="list-style-type: none"> 1. Adding -ed, and -ing to a root word ending in -y with a consonant before it 2. Adding -er and -est to a root word ending in -y with a consonant before it 3. Adding the endings -ing and -ed to words ending in -e with a consonant before it 4. Adding the endings -er, and -est to words ending in -e with a consonant before it 5. Tricky words: hour, move, prove, improve, eye, could, should, would, who, whole 	<ol style="list-style-type: none"> 1. The suffixes -ment and -ness 2. The suffixes -ful, -less, -ly 3. Adding -ing, -ed to words of one syllable ending in a single consonant letter after a single vowel letter 4. Adding -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 5. The /ɔ:/ sound spelt a before l and ll 6. Tricky words: any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents 	<ol style="list-style-type: none"> 1. The /ʌ/ sound spelt o 2. The /i:/ sound spelt -ey 3. The /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w 4. The /b/ sound spelt a after w and qu 5. The /ɜ/ sound spelt s (si or su if following Little Wandle) 6. Words ending in -tion (The /ʃ/ sound spelt as ti (before on) if following Little Wandle) 7. Homophones and near-homophones: quite/quiet, see/sea, bare/bear, sun/son, blue/blew, night/knight

Contractions and the possessive apostrophe should be taught through English lessons.

Spelling Expectations

Year 3 Autumn 1	Year 3 Autumn 2	Year 3 Spring 1
<ol style="list-style-type: none"> 1. Recap Year 2 tricky words: because, every, beautiful, should, would, could, who, any, people, again, was, pretty 2. The /ʌ/ sound spelt ou (Y3/4 words: enough) 3. The /eɪ/ sound spelt ei and eigh (Y3/4 words: reign, eight, eighth, weight) 4. The /eɪ/ sound spelt ey 5. The /ʒə/ sound spelt -sure 6. The /tʃə/ sound spelt -ture 7. The /tʃə/ sound spelt -(t)ch and an er ending 8. Year 3/4 words: enough, reign, eight, eighth, weight, caught, naughty, address, appear, heart 	<ol style="list-style-type: none"> 1. The /ɪ/ sound spelt y elsewhere than at the end of words (Y3/4 words: bicycle) 2. Recap: Adding suffixes -ed, -ing and -er to a root word ending in -y with a consonant before it 3. Recap: Adding suffixes -ed, -ing and -er to a root w ending in -e with a consonant before it 4. Recap: Adding suffixes -ed, -ing and -er to words of one syllable ending in a single consonant letter after a single vowel letter 5. Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) 6. Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) 7. Year 3/4 words: accident, (accidental), actual, height, possible, quarter, consider, answer, remember, bicycle 	<ol style="list-style-type: none"> 1. Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, naturally) 2. Recap: Adding -ly to a root word ending in -y 3. Adding -ly to a root word ending in -le (Y3/4 words: probably, possibly) 4. Adding -ly to a root word ending in -ic 5. Adding -ly to a root word (exceptions) 6. Year 3/4 words: early, earth, heard, learn, build, believe, accidentally, actually, probably, woman, women
Year 3 Spring 2	Year 3 Summer 1	Year 3 Summer 2
<ol style="list-style-type: none"> 1. Recap: The prefix un- 2. The prefix re- (Y3/4 words: (re)build) 3. The prefix dis- (Y3/4 words: disappear (dis)believe) 4. The prefix mis- 5. Year 3/4 words: disappear, different, favourite, February, interest, library, ordinary, separate, difficult, often 	<ol style="list-style-type: none"> 1. Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: bicycle, centre, century, certain, circle, decide) 2. The /s/ sound spelt sc (Latin in origin) 3. The /k/ sound spelt ch (Greek in origin) 4. The /ʃ/ sound spelt ch (mostly French in origin) 5. Recap: Homophones and Near Homophones (not previously taught as homophones): your, you're, which, witch, where, wear, write, right, no, know 6. Year 3/4 words: centre, century, certain, circle, decide, arrive, describe, guide, surprise, straight 	<ol style="list-style-type: none"> 1. Homophones and near homophones: great, grate, main, mane, missed, mist, meet, meat 2. The /g/ sound spelt -gue (French in origin) 3. The /k/ sound spelt -que (French in origin) 4. The prefix anti- 5. The prefix auto- 6. The prefix super- 7. Homophones and near homophones: ball, bawl, break, brake, male, mail, fair, fare, berry, bury

The possessive apostrophe with plural words should be taught through English lessons.

Spelling Expectations

Year 4 Autumn 1	Year 4 Autumn 2	Year 4 Spring 1
<ol style="list-style-type: none"> 1. Recap Year 3/4 words: circle, weight, different, favourite, heard, believe, describe, actually, enough, surprise 2. Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with an unstressed final syllable) 3. Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to words of more than one syllable (with a stressed final syllable) 4. The prefix in- (meaning not) 5. The prefix in- as il- before a root word starting with l 6. The prefix in- as im- before a root word starting with an m or p 7. The prefix in- as ir- before a root word starting with r 8. Year 3/4 words: important, increase, particular, peculiar, popular, regular, grammar, calendar, perhaps, therefore 	<ol style="list-style-type: none"> 1. Recap: Adding -ly to a root word (including ending in -al) (Y3/4 words: accidentally, actually, particularly, peculiarly, regularly) 2. Recap: Adding -ly to a root word ending in -le (Y3/4 words: probably) 3. Recap: Adding -ly to a root word ending in -ic 4. Adding the suffix -ation 5. Adding the suffix -ation to root words ending in e 6. Homophones and Near Homophones: accept, except, knot, not, peace, piece, plain, plane, weather, whether 7. Year 3/4 words: continue, group, through, fruit, thought, although, though, material, length, strength 	<ol style="list-style-type: none"> 1. The suffix -ous where there is and is not an obvious root word 2. The suffix -ous where -our is changed to -or before -ous is added 3. The suffix -ous where the root word ends in -e (including where a final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept) (Y3/4 words: famous) 4. The suffix -ous where the /i:/ sound before the -ous ending is usually spelt as i, but sometimes as e (Y3/4 words: various) 5. Recap: Adding suffixes to words ending in -y 6. Year 3/4 words: famous, various, imagine, minute, natural, special, opposite, suppose, breath, breathe
Year 4 Spring 2	Year 4 Summer 1	Year 4 Summer 2
<ol style="list-style-type: none"> 1. Words ending in the /ʃən/ sound spelt -tion where the root word ends in t and te 2. Words ending in the /ʃən/ or /ʒən/ sound spelt -sion where the root word ends in d, de or -se 3. Other words ending in the /ʒən/ sound spelt -sion (Y3/4 words: occasion) 4. Homophones and Near Homophones: scene, seen, who's, whose, hear, here, affect, effect, groan, grown 5. Year 3/4 words: occasion, occasionally, mention, position, question, knowledge, possess, forward, forwards, history 	<ol style="list-style-type: none"> 1. Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -ss (Y3/4 words: possession) 2. Words ending in the /ʃən/ sound spelt -ssion where the root word ends in -mit 3. Words ending in the /ʃən/ sound spelt -cian where the root word ends in -c or cs 4. Recap: The prefixes re-, dis-, mis-, anti-, auto-, super- 5. Homophones and Near Homophones: medal, meddle, peace, piece, rain, rein, reign, heal, heel, he'll 6. Year 3/4 words: possession, busy, business, guard, island, promise, purpose, strange, complete, extreme 	<ol style="list-style-type: none"> 1. Recap: The /s/ sound spelt c before e, i and y (Y3/4 words: exercise, experience, medicine, notice, recent, sentence) 2. The prefix inter- 3. The prefix sub- 4. The prefix bi- 5. Recap: Words with the /eɪ/ sound spelt ei, eigh, or ey 6. Homophones and Near Homophones: flour, flower, idol, idle, sight, site, band, banned, board, bored, waist, waste 7. Year 3/4 words: exercise, experience, medicine, notice, recent, sentence, experiment, potatoes, pressure, tomorrow

The possessive apostrophe with plural words should be taught through English lessons.

Spelling Expectations

Year 5 Autumn 1	Year 5 Autumn 2	Year 5 Spring 1
<p>1. Recap: Commonly Misspelled Words: another, asked, beautiful, different, interesting, once, something, together, with, which</p> <p>2. Recap: Homophones and Near Homophones: affect, effect, accept, except, here, hear, weather, whether, who's, whose</p> <p>3. Recap: Adding –es to nouns ending in –y to make a plural</p> <p>4. Recap: Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>5. Recap: Adding the endings –ing, –ed, –er and –est to a root word ending in –e with a consonant before it (Y5/6 words: determined)</p> <p>6. Recap: Adding –ing, –ed, –er, –est and –y to a root word of one syllable ending in a single consonant letter after a single vowel letter</p> <p>7. Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to a root word of more than one syllable (with a stressed final syllable) (Y5/6 words: equipped)</p> <p>8. Year 5/6 words: according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity</p>	<p>1. Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: disastrous)</p> <p>2. Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: mischievous, marvellous)</p> <p>3. Words ending in the /ʃəz/ sound spelt -tious</p> <p>4. Words ending in the /ʃəz/ sound spelt -cious (Y5/6 words: conscious)</p> <p>5. Words ending in the /ʃəl/ sound spelt -cial</p> <p>6. Words ending in the /ʃəl/ sound spelt -tial</p> <p>7. Year 5/6 words: conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain</p>	<p>1. Words ending in -ant (Y5/6 words: relevant)</p> <p>2. Words ending in -ance and -ancy</p> <p>3. Words ending in the /ʃən/ sound spelt -tion with an a before (-ation)</p> <p>4. Words ending in -ent (Y5/6 words: apparent, sufficient, excellent, correspondent)</p> <p>5. Words ending in -ence and -ency (Y5/6 words: convenience, existence, correspondence)</p> <p>6. Year 5/6 words: explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence</p>
Year 5 Spring 2	Year 5 Summer 1	Year 5 Summer 2
<p>1. Homophones and Near Homophones (nouns and verbs): advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</p> <p>2. Words ending in -able and –ably (Y5/6 words: available)</p> <p>3. Words ending in -able and -ably where the ‘e’ from the root word remains</p> <p>4. Words ending in -ible and -ibly</p> <p>5. Year 5/6 words: available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent</p>	<p>1. Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: stomach)</p> <p>2. Adding suffixes beginning with vowel letters (-ing, -ed, -al) to words ending in -fer where the -fer is still stressed after the suffix is added</p> <p>3. Adding suffixes beginning with vowel letters (-ing, -ed, --ence) to words ending in -fer where the -fer is not stressed after the suffix is added</p> <p>4. Words with ‘silent’ first letters (often uncommon digraphs)</p> <p>5. Words with ‘silent’ letters (uncommon digraphs)</p> <p>6. Year 5/6 words: accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth</p>	<p>1. Recap: The /ʃ/ sound spelt ch (mostly French in origin)</p> <p>2. Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: muscle)</p> <p>3. Words with ie after c (Y5/6 words: ancient, conscience, sufficient)</p> <p>4. Words with the /i:/ sound spelt ei (including after c)</p> <p>5. Words where ‘ough’ makes an /or/ sound</p> <p>6. Words where ‘ough’ makes an /ow/, /oa/, /u//f/, /o//f/, /oo/ or schwa sound (Y5/6 words: thorough)</p> <p>7. Homophones and Near Homophones (nouns and verbs): aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</p>

Spelling Expectations

Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 1
<ol style="list-style-type: none"> 1. Year 5/6 words: accompany, achieve, aggressive, awkward, bargain, bruise, committee, community, correspond, criticise 2. Homophones and Near Homophones: bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past 3. Homophones and Near Homophones: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary 4. Recap: The /dʒ/ sound spelt as dge 5. Recap: Adding -ly to a root word (including ending in -al) (Y5/6 words/root words: frequently, marvellous, mischievous, thorough, physical, professional, individual, awkward) 6. Recap: Adding -ly to a root word ending in -e and -le (Y5/6 root words: definite, desperate, immediate, sincere, aggressive) 7. The /ʌ/ sound spelt ou 8. Year 5/6 words: definite, desperate, especially, frequently, immediate, sincere, thorough, physical, individual, suggest 	<ol style="list-style-type: none"> 1. Homophones and Near Homophones: affect, effect, dessert, desert, draft, draught, precede, proceed, current, currant 2. Homophones and Near Homophones: coarse, course, peace, piece, council, counsel, led, lead, profit, prophet 3. Recap: Adding -ed, -ing, -er, -est and -ly to a root word ending in -y with a consonant before it (Y5/6 root words: necessary, occupy, accompany) 4. Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 root words: achieve, persuade, privilege, recognise, sacrifice, interfere) 5. Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter and a root word of more than one syllable (with a stressed final syllable) (Y5/6 root words: occur) 6. Recap: The /ɪ/ sound spelt y elsewhere than at the end of words (Y5/6 words: physical, rhythm, symbol, system) 7. Year 5/6 words: develop, embarrass, necessary, occupy, persuade, privilege, recognise, sacrifice, interfere, occur 	<ol style="list-style-type: none"> 1. Recap: The /tʃə/ sound spelt -ture and the /zə/ sound spelt -sure (Y5/6 root words: leisure) 2. Recap: Words ending in the /ʃən/ sound spelt -tion or -cian (Y5/6 root words: competition) 3. Recap: Words ending in the /ʃən/ sound spelt -sion or -ssion (Y5/6 root words: profession) 4. Recap: Words ending in the /ʃəs/ sound spelt -tious or -cious 5. Recap: Words ending in the /ʃəl/ sound spelt -tial or cial 6. Year 5/6 words: profession, competition, leisure, symbol, system, rhythm, familiar, neighbour, guarantee, harass, foreign
Year 6 Spring 2	Year 6 Summer 1	Year 6 Summer 2
<ol style="list-style-type: none"> 1. Recap: Words ending in -able and -ably 2. Recap: Words ending in -ible and -ibly 3. Recap: Words ending in -ant, -ance, and -ancy 4. Recap: Words ending in -ent, -ence, and -ency 5. Year 5/6 words: interrupt, prejudice, programme, queue, recommend, restaurant, rhyme, identity, secretary, shoulder 	<ol style="list-style-type: none"> 1. Recap: Words containing the letter string -ough (Y5/6 words: thorough) 2. Recap: Words with 'silent' letters (uncommon digraphs) 3. Recap: The /s/ sound spelt c before e, i and y (Y5/6 words: necessary, sincere, excellent, cemetery, criticise) 4. Recap: Adding the prefixes un-, dis- and mis- 5. Words that can be nouns and verbs <p style="color: red; text-align: center;">(One week missing for SATs week)</p>	<ol style="list-style-type: none"> 1. Words with hyphens 2. The prefix over- 3. Words ending in a schwa sound written as '-er', 'or' and 'ar' (Y3/4/5/6 words: calendar, particular, popular, shoulder, soldier) 4. Words beginning with 'acc' (Y3/4/5/6 words: accident, accompany, accommodate, according) 5. Words containing 'phon' and 'sign' (Y5/6 words: signature) 6. Words containing 'sol' and 'real' 7. Words with origins in other countries and languages (Y5/6 words: restaurant) 8.

Words with hyphens should also be taught through English lessons earlier in the year.