

YEAR 3 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	<p>1. Revision of the alphabetic code - Phonics</p> <p><i>No booklet for this rule. Teachers to review alphabetic knowledge with children.</i></p>	2. Common words from key stage 1 and setting non negotiables	3. Statutory word list and adding prefixes and suffixes to these where appropriate	4. Revision of Suffixes. Revision from Y2, <i>ing, ed, er, est and plurals (-s and -es)</i>	5. Adding suffixes beginning with vowel letters to words of more than one syllable	6. The /I/ sound spelt y elsewhere than at the end of words	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The /u/ sound spelt <i>ou</i>	4. Prefixes <i>mis- dis-</i>	5. More prefixes <i>re- sub- tele-</i>	6. More prefixes <i>super- auto- pre-</i>	7. Review and assessment of spelling taught this half term.
Spring 1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. The suffix <i>-ation</i>	4. The suffix <i>-ly</i>	5. Words with endings sounding like /ʒə/ or /tʃə/	6. The suffix <i>-ous</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Endings which sound like /ʒən/ <i>-sion</i>	4. Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>	5. Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i>	6. More prefixes <i>re- sub- tele-</i>	7. Review and assessment of spelling taught this half term.
Summer 1	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)	4. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	5. Words with the /s/ sound spelt sc (Latin in origin)	6. Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	7. Review and assessment of spelling taught this half term.
Summer 2	1. Common words from key stage 1 and setting non negotiables	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Possessive apostrophe with plural words	4. Homophones and near homophones	5. Homophones and near homophones	6. Statutory word list and adding prefixes and suffixes to these where appropriate.	7. Review and assessment of spelling taught this half term.

YEAR 4 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. Revision of suffix <i>-ly</i> .	4. The /l/ sound spelt y elsewhere than at the end of words.	5. The /u/ sound spelt <i>ou</i> .	6. Suffix – <i>ation</i> .	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. Prefixes and More Prefixes <i>in-</i> <i>im-</i> <i>il-</i>	4. More Prefixes <i>ir-</i> <i>sub-</i>	5. More Prefixes <i>dis-</i> <i>mis-</i>	6. Suffix – <i>ous</i> .	7. Review and assessment of spelling taught this half term.
Spring 1	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. The Suffix <i>-ation</i>	4. The Suffix <i>-ly</i>	5. Words with endings sounding like /ʒə/ or /tʃə/ <i>-ure</i>	6. The Suffix <i>-ous</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common Words – colours and numbers.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. Endings which sound like /ʒən/ <i>-sion</i>	4. Endings which sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>	5. Endings which sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>	6. The /l/ sound spelt y elsewhere than at the end of words.	7. Review and assessment of spelling taught this half term.
Summer 1	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. Words with the /k/ sound spelt <i>ch</i> (Greek in origin) Words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin)	4. Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)	5. Words with the /s/ sound spelt <i>sc</i> (Latin in origin)	6. Words with the /eɪ/ sound spelt <i>ei</i> , <i>ei</i> , or <i>ey</i>	7. Review and assessment of spelling taught this half term.
Summer 2	1. Common Words – colours and numbers.	2. Statutory word list and adding prefixes and suffixes to these where appropriate.	3. Possessive apostrophe with plural words	4. Homophones and near homophones	5. Homophones and near homophones	6. Statutory word list and adding prefixes and suffixes to these where appropriate.	7. Review and assessment of spelling taught this half term.

YEAR 5 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Revision Suffixes - <i>ing, ed, ly</i>	4. To use knowledge of root and base words to spell related words	5. Revision Suffixes <i>ous, ation</i>	6. Homophones and near homophones	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Revision Prefixes <i>dis- mis- in-</i>	3. Revision Prefixes <i>inter- super- anti- auto-</i>	4. Revision More prefixes <i>im- ir- re- sub-</i>	5. Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>	6. Endings which sound like /ʃəl/	7. Review and assessment of spelling taught this half term.
Spring 1	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Suffixes – <i>ant, -ance and -ancy.</i>	3. Suffixes - <i>ent, -ence and -ency.</i>	4. Suffixes – <i>able and -ably.</i>	5. Suffixes – <i>ible and -ibly.</i>	6. Words with 'silent' letters	7. Review and assessment of spelling taught this half term.
Spring 2	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>	3. Use of the hyphen	4. Words with the /i:/ sound spelt ei after c	5. Words containing the letter-string - <i>ough</i>	6. Revision Prefixes <i>dis- mis- in-</i>	7. Review and assessment of spelling taught this half term.
Summer 1	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Words with 'silent' letters	3. Homophones and other words that are often confused	4. Homophones and other words that are often confused	5. Homophones and other words that are often confused	6. Use of the hyphen	7. Review and assessment of spelling taught this half term.
Summer 2	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>	3. Endings which sound like /ʃəl/	4. Words with the /i:/ sound spelt ei after c	5. Statutory word list and adding prefixes and suffixes to these where appropriate	6. Statutory word list and adding prefixes and suffixes to these where appropriate	7. Review and assessment of spelling taught this half term.

YEAR 6 - WHOLE SCHOOL SPELLING SYSTEM

	Weeks						
Autumn 1	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Homophones and other words that are often confused	4. Suffixes <i>-able</i> and <i>-ible</i>	5. Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>	6. Suffixes which sound like /ʃəl/ <i>-cial</i>	7. Review and assessment of spelling taught this half term.
Autumn 2	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Words ending in <i>-ant</i> , <i>-ance/-ancy</i> , <i>-ent</i> , <i>-ence/-ency</i>	3. Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>	4. Use of the hyphen	5. Words with the /i:/ sound spelt ie normally and ei after c	6. Review Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>	7. Review and assessment of spelling taught this half term.
Spring 1	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Words containing the letter-string ough	3. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	4. Homophones and other words that are often confused	5. Revision of suffix <i>-ly</i> .	6. The /ɪ/ sound spelt y elsewhere than at the end of words.	7. Review and assessment of spelling taught this half term.
Spring 2	1. Common Words – Words children are expected to spell correctly at all times.	2. Statutory word list and adding prefixes and suffixes to these where appropriate	3. Revision Suffixes <i>-ing</i> , <i>-ed</i> , <i>-ly</i>	4. To use knowledge of root and base words to spell related words	5. Revision Suffixes <i>-ous</i> , <i>-ation</i>	6. Homophones and near homophones	7. Review and assessment of spelling taught this half term.
Summer 1	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Revision Prefixes <i>dis-</i> <i>mis-</i> <i>in-</i>	3. Revision Prefixes <i>inter-</i> <i>super-</i> <i>anti-</i> <i>auto-</i>	4. Revision More prefixes <i>im-</i> <i>ir-</i> <i>re-</i> <i>sub-</i>	5. Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>	6. Endings which sound like /ʃəl/	7. Review and assessment of spelling taught this half term.
Summer 2	1. Statutory word list and adding prefixes and suffixes to these where appropriate	2. Suffixes <i>-ant</i> , <i>-ance</i> and <i>-ancy</i> .	3. Suffixes <i>-ent</i> , <i>-ence</i> and <i>-ency</i> .	4. Suffixes <i>-able</i> and <i>-ably</i> .	5. Suffixes <i>-ible</i> and <i>-ibly</i> .	6. Words with 'silent' letters	7. Review and assessment of spelling taught this half term.