



Spelling Long Term Plan

| Year 1 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | The sounds /f/ and /s/, spelt 'ff' and 'ss' | The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. | The trigraph igh | The sound /k/ spelt with 'k' not 'c', before e, i and y | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | New consonant spelling 'ph' and 'wh' |
| Week 2 | The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' | The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables | The vowel digraph 'ar' | The split vowel digraphs 'a-e' and 'e-e' | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | Adding the prefix -un without any change to the spelling of the root word |
| Week 3 | Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word | The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) | The vowel digraph 'er' (unstressed) 'er' (stressed) | The split vowel digraphs 'i-e' 'o-e' | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | Adding s and es to words |
| Week 4 | The sound spelt n before g 'ng' The sound spelt n before k 'nk' | The sound /ee/ spelt 'e' and with the vowel digraph 'ee' | The vowel digraph 'ir', 'ur' | The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | Compound words |

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Spelling Long Term Plan

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| Week 5 | The sound /ch/ spelt 'ch' The sound /ch/ spelt -'tch' | The vowel digraph 'ea' | Adding -er and -est to adjectives where no change is needed to the root word | The vowel digraph 'oo' – very few words have oo at the end | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | Read words with contractions (Word reading - English) |
| Week 6 | The sound v The /v/ sound at the end of words spelt with 've' | The vowel digraph 'ie' making the /igh/ and / ee/ sounds | Days of the week/ Common Exception Words | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | The sounds/oo/ and /yoo/ spelt with 'ue' 'ew' | Common Exception Words |
| Review | | | | | | |



Spelling Long Term Plan

| Year 2 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words | The sound /l/ spelt with '-le' at the end of words | Adding -ed, -er and -est to a word ending in -y with a consonant before it | The sound /u/ spelt with 'o' | The suffixes -ment, -ness, and -ful | Homophones and near homophones |
| Week 2 | The sounds /r/ spelt 'wr' at the beginning of words | The sound /l/ spelt with '-el' at the end of words | Adding -ing to a word ending in -y with a consonant before it | The sound /ee/ spelt with '-ey' | The suffixes -less and -ly | Homophones and near homophones |
| Week 3 | The sound /s/ spelt 'c' before e, i and y | The sound /l/ spelt with '-il' and '-al' at the end of words | Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | The /o/ sound spelt with 'a' after w and qu | Words ending in -tion | Homophones and near homophones Conjunctions |
| Week 4 | The sound /j/ spelt with '-dge' and '-ge' at the end of words | The sound /igh/ spelt with '-y' at the end of words | Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel | The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w | Contractions | Months of the year/ time |

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| Week 5 | The sound /j/ often spelt with g before e, i and y The sound /j/ always spelt with 'j' before a, o and u | Adding -ies to nouns and verbs ending in -y | The sound /or/ spelt 'a' before l or ll | The sound /zh/ spelt 's' | The possessive apostrophe | Months of the year/ time |
| Week 6 | Common exception words | Common exception words | Common exception words | Common exception words | Common exception words | Question words SPaG terms |
| Review | | | | | | |



Spelling Long Term Plan

| Year 3 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | Words with the long /ei/ sound spelt ei | Creating adverbs using the suffix -ly (no change to the root word) | Words with short /i/ sound spelt with 'y' | Homophones and near homophones | Words ending in -ary | Words ending in the suffix -al |
| Week 2 | Words with the long /ei/ sound spelt with ey | Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) | Adding suffixes beginning with a vowel (er/ ed/ ing) to words with more than one syllable (unstressed last syllable – do not double the final consonant) | Homophones and near homophones | Words with a short /u/ sound spelt with 'o' | Words ending with an /zher/ sound spelt with 'sure' |
| Week 3 | Words with the long /ei/ sound spelt with ai | Creating adverbs using the suffix -ly (root word ends in 'le') | Adding suffixes beginning with a vowel (er/ ed/ ing) to words with more than one syllable (stressed last syllable – double the consonant) | Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back') | Words with a short /u/ sound spelt with 'ou' | Words ending with a /cher/ sound spelt with 'ture' |



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| Week 4 | Words with /e/ sound spelt with ear | Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') | Creating negative meanings using the prefix mis- | Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' | Word families based on common words, showing how words are related in form and meaning | Words ending with a /cher/ sound spelt as 'ture' |
| Week 5 | Homophones and near homophones | Creating adverbs using the suffix -ly (exceptions to the rule) | Creating negative meanings using the prefix dis- | Words with a /sh/ sound spelt with 'ch' | Word families based on common words, showing how words are related in form and meaning | Silent letters revision |
| Week 6 | Homophones and near homophones | Statutory spelling challenge words | Words with a /k/ sound spelt with 'ch' | Statutory spelling challenge words | Word families based on common words, showing how words are related in form and meaning | Silent letter revision |
| Review | | | | | | |



Spelling Long Term Plan

| Year 4 | | | | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | Words with /aw/ spelt with augh and au | Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') | Homophones and near homophones | Words with the /s/ sound spelt with 'sc' | Adding the prefix inter- (meaning 'between' or 'among') | Adding the suffix -ous (no change to the root word) |
| Week 2 | Adding the prefix in- (meaning 'not' or 'into') | Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') | Homophones and near homophones | Words with a 'soft c' spelt with 'ce' | Adding the prefix anti- (meaning 'against') | Adding the suffix -ous (no definitive root word) |
| Week 3 | Adding the prefix im- (before a root word starting with 'm' or 'p') | Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) | Nouns ending in the suffix -ation | Words with a 'soft c' spelt with 'ci' | Adding the prefix auto- (meaning 'self' or 'own') | Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') |
| Week 4 | Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') | Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') | Nouns ending in the suffix -ation | Word families based on common words, showing how words are related in form and meaning | Adding the prefix ex- (meaning 'out') | Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge') |

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| Week 5 | Homophones and near homophones | Words with 'ough' to make a long /o/, /oo/ or /or/ sound | Adding the prefix sub- (meaning 'under') and adding the prefix super – (meaning 'above') | Word families based on common words, showing how words are related in form and meaning | Adding the prefix non- (meaning 'not') | Adverbials of frequency and possibility |
| Week 6 | Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') | Statutory spelling challenge words | Plural possessive apostrophe with plural words | Statutory spelling challenge words | Words ending in –ar/ -er | Adverbials of manner |
| Review | | | | | | |



Spelling Long Term Plan

| Year 4/5 | | | | | | |
|---------------|-----------------------------------------------------------------------|--------------------------------------|-----------------------------------|--------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | Words with endings that sound like /shuhs/ spelt with –cious | Words with silent letters | Creating nouns using –ity suffix | Words with an /or/ sound spelt ‘or’ | Words containing the letter string ‘ough’ | Unstressed vowels in polysyllabic words |
| Week 2 | Words with endings that sound like /shuhs/ spelt with –tious or –ious | Words with silent letters | Creating nouns using –ness suffix | Words with /or/ sound spelt ‘au’ | Words containing the letter string ‘ough’ | Adding verb prefixes de- and re- |
| Week 3 | Words with the short vowel sound /i/ spelt with y | Modal verbs | Creating nouns using –ship suffix | Convert nouns or adjectives into verbs using the suffix –ate | Adverbials of time | Adding verb prefix over- |
| Week 4 | Words with the long vowel sound /i/ spelt with y | Words ending in ‘ment’ | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix –ise | Adverbials of place | Convert nouns or verbs into adjectives using suffix -ful |
| Week 5 | Homophones and near homophones | Adverbs of possibility and frequency | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix –ify | Words with an /ear/ sound spelt ‘ere’ | Convert nouns or verbs into adjectives using suffix –ive |

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| Week 6 | Homophones and near homophones | Statutory spelling challenge words | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix -en | Statutory spelling challenge words | Convert nouns or verbs into adjectives using suffix -al |
| Review | | | | | | |



Spelling Long Term Plan

| Year 5 | | | | | | |
|---------------|-----------------------------------------------------------------------|--------------------------------------|-----------------------------------|--------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | Words with endings that sound like /shuhs/ spelt with –cious | Words with silent letters | Creating nouns using –ity suffix | Words with an /or/ sound spelt ‘or’ | Words containing the letter string ‘ough’ | Unstressed vowels in polysyllabic words |
| Week 2 | Words with endings that sound like /shuhs/ spelt with –tious or –ious | Words with silent letters | Creating nouns using –ness suffix | Words with /or/ sound spelt ‘au’ | Words containing the letter string ‘ough’ | Adding verb prefixes de- and re- |
| Week 3 | Words with the short vowel sound /i/ spelt with y | Modal verbs | Creating nouns using –ship suffix | Convert nouns or adjectives into verbs using the suffix –ate | Adverbials of time | Adding verb prefix over- |
| Week 4 | Words with the long vowel sound /i/ spelt with y | Words ending in ‘ment’ | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix –ise | Adverbials of place | Convert nouns or verbs into adjectives using suffix -ful |
| Week 5 | Homophones and near homophones | Adverbs of possibility and frequency | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix –ify | Words with an /ear/ sound spelt ‘ere’ | Convert nouns or verbs into adjectives using suffix –ive |

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| Week 6 | Homophones and near homophones | Statutory spelling challenge words | Homophones and near homophones | Convert nouns or adjectives into verbs using the suffix -en | Statutory spelling challenge words | Convert nouns or verbs into adjectives using suffix -al |
| Review | | | | | | |



Spelling Long Term Plan

| Year 6 | | | | | | |
|---------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Week 1 | Ambitious synonyms: adjectives | Words ending in – able | Adding suffixes beginning with vowel letters to words ending in –fer | Words with endings which sound like /shuhl/ after a vowel letter | Word families based on common words, showing how words and related in form and meaning | Synonyms and antonyms |
| Week 2 | Homophones and near homophones: nouns that end in – ce/ -cy and verbs that end in –se/ -sy | Words ending in – able | Words with a long /e/ sound spelt 'ie' and 'ei' after c (and exceptions) | Words with endings which sound like /shuhl/ after a consonant letter | Words that can be nouns and verbs | Synonyms and antonyms |
| Week 3 | Adjectives ending in – ant into nouns ending in –ance/ -ancy | Words ending in – ably | Words with the long /e/ sound spelt 'ie' and 'ei' after c (and exceptions) | Words with a 'soft c' spelt /ce/ | Words that can be nouns and verbs | Synonyms and antonyms |
| Week 4 | Adjectives ending in – ent into nouns ending in –ence/ -ency | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Words with a long /a/ sound spelt 'ou' or 'ow' | Synonyms and antonyms |

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| Week 5 | Hyphens: to join a prefix ending in a vowel to a root words beginning with a vowel | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words and related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Words ending in -ible | Synonyms and antonyms |
| Week 6 | Hyphens: to join compound adjectives to avoid ambiguity | Creating diminutives using prefixes micro- or mini- | Statutory spelling challenge words | Statutory spelling challenge words | Words ending in -ibly | Synonyms and antonyms |
| Review | | | | | | |