

Curriculum Overview: Spelling

Spelling at Corpus Christi Catholic Primary

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Phase 1:</p> <p>General sound discrimination</p> <p>Rhythm and rhyme</p> <p>Alliteration</p> <p>Voice Sounds</p> <p>Oral blending and segmenting</p>	<p>Phase 2:</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u r, h, b, f, ff, l, ll, ss</p> <p>Tricky words (common exception non-decodable words):</p> <p>to, the, no, go, I into</p>	<p>Phase 3:</p> <p>j, w, v, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, oi, ow,</p> <p>Tricky words: (common exception non-decodable words):</p> <p>he, she, we, me, be, was, my,</p>	<p>er, ur, or, ar, air, ear, ure</p> <p>Review Phase 3 graphemes and re-teach any according to Phonics assessment data.</p> <p>Tricky words: they, you, her, all, are</p>	<p>Adjacent consonants:</p> <p>st, nd, mp, nt, nk, ft, sk, lt lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, tw, sm, pr, sc, sn, nch, scr, shr, thru, str</p> <p>Phase 4 words with adjacent consonants and Phase 3 graphemes</p> <p>Polysyllabic words</p> <p>Tricky words: (common exception</p>	<p>Review Phase 4:</p> <p>Adjacent consonants:</p> <p>Words with adjacent consonants and Phase 3 graphemes</p> <p>Polysyllabic words</p> <p>Recap: CVCC words, e.g. lost CCVC words, e.g. crab CCVCC words, e.g. crisp CCCVC words e.g.</p>

					<p>non-decodable words):</p> <p>said, so, he, she, we, me, be, have, like, some, come was you, were, there, little, one, they, all, are, do, when, out, what, my, her</p>	<p>scrap</p> <p>CCCVCC words, e.g. scrunch</p> <p>Tricky words:</p> <p>(common exception non-decodable words): said, so, he, she, we, me, be, have, like, some, come was you, were, there, little, one, they, all, are, do, when, out, what, my, her</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 	Review Phase 3 & 4: Phase 3 * digraphs and trigraphs * tricky words Phase 4 * adjacent consonants * words with adjacent consonants and Phase 3 graphemes * polysyllabic words * tricky words	Phase 5: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au a-e, e-e, i-e, o-e, u-e	Review Phase 5: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au a-e, e-e, i-e, o-e, u-e	Sound Families: ai, ay, a-e ee, ea, e-e igh, ie, i-e oa, oe, o-e oo, ew, ue, u-e oo, u or, aw, au er, ur, ir oi, oy ow, ou, f, ff, ph	Phase 5 Alternative pronunciations: i (find), o (cold), c (nice), g (giant), u (unit), ow (blow), ie (field), ea (bread), a (what), y (by, very), ch (chemist) Sound Families: ai, ay, a-e, ee, ea, e-e, igh, ie, i-e, oa, oe, o-e, oo, ew, ue, u-e oo, u or, aw, au er, ur, ir oi, oy ow, ou, f, ff, ph	Review Phase 3, 4 & 5 and re-visit areas according to Phonics assessment data
	Tricky word revision: said, so, he, she, we, me, be, have, like, some, come was you, were, there, little, one, do, when, out, what, my, her	Tricky words: oh, their, people, Mr, Mrs, looked, called, asked, little, one, do, what, out	National Curriculum Year 1 Common Exception Words revision: the, to, said, were, you, go, was, my, they, all, are	National Curriculum Year 1 Common Exception Words: his, by, there, love, put, full, pull, push,	National Curriculum Year 1 Common Exception Words: today, says, has, your, where, once, our, house	National Curriculum Year 1 Common Exception Words: of, is, ask, here, friends, some, school



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>'dge' and 'ge' at the end of words (e.g. charge)</p> <p>Homophones and near-homophones</p> <p>'ey' sound (e.g. donkey)</p> <p>The sound 'a' after w and qu (e.g. squash)</p>	<p>The sound spelt 'or' after w and the sound spelt ar after w (e.g. world)</p> <p>Suffixes -ment, -ness, -ful, -less and -ly</p> <p>Contractions</p> <p>Words ending in -tion</p>	<p>The sound spelt -le at the end of words (e.g. bottle)</p> <p>Homophones and near-homophones</p> <p>The sound spelt -el at the end of words</p>	<p>The possessive apostrophe.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. replied)</p> <p>Adding -ed, -ing, -er -est and -y to words of one syllable ending in a single consonant letter after a single vowel (e.g. saddest)</p>	<p>The sound spelt 'wr' at the beginning of words (e.g. write)</p> <p>The sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>The sound spelt a before l and ll (e.g. ball)</p>	<p>The sound 'o' (e.g. other)</p> <p>Words ending in -il</p> <p>The sound spelt 'dge' and 'ge' at the end of words and sometimes spelt g elsewhere in a word before e, I and y. (e.g. bridge)</p> <p>The sound spelt 'c' before e, I and y</p>
	<p>National Curriculum Year 2 Common Exception Words:</p> <p>move</p> <p>prove</p> <p>sure</p> <p>sugar</p> <p>eye</p> <p>could</p> <p>should</p> <p>would</p> <p>mid</p> <p>who</p>	<p>National Curriculum Year 2 Common Exception Words:</p> <p>door</p> <p>floor</p> <p>poor</p> <p>because</p> <p>find</p> <p>kind</p> <p>behind</p> <p>child</p> <p>children</p> <p>Christmas</p>	<p>National Curriculum Year 2 Common Exception Words:</p> <p>wild</p> <p>climb</p> <p>most</p> <p>only</p> <p>both</p> <p>old</p> <p>cold</p> <p>gold</p> <p>told</p> <p>hold</p>	<p>National Curriculum Year 2 Common Exception Words:</p> <p>every</p> <p>everybody</p> <p>even</p> <p>great</p> <p>break</p> <p>steak</p> <p>pretty</p> <p>beautiful</p> <p>after</p> <p>fast</p>	<p>National Curriculum Year 2 Common Exception Words:</p> <p>last</p> <p>past</p> <p>father</p> <p>class</p> <p>grass</p> <p>plant</p> <p>path</p> <p>bath</p> <p>hour</p> <p>improve</p>	<p>National Curriculum Year 2 Common Exception Words:</p> <p>whole</p> <p>any</p> <p>many</p> <p>clothes</p> <p>busy</p> <p>parents</p> <p>water</p> <p>again</p> <p>half</p> <p>money</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 National Curriculum Statutory Word list	eight arrive breath circle fruit guard height often popular eighth	difficult famous extreme guide heart history popular minute natural believe	appear material library perhaps sentence various regular bicycle possess caught	imagine decide group learn weight build early island grammar therefore	earth answer busy centre century describe exercise February occasion straight	special strange possible probably strength surprise remember although notice recent
Spelling Programme 	Homophones and near Homophones 'ee', 'ea' Words with the ei sound spelt ei, eigh or ey (e.g. eight) Words with the sound spelt ch (e.g. brochure)	Endings which spelt – cian (e.g. musician) The sound spelt y elsewhere than at the end of words (e.g. crystal) The sound spelt ou (e.g. young) Prefixes – in	Prefixes -super (e.g. superstar) Prefixes –im (e.g. impossible) Endings -sion (e.g. television)	Endings spelt – tion (position) Endings spelt – sion Prefix -re Words with endings -ure and -sure (e.g. measure)	Suffix – ly Homophones and near homophones Consolidating previous learning	Initial 's' sound spelt with ci, ce and cy Initial 's' sound spelt with ci, ce and cy Consolidating previous learning

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Year 4 National Curriculum Statutory Word list	actual address calendar disappear experience particular thought separate difficult weight	notice ordinary certain suppose breathe increase recent quarter group island	although through potatoes enough possess natural believe different possible probably	complete opposite experiment naughty grammar knowledge favourite caught promise occasion	purpose straight surprise therefore pressure peculiar heard important interest consider	address believe business complete different eighth experience increase island medicine
Spelling Programme 	Homophones and near Homophones (affect/effect) Homophones and near Homophones (medal/meddle) Words with sc (e.g. science) Endings which sound like ſɒn spelt – sion	Prefixes – dis and mis Prefixes – il and il words Adding suffix – ation (e.g. preparation) Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting forgotten)	Recap Autumn Term Words ending with the sound spelt – gue and the sound spelt - que (e.g. antique) Endings spelt - ssion (e.g. admission) words sound spelt ch (e.g. echo)	Endings spelt – tion (e.g. hesitation) Suffix – ous (e.g. enormous) Homophones and near homophones (weather/whether)	Recap – Spring Term Suffix -ly Prefix -sub, anti and auto nter – means ‘between’ or ‘among.’	Possessive apostrophes with plural words apostrophe is added at the end of plural words ending in s (sisters’) s comes after the apostrophe if the plural does not end in s (children’s) Consolidating Year 4

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Year 5 National Curriculum Statutory Word list	<p>accompany amateur bargain bruise community competition explanation guarantee individual prejudice</p>	<p>occur forty according lightning stomach pronunciation signature criticise immediately attached</p>	<p>especially neighbour determined accommodate interfere committee apparent harass aggressive communicate</p>	<p>dictionary existence especially neighbour average conscience vehicle shoulder relevant twelfth</p>	<p>excellent familiar identity privilege recognise yacht sufficient rhythm leisure soldier</p>	<p>physical variety system rhyme ancient category develop occupy muscle suggest</p>
Spelling Programme 	<p>Recap of mixed spellings pattern from previous years</p> <p>The -able / -ably word ending is often used if there is a related word ending in -ation. e.g. adorable/adoration</p>	<p>Words with silent letters (e.g. knead)</p> <p>Words with the sound spelt ei after c and other consonants (e.g. receive)</p> <p>Words containing the letter string ough</p>	<p>Recap Autumn Term</p> <p>Words containing the letter string ough (e.g. enough)</p> <p>Words ending in able (e.g. reliable)</p> <p>Homophones – words that are confused (serial/cereal)</p>	<p>Endings which sound spelt -cious or -tious (e.g. ambitious)</p> <p>Words ending in -ancy</p> <p>Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Words with silent letters (e.g. aisle)</p>	<p>Recap – Spring Term</p> <p>Homophones – words that are confused (e.g. wary/weary)</p> <p>Words ending in ably (continued) (e.g. comparably)</p> <p>Words with silent letters (silent w)</p>	<p>ly endings</p> <p>Words with silent letters (silent b)</p> <p>Consolidating</p>

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Year 6 National Curriculum Statutory Word list	attached available cemetery convenience environment foreign hindrance immediately temperature thorough	equip equipped equipment criticise critic immediate ancient category develop sufficient	correspond awkward achieve embarrass profession sacrifice harass aggressive definite queue	nuisance language secretary restaurant communicate government controversy determined accommodate signature	opportunity parliament programme privilege explanation disastrous exaggerate frequently necessary appreciate	vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade
Spelling Programme 	Mixed words from the range of spelling patterns and rules from previous year. Homophones – words that are confused (e.g. heard/herd) Words ending in -able and -ible (e.g. knowledgeable)	Adding suffixes beginning with vowel letters to words ending in -fer ough – there are several sounds this letter string makes. Double consonants statutory spellings apparent appreciate attached communicate community correspond embarrass exaggerate excellent	Endings which are spelt – ious (e.g. delicious) Endings which are spelt -cial and -tial (e.g. artificial) Homophones (e.g. desert/dessert)	Words with silent letters ‘t’ Words ending in -ent, -ence, ency Double consonant: necessary immediate marvellous profession programme recommend sufficient suggest collection channel	Words ending in ance (e.g. observance) Abstract noun Use of the hyphen Double consonants: statutory spellings accommodate accommodation aggressive embarrass apparatus success successfully willingness worthlessness happiness	A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class – ly Words ending in –ant (e.g. contestant) Consolidating

