




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:</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</p> <p>CCVC words, e.g. crab</p> <p>CCVCC words, e.g. crisp</p>


					<p>(common exception 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>CCVC words e.g. 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>

	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> move prove sure sugar eye could should would mid who </p>	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> door floor poor because find kind behind child children Christmas </p>	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> wild climb most only both old cold gold told hold </p>	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> every everybody even great break steak pretty beautiful after fast </p>	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> last past father class grass plant path bath hour improve </p>	National Curriculum Year 2 Common Exception Words: <p style="text-align: center;"> whole any many clothes busy parents water again half money </p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 National Curriculum Statutory Word list	<p style="text-align: center;"> eight arrive breath circle fruit guard height often popular eighth </p>	<p style="text-align: center;"> difficult famous extreme guide heart history popular minute natural believe </p>	<p style="text-align: center;"> appear material library perhaps sentence various regular bicycle possess caught </p>	<p style="text-align: center;"> imagine decide group learn weight build early island grammar therefore </p>	<p style="text-align: center;"> earth answer busy centre century describe exercise February occasion straight </p>	<p style="text-align: center;"> special strange possible probably strength surprise remember although notice recent </p>

<p>Spelling Programme</p> 	<p>Homophones and near Homophones 'ee', 'ea'</p> <p>Words with the ei sound spelt ei, igh or ey (e.g. eight)</p> <p>Words with the sound spelt ch (e.g. brochure)</p>	<p>Endings which spelt – cian (e.g. musician)</p> <p>The sound spelt y elsewhere than at the end of words (e.g. crystal)</p> <p>The sound spelt ou (e.g. young)</p> <p>Prefixes – in</p>	<p>Prefixes -super (e.g. superstar)</p> <p>Prefixes –im (e.g. impossible)</p> <p>Endings -sion (e.g. television)</p>	<p>Endings spelt – tion (position)</p> <p>Endings spelt – sion</p> <p>Prefix -re</p> <p>Words with endings -ure and -sure (e.g. measure)</p>	<p>Suffix – ly</p> <p>Homophones and near homophones</p> <p>Consolidating previous learning</p>	<p>Initial 's' sound spelt with ci, ce and cy</p> <p>Initial 's' sound spelt with ci, ce and cy</p> <p>Consolidating previous learning</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 4 National Curriculum Statutory Word list</p>	<p>actual address calendar disappear experience particular thought separate difficult weight</p>	<p>notice ordinary certain suppose breathe increase recent quarter group island</p>	<p>although through potatoes enough possess natural believe different possible probably</p>	<p>complete opposite experiment naughty grammar knowledge favourite caught promise occasion</p>	<p>purpose straight surprise therefore pressure peculiar heard important interest consider</p>	<p>address believe business complete different eighth experience increase island medicine</p>

<p>Spelling Programme</p> 	<p>Homophones and near Homophones (affect/effect)</p> <p>Homophones and near Homophones (medal/meddle)</p> <p>Words with sc (e.g. science)</p> <p>Endings which sound like fən spelt – sion</p>	<p>Prefixes – dis and mis</p> <p>Prefixes – il and il words</p> <p>Adding suffix – ation (e.g. preparation)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting forgotten)</p>	<p>Recap Autumn Term</p> <p>Words ending with the sound spelt – gue and the sound spelt – que (e.g. antique)</p> <p>Endings spelt – ssion (e.g. admission)</p> <p>words sound spelt ch (e.g. echo)</p>	<p>Endings spelt – tion (e.g. hesitation)</p> <p>Suffix – ous (e.g. enormous)</p> <p>Homophones and near homophones (weather/whether)</p>	<p>Recap – Spring Term</p> <p>Suffix -ly</p> <p>Prefix -sub, anti and auto</p> <p>nter – means ‘between’ or ‘among.’</p>	<p>Possessive apostrophes with plural words</p> <p>apostrophe is added at the end of plural words ending in s (sisters’)</p> <p>s comes after the apostrophe if the plural does not end in s (children’s)</p> <p>Consolidating Year 4</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 5</p> <p>National Curriculum Statutory Word list</p>	<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>

<p>Spelling Programme</p> 	<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>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 6</p> <p>National Curriculum Statutory Word list</p>	<p>attached available cemetery convenience environment foreign hindrance immediately temperature thorough</p>	<p>equip equipped equipment criticise critic immediate ancient category develop sufficient</p>	<p>correspond awkward achieve embarrass profession sacrifice harass aggressive definite queue</p>	<p>nuisance language secretary restaurant communicate government controversy determined accommodate signature</p>	<p>opportunity parliament programme privilege explanation disastrous exaggerate frequently necessary appreciate</p>	<p>vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade</p>

<p>Spelling Programme</p> 	<p>Mixed words from the range of spelling patterns and rules from previous year.</p> <p>Homophones – words that are confused (e.g. heard/herd)</p> <p>Words ending in -able and -ible (e.g. knowledgeable)</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>ough – there are several sounds this letter string makes.</p> <p>Double consonants statutory spellings apparent appreciate attached communicate community correspond embarrass exaggerate excellent</p>	<p>Endings which are spelt – ious (e.g. delicious)</p> <p>Endings which are spelt -cial and -tial (e.g. artificial)</p> <p>Homophones (e.g. desert/dessert)</p>	<p>Words with silent letters ‘t’</p> <p>Words ending in -ent, -ence, ency</p> <p>Double consonant: necessary immediate marvellous profession programme recommend sufficient suggest collection channel</p>	<p>Words ending in ance (e.g. observance)</p> <p>Abstract noun</p> <p>Use of the hyphen</p> <p>Double consonants: statutory spellings accommodate accommodation aggressive embarrass apparatus success successfully willingness worthlessness happiness</p>	<p>A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class – ly</p> <p>Words ending in –ant (e.g. contestant)</p> <p>Consolidating</p>
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