



# Spelling Long Term Plan 2025 – 2026

<b>Aims:</b>	<ul style="list-style-type: none"> <li>We aim to provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.</li> <li>We aim to deliver the spelling objectives outlined in the National Curriculum.</li> <li>We aim to help children recognise that spelling is a valuable, lifelong communication skill.</li> <li>We aim to encourage children to have a positive view of themselves as spellers.</li> <li>We aim to enhance children's editing and proof reading skills.</li> </ul>
<b>Resources:</b>	<ul style="list-style-type: none"> <li>Year 1 spelling is taught alongside phonics. Year 1 spellings link directly to the phonetic sounds, high frequency words and common exception words taught in Year 1. Spellings are taken from Appendix 1 Spelling.</li> <li>Spelling is taught from Year 2 onwards following the <b>Emile</b> spelling scheme.</li> <li>Spelling homework resources are taken from the Emile scheme.</li> <li>The Emile app is used to support children in learning and embedding spelling patterns.</li> </ul>

## Year 1 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
Half Term 1	ay ou ie ea oy ir ue	ey a-e e-e i-e o-e u-e	st, nd, mp nt, nk, ft sk, lt, lp lf, lk, pt xt, tr, dr gr, cr, br
Half Term 2	aw wh ph ew oe ue au	HFW CEW CEW CEW Days of the Week CEW	fr, bl, fl gl, pl, cl sl, sp, tw sm, pr, sc sn, nch, scr shr, thr, str

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## Year 2 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
Half Term 1	<p>The /n/ sound spelt kn- and (less often) gn- at the beginning of words.</p> <p>The /r/ sound spelt wr- at the beginning of words.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /j/ sound spelt j or g.</p> <p>The /j/ sound spelt as ge and dge.</p> <p>Common Exception Words 1.</p>	<p>The /i/ sound spelt –y at the end of words.</p> <p>Adding –ies to words ending in –y.</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>Common Exception Words 3.</p>	<p>The /or/ sound spelt a before l and ll .</p> <p>The suffixes –ment, –ness &amp; –ful</p> <p>The suffixes –less and –ly.</p> <p>Words ending in –tion.</p> <p>Common Exception Words 4.</p> <p>Common Exception Word 5.</p>
Half Term 2	<p>The /l/ sound spelt –le at the end of words.</p> <p>The /l/ sound spelt –el at the end of words.</p> <p>The /l/ sound spelt –al at the end of words.</p> <p>Words ending –il.</p> <p>Common Exception Words 2.</p> <p>Compound words 2.</p> <p>Year 2, autumn term, spelling assessment.</p>	<p>The /u/ sound spelt o.</p> <p>The /ee/ sound spelt –ey.</p> <p>The /o/ sound spelt a after w or qu</p> <p>The /ur/ sound spelt or after w.</p> <p>The /or/ sound spelt ar after w.</p> <p>The /zh/ sound spelt s.</p> <p>Year 2, spring term, spelling assessment.</p>	<p>Homophones 1.</p> <p>Homophones and near-homophones 2.</p> <p>Contractions.</p> <p>The possessive apostrophe (singular nouns).</p> <p>Common Exception Words 6</p> <p>Question words.</p> <p>Year 2, summer term, spelling assessment.</p>

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## Year 3 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
<b>Half Term 1</b>	<p>The /ay/ sound spelt ei. The /ay/ sound spelt ey. Homophones and near-homophones 1. Homophones and near-homophones 2. The /s/ sound spelt c before e, i and y. (Year 2 revision). Double consonants.</p>	<p>The prefix dis–. The prefix mis–. The prefix re–. Adding suffixes beginning with vowel letters to words of more than one syllable. *Split digraph i-e with a short &amp; long vowel sound (Year 1 revision). The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision).</p>	<p>Words containing the letter string ough. Days of the week &amp; seasons. Months of the Year Time &amp; Place Cross curricular. Direction Dimension &amp; Amount.</p>
<b>Half Term 2</b>	<p>Suffix -ly. Suffix -ly where the root word ends in y. Adverbs with the suffix -ly where the root word ends in le. Adverbs with the suffix -ly where the root word ends in ic. Adverbs with the suffix -ly exceptions &amp; consolidation.  Year 3, autumn term, spelling assessment.</p>	<p>The /k/ sound spelt ch. The /sh/ sound spelt ch. Words ending with the /g/ &amp; /k/ sound spelt gue and que. The /s/ sound spelt sc The /i/ sound spelt y. The /u/ sound spelt ou.  Year 3, spring term, spelling assessment.</p>	<p>The vowel digraph ea. Word family – sol. Word families – dec, cent, milli &amp; micro. Conjunctions Prepositions Long /ee/ sound spelt y at the end of words.  Year 3, summer term, spelling assessment.</p>

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## Year 4 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
<b>Half Term 1</b>	Prefix in-. Prefix im-. Prefixes il- and ir-. Prefixes sub- and super-. Prefix inter-. Prefixes anti- & auto-.	Words ending sounds /zhuh/ spelt -sure. Words ending sounds /cher/ spelt -ture. Words ending /shuhn/ spelt -sion. Words ending /shuhn/ spelt -ssion. Words ending /shuhn/ spelt -tion. Words ending /shuhn/ spelt -cian.	Possessive apostrophe with plural words. The suffix -ary. Words spelt -ar. Words spelt -er. Word families – uni, bi, tri & quad. Word families – pent, hex, oct, & dec.
<b>Half Term 2</b>	Adverbs of Manner Adverbs of Time Adverbs of Place Nouns ending in -ation. Year 3 & 4 Word List 1. Year 3 & 4 Word List 2.  Year 4, autumn term, spelling assessment.	Suffix -ous with no change to the root word. Suffix -ous with no root word. Suffix -ous where -our is changed to -or before -ous is added. Suffix -ous where the word ends in -y become i. Suffix -ous where root word ends in e. Suffix -ous – consolidation.  Year 4, spring term, spelling assessment.	Word families – acro, acu/accu & aero. Word families – anni/annu, aqu & astro. Word families – bi & bio. Word families – cert, chrono & circ. Word families – co & corp. Word families – demo, dent & dia.  Year 4, summer term, 4 summer assessment.

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## Year 5 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
Half Term 1	<p>Words with endings that sound like /shuhs/ spelt with –cious.</p> <p>Words with endings that sound like /shuhs/ spelt with –tious or -ious.</p> <p>The sound /i/ spelt y (revision from year 3 &amp; 4).</p> <p>Words that start with ‘con-’.</p> <p>Words ending /shuhn/ spelt -tion. (Year 4 revision).</p> <p>The /l/ or /əl/ sound spelt –le at the end of words. (Year 3 revision).</p> <p>Silent letters</p>	<p>Words spelt ie.</p> <p>Words with a long /ee/ sound spelt ie or ei after c (and the exceptions).</p> <p>Words where c makes an /s/ sound before i, e and y.</p> <p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>*Words ending -ment.</p> <p>*Words ending -ity.</p>	<p>Words containing the letter string ough.</p> <p>Words ending in -ate.</p> <p>Words ending in -ture (inc year 4 content).</p> <p>Words ending in -age.</p> <p>Words ending in -ary.</p> <p>Suffix -ly (inc year 3 content) .</p>
Half Term 2	<p>Adjectives ending in -ant into nouns ending in -ance/-ation .</p> <p>Adjectives ending in -ent into nouns ending in -ence/-ency.</p> <p>Words ending in -able.</p> <p>Words ending in -able &amp; -eable.</p> <p>Words ending in -ible.</p> <p>Words that end in -ibly.</p> <p>Year 5, autumn term, spelling assessment.</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Words with endings which sound like /shuhl/ after a vowel spelt -cial.</p> <p>Words with endings which sound like /shuhl/ after a consonant spelt -tial.</p> <p>*Words beginning acc-.</p> <p>*Words beginning occ-.</p> <p>*Words ending in -ant</p> <p>Year 5, spring term, spelling assessment.</p>	<p>Prefix -inter.</p> <p>Double consonant.</p> <p>Year 5 &amp; 6 Word List 1.</p> <p>Year 5 &amp; 6 Word List 2.</p> <p>Homophones (-ce/se)</p> <p>Homophones</p> <p>Homophones</p> <p>Year 5, summer term, spelling assessment.</p>

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## Year 6 – Spelling Pattern Yearly Overview

	Autumn Term	Spring Term	Summer Term
<b>Half Term 1</b>	Synonyms 1. Synonyms 2. Antonyms. Word families – com & contra. Word families – equ, ex & extra. Word families – gen, geo & graph.	Identifying & addressing gaps.	Word families – non & neg. Word families – nov & numer. Word families – omni & para. Word families – per & pre. Word families – post & pro. Word families – re & reg.
<b>Half Term 2</b>	Word families – labor & liber . Word families - loc & log. Word families – maxi & mini. Word families – mid & mal. Word families – mono & du. Word families – nat & mort.  Year 6, autumn term assessment.	Identifying & addressing gaps.	Word families – rupt & trans. Word families – sect & super. Word families – tele & terr. Word families – scribe/scrip. Word families – ver & verb. Word families – aud, vid & vac.  Year 6, summer term assessment.