

Curriculum Overview: Spelling

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
N	N1 Step 1: Core Strength & Body Awareness Animal walks, yoga, tummy time	N2 Step 7: Fine Motor Isolation & Grip Threading, peg boards, finger games	N1 Step 2: Big Shoulder Movements Vertical painting, large brushes	N2 Step 8: Coordination of Both Hands Scissors, cutters, tongs	N1 Step 3: Arm Coordination & Rhythm Dancing, beanbag throws	N2 Step 9: Hand-Eye Precision Tasks Tracing shapes, puzzles, pegs	N1 Step 4: Wrist Mobility & Rotation Stirring, scooping, air drawing	N2 Step 10: Pre-Writing Marks & Patterning Line and shape tracing, chalking	N1 Step 5: Elbow and Forearm Control Windmills, climbing, squeezing	N2 Step 11: Tripod Grip and Tool Control Crayon control, pencil grip, letter families	N1 Step 6: Hand Strength Development Playdough, squeezing, hand tools	N2 Step 12: Independent Mark-Making & Letter Formation RWI letter phrases End Goal: acquire pressure to write
R Phonics – Word Reading (ELG 09 Word Reading) Blending & Decoding (ELG 09 Word Reading)	Whole Class Daily Sessions <i>Focus: first 16 single sounds</i> Spelling - magnetic boards		Expected Progress: 25–30 sounds, Set 1C Group <i>Focus: Orally segmenting & blending CVC words 1.1–1.2</i> Dictation - Fred Fingers		Expected Progress: 25–30 sounds, Ditty Group <i>Focus: Segmenting & blending CVC words 1.3–1.4</i> Dictation - Fred Fingers		Expected Progress: 31–34 sounds, Red Group <i>Focus: Segmenting & blending 4-sound words 1.4–1.5</i> Dictation - Fred Fingers		Expected Progress: 35–40 sounds, Green Group <i>Focus: Segmenting & blending 5-sound words 1.6–1.7</i> Dictation - Fred Fingers		Expected Progress: 41–46 sounds, Green Group <i>Focus: Segmenting & blending 5-sound words 1.6–1.7</i> Dictation - Fred Fingers	
1 Children working at the expected standard should be working at:	Purple - 47–51 sounds Set 2 digraphs (ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy) Dictation - Fred Fingers		Pink - 52–57 sounds Set 2–3 (ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure) Dictation - Fred Fingers		Orange - 58–63 sounds Set 3 consolidation Dictation - Fred Fingers		Yellow - 64–68 sounds Fluency focus (65+ WPM) Dictation - Fred Fingers & hold/ build a sentence		Yellow - 69–74 sounds Fluency & NC spelling rules Dictation - Fred Fingers & hold/ build a sentence		Secure Yellow / moving to Blue Consolidation: Set 3 + NC rules Dictation - Fred Fingers & hold/ build a sentence	
2 Weekly spellings from Spring 8x new 2x review Weekly dictation	Blue - 75 Sounds- Focus on Fluency: 80+ words per minute Dictation - Fred Fingers & hold/ build a sentence Spelling rules taught: dge = /j/ ge = /j/ g = /j/ kn, gn = /n/ Y2 CEW: door, floor, poor, find, kind, mind, behind, child, children, because wr = /r/		Grey - Expected Progress: 75 Sounds, Focus on Fluency: 100+ words per minute Dictation - Fred Fingers & hold/ build a sentence Spelling rules taught: c = /s/ before e, i, y -le ending -el ending -al ending -il ending Y2 CEW: wild, climb, most, only, both, old, cold, hold, gold, told		Spelling rules taught: y = /igh/ -es after y -ed after y -er/-est after y -ing after e Y2 CEW: every, everybody, even, great, break, steak, pretty, beautiful, after, fast		Spelling rules taught: -er/-est/-ed after e -ing after CVC -ed after CVC a = /or/ o = /u/ Y2 CEW: last, past, father, class, grass, pass, plant, path, bath, rather		Spelling rules taught: ey = /ee/ a = /o/ or/ar = /er/, /or/ si/s = /zh/ -ment, -ness -ful, -less, -ly		Spelling rules taught: Homophones Homophones (near) -tion Apostrophes contraction Apostrophes possession Y2 CEW: whole, any, many, clothes, busy, people, water, again, half, hour	
3 Weekly spellings from Spring 10x new 2x review Weekly dictation	Spelling rules taught: Words where the digraph ‘ou’ makes an /ow/ sound Words where the digraph ‘ou’ makes a /u/ sound Words where ‘y’ makes an /i/ sound Words ending in ‘-sure’ Words ending in ‘-ture’ Y3/4 CEW: actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular		Spelling rules taught: Words with the prefix ‘re-’ Words with the prefix ‘dis-’ Words with the prefix ‘mis-’ Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words Y3/4 CEW: centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore		Spelling rules taught: Words with the digraph ‘ai’ and tetragraph ‘aigh’ Words with the digraph ‘ei’ and tetragraph ‘eigh’ Words where the digraph ‘ey’ makes an /ai/ sound Words with the suffix ‘-ly’ Words that are homophones Y3/4 CEW: build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight		Spelling rules taught: Words ending in ‘-al’ Words ending in ‘-le’ Words ending in ‘-ly’ where the base word ends in ‘-le’ Words ending in ‘-ly’ where the base word ends in ‘-ic’ Words ending in ‘-ly’; exceptions Y3/4 CEW: address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence		Spelling rules taught: Words with the suffix ‘-er’ Words where the digraph ‘ch’ makes a /k/ sound Words ending in ‘-gue’ and ‘-que’ Words where the digraph ‘sc’ makes a /s/ sound Words that are homophones Y3/4 CEW: accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter		Spelling rules taught: Words ending in ‘-sion’ Y3/4 CEW: special, strange, difficult, important, length, perhaps, position, pressure, question, purpose Revision Words	
4	Spelling rules taught: Words that are homophones Words with the prefix ‘in-’ meaning ‘not’		Spelling rules taught: Words ending in ‘-ation’ Words ending in ‘-ation’		Spelling rules taught: Words ending in ‘-sion’ Words ending in ‘-ous’		Spelling rules taught: Words where ‘au’ makes an /or/ sound Words ending in ‘-tion’		Spelling rules taught: Words that are homophones Words spelled with ‘c’ before ‘i’ and ‘e’		Spelling rules taught: Words that are plurals with possessive apostrophes	

Weekly spellings from Spring 10x new 2x review Weekly dictation	Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ Words with the prefix ‘sub-’ meaning ‘below’ or ‘further divided’ Words with the prefix ‘inter-’ meaning ‘between’ or ‘among’ Y3/4 CEW: strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	Words ending ‘-ly’ Words ending ‘-lly’ Words where ‘ch’ makes a /sh/ sound Y3/4 CEW: favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	Words ending in ‘-ous’ including those where ‘ge’ from the base word remains Words where a suffix is added to words ending in ‘y’ Words ending in ‘-ious’ and ‘-eous’ Y3/4 CEW: extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	Words ending in ‘-sion’ Words ending in ‘-cian’ Words that are adverbs of manner Y3/4 CEW: surprise, separate, group, height, potatoes, though, particular, through, caught, woman	Words containing ‘sol’ and ‘real’ Words containing ‘phon’ and ‘sign’ Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ Words with the prefix ‘bi-’ meaning ‘two’	scene, who’s, affect, hear, whose, heal, effect, here, heel, seen Revision Words
5 Weekly spellings from Spring 10x new 2x review Weekly dictation	Spelling rules taught: Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-tial’ Y5/6 CEW: appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	Spelling rules taught: Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’ Y5/6 CEW: accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	Spelling rules taught: Words ending in ‘-able’, where the ‘e’ from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in ‘fer’ Words with ‘silent’ first letters Words with ‘silent’ letters Y5/6 CEW: ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	Spelling rules taught: Words with ‘ie’ after ‘c’ Words where ‘ei’ can make an /ee/ sound Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency Y5/6 CEW: accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	Spelling rules taught: Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Words that are homophones or near homophones Words with the prefix ‘bi-’ meaning ‘two’	Spelling rules taught: Words with hyphens Revision Words
6 Weekly spellings from Spring 10x new 2x review Weekly dictation	Spelling rules taught: Words with the short vowel sound /i/ spelled ‘y’ Words with the long vowel sound /igh/ spelled ‘y’ Challenge Words Words with ‘cial’/shul/ after a vowel Words with ‘tial’ Y5/6 CEW: amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	Spelling rules taught: Words with an /oa/ sound spelled ‘ou’ or ‘ow’ Words with a ‘soft c’ spelled ‘ce’ Challenge Words Words with the /f/ sound spelled ‘ph’ Y5/6 CEW: appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle, according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	Spelling rules taught: Words with the suffix ‘-ably’ Words with the suffix ‘-ible’ Challenge Words Words where a suffix is added to words ending in ‘y’ Words ending in ‘-ent’ and ‘-ence’ Y5/6 CEW: accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	Spelling rules taught: Words ending in ‘-er’, ‘-or’ and ‘-ar’ Words ending in ‘-cian’ Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’ Y5/6 CEW: aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough, achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature,	Spelling rules taught: Words with origins in other countries and languages Grammar Vocabulary 1 Grammar Vocabulary 2 Adding the prefix ‘over-’ Words with the suffix ‘-ful’	Spelling rules taught: Adjectives used to describe feelings Adjectives to describe characters Words that can be nouns and verbs Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical Vocabulary