

## **Introduction**

These have been produced by the English Team to support teachers in ensuring coverage of the statutory requirements for the National Curriculum.

There is a suggested teaching sequence for each spelling convention with page numbers of where to find the supporting children's resources for each sequence. Ways to capture assessment are listed by year group in the Appendix.

## **Year 1**

### **Statutory Requirements with suggested timelines**

#### **Term 1**

Revision of Reception work

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- All letters of the alphabet and the sounds which they most commonly represent
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- Consonant digraphs and the sounds which they represent
- Vowel digraphs which have been taught and the sounds which they represent
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Words with adjacent consonants;
- Division of words into syllables-
- New consonant spellings ph and wh
- Rules and guidelines which have been taught

#### **Term 2**

Alternative pronunciations for the digraphs and trigraphs already taught

- The /v/ sound at the end of words
- -tch
- The /ŋ/ sound spelt n before k

#### **Term 3**

Compound words

- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Adding –er and –est to adjectives where no change is needed to the root word
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the prefix –un
- Using k for the /k/ sound
- Words ending –y (/i:/ or /ɪ/ depending on accent)
- Common exception words

## Year 2

### **Statutory Requirements with suggested timelines**

#### **Term 1**

- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- The /ɹ/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt –le at the end of words
- The /l/ or /əl/ sound spelt –el at the end of words
- The /l/ or /əl/ sound spelt –al at the end of words

#### **Term 2**

- The /aɪ/ sound spelt –y at the end of words,
- words ending –il
- Adding –es to nouns and verbs ending in consonant-letter–y
- Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y
- Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter

#### **Term 3**

- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- The /i:/ sound spelt –ey
- The /ɒ/ sound spelt a after w and qu
- The /ɜ:/ sound spelt or after w
- The /ɔ:/ sound spelt ar after w
- The /ʒ/ sound spelt s
- The suffixes –ment, –ness, –ful and –less
- Contractions
- The possessive apostrophe (singular nouns)
- Words ending in –tion
- Homophones and near-homophones
- Common exception words

## Year 3

### **Statutory Requirements with suggested timelines**

#### **Autumn**

Consolidation of spellings from Year 1 and 2 with weekly investigation of a pattern the class/group are not solid in.

Alongside this there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /ɪ/ sound spelt y elsewhere than at the end of words

### **Spring**

- The /ʌ/ sound spelt ou
- More prefixes
- The suffix –ation

### **Summer**

- The suffix –ly
- Words with endings sounding like /ʒə/ or /tʃə/
- Endings which sound like /ʒən/
- The suffix –ous

## **Year 4**

### **Statutory Requirements with suggested timelines**

#### **Autumn**

Consolidation of spellings from Year 1 and 2 with weekly investigation of a pattern the class/group are not solid in.

Alongside this there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
- Words with the /k/ sound spelt ch (Greek in origin)

#### **Spring**

- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
- Words with the /s/ sound spelt sc (Latin in origin)

#### **Summer**

- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Possessive apostrophe with plural words
- Homophones or near-homophones

## Year 5

### Statutory Requirements with suggested timelines

#### **Autumn**

Consolidation of spellings from Year 3 and 4 with weekly investigation of a pattern the class/group are not solid in.

Alongside this, there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Endings which sound like /ʃəs/ spelt –cious or –tious

#### **Spring**

- Endings which sound like /ʃəl/
- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

#### **Summer**

- Words ending in –able and –ible
- Adding suffixes beginning with vowel letters to words ending in –fer

## Year 6

### Statutory Requirements with suggested timelines

#### **Autumn**

Consolidation of spellings from Year 4 and 5 with weekly investigation of a pattern the class/group are not solid in.

Alongside this, there needs to be assessment of the application of these spellings in all their writing across the curriculum and used as part of the on-going modelled process of editing, reviewing and improving their writing as they go along.

- Use of the hyphen
- Words with the /i:/ sound spelt ei after c

#### **Spring**

- Words containing the letter-string ough
- Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

#### **Summer**

- Homophones and other words that are often confused