



**St Vincent's Catholic
Primary School**

To love, serve and learn as Jesus shows us

Spelling Curriculum Document

Intent

At St Vincent's Catholic Primary School, our intention is to develop confident, accurate, and independent spellers who apply their spelling knowledge consistently across all areas of their learning. We believe that strong spelling skills are essential for clear written communication and help pupils take pride in their work, supporting them to become capable and articulate writers.

Our spelling curriculum builds progressively from the solid foundations established through systematic phonics teaching. Using *Pathways to Spell*, pupils are explicitly taught spelling rules, patterns, and strategies, developing both accuracy and understanding of morphology and etymology as they move through the school.

We encourage children to explore the structure of words, recognise relationships between sounds and letters, and apply their learning to increasingly complex vocabulary. Regular opportunities to revisit, practise, and apply spelling knowledge enable pupils to consolidate their learning and build automaticity.

Spelling is not taught in isolation; it is embedded across the curriculum. Teachers model accurate spelling, provide meaningful feedback, and encourage pupils to take ownership of their progress. We aim for all pupils to develop curiosity and confidence in word learning, understanding that good spelling enhances clarity, precision, and pride in their written communication.

How Spelling is taught at St. Vincent's

Year 2

- Pupils progress from Little Wandle to Bridge to Spelling.
- From Spring 1 Year 2 move to the National Curriculum Spelling framework as used throughout KS2.

Pathways to Spell

KS2

Dedicated Teaching Time: A minimum of 1.5 hours per week is allocated to the explicit teaching of spelling, delivered across **three focused sessions**.

Clear Progression and Review: Class teachers have a secure understanding of prior year group expectations, including spelling patterns, rules, and common exception words. Previous learning is revisited and consolidated where necessary to address gaps.

Structured Weekly Focus: Each week includes two key spelling objectives:

- A **review objective**, revisiting a previously taught pattern or rule.
- A **mastery focus**, introducing and exploring a new spelling concept as the main learning outcome for the week.

Planning and Personalisation: Spelling is taught using half-termly blocks of detailed planning (6 weeks each), with suggested optional sessions to support individual pupils. These include:

- **Personalised spelling lists** based on individual needs.
- Opportunities for additional support or **intervention** using previous year group content as needed.

Spelling Journals: Pupils in Years 2 to 6 record their learning in personal spelling journals, supporting metacognition and helping them reflect on and internalise patterns and rules.

Home Learning: Weekly spellings are sent home to reinforce in-school teaching, deepen understanding, and encourage parental engagement.

Ongoing Assessment: At the end of each week, pupils are assessed on the spelling pattern or rule taught to check understanding and inform future teaching

Pathways to Spell Overview 2025 - 2026

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Year 1 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Previously taught high frequency words	Common exception words
2	Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them	Division of words into syllables
3	Revision: Consonant digraphs which have been taught and the sounds which they represent	The sounds /f/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck
4	Revision: Words with adjacent consonants	Adding s and es to words (plural of nouns and the third person singular of verbs)
5	Revision: Vowel digraphs which have been taught and the sounds which they represent	Adding s and es to words (plural of nouns and the third person singular of verbs)
6	Revision: All letters of the alphabet and the sounds which they most commonly represent	Words ending -y (/i:/ or /ɪ/)

Spring 2		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them	Compound words
3	Revision: Words with adjacent consonants	Adding the ending -ing to verbs where no change is needed to the root word
4	Revision: Vowel digraphs which have been taught and the sounds which they represent	Adding the ending -ed to verbs where no change is needed to the root word
5	Revision: Consonant digraphs which have been taught and the sounds which they represent	Adding the ending -er to verbs where no change is needed to the root word
6	Revision: All letters of the alphabet and the sounds which they most commonly represent	Adding the prefix un-

Year 1 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Division of words into syllables	New consonant spellings <i>ph wh</i>
3	Adding the endings -ing -ed -er to verbs where no change is needed to the root word	Adding -er to adjectives where no change is needed to the root word
4	Adding the endings -ing -ed -er to verbs where no change is needed to the root word	Adding -est to adjectives where no change is needed to the root word
5	Revision: vowel digraphs which have been taught and the sounds which they represent	- The /v/ sound at the end of words - The /ŋ/ sound spelt n before k
6	Adding s and es to words (plural of nouns and the third person singular of verbs)	-tch

Summer 2		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent	New vowel spellings: <i>ir, ie, ou, ea, ay</i>
3	Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent	New vowel spellings: <i>aw, au, ue, ew, oe, oy,</i>
4	New vowel spellings: <i>ir, ie, ou, ea, ay</i>	Split digraphs
5	New vowel spellings: <i>aw, au, ue, oe, oy, ew</i>	Split digraphs
6	Revision: All letters of the alphabet and the sounds which they most commonly represent	Using k for the /k/ sound

Year 2 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	Common exception words (Y1)	Common exception words
2	Words ending -y (/i:/ or /ɪ/)	The /aɪ/ sound spelt -y at the end of words
3	Adding s and es to words (plural of nouns and the third person singular verbs)	Adding -es to nouns and verbs ending in -y
4	Adding the endings -ing -ed to verbs where no change is needed to the root word	Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter
5	Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter	Adding -ing -ed to words ending in e with a consonant before it
6	Adding -ing, -ed, to words ending in e	Adding -ing -ed to a root word ending in y with a consonant before it

Autumn 2		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Adding the endings -er and -est to words of one syllable ending where no change is needed to the root word	Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter
3	Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter	Adding -er, -est and -y to words ending in e with a consonant before it
4	Adding -ing, -ed, -er, -est to words ending in e	Adding -er, -est to a root word ending in y
5	Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	- The /i:/ sound spelt -ey - The /ʌ/ sound spelt o
6	Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)	Homophones and near-homophones

Year 2 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Compound words	Contractions
3	Adding the prefix -un	Contractions
4	Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word	The suffix -ly
5	Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	The suffix -ful
6	Division of words into syllables	Words ending in -tion

Spring 2		
Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Words with adjacent consonants	The sound /l/ or /əl/ sound spelt -el and -le at the end of words
3	The sound /l/ or /əl/ sound spelt -el and -le at the end of words	The sound /l/ or /əl/ sound spelt -al and -il at the end of words
4	The sound /l/ or /əl/ sound spelt -al and -il at the end of words	The /ɔ:/ sound spelt a before l and ll
5	Previously taught vowel digraphs (including alternative spellings of the same phoneme)	- The /ɔ:/ sound spelt ar after w - The /ɜ:/ sound spelt or after w - The /o/ sound spelt a after w and qu
6	Previously taught homophones	Homophones and near-homophones

Year 2 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Contractions	Possessive apostrophe (singular nouns)
3	Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word	The suffixes <i>-ment</i>, <i>-ness</i>
4	The suffixes <i>-ly</i>, <i>-ful</i>	The suffix <i>-less</i>
5	- The /v/ sound at the end of words - The /n/ sound spelt n before k -tch	The /z/ sound spelt s
6	Split digraphs	The /s/ sound spelt c before e, i and y

Summer 2

Wk	Review	Mastery focus
1	Previously taught common exception words	Common exception words
2	Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> and at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
3	Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
4	Previously taught consonant digraphs	The /n/ sound spelt kn and (less often) gn at the beginning of words
5	Split digraphs	The /r/ sound spelt wr at the beginning of words
6	Previously taught homophones	Homophones and near-homophones

Year 3 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	Adding the endings <i>-ing</i>, <i>-ed</i> to words of one syllable ending where no change is needed to the root word	- Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) - Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> (Y2*) - Adding <i>-ing</i>, <i>-ed</i> to words ending in <i>e</i> (Y2*)
3	The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i>	Adding suffixes beginning with vowel letters to words of more than one syllable
4	The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (to root words ending in <i>-y</i>)	Adding suffixes beginning with vowel letters to words of more than one syllable
5	The sound /l/ or /ə/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)
6	The sound /l/ or /ə/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)

Autumn 2		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	The /aɪ/ sound spelt <i>-y</i> at the end of words	Adding <i>-es</i> to nouns and verbs ending in <i>-y</i>
3	The /i:/ sound spelt <i>-ey</i>	Words with the /eɪ/ sound spelt <i>ei</i>, <i>eight</i>, or <i>ey</i>
4	The /a/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	Words with the /eɪ/ sound spelt <i>ei</i>, <i>eight</i>, or <i>ey</i>
5	Homophones and near-homophones (Y2 mastery)	Homophones and near-homophones
6	Homophones and near-homophones (Y2 mastery)	Personal spelling log

Year 3 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	Adding the prefix <i>un-</i>	More prefixes: <i>dis-</i>
3	Adding the prefix <i>un-</i>, <i>dis-</i>	More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>
4	More prefixes <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>
5	The /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>	More prefixes: <i>anti-</i>, <i>auto-</i>
6	The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel

Spring 2		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	Contractions (high frequency and common exception words)	Contractions (Y2*)
3	The /ʌ/ sound spelt <i>o</i>	The /ʌ/ spelt <i>ou</i>
4	Words ending in <i>-tion</i>	Word families based on common words
5	Homophones and near-homophones (Y2 mastery)	Homophones and near-homophones
6	Homophones and near-homophones (Y2 mastery)	Personal spelling log

Year 3 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	The /z/ sound spelt s	Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
3	The /dʒ/ sound spelt as -ge and -dge at the end of words	Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
4	The /n/ sound spelt kn and (less often) gn at the beginning of words	Endings which sound like /zən/, spelt as -sion
5	The /r/ sound spelt wr at the beginning of words	Endings which sound like /zən/, spelt as -sion
6	The /ɜ:/ sound spelt or after w	The possessive apostrophe (singular nouns) (Y2*)

Summer 2

Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	The /ɔ:/ sound spelt ar after w	The /ɪ/ sound spelt y elsewhere than at the end of words
3	Adding -ing, -ed, -er, -est to words	Word families based on common words
4	The suffixes -ment, -ness, -ful, -less and -ly	Contractions (Y2*)
5	Homophones and near-homophones (Y2 mastery)	Homophones and near-homophones
6	Homophones and near-homophones (Y2 mastery)	Personal spelling log

Year 4 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>	- Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*) - Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it (Y2*) - Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*)
3	The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)	Adding <i>-er</i>, <i>-est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*)
4	The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)	Adding suffixes beginning with vowel letters to words of more than one syllable
5	The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)	Adding suffixes beginning with vowel letters to words of more than one syllable
6	The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words	Words with the /k/ sound spelt <i>ch</i>

Autumn 2		
Wk	Review	Mastery focus
1	Common exception words	Word list – years 3 and 4
2	The /r/ sound spelt <i>wr</i> at the beginning of words	Words spelt with the /j/ sound spelt <i>ch</i>
3	The possessive apostrophe (singular nouns)	Apostrophes to mark plural possession
4	The possessive apostrophe (singular nouns)	Apostrophes to mark plural possession
5	Homophones and near-homophones (previously taught)	Homophones and near-homophones
6	Homophones and near-homophones (previously taught)	Personal spelling log

Year 4 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Word list – years 3 and 4 (previously taught)	Word list – years 3 and 4
2	Words ending in <i>-tion</i>	Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>
3	Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)	Endings which sound like /jən/ spelt <i>-ssion</i>
4	Endings which sound like /ʒən/, spelt as <i>-sion</i>	Endings which sound like /jən/ spelt <i>-cian</i>
5	Word families based on common words	The suffix <i>-ation</i>
6	Word families based on common words	The suffix <i>-ation</i>

Spring 2		
Wk	Review	Mastery focus
1	Word list – years 3 and 4 (previously taught)	Word list – years 3 and 4
2	Adding the prefix <i>un-</i>	More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>
3	More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	More prefixes: <i>in-/im-</i>
4	More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>	More prefixes: <i>il-</i>, <i>ir-</i>
5	Homophones and near-homophones (previously taught)	Homophones and near-homophones
6	Homophones and near-homophones (previously taught)	Personal spelling log

Year 4 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	Word list – years 3 and 4 (previously taught)	Word list – years 3 and 4
2	Words ending in <i>-tion</i>	Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>
3	Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)	Endings which sound like /jən/ spelt <i>-ssion</i>
4	Endings which sound like /ʒən/, spelt as <i>-sion</i>	Endings which sound like /jən/ spelt <i>-cian</i>
5	Word families based on common words	The suffix <i>-ation</i>
6	Word families based on common words	The suffix <i>-ation</i>

Spring 2

Wk	Review	Mastery focus
1	Word list – years 3 and 4 (previously taught)	Word list – years 3 and 4
2	Adding the prefix <i>un-</i>	More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>
3	More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	More prefixes: <i>in-/im-</i>
4	More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>	More prefixes: <i>il-</i>, <i>ir-</i>
5	Homophones and near-homophones (previously taught)	Homophones and near-homophones
6	Homophones and near-homophones (previously taught)	Personal spelling log

Year 5 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant	Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
3	The suffix <i>-ly</i>	Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> and words ending in <i>e</i>
4	Contractions	Contractions
5	Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>	Words containing the letter-string <i>ough</i>
6	Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>	Words containing the letter-string <i>ough</i>

Autumn 2		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Singular possessive apostrophe	Plural possessive apostrophe
3	More prefixes: <i>anti-</i>, <i>un-</i>, <i>in-</i>	Verb prefixes: <i>dis-</i>, <i>mis-</i>
4	More prefixes: <i>il-</i>, <i>in-/im-</i>, <i>ir-</i>	Verb prefixes: <i>de-</i>, <i>re-</i>, <i>over-</i>
5	Homophones and near-homophones	Homophones and other words that are often confused
6	Homophones and near-homophones	Personal spelling log

Year 5 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	Words with the /k/ sound spelt <i>ch</i>	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	Words with the /ʃ/ sound spelt <i>ch</i>	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	Words with the /s/ sound spelt <i>sc</i>	Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>

Spring 2		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to words of one syllable ending in vowel consonant including those with more than one syllable	Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i>
3	Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to a root word ending in <i>y</i> and words ending in <i>e</i>	Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i>
4	Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to a root word ending in <i>y</i> and words ending in <i>e</i>	Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i>
5	Homophones and near-homophones	Homophones and other words that are often confused
6	Homophones and near-homophones	Personal spelling log

Year 5 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	The suffix <i>-ation</i>	Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
3	Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>	Words ending in <i>-able</i> and <i>-ably</i>
4	Endings which sound like /jən/ spelt <i>-cian</i>	Words ending in <i>-ible</i> and <i>-ibly</i>
5	The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>)
6	The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>)

Summer 2

Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Contractions	Singular and plural possessive apostrophe
3	Endings which sound like /ʒən/ spelt as <i>-sion</i>	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	More prefixes: <i>auto-</i>, <i>inter-</i>, <i>sub-</i>, <i>super-</i>	Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>de-</i>, <i>re-</i>, <i>over-</i>
5	Homophones and near-homophones	Homophones and other words that are often confused
6	Homophones and near-homophones	Personal spelling log

Year 6 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Adding <i>-ing, -ed, -er, -est, -en</i> to root words ending in <i>y</i> and words ending in <i>e</i>	Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable (Y3/4*)
3	Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable	Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
4	Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant, to words ending in <i>y</i>, words ending in <i>e</i>, including words with more than one syllable	Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
5	Words with the /eɪ/ sound spelt <i>ei, eigh</i>, or <i>ey</i>	Words containing the letter-string <i>ough</i>
6	Words with the /eɪ/ sound spelt <i>ei, eigh</i>, or <i>ey</i>	Words containing the letter-string <i>ough</i>

Autumn 2		
Wk	Review	Mastery focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	The suffix <i>-ous</i>	Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
3	The suffix <i>-ous</i>	Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
4	Singular and plural possessive apostrophe	Use of the hyphen
5	Homophones and near-homophones	Homophones and other words that are often confused
6	Homophones and near-homophones	Personal spelling log

Year 6 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	Word list – years 5 and 6 (previously taught)	Word list – years 5 and 6
2	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> (year 5 mastery)	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>	Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	Words with 'silent' letters (year 5 mastery)	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	Contractions (high frequency and common exception words)	Contractions

Spring 2		
Wk	Review	Mastery focus
1	Word list – years 5 and 6 (previously taught)	Word list – years 5 and 6
2	Word list – years 5 and 6 (identifying nouns and adjectives)	Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
3	Endings which sound like /ʃən/ spelt <i>-tion, -sion, -ssion</i>	Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
4	Endings which sound like /ʃən/ spelt <i>-cian</i>	Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
5	Homophones and near-homophones	Homophones and other words that are often confused
6	Homophones and near-homophones	Personal spelling log

Year 6 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	Word list – years 5 and 6 (previously taught)	Word list – years 5 and 6
2	The suffix <i>-ation</i>	Words ending in <i>-ant</i>, <i>-ance/-ancy</i>
3	The suffix <i>-ation</i>	Words ending in <i>-ant</i>, <i>-ance/-ancy</i>
4	Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>	Words ending in <i>-ent</i>, <i>-ence/-ency</i>
5	Endings which sound like /jən/ spelt <i>-cian</i>	Words ending in <i>-ent</i>, <i>-ence/-ency</i>
6	Apostrophes for contraction and possession (singular and plural)	Use of the hyphen

Summer 2

Wk	Review	Mastery focus
1	Word list – years 5 and 6 (previously taught)	Word list – years 5 and 6
2	Homophones and near-homophones	Homophones and other words that are often confused
3	Homophones and near-homophones	Homophones and other words that are often confused
4	Word list – years 5 and 6	Personal spelling log
5	Word list – years 5 and 6	Personal spelling log
6	Word list – years 5 and 6	Personal spelling log

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - longer words, including those with double letters - words with –s /z/ in the middle - words with –es /z/ at the end - words with –s /s/ and /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words and compound words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe