

Year 2	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	CEW's/ NC POS Word Lists
Autumn 1	*Y1 Introduce: /f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel *Y1 Introduce: /ch/ spelt as -tch after a single vowel *Y1 Introduce: /v/ sound at the end of word e.g. live, have *Y1 Introduce: Adding -s and -es to words *Y1 Introduce: Adding -ing, -ed, -er to verbs with no change to the root word ¥ Y1 Introduce: Days of the week, months of the year and seasons Introduce: Compound words	Embed Y1 CEWs: was, said, some, come, when, what, school, once, friend
Autumn 2	*Y1 Introduce: Adding -er, -est to adjectives with no change to the root word *Y1 Introduce: Digraphs -ai, -oi *Y1 Introduce: Digraphs -ay, -oy *Y1 Introduce: Digraph -oo *Y1 Introduce: Digraphs u-e, -ew *Y1 Introduce: Digraph -ph, -wh *Y1 Introduce: The spelling of the phoneme /k/ as -k *Y1 Introduce: Adding the prefix un with no change to the root word Introduce: homophones and near homophones *Y1 Reinforce: Adding -es, adding -ed with /t/ sound, adding -ed with /d/ sound	Embed Y1 CEWs: different, people Introduce Y2 CEW's: Because, more, door, floor, poor, Christmas, again
Spring 1	Introduce: Adding -es to nouns and verbs ending in -y Introduce: Adding -ed, -ing, -er, -est to root words ending in -y with a consonant before it. E.g. copy, copied Introduce: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g. hike- hiked Introduce: /or/ sound spelt as a before l and ll Introduce: /u/ sound spelt as o Introduce: Possessive apostrophe -s (singular nouns)	Introduce Y2 CEW's: wild, climb, most both, only, every, everybody, who, whole
Spring 2	Introduce: /j/ sound spelt -dge, -ge at the end of word and -g before an i, e, y Introduce: /s/ sound spelt -c before e, i, y and -j before o, a, u Introduce: Contractions for omitted letter (s) Introduce: /ie/ sound spelt at -y at the end of words Introduce: /l/ sound spelt -le, -el, -al, -il at the end of words Introduce: /n/ sound spelt kn at the beginning of words (silent letters) Introduce: /n/ sound spelt gn at the beginning of words (silent letters) Introduce: /w/ sound spelt wr at the beginning of words (silent letters) Reinforce: Possessive apostrophe -s (singular nouns)	Introduce Y2 CEW's: steak, great, break, pretty, beautiful, half, child, children, parents

Summer 1	Introduce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat – patting Introduce: /ee/ sound spelt as -ey (inc adding the plural -s) Introduce: /o/ sound spelt as a following w or qu Introduce: /ur/ sound spelt as o following w Introduce: /or/ sound spelt as ar following w Introduce: /zh/ sounds spelt as an s Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word) Introduce: Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word) Introduce: Words ending in -tion	Introduce Y2 CEW's: even, hour, eye, water, move, prove, improve, any, many,
Summer 2	Reinforce: Adding -ing, -ed, -er, -est to root words ending in -y with a consonant before it E.g hurry - hurried Reinforce: Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g smile - smiling Reinforce: Possessive apostrophe -s (singular nouns) Introduce: New additional compound words Reinforce: Adding -ing, -ed, -er, -est & -y to words of one syllable, ending with a single vowel and single consonant E.g pat – patting Introduce: New additional homophones and near homophones ¥ Y1 Reinforce: Months of the year, days of the week and seasons	Introduce Y2 CEW's: sure, sugar, could, should, would, clothes, busy, money

Year 3	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Reinforce Year 2: Adding -es to nouns and verbs ending in -y Embed Year 2: Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it Embed Year 2: Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it	often, learn, February, heart, exercise, sentence, consider, different, history, probably
Autumn 2	Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden<u>ing</u> / garden<u>er</u> Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u> Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly	important, describe, early, thought, interest, breath, length, weight, eight, eighth
Spring 1	Introduce: Adding suffix -ly with no change to root word Introduce: Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an i, (only if root word has one than one syllable) Introduce: Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly) Introduce: Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly Introduce: Exception 4: Adding suffix -ly other examples <i>truly, duly, wholly</i> Reinforce Year 2: Homophones and near-homophones Embed Year 2: Possessive apostrophe -s (singular nouns) Introduce: Possessive apostrophe -s (with plural words) Introduce: Possessive apostrophe -s (when the plural of a word changes)	address, though/ although, arrive, possess(ion), group, pressure, certain
Spring 2	Introduce: Adding prefixes dis-, mis-, in-, -im, il-, Introduce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Introduce: Adding prefixes mini-, micro-	earth, continue, remember, (dis)appear, heard, woman/ women
Summer 1	Introduce: Words with the /ai/ sound spelt ei, eigh, or ey Introduce: Words with the /s/ sound spelt sc Introduce: Words with the /k/ sound spelt ch Introduce: Words with the /sh/ sound spelt ch Introduce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce: Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture) Introduce: New additional homophones/ near homophones	complete, possible, regular, particular, natural, surprise, decide, strange
Summer 2	Embed Year 2: Silent letters k /n/ and g /n/ at the beginning of words Introduce: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Words with endings that sound like /zh/ + /ə/ + /n/ Reinforce : Adding prefix: dis-, mis-, in-, il-, im- Introduce: Adding prefix: ir-, re- Introduce: New additional homophones/ near homophones Reinforce: Possessive apostrophe -s (with plural words) Reinforce: Possessive apostrophe -s (when the plural of a word changes)	perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century

Year 4	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden<u>ing</u> / gardener Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u> Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words Reinforce Year 3: Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable) Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly) Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly Reinforce Year 3: Words with the /s/ sound spelt sc Reinforce Year 3: Words with the /sh/ sound spelt ch Reinforce Year 3: Words with the /k/ sound spelt ch Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey	accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build suppose, various
Autumn 2	Embed Year 3: Words with endings that sound like /zh/ + /ə/ + /n/ Introduce: Adding the suffix -ation to verbs to form nouns e.g. information, adoration Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in d or se e.g. expansion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician Introduce: Silent letters b Embed Year 3: Possessive apostrophe -s (with plural words) Introduce: Additional new homophones/ near homophones	favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business
Spring 1	Introduce: Adding the suffix -ous (no change to the root word) Introduce: Adding the suffix -ous (no obvious root word) Introduce: Adding the suffix -ous (-our is changed to -or before -ous is added) Introduce: Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage <u>courageous</u> Introduce: Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious & /ee/ sound represented as an -e before the -ous ending e.g. hideous) Introduce: Prefixes: de-, over- Reinforce: Prefixes: re-, ir- Introduce: Silent letters gh	experiment, extreme, experience, notice, recent, bicycle, height, difficult, library
Spring 2	Introduce: Adding the prefix sub-, inter-, super-, anti-, auto- Introduce: The /u/ sound spelt ou Introduce: Additional new homophones/ near homophones Introduce: Silent letters d	answer, famous, island guard, guide, position, breath, forward(s), medicine,
Summer 1	Introduce: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce Year 3: The /i/ sound spelt y elsewhere than at the end of words Reinforce: Adding the suffix -ation to verbs to form nouns Reinforce: Adding the suffixes -tion, -sion, -ssion, -cian	minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight

	Reinforce: Adding the suffix -ous and all rules	
Summer 2	Revise: Year 3 & Year 4 content ** 'Revise' statutory Year 3/ 4 content that has been 'Introduced'	Revise Year 3 & Year 4 words

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning Embed Year 3: Adding the Suffix -ly and all rules Introduce: Words with /ee/ sound spelt ei after c Reinforce Year 4: The /u/ sound spelt ou Introduce: Use of the hyphen e.g. co-ordinate Introduce: Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word h)	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
Autumn 2	Embed: Adding the suffix -ation to verbs to form nouns Embed: Adding the suffixes -tion, -sion, -ssion, -cian Introduce: Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir- Reinforce Year 4: Adding the prefix sub-, inter-, super-, anti-, auto- Introduce: Homophones and other words that are often confused (Y5/ Y6)	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
Spring 1	Embed: Adding the suffix -ous and all rules Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Words containing the letter string -ough	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
Spring 2	Introduce: Adding prefixes with a hyphen: non-, pre- Introduce: Adding prefixes aqua- Reinforce: Words with /ee/ sound spelt ei after c Introduce new: Words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word w) Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
Summer 1	Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Adding prefixes multi- Reinforce: Words containing the letter string -ough Reinforce: Use of the hyphen e.g. co-ordinate	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
Summer 2	Embed Year 3: Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure Introduce new: Additional words with ‘silent letters’ (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t) Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)	parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning

Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Introduce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Introduce: Words ending in -able and -ible Introduce: Words ending in -ably and -ibly Introduce: Adding prefixes tele-, audio-	leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,
Autumn 2	Introduce: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial Embed Year 5: Words containing the letter string -ough Introduce: Adding suffix trans-	nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur
Spring 1	*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content	*Revise: Years 3 & 4 and Years 5 & 6
Spring 2		
Summer 1		
Summer 2	Revisit key spelling rules and guidance based upon the needs of the pupils Revisit spelling strategies Application in writing	

