

Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



Whole school spelling scheme of work overview

FS and Y1 combine phonics phases 2-5 and 2014 curriculum, Years 2 – 6 curriculum structure based on www.shakespeareandmore.com/spelling.html.

See National Curriculum spelling appendix for example words which follow the patterns.

Term	FS	Year 1		Year 2		
		Sounds-Write	Other National Curriculum Requirements	Phase 6/ National curriculum phonics	Sounds-Write	Other National Curriculum Requirements
Autumn 1 Spelling patterns to teach Spelling list to learn	Sounds-Write Initial Code Units 1 - 7	Revise Phoneme Manipulation Skills from Initial Code Extended Code Units 1 – 25 plus units 37,40, 45, 48, 32, 29 36 (for curriculum coverage for phonics screening)	Prefix un Multi syllable words	J spelled g ge and dge S spelled c N spelled kn and gn	Extended Code units 26 – 30, consolidating prior learning.	Multi syllable words
			is, he, she, we, me, be	/or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye		
Autumn 2 Spelling patterns to teach Spelling list to learn			Er est suffixes	Long I spelled y	Extended Code units 31 - 35, consolidating prior learning.	Vowel suffixes: Ed ing er est and y to words (plonkers, doublers or droppers!) There, their, they're
			go, so, by, my, here, there, where	/ar/ half after fast last past father class grass pass plant path bath /ee/ even people money /s/ Christmas		
Spring 1 Spelling patterns to teach Spelling list to learn	Sounds-Write Initial Code Units 8 - 10		Ing ed er suffixes to verbs	Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O	Extended Code units 36 – 40, consolidating prior learning.	Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly (plonkers or droppers!) contractions
			of, said, says, are, were, was, his, has, you, your, they	/ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody		
Spring 2 Spelling patterns to teach Spelling list to learn			S and es plurals	Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s	Extended Code units 41 – 45, consolidating prior learning.	Possessive apostrophe for singular nouns
			put, push, pull, full, house, our, do, today, of	/e/ Children again any many /i/ pretty beautiful busy /h/ who whole		
Summer 1 Spelling patterns to teach	Letters and Sounds phase 3 and 4	Extended Code Units 1 – 25 plus units 37,40, 45, 48, 32, 29 36 (for curriculum coverage for phonics screening)	Ch or tch at end of words		Extended Code units 46 – 50, consolidating prior learning.	Tion suffixes Here, hear One, won to, too, two see, sea

Spelling list to learn	SoundsWrite Initial Code Unit 11		love, come, some, one, once, ask, friend, school, Mr, Mrs	/ow/ hour /z/ busy clothes /sh/ sugar sure /air/ parents /th/ clothes
Summer 2 Spelling patterns to teach	Letters and Sounds: Consolidating phase 4, SoundsWrite Initial Code unit 11 plus Extended Code first units.			Revise and consolidate learning this term to prepare children for KS2
Spelling list to learn			Oh, their, people, looked, called, asked	Homophones: bare, bear sun, son be, bee blue, blew night, knight quite, quiet

Term	Year 3	Year 4
Autumn 1 Spelling patterns to teach	<p>1. /ay/ spelt <ei> <i>vein, weigh, eight, neighbour, eighth, reign, weight, freight, reins, veil, beige</i></p> <p>2. /ay/ spelt <ey> <i>they, obey, prey, grey, survey, disobey, convey, hey</i></p> <p>3. Homophones and near-homophones 1 <i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not</i></p>	<p>1. Prefix -in <i>inactive, incorrect, insane, independent, invalid, income, invest, involve, invisible, inexpensive, intend, incomplete</i></p> <p>2. Prefix -im <i>immature, immortal, impossible, impatient, imperfect, implant, impolite, immigrate, immaterial, immeasurable</i></p> <p>3. Prefix il- and -ir <i>illegal, illegible, illogical, illiterate, irregular, irrelevant, irresponsible, irreconciled, irrational, disrespectful</i></p> <p>4. Prefix sub- and super- <i>subdivide, subheading, submarine, submerge, subconscious, subtitle, supermarket, superman, superstar, supernatural, superhero</i></p>
Words of the Week	<p>Week 1: <i>accident(ally), address</i></p> <p>Week 2: <i>answer, arrive</i></p> <p>Week 3: <i>bicycle, breath</i></p>	<p>Week 4: <i>breathe, business</i></p> <p>Week 5: <i>calendar, caught</i></p> <p>Week 6: <i>centre, century</i></p>
Autumn 2 Spelling patterns to teach	<p>1. Homophones and near-homophones 2 <i>mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i></p> <p>2. Suffix -ly <i>sadly, completely, usually, finally, comically, quickly, quietly, kindly gently, bravely, actually, occasionally</i></p> <p>3. Suffix -ly where the root word ends in 'y' <i>happily, angrily, greedily, luckily, easily, sleepily, lazily, noisily, wearily</i></p>	<p>1. Prefix inter- <i>interact, intercity, international, interrelated, interval, intercept, interrupt</i></p> <p>2. Prefix anti- & auto- <i>antiseptic, anticlockwise, antisocial, anti-climax, antidote, anticipate, autobiography, autograph, automate, autonomy, autopilot, automatically</i></p> <p>3. Nouns ending in -ation <i>information, adoration, sensation, preparation, admiration, creation, decoration, duration, donation, coronation, animation, conversation</i></p>
Words of the Week	<p>Week 1: <i>certain, circle</i></p> <p>Week 2: <i>complete, consider</i></p> <p>Week 3: <i>decide, describe</i></p>	<p>Week 4: <i>different, difficult</i></p> <p>Week 5: <i>knowledge, learn</i></p> <p>Week 6: <i>early, earth</i></p>
Spring 1 Spelling patterns to teach	<p>1. Adverbs with the suffix -ly where the root ends in 'le' <i>gently, simply, humbly, nobly, probably, horribly, illegibly, impossibly, incredibly, possibly, terribly, sensibly</i></p> <p>2. Adverbs with the suffix 'ly' where the root words end in 'ic' <i>basically, frantically, dramatically, comically, critically, cryptically, heroically, romantically, numerically, energetically</i></p> <p>3. Adverbs with the suffix 'ly' exceptions and consolidation <i>truly, duly, wholly, sadly, usually, finally, happily, angrily, greedily, gently, simply, humbly, basically, frantically, dramatically</i></p> <p>4. The prefix dis- <i>disappoint, disagree, disobey, disappear, disbelieve, discover, disease, distrust, disable, disrepair, discount, disrespectful</i></p>	<p>1. Year 3 & 4 Word List 1 <i>actual, believe, build, busy, continue, guard, important, interest, extreme, complete</i></p> <p>2. Year 3 & 4 Word List 2 <i>naughty, special, natural, strength, perhaps, potatoes, strange, important, pressure, separate</i></p> <p>3. Word ending sounds /zhuh/ spelt <sure> <i>measure, treasure, pleasure, enclosure, leisure, composure, closure, disclosure</i></p>
Spelling list to learn	<p>Week 1: <i>enough, exercise</i></p> <p>Week 2: <i>experience, experiment</i></p> <p>Week 3: <i>favourite, February</i></p>	<p>Week 4: <i>forward(s), fruit</i></p> <p>Week 5: <i>grammar, group</i></p> <p>Week 6: <i>guide, heard</i></p>
Spring 2 Spelling patterns to teach	<p>1. The prefix mis- <i>misbehave, mislead, misspell, misjudge, misfortune, misinform, misconduct, mistake, mistreat, misuse, misplace, misprint</i></p> <p>2. The prefix re- <i>redo, refresh, return, reappear, redecorate, rebuild, reposition, reject, reduce, reflect, rearrange, revert</i></p> <p>3. Adding suffixes beginning with vowel letters to words of more than 1 syllable <i>gardening, gardener, limiting, limited, limitation, happening, forgetting, forgotten, beginning, beginner, prefer, preferred</i></p>	<p>1. Word ending sounds /cher/ spelt -ture <i>creature, furniture, picture, nature, adventure, future, capture, feature, stature, puncture, fracture</i></p> <p>2. Word ending /shuhn/ spelt -cian <i>division, invasion, confusion, decision, collision, television, expansion, extension, comprehension, tension, occasion, explosion</i></p> <p>3. Word ending /shuhn/ spelt -sion <i>expression, discussion, confession, permission, admission, possession, mission, obsession, procession, profession, impression</i></p>

Spelling list to learn	Week 1: <i>heart, height</i> Week 2: <i>history, imagine</i> Week 3: <i>increase, island</i>	Week 4: <i>length, library</i> Week 5: <i>medicine, mention</i> Week 6: <i>minute, notice</i>
Summer 1 Spelling patterns to teach	<p>1. The /k/ sound spelt <ch> <i>scheme, chorus, chemist, echo, character, orchid, mechanic, ache, anchor, chaos, monarch</i></p> <p>2. The /sh/ sound spelt <ch> <i>chef, chalet, machine, brochure, parachute, chute, champagne, ricochet, moustache</i></p> <p>3. Words ending with /g/ & /k/ sound spelt gue and que <i>league, tongue, vague, fatigue, intrigue, rogue, antique, unique, technique, mosque, cheque, critique</i></p>	<p>1. Word ending /shuhn/ spelt -tion <i>invention, injection, action, hesitation, completion, position, abbreviation, acceleration, creation, punctuation, fiction</i></p> <p>2. Words ending /shuhn/ spelt -cian <i>musician, electrician, magician, politician, mathematician, optician, beautification, physician, tactician, technician</i></p> <p>3. Suffix -ous with no root word <i>Tremendous, enormous, jealous, obvious, hideous, spontaneous, serious, curious, gorgeous, courteous</i></p>
Spelling list to learn	Week 1: <i>often, opposite</i> Week 2: <i>ordinary, particular</i> Week 3: <i>peculiar, popular</i>	Week 4: <i>promise, purpose</i> Week 5: <i>quarter, question</i> Week 6: <i>recent, remember</i>
Summer 2 Spelling patterns to teach	<p>1. The /s/ sound spelt <sc> <i>science, scene, discipline, fascinate, crescent, scissors, muscle, scenery, ascent, descent</i></p> <p>2. The /i/ sound spelt <y> <i>myth, gym, Egypt, pyramid, mystery, physical, symbol, system, oxygen, physics, typical, crystal</i></p> <p>3. The /u/ sound spelt <ou> <i>young, touch, double, trouble, country, cousin, couple, courage, nourish</i></p>	<p>1. Suffix -ous where -our is changed to -or before -ous is added <i>humorous, glamorous, vigorous, odorous, rigorous</i></p> <p>2. Suffix -ous where the word ends in -y become 'i' <i>various, envious, furious, glorious, mysterious, serious, obvious, curious, gracious, spacious</i></p> <p>3. Suffix -ous where root word ends in 'e' <i>courageous, outrageous, advantageous, famous, continuous, adventurous, nervous</i></p>
Spelling list to learn	Week 1: <i>sentence, straight</i> Week 2: <i>strange, strength</i> Week 3: <i>suppose, surprise</i>	Week 4: <i>therefore, though, although</i>

*Any additional weeks in a term to be used for revision and consolidation

Term	Year 5 & 6
Autumn 1 Spelling patterns to teach	<ol style="list-style-type: none"> 1. Words with endings that sound like /shuhs/ spelt with -cious <i>vicious, precious, conscious, delicious, malicious, suspicious, audacious</i> 2. Words with endings that sound like /shuhs/ spelt with -tious or -ious <i>ambitious, cautious, fictitious, infectious, nutritious</i> 3. The sound /i/ spelt 'y' <i>physical, symbol, system, myth, gym, Egypt, pyramid, mystery</i> 4. Words that start with 'con-' <i>conscience, conscious, controversy, convenience</i> 5. Words ending /shuhn/ spelt -tion <i>competition, explanation, pronunciation, dictation, position, fiction</i> 6. The /l/ or / *The /l/ or /əl/ sound spelt -le at the end of words <i>available, vegetable, vehicle, muscle, multiple, riddle</i> 7. Silent letters <i>doubt, thistle, castle, island, crumb, solemn, knight, knock, ghost</i> 8. Adjectives ending in -ant into nouns ending in -ance/-ation <i>observant/observance/observation, expectant/expectation, hesitant/hesitancy/hesitation, tolerant/tolerance/toleration, substance/substantial, assistant/assistance</i>
Autumn 2 Spelling patterns to teach	<ol style="list-style-type: none"> 1. Adjectives ending in -ent into nouns ending in -ence/-ency <i>innocent/innocence, decent/decency, frequent/frequency, confident/confidence, obedient/obedience, independent/independence</i> 2. Words spelt 'ie' <i>soldier, sufficient, variety, ancient, achieve, convenience, mischievous, believe</i> 3. Words with a long /ee/ sound spelt 'ie' or 'ei' after 'c' (and the exceptions) <i>deceive, conceive, receive, perceive, ceiling, deceit, protein, caffeine, seize, either, neither</i> 4. Words where 'c' makes an /s/ sound before 'i', 'e' and 'y' <i>cemetery, convenience, excellent, existence, hindrance, necessary, prejudice, sacrifice, criticise, bicycle</i> 5. Words ending in -ment <i>parliament, environment, equipment, government, entertainment, advertisement, embarrassment, department</i> 6. Words ending -ity <i>Identity, curiosity, community, opportunity, quality, capacity, opacity, simplicity, veracity, publicity</i> 7. Adding suffixes beginning with vowel letters to words ending in -fer <i>referring/referred/referral, reference/referee, preferring/preferred/preference, transferring/transferred/transference</i> 8. Words with endings which sound like /shuhl/ after a vowel spelt -cial <i>official, special, artificial, social, racial, unsocial, superficial, crucial</i>
Spring 1 Spelling patterns to teach	<ol style="list-style-type: none"> 1. . Words with endings which sound like /shuhl/ after a consonant spelt -tial <i>partial, confidential, essential, subtrantial, initial, impartial, potential, consequential, influential, preferential</i> 2. Words beginning acc- <i>accommodate, accompany, according, accept, accident, accidentally, acceleration</i> 3. Words beginning occ- <i>occur, occupy, occupier, occupant, occupancy, occupation, occasion</i> 4. Words containing the letter string 'ough' <i>thorough, enough, though, although, thought, through</i> 5. Words ending in -ate <i>appreciate, communicate, desperate, exaggerate, immediate, certificate, abbreviate</i> 6. Words ending in -ture <i>creature, furniture, picture, nature, adventure, immature, temperature, signature</i>

<p>Spring 2 Spelling patterns to teach</p>	<p>1. Words ending in -age <i>average, language, courage, outrage, baggage, luggage, mileage, disadvantage, percentage</i></p> <p>2. Words ending in -ary <i>dictionary, necessary, secretary, discretionary, precautionary, secondary</i></p> <p>3. Suffix -ly <i>especially, frequently, immediately, sincerely, probably, completely, usually</i></p> <p>4. Prefix -inter <i>interfere, interrupt, international, interrelated, interval, interview, interest</i></p> <p>5. Double consonants <i>aggressive, apparent, appreciate, attached, committee, correspond, embarrass, equipped, harass, marvellous, profession, programme, recommend, suggest</i></p> <p>6. Year 5 & 6 word lists <i>amateur, awkward, bargain, bruise, category, definite, develop, equip, guarantee, hindrance, neighbor, leisure, mischievous, forty, disastrous</i></p>
<p>Summer 1 Spelling patterns to teach</p>	<p>1. Year 5 & 6 word lists <i>individual, lightning, nuisance, persuade, privilege, queue, recognise, rhyme, rhythm, sincere, stomach, twelfth, yacht, foreign</i></p> <p>2. Words ending in -able <i>adorable/adorably/adoration, applicable/applicably/application, considerable/considerably/consideration</i></p> <p>3. Words ending in -able and -eable <i>changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable</i></p> <p>4. Words ending in -ible <i>forcible, legible, horrible, terrible, visible, incredible, sensible, possible</i></p> <p>5. Words ending in -ibly <i>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i></p>
<p>Summer 2 Spelling patterns to teach</p>	<p>1. Homophones <i>advice/advise, device/devise, licence/license, practice/practice, aisle/isle, aloud/allowed, affect/effect, alter/altar</i></p> <p>2. Homophones <i>ascent/assent, descent/dissent, bridal/bridle, serial/cereal, compliment/complement, desert/dessert, draft/draught, farther/father, guessed/guest</i></p> <p>3. Homophones <i>heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, wary/weary, who's/whose</i></p>

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