

Spelling End Points

Term	Year group	St John's / Durham Assessment Grid expectation	Spelling Shed Expectation or Little Wandle Expectation	Words from common exception/ high frequency lists with the expectation or have letter strings in/ close links which can be dropped in alongside spelling lists for coverage*	✓
Autumn 1 (7 weeks)	Reception		With teacher-led support and guidance: verbally blend VC and CVC words containing s, a, t, p		
			With teacher-led support and guidance: verbally blend VC and CVC words containing s a t p i n m d	sat sit tip nap pan man map mat dip	
			With teacher-led support and guidance: verbally blend VC and CVC words containing s a t p i n m d g o c k	man mat sad pin dig sat tap tip dog nip top pot cap nod cat cog got kid	
			With teacher-led support and guidance: verbally blend VC and CVC words containing s a t p i n m d g o c k c k e u	kit dog cat nod sock cap pick top set get ten pot cup mum duck pet nap red Moving to independent: dig pat dad man cat sip cap tap top sad	
			With support and guidance: spell VC and CVC words containing s a t p i n m d g o c k c k u e r h b f l	Dog, ten, red, mum, kid	
			VC and CVC revision		
	Y1	VC <u>words</u> CVC words (short and long vowels) Words with adjacent consonants Some CEW / HFW	Revisit and Review: tricky words	No, go, so, my, by, to, into, out, the	
			Revisit and review: tricky words	What, when, he, she, be, we, me, have, love	
			Revisit and review: tricky words	Was, they, come, some, were, there, sure, pure	
			Spell some words containing the following GCPs: /ai/ ay (play) /ow/ ou (cloud) /oi/ oy (toy) /ee/ ea (each) Review:	Day, play (+said) Cloud, sound(+you) Boy, joy (+like) Read, treat (+push) Found, children	
			Review spellings containing air, er, /z/ s, -s, -es	Hair, year (+what)	
			Spell words with two or more diagraphs	Chain, march (+she) Queen, sharp (+me) Chair, shark (+love)	
			Review:	Better, bucket	
			CVCC CCVC and CCVCC (ai ee igh oa ear air er sh ch qu)	Frog, drum (+they)	
			CCVC (ar or ur ow oi ear air th sh ch)	Splat, thinks (+some)	

		<p>Phase 4 with long vowels (ee ow oi oo oa igh ear)</p> <p>Phase 4 with long vowels (igh ar ee oo oo ng ai air sh)</p> <p>Review:</p>	<p>Green, brown (+were)</p> <p>Train, paint (+sure)</p> <p>Milk, thump</p>	
		Review longer words	<p>Magnet, popcorn (+long)</p> <p>Cartoon, rabbit (+of)</p> <p>Spray, toy (+one)</p> <p>Proud, say (+here)</p>	
Y2	Words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words	The /n/ sound spelled kn and gn at the beginning of words.		
	Words with the /r/ sound spelt <i>wr</i> at the beginning of words	The /r/ sound spelled 'wr' at the beginning of words.		
	Words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i>	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.		
		The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'		
		The /j/ sound spelled with a g.		
	Words with the /s/ sound spelt <i>c</i> before <i>e i y</i>	The /s/ sound spelled c before e, i and y.		
	Words ending in <i>–le, -el,</i>	The /l/ or /ul/ sound spelled 'le' at the end of words.		
		The /l/ or /ul/ sound spelled 'el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.		
	Words ending in <i>–al and –il</i>	The /l/ or /ul/ sound spelled 'al' at the end of words. Words ending in 'il.'		
	Y3	Words with the /ai/ sound spelt <i>ei, eigh</i> or <i>ey</i>	The long /a/ vowel sound spelled 'ei.'	height, weight, eight, eighth, reign
The long /a/ vowel sound spelled 'ey.'				
		The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. (cow)		
Words containing the /u/ sound spelt <i>ou</i> (<i>cloud</i>)		The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.		

		The /i/ sound spelt <i>y</i> elsewhere than at the of words (gym, myth)	Spelling Rule: The /i/ sound spelled with a 'y.'	bicycle*	
			Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	pressure*	
			Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.		
		Words using <u>prefixes</u> ; <i>re-</i>	Words with the prefix 're-' 're-' means 'again' or 'back.'	recent*, regular*, reign*, remember	
Y4		Homophones and near homophones	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	caught/ court eight/ ate heard/ herd reign/ rain/ rein	
		Words using suffixes: <i>-ly</i> , <i>-ation</i> , <i>-ous</i>	The suffix '-ation' is added to verbs to form nouns.	accidentally, actually, occasionally, probably, early* famous, various	
			The prefix 'in-'	interest*, increase*	
			Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'		
			The prefix 'sub-' which means under or below.		
			The prefix 'inter-' means between, amongst or during.		
			Common exception words.		
Y5		Words containing the letter-string <i>ough</i>	Words containing the letter string 'ough' where the sound is /aw/.	thorough	
			Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.		
			Words ending in '-ious.'		
			Words ending in '-cious.'	conscious	
			Ending '-cial' and '-tial.'	Especially*	
			Words ending in '-ant.'	Guarantee*	
			Words ending in '-ance.'	nuisance, hindrance	
			Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.	apparent*, ancient, environment*, equipment*, excellent*, frequently, government*, identity*, parliament*, sufficient convenience*, conscience, existence*	
Y6		Homophones and other words that are often confused		program/ programme queue/ cue	
		Words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i>		conscious	

			Spelling Rules: Words with the short vowel sound /i/ spelled y	physical, rhythm, symbol, system	
			Words with the long vowel sound /i/ spelled with a y.		
			rhyme		
			Adding the prefix 'over-' to verbs.		
			Convert nouns or verbs into adjectives using suffix '-ful.'		
			Words which can be nouns and verbs.	Guarantee, programme, queue, sacrifice	
			Words with an /o/ sound spelled 'ou' or 'ow.'		
			Words with a 'soft c' spelled /ce/.	conscience, cemetery, convenience, excellence, existence, hindrance, necessary, nuisance, prejudice, sacrifice, sincere, sincerely	
			Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite		
			disastrous* immediate*, immediately*		
			Words with the /f/ sound spelled ph.	physical	

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Autumn 2 (7 weeks)	Reception		With support and guidance: spell VC and CVC/CVCC words using learned GCPs i e u o a r c k p t h b f l g d ff m s ll ss n d g c k j	cat, top, bed, ten, sock	
			With support and guidance: spell VC and CVC/CVCC words using learned GCPs ck i e u o a h b f r l ll ff ss v w x y	Fat, sock, sad, hug, rock	
			With support and guidance: spell VC and CVC/CVCC words using learned GCPs (See above)	Can, back, run, had, sun	
			With support and guidance: spell VC and CVC/CVCC words using learned GCPs z zz qu ch e a i o u x f v n ll sh ck g l m r th b d g w ng k ss nk p	Fix, fill, jam, leg, bell, dad, mess, bag, duck, wet	
			With support and guidance: spell VC and CVC/CVCC words using learned GCPs s a t p i n m d g o c k ck e u r h f l ll ss ff j v w y z zz qu th sh ch ng nk s/z/	Cups, pots, ship, bags, dogs, ring, cats, long, nod, buzz, mum, zip, fish, chick	
			Revision		
	Y1	Words ending <i>ff ll ss zz ck</i> Words with the /ng/ sound (<i>n</i> before <i>k</i>) Names the <u>letters</u> of the alphabet in order	Spell some words containing the following GCPs: /ur/ ir (bird) /igh/ ie (pie) /oo/ /yoo/ ue (blue, rescue) /yoo/ u (unicorn) Review:	Bird, girl (+there) Pie, tried (+people) Blue, true (+oh) Human, unit (+your) Third, cried	
			Spell some words containing the following GCPs: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Post, paper Both, go (+Mr) Child, kind (+Mrs) Basic, acorn (+Ms) Fever, me (+ask)	
			Spell some words containing the following GCPs:	Made, slide	

			/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	Take, same (+could) Time, like (+would) Home, woke (+should) Rude, cute (+our)	
			Spell some words containing the following GCPs: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Straw, grew These, even (+house) New, chew (+mouse) Shriek, field (+water) Claw, draw (+want)	
			Spell some words containing the following GCPs: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	time fried (+ sure) spray game (+ some) open float (+ little) being eating (+ what) music human stupid jumping trunk pumpkin prize straw	
			Revision of tricky words	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	
	Y2	Adding <i>-ing, -ed, -er, -est, -y</i> to words ending in e with a consonant before it	Adding 'ing' to words ending in 'e' with a consonant before it.		
			Adding 'er' to words ending in 'e' with a consonant before it.		
		Adding <i>-ies</i> to nouns and verbs ending in <i>y</i>			
			The long vowel 'i' spelled with a y at the end of words.		
			The 'or' sound spelled 'a' before ll and ll		
			The short vowel sound 'o.'		
			The /ee/ sound spelled '-ey'		
			Words with the spelling 'a' after w and qu.		
	Y3	Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single <u>consonant</u> preceded by a short <u>vowel</u> double	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.		

		the consonant before adding <i>ing</i>)	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.		
		Possessive apostrophe with regular plural words			
			The long vowel /a/ sound spelled 'ai'		
			Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.		
			Homophones – words which have the same pronunciation but different meanings and/or spellings.		
			The /l/ sound spelled 'al' at the end of words		
			Common exception words		
	Y4	words ending with <i>-sure</i> and <i>-ture</i>			
		words with endings sounding /shun/: <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>			
			Adding -ly to adverbs. Remembering words ending in 'y' become 'ily' and words ending in 'le' become 'ly.'		
			Adding 'ly' to to turn an adjective into an adverb when the final letter is 'l.'		
			Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix 'ion' needs to be '-sion.'		
			Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.		
			Common exception words		
	Y5	Words with the /ee/ sound spelt <i>ei</i> after <i>c</i>			
			Adverbs of time (temporal adverbs) these are words to develop chronology in writing.		
			Adding suffixes beginning with vowel letters to words ending in -fer. The r is		

			doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.		
			Words with 'silent' letters at the start		
			Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		
			Common exception words		
			Common exception words		
	Y6	Words with the ending /shul/ spelt -cial or -tial			
		Words with the endings -ant, -ance/-ancy			
		Words with the endings -ent, -ence/-ency			
			Common exception words		
			Words with origins in other countries		
			Words with unstressed vowel sounds.		
			Words with endings /shuhl/ after a vowel letter.		

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Spring 1 (7 weeks)	Reception		With support spell words using learned GCPs: ai ee igh oa	Rain, wait (+the) See, feet (+put) Night, right (+pull) Coat, boat (+full)	
			With support spell words using learned GCPs: oo oo ar or	Food, cool (+was) Look, book (+you) Dark, park (+they) Born, for (+push)	
			With support spell words using learned GCPs: ur ow oi ear	Turn, hurt (+my) Down, now (+by) Join, boil (+all) Hear, near (+into)	
			With support spell words using learned GCPs: air er bb, rr, gg dd, pp, ff, tt	Chair, fair (+are) Letter, hammer (+sure) Bigger, rabbit (+pure) Hidden, kitten (+ go)	
			With support spell longer words using learned GCPs: ai ee igh oi ear air er ar ai ee igh oa oo oo ur er c ch ow oa oo oo ur ow oi er ar ur ow oi ear air er oo ar ai ee igh oa oo oo air er	Laptop, lemon (+she) Rocket, chicken (+push) Carpet, market (+me) Carpark, bedroom (+of) Pocket, carrot	
			Revision		
	Y1	Words with consonant digraphs and some vowel digraphs/ trigraphs alternative vowel phonemes (/ay/ai/a_e/)	Spell some words containing the following GCPs: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	Happy, funny (+water) Head, bread (+funny) Wheel, white (+many) Toe, shoulder (+again)	
		New consonant spellings <i>ph</i> and <i>wh</i> words ending in <i>-y</i>	Spell some words containing the following GCPs: /igh/ y fly /oa/ ow snow /j/ g giant	fly dry (+ who) grow yellow (+ whole) huge magic (+ where)	

			/f/ ph phone	phone photo (+ two)	
				why show	
			Spell some words containing the following GCPs: /l/ le /l/ al apple metal /s/ c ice /v/ ve give	bubble gentle (+ school) total petal (+ call) face mice (+ different) give leave (+ ask)	
			Spell some words containing the following GCPs: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	brother money touch won (+ thought) cheese noise (+ through) dance horse (+ friend) key monkey (+ work)	
			Spell some words containing the following GCPs: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Amazing, snowy fruit group + water happy secret + want fizzy visit + could follow groan + people	
			Revision of tricky words	any many again who whole where two school call different thought through friend work	
	Y2	Adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it	Adding 'es' to nouns and verbs ending in 'y.'		
			Adding 'ed' to words ending in y. The y is changed to an i.		
			Adding 'er' to words ending in y. The y is changed to an i.		
		Words with the suffix <i>-ly</i>			
		Uses <i>-ly</i> to turn adjectives into adverbs			
			The /er/ and /or/ sound spelled with or or ar		
			The /z/ sound spelled s		
			Common exception words		
		Words with contractions	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.		
	Y3	Words using <u>prefixes</u> ; <i>dis-</i> , <i>mis-</i>	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.		

			The prefix 'mis-' This is another prefix with negative meanings.		
		Words using <u>prefixes</u> ; <i>un-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</i>			
			The /l/ sound spelled 'le' at the end of words.		
			Adding the suffix '-ly' when the root word ends in 'le' then the 'le' is changed to '-ly.'		
			Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'		
			Common exception words		
	Y4	Words with the /k/ sound spelt <i>ch</i> (Greek in origin)			
		Words with the /sh/ sound spelt <i>ch</i> (mostly French in origin)	Word with the 'sh' sound spelled ch. These words are French in origin.		
			The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.		
			The 'ee' sound spelled with an 'i.'		
			The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.		
			The 'au' digraph		
			Common exception words		
	Y5	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>)			
			Words spelled with 'ie' after c		
			Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.		
			Adverbs of possibility. These words show the possibility that something has of occurring		
			These words are homophones or near homophones. They have the same pronunciation but		

			different spellings and/or meanings. (1)		
			These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (2)		
			Common exception words		
	Y6		Words with endings /shuhl/ after a consonant letter.		
		Adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the r is doubled if the <i>-fer</i> is still stressed when the ending is added. The r is not doubled if the <i>-fer</i> is no longer stressed)			
		Words using a hyphen to link a prefix to a route word			
			Words with the common letter string 'acc' at the beginning of words.		
			Words ending in '-ably.'		
			Words ending in '-ible'		
			Adding the suffix '-ibly' to create an adverb.		

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Spring 2 (5 weeks)	Reception		With support spell some words using learned GCPs: ai ee igh oa oo ar or ur oo ow oi ear	Feel, deep (+the) Food, hard (+of) Sort, took (+put) Down, join (+full)	
			With support spell some longer words using learned GCPs: er air tt zz bb nn tt	Seven, comic (+of) Bigger, chair (+and) Better, buzzer, rubbish (+go) Dinner, pattern, butter (+no)	
			With support spell some words with two or more digraphs.	Sharp, sheet (+to) Tooth, chart (+into) Short, thinker (+she) Corner, shorter (+we) Shower, march	
			With support spell some longer words using learned GCPs	River, finger (+was)	
			With support spell some words ending in -ing	Looking, waiting (+you) Singing, zooming (+they)	
			With support spell some compound words	Carpark (+all)	
			Review:	Towel, fantastic	
	Y1	Majority of CEW / HFW Begins to spell the <u>singular</u> plural of words Divides words into syllables	With support spell some longer words using learned GCPs /z/ -s /s/ -s /z/ -es Review:	Vanish, mammoth (+my) Visit, poison (+are) Coats, cooks (+sure) Wishes, boxes (+pure) Fizzes, fishes	
			Revision		
			Spell some words containing the following GCPs: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	Poor, dare word world (+ once) awful playful (+ our) share square (+ laugh) floor door (+ their)	
			Spell some words containing the following GCPs: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	Beach, fetch catch itchy (+ because) picture nature (+ eye) calf half (+ once) father nasty (+ our)	

			Spell some words containing the following GCPs: /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	Wear, squash always small (+ who) difficult animal (+ whole) swap watch (+ people) bear tear (+ thought)	
			Spell some words containing the following GCPs: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	learn early (+ any) write wrong (+ many) scent listen (+ two) colour actor (+ friend)	
			Spell some words containing the following GCPs: /c/ ch school /sh/ ch chef /z/ ze freeze	school echo (+ laugh) freeze squeeze (+ eye) ball salt (+ once)	
	Y2	Spells frequently used homophones / near homophones	homophones or near homophones		
		Words using the possessive apostrophe (singular nouns)	The possessive apostrophe (singular)		
			Common exception words		
			Subject specific vocabulary		
			High frequency words		
	Y3	Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i>			
			Adding the suffix -ly. Words which do not follow the rules.		
			Words ending in 'er' when the root word ends in (t)ch		
			Common exception words		
			Subject specific vocabulary		
	Y4	Words ending with the /g/ sound spelt - <i>gue</i> and the /k/ sound spelt - <i>que</i> (French in origin)			
		Words with the /s/ sound spelt <i>sc</i> (Latin in origin)			
			The suffix 'ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'		

			The suffix 'ion' becomes 'ssion' when the root word ends in 'ss' or 'mit.'		
			Common exception words		
	Y5	Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>)			
			These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (3)		
			These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (4)		
			These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (5)		
			Common exception words		
	Y6	Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)			
			Changing 'ent' to 'ence.'		
			: -er, -or, -ar at the end of words.		
		Uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately – teacher to identify areas of weakness across class			
			Common exception words		

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Summer 1 (6 weeks)	Reception		With support spell some phase 4 CVCC words with short vowels.	Went, help (+said) Jump, lift (+so) Best, soft (+have) Fact, pond (+like) Just, hand	
			With support spell some phase 4 CVCC words With support spell some phase 4 CCVC words	Munch, chest (+some) Milk, shelf (+come) Smash, crack (+love) Dress, bring (+do) Smell, swim	
			With support spell some phase 4 CCVCC words With support spell some phase 4 CCCVC words With support spell some phase 4 CCCVCC words Review:	Stamp, twist (+were) Blend, crunch (+here) String, strong (+little) Sprint, scrunch (+says) Splat, crisp	
			With support spell some phase 4 longer words and compound words. Review:	Forest, printer (+there) Blanket, children (+when) Second, freshness (+what) Lunchbox (+one) River, finger	
			With support spell some words ending in -ing With support spell some words ending with -ed /t/ With support spell some words ending with -ed /id/ /ed/ With support spell some words ending with -est Review:	Jumping, snapping (+out) Helped, cracked (+today) Hunted, melted (+all) Softest, strongest (+are) Swimming, trusted	
	Y1	Compound words Days of the week Numbers to 20 Words ending in <i>tch</i>	(Review phase 5) Spell some words containing the following GCPs: ay play a-e shake ea each e he	Sea, comic play tray (+ they) made game (+ sure) sea treat (+ pure) fever secret (+ said)	

		<u>Plurals</u> of nouns and verbs adding <i>-s</i> and <i>-es</i> to words Verbs where no change is needed to the root word			
			(Review phase 5) Spell some words containing the following GCPs: ie pie i-e time o go o-e home	shock strip lie cried (+ were) time like (+ one) both over (+ says) home note (+ here)	
			(Review phase 5) Spell some words containing the following GCPs: ue blue rescue ew chew new u-e rude cute aw claw	think stair blue true (+ today) new flew (+ their) use rule (+ people) saw straw (+ your)	
			(Review phase 5) Spell some words containing the following GCPs: ea head ir bird ou cloud oy toy	shine spoiled bread thread (+ any) bird girl (+ many) sound out (+ who) joy annoy (+ whole)	
			(Review phase 5) Spell some words containing the following GCPs: i tiger a paper ow snow u unicorn	thorn goal mind child (+ two) later baking (+ eye) show grow (+ thought) music unit (+ through)	
			(Review phase 5) Spell some words containing the following GCPs: ph phone wh wheel ie shield g giant	wheel girl phone dolphin (+ friend) when white (+ once) field shriek (+ our) gem magic (+ because)	
	Y2	Adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel	Adding 'ing' to words of one syllable. The last letter is doubled to keep the short vowel sound		
			Adding 'ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.		
		Words with the suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> and <i>-less</i>	The suffixes 'ment' and 'ness'		
			The suffixes 'ful' and 'less' If a suffix starts with a consonant letter. It is added straight onto most root words.		

			Common exception words		
			Revision – Teacher Assessed		
	Y3	Can spell words using knowledge of <u>word family</u>			
			Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.		
			Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin.		
			Words with the /s/ sound spelled 'sc' which is Latin in its origin.		
			Common exception words		
			Revision – Teacher Assessed		
	Y4	Possessive apostrophes with irregular plurals	Plural possessive apostrophes		
			The suffix '–cian' used instead of '–sion' when the root word ends in 'c' or 'cs'		
			Adding '–ly' to create adverbs of manner. These adverbs describe how the verb is occurring.		
			Homophones – words which have the same pronunciation but different meanings and/or spellings.		
			The /s/ sound spelled c before 'i' and 'e'.		
			Common exception words		
	Y5	Words ending in <i>–able</i> and <i>–ible</i>	Words ending in '–able' and '–ible.' '–able' is used where there is a related word ending '–ation.'		
			Words ending in '–able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.		
			Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.		

			Common exception words		
			Common exception words		
			Revision – Teacher Assessed		
	Y6	Spells words from the National Curriculum word list for Years 5 and 6			
		Uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately – teacher to identify areas of weakness across class			
		Subject specific vocabulary			
			Adverbs synonymous with determination.		
			Adjectives to describe settings		
			Vocabulary to describe feelings.		

Term	Year group	St John's / Durham Assessment Grid expectation	Spelling Shed Expectation or Little Wandle Expectation	Words from common exception/ high frequency lists with the expectation or have letter strings in/ close links which can be dropped in alongside spelling lists for coverage*	✓
Summer 2 (7 weeks)	Reception		With support spell some phase 4 CVCC words with long vowels.	Toast, spark (+be) Growl, bright (+there) Train, sport (+what) Green, spoon (+when) Brown, start	
			With support spell some phase 4 CCVC words With support spell some phase 4 CCCVC words With support spell some phase 4 CCV words With support spell some phase 4 CCV/CCVCC/CCVC Words Review:	Crown, sleep (+pure) Street, screen (+sure) Stair, clear (+little) Three, spoilt (+hear) Fright, sweet	
			With support spell some words ending s /s/ With support spell some words ending s /z/ With support spell some words ending -es With support spell some longer phase 4 words Review:	Paints, floats (+says) Crowds, spears (+like) Splashes, dresses (+love) Perfect, frighten (+some) Balloon, bright	
			With support spell some root words ending -ing With support spell some root words ending -ed /t/ With support spell some root words ending -ed /id/ /ed/ With support spell some root words ending -ed /d/ Review:	Sleeping, painting (+come) Splashed, croaked (+said) Floated, painted (+have) Cleared, groaned (+you) Sparked, started	
			With support spell some root words ending -er	Brighter, sweeter (+are) Smartest, clearest (+today)	

			With support spell some root words ending -est Review: Review: Review:	Appear, three (+they) Street, free (+out) Spoons, crown	
			Revision		
	Y1	Adding endings <i>-ing -ed -er</i> Adjectives where no change is needed to the root word Adding <i>-er</i> and <i>-est</i> Words with the addition of the prefix <i>un-</i> Y1 CEW / HFW Phonetically plausible attempts of new words	Spell some words containing the following GCPs: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	grey break eight great (+ busy) know sign (+ beautiful) thumb crumb (+ pretty) cheer steer (+ hour)	
			Spell some words containing the following GCPs: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	dodge charge usual treasure (+ move) bridge dodge (+ improve) crystal myth (+ parents) large change (+ shoe)	
			Spell some words containing the following GCPs: /sh/ ti ssi si ci potion mission mansion delicious	sneeze magician station action (+ friend) mission mansion (+ hour) special social (+ many) precious (+ through)	
			Spell some words containing the following GCPs: /or/ augh our oar ore daughter pour oar more Review word endings: ce se ze le al Review gn kn mb Review dge ge g Review:	naughty before (+ shoe) choice final (+ parents) climbing climbed (+ whole) large badge (+ move) daughter adventure	
			Review sc st wr wh Review /sh/ Review suffixes <i>-ed</i> and <i>-ing</i> Review words with a schwa Review:	science where (+ busy) special magician (+ because) sweeping searched (+ improve) colour again (+ beautiful) celebrate mystery	
			Revision		
	Y2	Words ending in <i>-tion</i>	Words ending in '-tion.'		
		<u>Compound nouns</u>			
			Subject specific vocabulary		
			Revision – Teacher Assessed		
			Revision – Teacher Assessed		
			High Frequency Words		
			Common Exception Words		

	Y3	Spells some words from the National Curriculum word list for Years 3 and 4			
			Homophones: Words which have the same pronunciation but different meanings and/or spellings.		
			The suffix '–sion' pronounced /ʒən/		
			Common exception words		
			Subject specific vocabulary		
			Revision – Teacher Assessed		
			Revision – Teacher Assessed		
	Y4	Spell words from the National Curriculum word list for Years 3 and 4			
			Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'		
			Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'		
			Prefixes – 'super-' 'anti' and 'auto.'		
			The prefix bi- meaning two.		
			Common exception words		
			Revision – Teacher Assessed		
	Y5	Words ending in <i>–ably</i>	Words ending in '–ably' and '–ibly.' The '–able' ending is usually but not always used if a complete root word can be heard before it.		
		Words ending in <i>–ibly</i>			
			'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably		
			Common exception words		
			Subject specific vocabulary		

			Revision – Teacher Assessed		
			Revision – Teacher Assessed		
	Y6	Spells words from the National Curriculum word list for Years 5 and 6			
		Uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately – teacher to identify areas of weakness across class			
		Subject specific vocabulary			
			Adjectives to describe character		
			Grammar Vocabulary Mathematical Vocabulary		
			Common exception words		
			Revision – Teacher Assessed		

Other coverage to be mindful of/ other key information:

	Rec	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 	
	Y1	<ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	
	Y2	<ul style="list-style-type: none"> recognises own spelling errors and makes some attempt to correct these selects correct GPCs in spelling 	
	Y3	<ul style="list-style-type: none"> begins to use a dictionary to check spellings 	
	Y4	<ul style="list-style-type: none"> use the first 2 or 3 letters of a word to check its spelling in a dictionary 	
	Y5	<ul style="list-style-type: none"> uses a thesaurus uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	
	Y6	<ul style="list-style-type: none"> uses a thesaurus efficiently and effectively 	