



Hayton C of E Primary School

Autumn Term Spelling Coverage 2024-25

**Hayton C of E Primary School – English (Spelling) Curriculum overview 2024-25**

	<b>Year 1- ELS Phonics &amp; Spelling (Phase 5)</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<i>Autumn Term (Phase 5)</i>	<p>1- Assess and review week 2- Review week 3- Revise: /ai/ /ow/ /igh/ /ee/ 4- Revise: /oi/ /ur/ /i(y)oo/ /or/ 5- Assess and review week 6- Revise: /w/ /f/ /i(y)oo/ /oa/</p> <hr/> <p>1- Revise: /or/ /ee/ /ai/ /ee/ e.g. please, once</p> <p>2- Revise: /igh/ /oa/ /i(y)oo/ /s/ e.g. many, again, any</p> <p>3- /ee/ /or/ (walk)</p> <p>4- Review week e.g. who, whole</p> <p>5- Review week e.g. where, two</p> <p>6- Assess and review week 7- Review week</p> <p>Weekly spelling lists/tests.</p>	<p><b>*Y1 Introduce:</b> /f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel <b>*Y1 Introduce:</b> /ch/ spelt as -tch after a single vowel <b>*Y1 Introduce:</b> /v/ sound at the end of word e.g. live, have <b>*Y1 Introduce:</b> Adding -s and -es to words <b>*Y1 Introduce:</b> Adding -ing, -ed, -er to verbs with no change to the root word <b>*Y1 Introduce:</b> Days of the week, months of the year and seasons <b>Introduce:</b> Compound words</p> <hr/> <p><b>*Y1 Introduce:</b> Adding -er, -est to adjectives with no change to the root word <b>*Y1 Introduce:</b> Digraphs -ai, -oi <b>*Y1 Introduce:</b> Digraphs -ay, -oy <b>*Y1 Introduce:</b> Digraph -oo <b>*Y1 Introduce:</b> Digraphs u-e, -ew <b>*Y1 Introduce:</b> Digraph -ph, -wh <b>*Y1 Introduce:</b> The spelling of the phoneme /k/ as -k <b>*Y1 Introduce:</b> Adding the prefix un with no change to the root word <b>Introduce:</b> homophones and near homophones <b>*Y1 Reinforce:</b> Adding -es, adding -ed with /t/ sound, adding -ed with /d/ sound</p>	<p><b>Reinforce Year 2:</b> Adding -es to nouns and verbs ending in -y <b>Embed Year 2:</b> Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it <b>Embed Year 2:</b> Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it</p> <hr/> <p><b>Embed Year 2:</b> Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter <b>Introduce:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener <b>Introduce:</b> 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 – beginner / beginning <b>Reinforce Year 2:</b> Suffixes -ment, -ness, -ful, less and -ly</p>	<p><b>Reinforce Year 3:</b> Adding suffixes beginning with vowel letters <b>Reinforce Year 3:</b> Adding suffixes beginning with vowel letters Reinforce Year 3: Suffix -ly <b>Reinforce Year 3: Exception 1:</b> Suffix -ly Reinforce Year 3: Exception 2: Suffix -ly Reinforce Year 3: Exception 3: Suffix -ly Reinforce Year 3: Exception 4: Suffix -ly <b>Reinforce Year 3:</b> Words with the /s/ sound spelt sc <b>Reinforce Year 3:</b> Words with the /sh/ sound spelt ch <b>Reinforce Year 3:</b> Words with the /k/ sound spelt ch <b>Reinforce Year 3:</b> Words with the /ai/ sound spelt ei, eigh or ey <b>Embed Year 3:</b> Words with endings that sound like /zh/ + /ə/ + /n/ <b>Introduce:</b> Adding the suffix -ation <b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt tion <b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt -sion <b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion <b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt -cian <b>Introduce:</b> Silent letters b <b>Embed Year 3:</b> Possessive apostrophe -s (with plural words) <b>Introduce:</b> Additional new homophones/ near homophones</p>	<p><b>Embed Year 3:</b> Adding suffixes beginning with vowel letters <b>Embed Year 3:</b> Adding the Suffix -ly and all rules <b>Introduce:</b> Words with /ee/ sound spelt ei after c <b>Reinforce Year 4:</b> The /u/ sound spelt ou <b>Introduce:</b> Use of the hyphen e.g. co-ordinate <b>Introduce:</b> Words with 'silent letters'</p> <hr/> <p><b>Embed:</b> Adding the suffix -ation to verbs to form nouns <b>Embed:</b> Adding the suffixes -tion, -sion, -ssion, -cian <b>Introduce:</b> Adding prefixes uni-, bi-, tri-, quad-, pent-, hex-, octo- / oct-, circum-/ cir <b>Reinforce Year 4:</b> Adding the prefix sub-, inter-, super-, anti-, auto <b>Introduce:</b> Homophones and other words that are often confused (Y5/ Y6)</p>	<p><b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious <b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial <b>Introduce:</b> Words ending in -able and -ible <b>Introduce:</b> Words ending in -ably and -ibly <b>Introduce:</b> Adding prefixes tele-, audio</p> <hr/> <p><b>Introduce:</b> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency <b>Embed Year 5:</b> Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) <b>Embed Year 5:</b> Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) <b>Reinforce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious <b>Reinforce:</b> Endings which sound like /sh/ + /ə/ + /l/ spelt -cial, -tial <b>Embed Year 5:</b> Words containing the letter string -ough <b>Introduce:</b> Adding suffix trans</p>



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Spring Term Spelling Coverage 2024-25

Hayton C of E Primary School – English (Spelling )Curriculum overview 2024-25

	Year 1- ELS Phonics & Spelling (Phase 5)	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term	<p>1- Review week Y1:8 2- /ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by)</p> <p>3- /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head)</p> <p>4- /ur/ (world) /ur/ (learn) /oo/ (soup) /oa+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym)</p> <p>5- Assess and review week Y1:9 6- /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)</p> <p>-----</p> <p>1- /u/ (brother) Review week Y1:10 2- /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) 3- /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) 4- /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) 5- Assess and review week Y1:11 6- /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian</p> <p>(Weekly spelling lists/tests)</p>	<p><b>Introduce:</b> Adding –es to nouns and verbs ending in -y <b>Introduce:</b> Adding -ed, -ing, -er, -est to root words ending in -y with a consonant before it. E.g. copy, copied <b>Introduce:</b> Adding -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it. E.g. hike- hiked <b>Introduce:</b> /or/ sound spelt as a before l and ll <b>Introduce:</b> /u/ sound spelt as o <b>Introduce:</b> Possessive apostrophe -s (singular nouns)</p> <p>-----</p> <p><b>Introduce:</b> /j/ sound spelt -dge, -ge at the end of word and -g before an i, e, y <b>Introduce:</b> /s/ sound spelt -c before e, i, y and -j before o, a, u <b>Introduce:</b> Contractions for omitted letter (s) <b>Introduce:</b> /ie/ sound spelt at -y at the end of words <b>Introduce:</b> /l/ sound spelt -le, -el, -al, -il at the end of words <b>Introduce:</b> /n/ sound spelt kn at the beginning of words (silent letters) <b>Introduce:</b> /n/ sound spelt gn at the beginning of words (silent letters) <b>Introduce:</b> /w/ sound spelt wr at the beginning of words (silent letters) <b>Reinforce:</b> Possessive apostrophe -s (singular nouns)</p>	<p><b>Introduce:</b> Adding suffix -ly with no change to root word <b>Introduce: Exception 1</b> Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an l, (only if root word has one than one syllable) <b>Introduce: Exception 2:</b> Adding suffix -ly when root word ends with -le (-le is changed to -ly) <b>Introduce: Exception 3:</b> Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly <b>Introduce: Exception 4:</b> Adding suffix -ly other examples truly, duly, wholly <b>Reinforce Year 2:</b> Homophones and near-homophones <b>Embed Year 2:</b> Possessive apostrophe -s (singular nouns) <b>Introduce:</b> Possessive apostrophe -s (with plural words) <b>Introduce:</b> Possessive apostrophe -s (when the plural of a word changes)</p> <p>-----</p> <p><b>Introduce:</b> Adding prefixes dis-, mis-, in-, -im, il-, <b>Introduce:</b> Words with endings sounding like /zh/+ /ure/ (spelt –sure) and /ch/ + /ure/ (spelt -ture) <b>Introduce:</b> Adding prefixes mini-, micro</p>	<p><b>Introduce:</b> Adding the suffix -ous (no change to the root word) <b>Introduce:</b> Adding the suffix -ous (no obvious root word) <b>Introduce:</b> Adding the suffix -ous (-our is changed to -or before -ous is added) <b>Introduce:</b> Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious &amp; /ee/ sound represented as an -e before the -ous ending e.g. hideous) <b>Reinforce:</b> Prefixes: de-, over <b>Introduce:</b> Prefixes: re-, ir <b>Introduce:</b> Silent letters gh</p> <p>-----</p> <p><b>Introduce:</b> Adding the prefix sub- inter-, super-, anti-, auto <b>Introduce:</b> The /u/ sound spelt ou <b>Introduce:</b> Additional new homophones/ near homophones <b>Introduce:</b> Silent letters d</p>	<p><b>Embed:</b> Adding the suffix -ous and all rules <b>Introduce:</b> Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added) <b>Introduce:</b> Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed) <b>Introduce:</b> Words containing the letter string -ough-----  ----- <b>Introduce:</b> Adding prefixes with a hyphen: non-, pre <b>Introduce:</b> Adding prefixes aqua <b>Reinforce:</b> Words with /ee/ sound spelt ei after c <b>Introduce new:</b> Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word w <b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	<p><b>*Revise: Year 3 &amp; 4 and Year 5 &amp; 6 Statutory National Curriculum Content</b></p>



Hayton C of E Primary School

Summer Term Spelling Coverage 2024-25

Hayton C of E Primary School – English (Spelling) Curriculum overview 2024-25

	Year 1 (all phases)	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	<p>Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.</p> <p><b>Continue with weekly spelling lists.</b></p>	<p><b>Introduce:</b> Adding -ing, -ed, -er, -est &amp; -y to words of one syllable, ending with a single vowel and single consonant E.g pat –patting  <b>Introduce:</b> /ee/ sound spelt as -ey (inc adding the plural -s)  <b>Introduce:</b> /o/ sound spelt as a following w or qu  <b>Introduce:</b> /ur/ sound spelt as o following w  <b>Introduce:</b> /or/ sound spelt as ar following w  <b>Introduce:</b> /zh/ sounds spelt as an s  <b>Introduce:</b> Suffixes -ment, -ness, -ful, -less and -ly (with no change to root word)  <b>Introduce:</b> Suffixes -ment, -ness, -ful, -less and -ly (with a change to root word)  <b>Introduce:</b> Words ending in -tion</p> <hr/> <p><b>Reinforce:</b> Adding -ing, -ed, -er, -est to root words ending in -y with a consonant before it E.g hurry - hurried  <b>Reinforce:</b> Adding -ed, -ing, -er, -est and -y  <b>Reinforce:</b> Possessive apostrophe -s  <b>Introduce:</b> New additional compound words  <b>Reinforce:</b> Adding -ing, -ed, -er, -est &amp; -y to words of one syllable, ending with a single vowel and single consonant  <b>Introduce:</b> New additional homophones and near homophones  <b>Y1 Reinforce:</b> Months of the year, days of the week and seasons</p>	<p><b>Introduce:</b> Words with the /ai/ sound spelt ei, eigh, or ey  <b>Introduce:</b> Words with the /s/ sound spelt sc  <b>Introduce:</b> Words with the /k/ sound spelt ch  <b>Introduce:</b> Words with the /sh/ sound spelt ch  <b>Introduce:</b> Words with endings that sound like /zh/ + /ə/ + /n/  <b>Reinforce:</b> Words with endings sounding like /zh/+ /ure/ (spelt -sure) and /ch/ + /ure/ (spelt -ture)  <b>Introduce:</b> New additional homophones/ near homophones</p> <hr/> <p><b>Embed Year 2:</b> Silent letters k /n/ and g /n/ at the beginning of words  <b>Introduce:</b> The /i/ sound spelt y elsewhere than at the end of words  <b>Reinforce:</b> Words with endings that sound like /zh/ + /ə/ + /n/  <b>Reinforce :</b> Adding prefix: dis-, mis-, in-, il-, im  <b>Introduce:</b> Adding prefix: ir-, reIntroduce: New additional homophones/ near homophones  <b>Reinforce:</b> Possessive apostrophe -s (with plural words)  <b>Reinforce:</b> Possessive apostrophe -s (when the plural of a word changes)</p>	<p><b>Introduce:</b> Words ending with the /g/ sound spelt -gue &amp; Words ending with the /k/ sound spelt -que  <b>Reinforce Year 3:</b> The /i/ sound spelt y elsewhere than at the end of words  <b>Reinforce:</b> Adding the suffix -ation to verbs to form nouns  <b>Reinforce:</b> Adding the suffixes -tion, -sion, -ssion, -cian  <b>Reinforce:</b> Adding the suffix -ous and all rules</p> <hr/> <p><b>Revise: Year 3 &amp; Year 4 content ** 'Revise' statutory Year 3/ 4 content that has been 'introduced'</b></p>	<p><b>Reinforce Year 4:</b> Words ending with the /g/ sound spelt -gue &amp; Words ending with the /k/ sound spelt -que  <b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)  <b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)  <b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious  <b>Introduce:</b> Adding prefixes multi  <b>Reinforce:</b> Words containing the letter string -ough  <b>Reinforce:</b> Use of the hyphen e.g. co-ordinate</p> <hr/> <p><b>Embed Year 3:</b> Words with endings with -sure and -ture that contain the sounds /zh/+ /ure/ and /tch/ + /ure  <b>Introduce new:</b> Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word e, s, u, l, t  <b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	<p><b>Revisit key spelling rules and guidance based upon the needs of the pupils</b>  <b>Revisit spelling strategies</b>  <b>Application in writing.</b></p>