

Year Group and Term	Spelling Rule
Foundation Stage	<ul style="list-style-type: none"> • CVC and CVCC words containing RWI Set 1 sounds.
Year 1 Autumn 1	<ul style="list-style-type: none"> • Words containing RWI Set 2 Sounds • Adding 's' for plurals of nouns
Year 1 Autumn 2	<ul style="list-style-type: none"> • Words containing RWI Set 3 Sounds (digraphs only) • Adding 's' and 'es' for plurals of nouns
Year 1 Spring 1	<ul style="list-style-type: none"> • RWI Set 3 Sounds (trigraphs) • Adding 'ing', 'ed' and 'er' to verbs where no change is needed to the root word
Year 1 Spring 2	<ul style="list-style-type: none"> • Alternative pronunciations of graphemes: 'ea' in heat and head, 'ow' in how and snow, 'ear' in dear and bear • Words ending in 'y' as the 'ee' sound: very, happy, family, funny, party
Year 1 Summer 1	<ul style="list-style-type: none"> • Words ending in 've': have, give, live • Adding 'er' and 'est' to adjectives where no change is needed the root word: fresh, fresher, freshest
Year 1 Summer 2	<ul style="list-style-type: none"> • 'tch' at the end of words: switch, hatch, witch • Adding the prefix 'un' to the beginning of a word: happy/unhappy, fair/unfair
Year 2 Autumn 1	<ul style="list-style-type: none"> • Words ending in 'y' as the 'igh' sound: cry, fly, dry, try, reply, July • Words with 'a' before 'l' and 'll': all, call, ball, walk, talk, always

	<ul style="list-style-type: none"> • 'ee' sound spelt as 'ey': donkey, monkey, chimney, valley • Adding 'es' to nouns and verbs ending in 'y'. Change the 'y' to 'i' before adding 'es': flies, tries, replies, copies, babies, carries • 'f' sound spelt as 'ph': elephant, alphabet, dolphin • 'w' sound spelt as 'wh': when, which, where, wheel, while
<h2>Year 2 Autumn 2</h2>	<ul style="list-style-type: none"> • 'a' making the 'ow' sound after 'w' and 'qu': want, watch, wander, quantity • 's' sound spelt 'c': race, ice, cell, city, fancy, cycle, circus • Adding 'ed', 'er', 'ing', 'est' to a root word ending in 'y'. Change the 'y' to an 'i' before the suffix except from with 'ing': copy, copied, copier, copying • 'g' spelt 'ge' and 'dge': badge, edge, bridge, huge, change
<h2>Year 2 Spring 1</h2>	<ul style="list-style-type: none"> • 'er' sound spelt as 'or' after a 'w': word, work, worm, world • 'or' sound spelt 'ar' after a 'w': war, warm, towards • 'n' sound spelt 'kn' and 'gn' at the beginning of words: knock, know, knee, gnat, gnaw • 'r' sound spelt 'wr' at the beginning of words: write, wrong, wrap • Dropping the 'e' before adding 'ing', 'ed', 'er', 'est', 'y': hike – hiking, shine – shiny

<p>Year 2 Spring 2</p>	<ul style="list-style-type: none"> • 'z/sh' sound spelt as 's': treasure, television, usual • Words ending in 'tion': station, fiction, motion, section • Homophones: hear/here, sun/son, be/bee, to/too/two • Double the consonant to protect the short vowel sound when adding suffixes: pat/patting/patted, hum/hummed/humming. Letter 'x' is an exception as it is never doubled: mix/mixed/mixing.
<p>Year 2 Summer 1</p>	<ul style="list-style-type: none"> • 'le' at the end of words: table, bottle, middle, little • Homophones: one/won, blue/blew, night/knight, sea/see • 'o' making the 'u' sound: other, brother, mother, nothing, Monday • Suffixes: 'ment', 'ness', 'ful', 'less', 'ly'
<p>Year 2 Summer 2</p>	<ul style="list-style-type: none"> • Words ending in 'il', 'al' and 'el': camel, tunnel, squirrel, travel, towel, tinsel, metal, pedal, hospital, animal, pencil, fossil, nostril. ('el' is used after m, n, r, s, v, w) • Homophones: there/their/they're, bear/bare, quite/quiet • Possessive apostrophe (single nouns): Megan's, Ravi's, the girl's, the child's • Contractions: can't, didn't, hasn't, couldn't, it's, I'll

<p>Year 3 Autumn 1</p>	<ul style="list-style-type: none"> • Revision of Y2 homophones, spelling rules and red words • 'ay' sound spelt 'ei', 'eigh', 'ey': vein, weight, eight, neighbour, they, obey • Homophones: here/hear, he'll/heel/heal, meet/meat
<p>Year 3 Autumn 2</p>	<ul style="list-style-type: none"> • 'i' sound spelt 'y': myth, gym, Egypt, pyramid, mystery • Adding suffixes beginning vowels to words with more than syllable: forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation
<p>Year 3 Spring 1</p>	<ul style="list-style-type: none"> • 'sh' sound spelt as 'ch' (words usually of French origin): chef, chalet, machine, brochure • 'k' sound spelt as 'ch' (words usually of Greek origin): chorus, scheme, chemist, echo, character • Homophones: plane/plain, male/mail, main/mane, fare/fair
<p>Year 3 Spring 2</p>	<ul style="list-style-type: none"> • Words with endings sounding like 'sher': measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure • 'u' sound spelt as 'ou': young, double, touch, trouble, country • Suffix 'ation' (explore root words first): information, adoration, sensation, admiration, preparation

Year 3 Summer 1

- Endings sounding like 'zhun': division, invasion, confusion, decision, collision, television
- 'ly' suffix added to an adjective to form an adverb:
 1. If it ends in a 'y', change 'y' to 'i' then add 'ly': happy/happily, angry/angrily
 2. If it ends in a 'c', add 'ally': frantic/frantically, dramatic/dramatically, comical/comically, magic/magically
 3. If it ends in 'le', change to 'ly': humble/humbly, gentle/gently
- Homophones: grown/groan, piece/peace, break/brake, great/grate

Year 3 Summer 2

- Prefixes 'un', 'dis', 'mis', 'in' and teach their negative meaning: disappear, disagree, disobey, misbehave, mislead, misspell, inactive, incorrect
- 'in' becomes 'il' when put before a root word beginning with 'l': illegal, illegible
- 'in' becomes 'im' when put before a root word beginning with 'm' or 'p': immature, immortal, impossible, impatient, imperfect
- 'in' becomes 'ir' when put before a root word beginning with 'r': irregular, irrelevant, irresponsible
- Prefix 're' and teach its meaning of 'again' or 'back': redo, refresh, reappear, redecorate, return

	<ul style="list-style-type: none"> • Prefix 'sub' and teach its meaning of 'under': subdivide, subheading, submarine, submerge. • Prefix 'inter' and teach its meaning of 'between' or 'among': interact, intercity, international, interrelated • Prefix 'super' and teach its meaning of 'above': supermarket, superman, superstar • Prefix 'anti' and teach its meaning of 'against': antisocial, antiseptic, anticlockwise • Prefix 'auto' and teach its meaning of 'self' or 'own': autobiography, autograph
<p>Year 4 Autumn 1</p>	<ul style="list-style-type: none"> • Revision of Y3 spelling rules. • 's' sound spelt 'sc' (Latin in origin): science, scene, discipline, fascinate, crescent • Homophones: seen/scene, ball/bawl, berry/bury
<p>Year 4 Autumn 2</p>	<ul style="list-style-type: none"> • Suffix 'tion' if the root word ends in 't' or 'te': invention, injection, action, hesitation, completion • Suffix 'ssion' if the root word ends in 'ss' or 'mit': expression, discussion, confession, permission, admission • Suffix 'sion' if the root words ends in 's' or 'se': expansion, extension, comprehension, tension • Suffix 'cian' if the root word ends in 'c' or 'cs': musician,

	<p>electrician, magician, politician, mathematician</p> <p><i>Strictly speaking, all of the above suffixes are either 'ion' or 'ian' but clues about whether to use the 't', 's', 'ss' or 'c' often come from the last letter of the root word.</i></p>
Year 4 Spring 1	<ul style="list-style-type: none"> • Words ending in the 'g' sound spelt as 'gue': league, tongue, catalogue • Words ending in the 'k' sound spelt as 'que': antique, unique, plaque
Year 4 Spring 2	<ul style="list-style-type: none"> • Possessive apostrophe with plural words: <ol style="list-style-type: none"> 1. 's' is not added if the plural ends in an 's': girls', boys', babies' 2. 's' is added if the plural doesn't end in an 's': children's, men's 3. Note: singular proper nouns ending in an 's' will use an apostrophe and 's': Cyprus's population • Homophones: not/knot, missed/mist, rain/rein/reign
Year 4 Summer 1	<ul style="list-style-type: none"> • 'ous' suffix – usual rules apply for adding suffixes to root words: poisonous, dangerous, mountainous, famous, various, but sometimes there is no obvious root word: tremendous, enormous, jealous • 'our' is changed to 'or' before 'ous' is added: humorous, glamorous, vigorous • Final 'e' of the root word must be kept if the 'j' sound of the

	<p>'g' is to be kept: courageous, outrageous</p> <ul style="list-style-type: none"> • If there is a short 'i' sound before the 'ous' ending, it is usually spelt as 'i' but a few words use 'e': serious, obvious, curious, hideous, spontaneous, courteous • Homophones: whether/weather, who's/whose, medal/meddle, affect/effect
Year 4 Summer 2	<ul style="list-style-type: none"> • Revision of all spelling rules, homophones and word list words taught in Year 3 and 4.
Year 5 Autumn 1	<ul style="list-style-type: none"> • 'cial' and 'tial' endings. 'cial' is common after a vowel (official, special, artificial) and 'tial' is common after a consonant (partial, confidential, essential) but there are some exceptions (initial, financial, commercial, provincial)
Year 5 Autumn 2	<ul style="list-style-type: none"> • 'cious' and 'tious' endings: vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, anxious
Year 5 Spring 1	<ul style="list-style-type: none"> • 'ant', 'ance', 'ancy' endings: observant, observance, expectant, expectancy, hesitant, hesitancy, tolerant, tolerance, substance • 'ent', 'ence', 'ency' endings: innocent, innocence, decent, decency, frequent, frequency, confident, confidence

<p>Year 5 Spring 2</p>	<ul style="list-style-type: none"> • Words containing the letter string 'ough' representing a variety of different sounds: <ol style="list-style-type: none"> 1. ought, bought, thought, nought 2. rough, tough, enough, cough 3. though, although, dough, through 4. thorough, borough 5. plough, bough • 'ee' sound spelt 'ei': deceive, conceive, receive, protein, caffeine, seize, either, neither
<p>Year 5 Summer 1</p>	<ul style="list-style-type: none"> • Words containing silent letters: doubt, island, lamb, solemn, thistle, knight, foreign, vehicle, yacht, Autumn, gnome
<p>Year 5 Summer 2</p>	<ul style="list-style-type: none"> • 'able' and 'ible' suffixes: • For the 'able' ending, the 'e' must be kept with root words ending in 'ce' and 'ge': changeable, noticeable • The 'able' ending is usually, but not always, used if a complete root word can be heard before it: dependable, comfortable, understandable, reasonable, enjoyable, reliable • The 'ible' ending is common if a complete root word can't be heard before it: possible, horrible, terrible, visible, incredible, sensible
<p>Year 6 Autumn 1</p>	<ul style="list-style-type: none"> • Revision of spelling rules taught in Y5. • Adding suffixes beginning with vowel letters to words ending in 'er': referring, referred, referral, preferring, preferred, transferring, transferred,

	<p>transferral (however the 'r' is not double if the 'fer' is no longer stressed: reference, referee, preference)</p>
Year 6 Autumn 2	<ul style="list-style-type: none"> Nouns ending in 'ce' and verbs ending in 'se': advice/advise, device/devise, licence/license, practice/practise
Year 6 Spring 1	<ul style="list-style-type: none"> Homophones and other words that are often confused: aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, farther/father, guessed/guest, heard/herd, lead/led, morning/mourning.
Year 6 Spring 2	<ul style="list-style-type: none"> Use of the hyphen when adding a prefix (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): co-ordinate, co-operate, co-own, re-enter
Year 6 Summer 1	<ul style="list-style-type: none"> Homophones and other words that are often confused: past/passed, precede/proceed, descent/decent/dissent, desert/dessert, draft/draught, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose
Year 6 Summer 2	<ul style="list-style-type: none"> Revision of spelling rules taught throughout KS2.