



Whole School Curriculum Map – English (Spelling)

Autumn Term

EYFS

F

Taught through Phonics:

s a t p
i n m d
g o c k
c k e u r
ss
h b f ff l ll
j v w x
y z zz qu ch
sh th ng nk
ai ee igh oa
-es

EYFS Literacy ELG:

Spell words by identifying sounds in them and representing the sounds with a letter or letters
(l the no put of to go is into pull as his he she buses we me be push was her my you)

Key Stage 1

1

Revision from Year F:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Taught through Phonics:

ay ou ie ea –le
oy ir ue aw
wh ph ew oe
au ey a-e e-e
i-e o-e u-e c (s)
y(ee) al(or)

Year 1 Learning:

- Division of words into syllables
- Harder to read and spell words

2

The children develop a range of personal strategies for learning new and irregular words.
The children develop a range of personal strategies for spelling at the point of composition.
The children develop a range of personal strategies for checking and proofreading spellings after writing.

Revision from Year 1:

- Phase 5 GPCs including polysyllabic words (based on assessment)
- Homophones (Year 1)

Year 2 Learning:

- Common exception words (Year 2)
- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- Homophones and near-homophones
- The /n/ sound spelt kn and (less often) gn at the beginning of words

Autumn Term

Key Stage 2

3	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Revision from Year 2:</p> <ul style="list-style-type: none"> • Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it • Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • Contractions <p>Year 3 Learning:</p> <ul style="list-style-type: none"> • Words with the /eɪ/ sound spelt ei, eigh, or ey • Homophones and near-homophones • More prefixes (mis-, re-) • The /ɪ/ sound spelt y elsewhere than at the end of words • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
4	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Revision from Year 2:</p> <ul style="list-style-type: none"> • The possessive apostrophe (singular nouns) <p>Year 4 Learning:</p> <ul style="list-style-type: none"> • Words with endings sounding like /ʒə/ or /tʃə/ (-sure, -ture) • Homophones and near-homophones • More prefixes (in-, il-, im-, ir-) • Words with the /eɪ/ sound spelt ei, eigh, or ey • Words with the /j/ sound spelt ch (mostly French in origin) • The /ʌ/ sound spelt ou • Adding suffixes beginning with vowel letters to words of more than one syllable
5	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i> <i>The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p>Revision from Year 2:</p> <ul style="list-style-type: none"> • Plurals (adding –s, –es, –ies) • Possessive apostrophe with singular and plural words • Contractions <p>Year 5 Learning:</p> <ul style="list-style-type: none"> • Words containing the letter-string ough • Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words ending in –able and –ible • Homophones and other words that are often confused • Use of the hyphen

6

The children develop a range of personal strategies for learning new and irregular words.

The children develop a range of personal strategies for spelling at the point of composition.

The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Revision from Year 5:

- Words ending in –able and –ible
- Words ending in –ably and –ibly

Year 6 Learning:

- Adding suffixes beginning with vowel letters to words ending in –fer
- proofreading for spelling errors
- Homophones and other words that are often confused
- Endings which sound like /ʃəs/ spelt –cious or –tious

Spring Term

EYFS

F

Taught through Phonics:

oo
ar ur oo or
ow oi ear air
ure er ow
Review previous sounds

EYFS Literacy ELG:

Spell words by identifying sounds in them and representing the sounds with a letter or letters
(I the no put of to go is into pull as his he she buses we me be push was her my you)

Key Stage 1

1

Taught through Phonics:

a(ai) ey(ai) ea(ai) eigh(ai)
a(ar) e(ee) i(igh) y(igh)
o(oa) a(o) u(oo) u(yoo) ch(c) ch(sh) ea(e)
or(ur) ear(ur) ou(oo) oul(oa+l) ie(ee) ve
y(i) are(air) ere(air) ear(air) tch(ch)
o(u) g(j) ge(j) dge(j) st(s) ce(s) se(s) gn(n) kn(n) wr(r) mb(m) se(z) ze(z) eer(ear) ere(ear) ti(sh) ti+on(sh+on) al(ar) augh(or) ss(sh) si(zh) ti+ous(sh+ous) ci(sh)

Year 1 Learning:

- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Adding –er and –est to adjectives where no change is needed to the root word
- Compound words
- Harder to read and spell words

2

The children develop a range of personal strategies for learning new and irregular words.
The children develop a range of personal strategies for spelling at the point of composition.
The children develop a range of personal strategies for checking and proofreading spellings after writing.

Year 2 Learning:

- The /aɪ/ sound spelt –y at the end of words
- Contractions
- The /l/ or /əl/ sound spelt –le at the end of words
- Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
- The /i:/ sound spelt –ey
- The /r/ sound spelt wr at the beginning of words
- Common exception words (Year 2)
- Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
- The /b/ sound spelt a after w and qu
- The /z/ sound spelt s
- Adding –es to nouns and verbs ending in –y
- The possessive apostrophe (singular nouns)
- The suffixes –ment, –ness, –ful, –less and –ly
- Words ending in –tion

Spring Term

Key Stage 2

3	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Year 3 Learning:</p> <ul style="list-style-type: none"> • More prefixes (sub-, tele-) • Words with the /ʃ/ sound spelt ch (mostly French in origin) • The suffix –ly (including –less, –ness, –ful) • More prefixes (super-, auto-) • Words with the /k/ sound spelt ch (Greek in origin) • Homophones and near-homophones
4	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Year 4 Learning:</p> <ul style="list-style-type: none"> • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) • Words with endings sounding like /ʒə/ or /tʃə/ (-ture) • Possessive apostrophe with plural words • Homophones and near-homophones • More prefixes (anti-, inter-) • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • The suffix –ation • Endings which sound like /ʒən/
5	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i> <i>The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p>Year 5 Learning:</p> <ul style="list-style-type: none"> • Words ending in –ably and –ibly • Homophones and other words that are often confused • Words with the /i:/ sound spelt ei after c
6	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i> <i>The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p>Revision from Year 5:</p> <ul style="list-style-type: none"> • Words containing the letter-string ough • All learnt prefixes (Year 3 and 4) and generating words from them • Homophones and other words that are often confused <p>Year 6 Learning:</p> <ul style="list-style-type: none"> • Endings which sound like /ʃəl/ (-cial, -tial) • proofreading for spelling errors

Summer Term

EYFS

F

Taught through Phonics:

CVCC words
-ed /ed/
-ed /t/
-ed /d/

CCVCVC
-er –est
ay ou ie ea –le
oy ir ue aw
wh ph ew oe
au ey a-e e-e
i-e o-e u-e c(s)

EYFS Literacy ELG:

Spell words by identifying sounds in them and representing the sounds with a letter or letters
(they all are ball tall when what said so have were out like some come there little one do children love)

Key Stage 1

1

Year 1 Learning:

- ore
- Using k for the /k/ sound
- Adding the prefix un-
- Harder to read and spell words

2

The children develop a range of personal strategies for learning new and irregular words.
The children develop a range of personal strategies for spelling at the point of composition.
The children develop a range of personal strategies for checking and proofreading spellings after writing.

Year 2 Learning:

- The /l/ or /əl/ sound spelt –el at the end of words
- Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
- The /ɔ:/ sound spelt a before l and ll
- The /ɔ:/ sound spelt ar after w
- The suffixes –ment, –ness, –ful, –less and –ly
- The /ɜ:/ sound spelt or after w
- The possessive apostrophe (singular nouns)
- The /l/ or /əl/ sound spelt –al at the end of words
- Homophones and near-homophones
- The /ʌ/ sound spelt o
- Words ending –il
- Common exception words (Year 2)

Summer Term

Key Stage 2

3	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Year 3 Learning:</p> <ul style="list-style-type: none"> • The suffix –ly (including –less, –ness-, –ful) • The /ʌ/ sound spelt ou • Homophones and near-homophones
4	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i></p> <p>Year 4 Learning:</p> <ul style="list-style-type: none"> • Words with the /s/ sound spelt sc (Latin in origin) • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • Possessive apostrophe with singular and plural words • Homophones and near-homophones • The suffix –ous • More prefixes (un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-) • The suffix –ly
5	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i> <i>The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p>Year 5 Learning:</p> <ul style="list-style-type: none"> • Proofreading for spelling errors • Homophones and other words that are often confused
6	<p><i>The children develop a range of personal strategies for learning new and irregular words.</i> <i>The children develop a range of personal strategies for spelling at the point of composition.</i> <i>The children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p> <p>Year 6 Learning:</p> <ul style="list-style-type: none"> • Words ending in –ant, –ance/–ancy, –ent,–ence/–ency • Proofreading for spelling errors • Root words and meanings • Words ending in –ant,–ance/–ancy, –ent, –ence/–ency • Homophones and other words that are often confused