



English – Spelling

Whole School Scheme of Learning

This scheme of learning should be used in conjunction with the schemes of learning for writing composition, grammar and punctuation, phonics and handwriting.



Spelling Shed is used primarily to support the teaching of spelling in Key Stage 1 and 2. It is used to create purposeful and strategic spelling lessons that put a more creative spin on practice. Customised spelling lists can accompany any learning unit to address particular problem areas or needs. Custom lists can also help accompany science, history, literature, or social studies lessons. Students can practice spelling the new words and then explore their meaning and usage in context.

Whole class hive games can also be accessed to conduct spelling quizzes and address challenges in real time. There are 36 weekly spelling lists in each year group based on KS2 National Curriculum spelling rules.

School Overview of Spelling

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. Action Words Sets 1.1 & 1.2	1. Phase 3 sounds j,v,w,x	1. Action Words Sets 2.1 & 2.2	1. Phase 5 sounds ay, ou, ie, ea	1. Action Words Sets 3.1 & 3.2	1. Phase 5 Tricky Words
2. Action Words Sets 1.3 & 1.4	2. Phase 3 sounds y, z, zz, qu	2. Action Words Sets 2.3 & 2.4	2. Phase 5 sounds oy ir ue	2. Action Words Sets 3.3 & 3.4	2. Days of the Week
3. Action Words Sets 1.5 & 1.6	3. Phase 3 sounds ch, sh, th, ng	3. Action Words Sets 2.5 & 2.6	3. Phase 5 sounds aw wh, ph, ew	3. Action Words Sets 3.5 & 3.6	3. Numbers to 10
4. Action Words Sets 1.7 & 1.8	4. Phase 3 sounds ai, ar, ee, oa, oo	4. Action Words Sets 2.7 & 2.8	4. Phase 5 sounds oe, au, ey	4. Action Words Sets 3.7 & 3.8	4. Numbers 11-20
5. Action Words 1.9	5. Phase 3 sounds, or, ur, ow, oi, er	5. Action Words 2.9	5. Phase 5 sounds a_e e_e i_e	5. Action Words Sets 3.9 & 3.10	5. Un- prefix
6. Phase 3 Tricky Words	6. Phase 3 sounds igh, ear, air, ure	6. Phase 4 Tricky Words	6. Phase 5 sounds o_e, u_e	6. Action Words Sets 3.1 & 3.12	6. -ing, -ed, -er, -est suffixes where no change is needed

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds. 2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’ 3. The /j/ sound spelled with a g. 4. The /s/ sound spelled c before e, i and y. 5. The /n/ sound spelled kn and gn at the beginning of words. 6. Challenge Words	1. The /r/ sound spelled ‘wr’ at the beginning of words. 2. The /l/ or /ul/ sound spelled ‘-le’ at the end of words. 3. 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. 4. The /l/ or /ul/ sound spelled ‘-al’ at the end of words. 5. Words ending in ‘-il.’ 6. Challenge Words	1. The long vowel ‘i’ spelled with a y at the end of words. 2. Adding ‘-es’ to nouns and verbs ending in ‘y.’ 3. Adding ‘-ed’ to words ending in y. The y is changed to an i. 4. Adding ‘-er’ to words ending in y. The y is changed to an i. 5. Adding ‘ing’ to words ending in ‘e’ with a consonant before it. 6. Challenge Words	1. Adding ‘er’ to words ending in ‘e’ with a consonant before it. 2. Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 3. Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 4. The ‘or’ sound spelled ‘a’ before ll and ll 5. The short vowel sound ‘o.’ 6. Challenge Words	1. The /ee/ sound spelled ‘-ey’ 2. Words with the spelling ‘a’ after w and qu. 3. The /er/ and /or/ sound spelled with or or ar. 4. The /z/ sound spelled s. 5. The suffixes ‘-ment’ and ‘-ness’ 6. The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.	1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings 2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 3. Words ending in ‘-tion.’ 4. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. 5. The possessive apostrophe (singular) 6. Challenge Words

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even



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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 6. Challenge words	1. Words with the prefix 're-' 're-' means 'again' or 'back.' 2. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 3. The prefix 'mis-' This is another prefix with negative meanings. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 5. 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. 6. Challenge words	Links to Phase 7 Phonics Teaching Plans 1. The long vowel /a/ sound spelled 'ai' 2. The long /a/ vowel sound spelled 'ei.' 3. The long /a/ vowel sound spelled 'ey.' 4. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 5. Homophones – words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words	1. The /l/ sound spelled '-al' at the end of words. 2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 4. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 5. Adding the suffix -ly. Words which do not follow the rules. 6. Challenge Words	1. Words ending in '-er' when the root word ends in (t)ch. 2. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. 4. Words with the /s/ sound spelled 'sc' which is Latin in its origin. 5. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words	1. The suffix '-sion' pronounced /ʒən/ 2. Revision – spelling rules we have learned in Stage 3. 3. Revision – spelling rules we have learned in Stage 3. 4. Revision – spelling rules we have learned in Stage 3. 5. Revision – spelling rules we have learned in Stage 3. 6. Revision – spelling rules we have learned in Stage 3.

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. These words are homophones or near homophones. They have the same pronunciation but	1. The suffix '-ation' is added to verbs to form nouns. 2. The suffix '-ation' is added to verbs to form nouns.	1. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	1. The 'au' digraph 2. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	1. Homophones – words which have the same pronunciation but different meanings and/or spellings.	1. Challenge Words 2. Plural possessive apostrophes. 3. Revision – spelling rules we have learned in Stage 4.

different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words	3. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 4. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 5. Word with the 'sh' sound spelled ch. These words are French in origin. 6. Challenge Words	2. 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. 3. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 4. The 'ee' sound spelled with an 'i.' 5. 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. 6. Challenge Words	3. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 4. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 5. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 6. Challenge Words	2. The /s/ sound spelled c before 'i' and 'e'. 3. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 4. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 5. Prefixes – 'super-' 'anti' and 'auto.' 6. The prefix bi- meaning two. 7.	4. Revision – spelling rules we have learned in Stage 4. 5. Revision – spelling rules we have learned in Stage 4. 6. Revision – spelling rules we have learned in Stage 4. 7.
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Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- Words ending in ‘-ious.’ - Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itil’ after a consonant. But there are many exceptions. - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itil’ after a consonant. But there are many exceptions. - Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itil’ after a consonant. But there are many exceptions. 6. Challenge words	- Words ending in ‘-ant.’ ‘-ant’ is used if there is an ‘a’ or ‘ay’ sound in the right place. - Words ending in ‘-ance.’ ‘-ance’ is used if there is an ‘a’ or ‘ay’ sound in the right place. - Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule. - Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ - 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. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably 6. Challenge Words	- 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 otherwise they would be said with their hard sounds as in cap and gap. - 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) 6. Challenge Words	- 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. - Words containing the letter string ‘ough’ where the sound is /aw/. - Words containing the letter string ‘ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. - Adverbs of possibility. These words show the possibility that something has of occurring. 6. Challenge Words	- These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. - Challenge Words	- 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. - Challenge Words - Revision: Year 5 words - Revision: Year 5 words - Revision: Year 5 words - Revision: Year 5 words

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Challenge Words 6. Challenge Words	1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Spelling Rules: Words with the short vowel sound /i/ spelled y 6. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	1. Spelling Rules: Adding the prefix '-over' to verbs. 2. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' 3. Spelling Rules: Words which can be nouns and verbs. 4. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.' 5. Spelling Rules: Words with a 'soft c' spelled /ce/. 6. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	1. Spelling Rules: Words with the /f/ sound spelled ph. 2. Spelling Rules: Words with origins in other countries 3. Spelling Rules: Words with unstressed vowel sounds. 4. Spelling Rules: Words with endings /shuhl/ after a vowel letter. 5. Spelling Rules: Words with endings /shuhl/ after a consonant letter. 6. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.	1. Spelling Rules: Words ending in '-ably.' 2. Spelling Rules: Words ending in '-ible' 3. Spelling Rules: Adding the suffix '-ibly' to create an adverb. 4. Spelling Rules: Changing '-ent' to '-ence.' 5. Spelling Rules: -er, -or, -ar at the end of words. 8. Spelling Rules: Adverbs synonymous with determination.	1. Spelling Rules: Adjectives to describe settings 2. Spelling Rules: Vocabulary to describe feelings. 3. Spelling Rules: Adjectives to describe character 4. Grammar Vocabulary 5. Grammar Vocabulary 6. Mathematical Vocabulary

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	