



Spelling Overview 2021-2022

Term 1							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Objectives	Spellings delivered through the RWI Phonics Scheme	The –dge sound spelt as –dge at the end of words	To add suffixes (ED + ING + ER)	To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words which end in -cious	To spell year 5/6 spellings correctly	
		The –dge sound spelt as –ge at the end of words	To recognise the ‘i’ sound spelt with a y elsewhere than at the end of words.	To spell the ‘u’ sound spelt ‘ou’.	To spell words which end in -tious		
		The –dge sound sometimes spelt as –g elsewhere in words before e, i and y	To understand prefixes. (UN-)	To understand prefixes. (IN-) Recap lesson from year 3	To spell words which end in tious/cious		
		The –dge sound spelt as j before a, o and u	To understand prefixes. (DIS-)	To spell prefixes (il-)	To spell words with the –cial and –tial endings.	To spell words with silent letters.	
		The –s sound spelt c before e, i and y	To understand prefixes. (MIS-)	To spell prefixes. (im)	To spell words which end in –ant, -ance/-ancy.		
		The –n sound spelt kn at the beginning of words	To understand prefixes. (IN-)	To spell prefixes (ir)	To spell words which end in –ent, -ence/-ency.		
		The –n sound spelt gn at the beginning of words	To understand prefixes (RE-)	To spell words using the prefixes: ll, in, im, ir	To know exception words for words ending in –ant, -ance, -ancy, -ent, -ence, -ency.		
		The –r sound spelt wr at the beginning of words	To understand Prefixes (Pre-)	To spell prefix SUB-	To identify words with the –able/-ible and –ably/-ibly endings.		To spell homophones and other words that are often confused.
		The –le sound spelt at the end of words	To understand Prefixes (De-)	To spell the prefix INTER-	To spell words with the –able/-ible and –ably/-ibly endings.		
		The –l sound spelt -el at the end of words	To understand that adjective can be changed into adverbs by adding the –LY suffix.	To spell the prefix SUPER	To add the –able and –ible suffix to root words ending in e.		
The –l sound spelt –al at the end of words		To spell the prefix ANTI	To add the –able and –ible suffix to root words.	To spell words correctly			



Spelling Overview 2021-2022

		To spell words ending in -il		To spell the prefix AUTO	To understand the spelling rules for -ible suffix.	
Term 2						
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Spellings delivered through the RWI Phonics Scheme	The ai sound spelt – y at the end of words	To use the first two or three letters of a word to check its spelling in a dictionary.	To use the first two or three letters of a word to check its spelling in a dictionary.	To add suffixes beginning with vowel letters to word ending in –fer.	Consolidation
		Adding –es to nouns and verbs ending in –y		To spell words with the suffix –ation	To use hyphens	
		Adding –ed , -er and – est to a root word ending in –y with a consonant before it		To spell words with the suffix -ous	To understand the rule I before e except after c.	
		Adding –ing to a root word ending in –y with a consonant before it	To understand exceptions when adding the –LY suffix	To spell words ending in ‘shun’ sound spelt -tion, -sion, -ssion, -cian	To spell words using the OUGH letter string.	
		Adding the endings – ing, -ed, -er, -est and –y to words ending in e with a consonant before it		To spell words with the k sound spelt ch (Greek in origin)	To spell words with silent letters.	
		Adding –ing, -ed, -er, - est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	To understand the different suffixes –sure, - ture – cher.	To spell words with the sh sound spelt ch (mostly French in origin)	To spell homophones and other words that are often confused.	
		The letter ‘x’ at the end of a word is never doubled when adding a suffix (see previous week)	To understand the suffix -sion	To spell words ending with the g sound spelt –gue (French in origin)		
		The –or sound spelt as –a before –l or –ll	To understand the possessive apostrophe with plural words.	To spell words ending with the k sound spelt –que (French in origin)		



Spelling Overview 2021-2022

		The –u sound spelt –o		To spell words with the s sound spelt sc (Latin in origin)		
		The –ee sound spelt –ey		To spell words with the ay sound spelt –ei, –eigh or –ey		
		The –o sound spelt –a after w and q				
		The –er sound spelt –or after w				
Term 3						
Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Adding -s to the end of words to form a plural (plural of nouns) (This lesson is covered again in Y2 when adding –y, -ful and –less will be taught)	The –or spelt –ar after w	To use the first two or three letters of a word to check its spelling in a dictionary.	To understand the possessive apostrophe with plural words. (Revision from Y3)	To spell words with double letters correctly.	Consolidation
	Adding -es to verbs to form plural. (Third person singular)	The –zch sound spelt –s		To spell homophones and near-homophones		
	To add ing to verbs where no change is needed to the root word.	The suffixes –ment, -ness, -ful, -less and –ly		To spell homophones and near-homophones		
	To add ed to verb where no change is needed to the root word.	The suffixes –ment, -ness, -ful, -less and –ly	To spell homophones.	To spell homophones and near-homophones	To spell year 5/6 spellings correctly	
	To add er to verbs where no change is needed to the root word.	To be able to spell contractions		To spell words which are often misspelt.		
	To apply root words with ed, ing, and er suffix.	The possessive apostrophe (singular nouns)		To spell words which are often misspelt.		



Spelling Overview 2021-2022

	To add er and est to adjectives where no change is needed.	Word ending in -tion	To spell words which are often misspelt.	To use the first two or three letters of a word to check its spelling in a dictionary	To spell words correctly	
	To apply er and est into sentences.	Homophones and near-homophones		To understand the possessive apostrophe with plural words. (Revision from Y3)		
	Division of 3 syllable words.			To spell homophones and near-homophones		
	To spell words with the un- prefix			To spell homophones and near-homophones		
				To spell homophones and near-homophones		
				To spell words which are often misspelt.		

Spelling units are flexible across all terms. Bespoke teaching is planned according to talk for writing sequences and the needs of the children.