

Spelling Long Term Plan Charnwood Primary Academy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<ul style="list-style-type: none"> To spell Phase 5 GPCs To spell homophones. To learn to spell CEW that appear in most writing. To proofread for high frequency words To spell Y2 CEW for Block 1. 	<ul style="list-style-type: none"> To spell Y2 CEW for Block 2. To spell the homophone to/two/too To spell topic words for this half term. To spell words with sound spelt 'c' before 'e', 'i' and 'y'. To spell homophones hear/here, sun/son, one/won 	<ul style="list-style-type: none"> To spell the sound spelt 'y'. To spell Y2 CEW for Block 3. To spell would/should/could To spell contractions. To add endings 'ing', 'ed', 'er', 'est' to words ending in 'e' with a consonant before it. To add the ending 'y' to words ending in 'e' with a consonant before it. To spell the sound spelt 'ey'. To spell the near homophone quite/quiet To spell the sound spelt 'wr'. To add 'ing', 'ed', 'er', 'est' and 'y' to words of one syllable ending in a single consonant after a single vowel. 	<ul style="list-style-type: none"> To spell 'a' after 'w' and 'qu'. To learn a mnemonic for because. To spell homophones there/their/they're To add -es to verbs and nouns ending in 'y'. To understand the possessive apostrophe for singular nouns To use an alphabetically ordered word bank To add suffixes 'ful', 'less' and 'ly'. To learn CEW for Block 4. To spell words ending 'tion'. 	<ul style="list-style-type: none"> To spell the sound spelt 'el' at the end of words. To add endings to words ending in 'ing', 'ed', 'er', 'est' to words ending in 'y'. To spell the sound spelt 'a' before 'i' and 'll'. To spell the sound spelt 'ar' after 'w'. To spell the suffixes 'ment' and 'ness'. To spell the sound spelt 'or' after 'w'. To spell the sound spelt 'al' at the end of words. To spell CEW for Block 5. 	<ul style="list-style-type: none"> To spell the sound spelt 'o'. To spell sounds spelt 'il' at the end of words. To spell CEW for Block 6.
3	<ul style="list-style-type: none"> To spell words with the sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) To spell words from the Y3/4 statutory word list for Block 1. To spell homophones brake/break, grate/great, eight/ate, weight/wait, son/sun 	<ul style="list-style-type: none"> To use prefixes 'mis' and 're-' To proofread for spellings To spell the sound spelt 'y'. To spell words ending in the /g/ sound spelt -gue and the /k/ sounds spelt que (French in origin). To spell words from the Y3/4 statutory word list for Block 2. 	<ul style="list-style-type: none"> To spell prefixes 'sub' and 'tele'. To spell words from the Y3/4 statutory word list for Block 3. To spell words with the sound spelt 'ch' (mostly French in origin) as well as 's' 'ss(ion/ure)'. 	<ul style="list-style-type: none"> To spell prefixes 'super' and 'auto'. To spell homophones meet/meat/hear/here/knot /not To spell words with the sound spelt 'ch' (Greek in origin). To spell words from the Y3/4 statutory word list for Block 5. 	<ul style="list-style-type: none"> To use the suffix 'ly' with root words ending in 'le' and 'ic'. To spell words from the Y3/4 statutory word list for Block 5. To spell rare GPCs (i sound). 	<ul style="list-style-type: none"> To spell the sound spelt 'ou'. To spell words from the Y3/4 statutory word list for Block 6. To spell homophones (heel/heal/he'll, plain/plane, groan/grown and reign/rein/rain)
4	<ul style="list-style-type: none"> To spell words ending 'sure'. To spell words from the Y3/4 statutory word list for Block 1. To teach homophones (piece/peace, main/mane, fair/fare) 	<ul style="list-style-type: none"> To proofread for spelling errors To use the prefixes 'in-', 'il-', 'im-' and 'ir-' To add suffixes beginning with vowel letters to words of more than one syllable (-ing, -er, -en, -ed). 	<ul style="list-style-type: none"> To spell the /g/ sound spelt 'gu'. To spell words from the Y3/4 statutory word list for Block 3. To spell words with endings spelt 'ture'. To use the possessive apostrophe with plurals 	<ul style="list-style-type: none"> To use prefixes 'anti-' and 'inter-' To spell endings spelt '-cian', '-sion', '-tion' and '-ssion'. To spell words from the Y3/4 statutory word list for Block 4. 	<ul style="list-style-type: none"> To spell words spelt 'sc' (Latin origin). To spell endings that are spelt '-sion'. To spell words from the Y3/4 statutory word list for Block 5. To spell homophones (weather/whether, 	<ul style="list-style-type: none"> To spell the suffix '-ous'. To spell words from the Y3/4 statutory word list for Block 6.

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		<ul style="list-style-type: none"> To spell words from the Y3/4 statutory word list for Block 2 	<ul style="list-style-type: none"> To spell homophones scene/seen, mail/male, bawl/ball 		<ul style="list-style-type: none"> who's/whose, medal/meddle, missed/mist, team/teem) 	
5	<ul style="list-style-type: none"> To spell words with the letter string 'ough'. To spell words with 'silent' letters. To understand the etymology of words. To spell words ending '-able' and '-ible' To spell homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) To spell words from the Y5/6 statutory word list for Block 1 	<ul style="list-style-type: none"> To spell words using a hyphen. To proofread, focusing on checking words from personal lists To use a dictionary to support learning word roots, derivations and spelling patterns To spell words from the Y5/6 statutory word list for Block 2. 	<ul style="list-style-type: none"> To spell words ending in '-ably' and '-ibly'. To spell words from the Y5/6 statutory word list for Block 3. To spell homophones (led/lead, steel/steal, alter/altar) 	<ul style="list-style-type: none"> To proofread, checking from another source after writing To spell words with the /i:/sound spelt 'ei' (usually after 'c' – for example, ceiling) To spell words from the Y5/6 statutory word list for Block 4. 	<ul style="list-style-type: none"> To use etymological/morphological strategies for spelling To spell words from the Y5/6 statutory word list for Block 5. To use spelling journals for etymology To spell homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) 	<ul style="list-style-type: none"> To proofread, using a dictionary to check words, referring to first three/four letters To spell words from the Y5/6 statutory word list for Block 6
6	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 1. To proofread in smaller chunks (sentences, paragraphs) To add suffixes beginning with vowels to words ending in '-fer'. 	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 2. To spell homophones ('ce/'se'). To spell endings that sound like /ʃəs/ spelt '-cious' or '-tious'. 	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 3. To spell words ending '-cial' and '-tial' To proofread someone else's writing 	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 4. To spell homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit) 	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 5. To spell words ending in 'ant', '-ance' and '-ancy' To proofread their own writing independently for spelling 	<ul style="list-style-type: none"> To spell words from the Y5/6 statutory word list for Block 6. To spell words ending '-ent', '-ence' and '-ency' To spell homophones (draught/draft, dissent/descent, precede/proceed, wary/weary)