

Wirksworth Junior School



Spelling

Long-Term Plan



Year 3 Spellings-

Baseline new Y3 children for Common Exception Words from KS1

(Intervention Action Words for common exception words)

Assess children's independent use of first 50 Year 3/4 spelling words in writing.

Autumn Term

Revise prefix un-	Prefixes dis- and mis-	Prefixes pre- and re-	Suffix -es (verbs) + revise rule for plurals -s or -es		Apostrophes for contraction
unclear undo unusual untie unfair unlock unload unable uncover unsafe	dislike disappoint disagree disobey disable misbehave mislead misspell misplace misread	preview premade prevent preheat prepaid redo return refresh reappear replay	flies tries dries replies copies carries wishes babies quizzes boxes	Y3/4 words in context (see below list for words to teach this term)	can't shouldn't won't it's wouldn't couldn't hasn't we're they'll aren't
Revise suffixes -ing, -ed, -er and -est (root words ending in -e with a consonant before)	Homophones	/ei/ sound spelt 'ei', 'eigh' or 'ey'	Revise suffixes -ing, -ed, -er, -est (root word ending in -y with a consonant before)	Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	Y3/4 words in context (see below list for words to teach this term)
nicer nicest hiker hiked hiking rider riding hoped hoping shining	break / brake grate / great there / their / they're bare / bear son / sun which / witch	Vein veil reign weigh freight eight eighteen neighbour they obey	copied copier happier happiest crying cries replying replied easier easiest	fatigue tongue league fatigue catalogue antique unique plague picturesque grotesque	

Spring Term

Revise suffixes -ness and -ful (inc. with a consonant before)	Prefixes sub- and tele-	Prefixes super- and auto-	Homophones		-ly suffix (teach rule that not all adverbs end in -ly!)
wishful forgetful thankful playful painful kindness fairness happiness foolishness darkness	submarine submerge subway subdivide subheading telephone telegraph television telescope teleport	Superman superior supermarket supernatural superstar autopilot autograph autobiography autonomy autofocus	here / hear meet / meat knot / not wear / where hour / our weight / wait eight / ate	Y3/4 words in context (see below list for words to teach this term)	quickly sadly strangely busily slowly easily gloomily lovely brightly shyly
Words with the /f/ sound spelt ch (mostly French in origin)	Y3/4 words in context (see below list for words to teach this term)	Suffixes -ness, -less, -ful and -ly	The /k/ sound spelt 'ch'	Apostrophes for contraction	-ous suffix
chef chalet brochure machine champagne parachute chute ricochet		Careful careless carefully carelessly painful painless painfully painlessly	ache echo chaos school Christmas choir stomach chorus chemist	you'll you've you're he'll shouldn't wouldn't she'll hadn't shan't	various previous famous serious obvious enormous religious numerous dangerous

Summer Term

Homophones	Suffix –ly with words ending in ‘le’ and ‘ic’	Words ending with the // sound spelt ‘y’ (elsewhere than at the end of words)	The /ʌ/ sound spelt ‘ou’	Revise vowel digraphs (ir, ur, ue, ew)	
would / wood your / you’re some / sum weigh / way to / too / two pair / pear	truly wholly gently simply humbly comically basically frantically dramatically publicly	Myth gym Egypt pyramid mystery cygnet synonym mythical symbol gymnastics	young trouble double country touch rough tough enough encourage cousin	shirt first third turn hurt church clue true rescue few grew	Y3/4 words in context (see below list for words to teach this term)
Words with a short /u/ sound spelt with ‘o’	Homophones	Revise apostrophes for singular possession (possession not plurals!)			
woman wonder mother brother another month govern discover shovel above	heel / he’ll / heal plain / plane groan / grown rain / reign / rein pane / pain	the girl’s the child’s the man’s the woman’s the cat’s the dog’s Ravi’s Megan’s James’s Cyprus’s	Y3/4 words in context (see below list for words to teach this term)	Test spelling patterns learned throughout the year	Test spelling patterns learned throughout the year

First 50 Year 3 – 4 spelling words / Commonly Misspelt Words		
Term 1	Term 2	Term 3
address answer appear arrive bicycle build busy/business calendar centre circle complete describe difficult disappear early earth eight	Enough experiment favourite February grammar group heard heart history imagine increase important learn library medicine mention minute	naughty often position pressure promise probably quarter question recent remember sentence special straight surprise though/although weight woman/women

Children should be taught strategies for spelling at the point of writing and to proof-read their word after writing (with a dictionary), to check for misspelling of common exception words, spelling patterns and Y3/4 words already taught.

Year 4 Spellings

Baseline children on common exception words KS1

Revision of Year A contractions and homophones.

Assess children's independent use of all Year 3/4 spelling words in writing.

Autumn Term

Words ending /ure/	Homophones	Prefixes in- and im-	Prefixes ir- and il-	Revise apostrophes for singular possession	
treasure measure pleasure measure closure enclosure leisure exposure disclosure pressure	peace / piece main / mane fair / fare scene / seen male / mail ball / bawl	Inactive incorrect incredible inaccurate indirect immature immobile impossible impatient impolite	irregular irresponsible irrational irresistible irrelevant illegal illiterate illegible illogical illuminate	the girl's the child's the man's the woman's the cat's the dog's Ravi's Megan's James's Cyprus's	Y3/4 words in context (see below list for words to teach this term)
Adding suffixes beginning with vowel letters to words of more than one syllable		Revise apostrophes for contraction	/eI/ sound spelt 'ei', 'eigh' or 'ey' (revision for Y4)	Words with the /f/ sound spelt ch and the /v/ sound spelt 'ou' (revision for Y4)	The /g/ sound spelt 'gu'
forgetting forgotten beginning beginner prefer preferred gardening gardener limiting limited	Y3/4 words in context (see below list for words to teach this term)	it's hasn't can't won't haven't I'll didn't couldn't doesn't I've	vein veil reign weigh freight eight eighteen neighbour they obey	chef chalet brochure machine parachute young touch trouble rough enough	guitar guide guard guest guardian guarantee guess guilt guild guinea

Spring Term

Words ending 'ture'	Prefix anti-	Prefix inter-		Apostrophes for contraction	Apostrophes for plural possession
mixture adventure capture fracture creature furniture puncture culture nature picture	antibiotic antidote anticlockwise antiseptic anti-climax antifreeze antibodies antisocial antigravity antihero	international interrupt intercept intervene interfere intermission interact interconnect interpersonal interchange	Y3/4 words in context (see below list for words to teach this term)	you'll you've you're he'll shouldn't wouldn't she'll hadn't shan't	boy's boys' girl's girls' teacher's teachers' computer's computers' baby's babies'
Apostrophes for plural possession – irregular nouns		Suffix –ation (discuss rule)	Suffixes –cian and –sion	Suffixes –ssion and –tion	Homophones
woman's women's lady's ladies' child's children's mouse's mice's man's men's	Y3/4 words in context (see below list for words to teach this term)	information adoration sensation preparation admiration vibration decoration donation registration population	physician politician optician electrician magician extension comprehension expansion tension	passion mission profession percussion possession fiction fraction direction hesitation invention	Revise homophones that have already been taught, which are commonly misspelt.

Summer Term

Revision of common prefixes	Revision of common prefixes		Words with the /s/ sound spelt 'sc'	Words ending 'sion' which sound like /ʒən/	
undo unfinished unattached discover disengage disgrace definite recover redo redirect	mistake misfire misbehave misspell mislead preview premade preheat prehistoric predetermine	Y3/4 words in context (see below list for words to teach this term)	science scientist scene discipline scissors ascend descend scent fascination crescent	division invasion conclusion collusion decision television confusion intrusion evasion	Y3/4 words in context (see below list for words to teach this term)
Homophones	Suffix -ous	Suffix -ous			
whether / weather who's / whose missed / mist medal / meddle team / team affect / effect	poisonous dangerous mountainous famous various tremendous enormous jealous humorous glamorous	vigorous courageous outrageous serious obvious curious hideous spontaneous courteous monstrous	Y3/4 words in context (see below list for words to teach this term)	Test spelling learned throughout the year	Test spelling learned throughout the year

Second 50 Year 3 - 4 spelling words / Commonly Misspelt Words

Term 1	Term 2	Term 3
accident(ally) actually believe breath breathe caught century certain consider continue decide different difficult eighth exercise experience extreme	famous forward(s) fruit guard guide height interest island knowledge length material natural notice occasion(ally) opposite ordinary particular	peculiar perhaps popular possess(ion) possible potatoes purpose regular reign separate strange strength suppose therefore thought/through various

Children should be taught strategies for spelling at the point of writing and to proof-read their word after writing (with a dictionary), to check for misspelling of common exception words, spelling patterns and Y3/4 words already taught.

Year 5

Baseline on Year 3/4 statutory words



Revise apostrophes for contraction and possession.

Revisit commonly-misspelt homophones.

Begin to assess independent use of Year 3/4 and the first 50 Y5/6 spelling words in writing.

Autumn Term

Baseline assessment of Y3/4 statutory words Children to take a list of any words they are unable to spell home to practise independently	Baseline assessment of Y3/4 statutory words Children to take a list of any words they are unable to spell home to practise independently	Words with the /i:/ sound spelt 'ei' after 'c' retrieve believe deceive conceive receive perceive ceiling receipt conceit deceit	Homophones advice / advise device / devise licence / license practice / practise prophecy / prophesy	Apostrophes for possession and contraction Choose words based on common misspellings / misconceptions	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs
Plural rules (adding –s, –es, –ies, –ves)	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Words ending in –able, –ably	Words ending in –ible, –ibly	Words ending in –cious or –tious	Adding suffixes beginning with vowel letters to words ending in –fer.
wishes branches quizzes losses activities libraries enemies knives wolves lives		adorable applicable considerable tolerable changeable probably enjoyably comfortably reasonably reliably	possible horrible terrible visible incredible sensibly possibly horribly terribly incredibly	vicious precious conscious delicious malicious ambitious cautious fictitious infectious nutritious	referred referring referral transferring transferred reference referee transference preferred preferring

Spring Term

Revise common misspellings from Y3/4 patterns – children create personal lists and targets Test spelling partner this week	Revise common misspellings from Y3/4 patterns – children create personal lists and targets Test spelling partner this week	Words containing –ough	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Converting nouns or adjectives into verbs using suffixes	Endings which sound like /ʃəl/ spelt –tial and –cial
		ought brought bought rough tough cough although dough through thorough		germinate precipitate exacerbate specialise legalise categorise popularise beautify liquefy horrify	official special artificial crucial beneficial partial confidential essential torrential impartial
Homophones	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Words ending in –ant, –ance and –ancy	Words ending in –ent, –ence and –ency	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Prefixes and suffixes
Compliment / complement Desert / dessert Principal / principle Profit / prophet Stationery / stationary		observant observance hesitant hesitancy tolerant tolerance substance occupancy discrepancy truancy	innocent innocence decent decency independence independent frequent frequency confident confidence		Word investigations with matrices, e.g. pare script text fright bio

Summer Term

	Words with the long vowel sound /i:/ spelt 'y'	Prefixes and suffixes		Adjectives to describe settings	Homophones
Revise common misspellings from Y3/4 patterns – children create personal lists and targets Test spelling partner this week	rhyme occupy apply hyphen hygiene python supply identify multiply recycle	Word investigations with matrices, e.g. rupt joy scribe struct graph	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	picturesque magnificent regal tranquil sinister unsightly spectacular majestic noiseless bustling	draft / draught dissent / descent precede / proceed wary / weary guessed / guest
Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Test spellings learned throughout the year	Test spellings learned throughout the year		

<i>First 50 Year 5 -6 spelling words / Commonly Misspelt Words</i>		
Term 1	Term 2	Term 3
accommodate according ancient apparent appreciate available average bruise category cemetery conscious conscience competition curiosity develop desperate disastrous dictionary	environment especially excellent explanation forty frequently government hindrance identity immediate(ly) language lightning mischievous muscle nuisance occupy opportunity	physical profession pronunciation queue recognise restaurant rhythm/rhyme sacrifice shoulder sincerely soldier stomach suggest variety vegetable

Children should be taught strategies for proof-reading their own and others' work for misspellings using a range of strategies - spelling journals, environmental print, dictionaries and spelling partners - focusing on KS2 spelling patterns and statutory words. These strategies should be fully-embedded by Year 6.

Children should also be taught metacognitive strategies and self-regulation so that they are able to identify and practise words they commonly misspell.

Year 6 Spellings



Baseline on Y3/4 statutory words

Assess independent use of Year 3/4 and Y5/6 spelling words in writing throughout the year.

Revise apostrophes for contraction and possession.

Revisit commonly-misspelt homophones.

Autumn Term

Baseline assessment of Y3/4 statutory words Children to take a list of any words they are unable to spell home to practise independently	Revise common misspellings from Y3/4 patterns – children create personal lists and targets Test spelling partner this week	Baseline assessment of first 50 Y5/6 statutory words Children to take a list of any words they are unable to spell home to practise independently	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs
Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Words with silent letters doubt island lamb solemn thistle knight <i>Can children identify any on our Y5/6 list?</i>	Homophones isle / aisle aloud / allowed affect / effect herd / heard past / passed morning / mourning	Apostrophes for possession and contraction Choose words based on common misspellings / misconceptions	Hyphens (for prefixes and compound adjectives) co-ordinate co-operate co-own re-enter re-cover man-eating rainbow-coloured well-known mouth-watering record-breaking

Spring Term

Revisiting Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Revisiting Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Convert nouns or verbs into adjectives using –ful	Words ending in –able, -ably / -ible, -ibly <i>Revision for Y6s</i>	Revise words with the /f/ sound spelt ‘ph’	Endings which sound like /jəl/ spelt –tial and –cial <i>revision for Y6s</i>
		merciful plentiful beautiful fearful faithful boastful doubtful thankful pitiful fanciful	applicable considerable enjoyably comfortably reliably visible incredible sensibly possibly horribly	graph pheasant phone photo physical alphabet dolphin elephant pamphlet sphere	influential spatial martial substantial potential antisocial superficial facial social artificial
Homophones	Words containing -ough <i>Revision for Y6s</i>	Words with unstressed vowel sounds	Revise verb prefixes over- and re-	Revise verb prefixes de-, dis- and mis-	Prefixes and suffixes
alter / altar led / lead steal / steel cereal / serial father / farther who’s / whose	although thought nought fought enough through though plough bough borough	explanation environment secretary jewellery poisonous company desperate definitely reference temperature	overthink overbalance overestimate overdress overworked reword recover redo readjust reassess	disagree disconnect disappoint discover demotivate deactivate misread misspell misfortune misunderstand	Word investigations with matrices, e.g. pare script text fright bio

Summer Term

Revise common misspellings from Y3/4 patterns – children create personal lists and targets Test spelling partner this week	Prefixes and suffixes	Words with the /l:/ sound spelt ‘ei’ after c <i>Revision for Y6s</i>	Etymology – words with origins in other countries	Homophones	Adjectives to describe character
	Word investigations with matrices, e.g. rupt joy scribe struct graph	retrieve believe deceive conceive receive perceive ceiling receipt conceit deceit	hoist easel restaurant pyjamas bungalow veranda ballet blizzard gymkhana origin	Choose words based on common misconceptions / misspellings	amiable obnoxious disagreeable grotesque repugnant exquisite courageous gargantuan valiant delightful
Revisiting Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Revisiting Y5/6 words in context (see below list for words to teach this term) – morphology, etymology, GPCs	Test spellings learned throughout the year	Test spellings learned throughout the year		

accompany achieve aggressive amateur attached awkward bargain committee communicate community controversy convenience correspond criticise definite determined embarrass	equip(ment/ped) exaggerate existence familiar foreign guarantee harass individual interfere interrupt leisure marvellous necessary neighbour occur parliament persuade	prejudice privilege programme recommend relevant secretary signature sufficient symbol system temperature thorough twelfth vehicle yacht
--	--	--

Children should be taught strategies for proof-reading their own and others' work for misspellings using a range of strategies - spelling journals, environmental print, dictionaries and spelling partners - focusing on KS2 spelling patterns and statutory words. These strategies should be fully-embedded by Year 6.

Children should also be taught metacognitive strategies and self-regulation so that they are able to identify and practise words they commonly misspell.

Year 1 Spellings - INTERVENTION

Before learning the below spelling patterns, children requiring intervention should first be assessed on their knowledge of the vowel digraphs and trigraphs (listed below).

As well as the below list of spellings, children in this group should revise/be tested on the KS1 Common Exception Words.

/f/ /l/ /k/ /s/ and /z/ sounds, spelt ff, ll, ck, ss and zz	The /n/ sound, spelt n before k	Division of words into syllables	-tch	The /v/ sound at the end of words
off well miss buzz back	bank think honk sunk	pocket rabbit carrot thunder sunset	catch fetch kitchen notch hutch	have live give

Words ending in -y	/ph/ sound	/wh/ sound	Using k for the /k/ sound
very happy funny party really family	dolphin alphabet phonics elephant phone	who what when where which while	sketch kit skin

Regular plural noun suffixes –s and -es		Adding suffixes to verbs, where there is no change to the root word needed		The prefix un-
dogs cups cats spends rocks thanks	wishes glasses catches dishes crashes matches	hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper	grander grandest fresher freshest quicker quickest lighter lightest	untie undoing unkind unwell unpack unhappy unfold unfair unequal

If children are secure in the above spelling patterns, they may move onto Year 2.

Year 2 Spellings - INTERVENTION

As well as the below spellings, children in this group should revise and be tested on the KS1 Common Exception Words.

The /j/ sound, spelt –dge or –ge at the end of words and –g- elsewhere in a word	The /s/ sound, spelt c	The /n/ sound, spelt kn- and gn- at the beginning of words	The /r/ sound, spelt wr- at the beginning of words	The /l/ sound, spelt –le or –al at the end of words
badge edge bridge age huge change giant magic giraffe	race ice cell city fancy	knock know knee gnat gnow	write written wrote wrong wrap	table apple bottle little middle metal animal pedal hospital

The /i/ sound, spelt –y at the end of words	Adding –es to nouns and verbs ending in –y	The /i/ sound, spelt –ey	The /u/ sound, spelt after w- and q-	The /er/ sound, spelt –or after w-	Words ending in –tion
cry fly dry try reply july	tries flies replies copies babies carries	key donkey monkey chimney valley	want watch wander quantity squash	word work world worm worth	station national fiction motion section

The /l/ or /ə/ sound spelt –el at the end of words	Words ending –il	The / : / ɔ sound spelt a before l and ll	The /ʌ/ sound spelt o	The /ɔ:/ sound spelt ar after w
camel tunnel tinsel squirrel travel towel	pencil fossil nostril daffodil evil stencil gerbil	all ball call walk talk always	other mother brother nothing Monday	war warm towards

Compound nouns	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	Using –ly to turn adjectives into adverbs
whiteboard superman evergreen football playground farmyard bedroom	copied copier happier happiest cried replied	hiking hiked hiker nicer nicest shiny	patting patted humming hummed dropping dropped sadder saddest runner runny	tearfully hopelessly badly angrily happily joyfully carefully nearly

Appendices

Year 1 Vowel Digraphs and Trigraphs

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Year 1 Vowel Digraphs and Trigraphs

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

KS1 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	