

			ING - TRANSCRI	PITON			
	Key S	itage 1	Lower Ke	Lower Key Stage 2		Upper Key Stage 2	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Spell words by identifying sounds in them and representin g the sounds with a letter or letters.	Revision of spelling work from EYFS. To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent	Revision of spelling work from Year 1. To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/	Revision of work from Years 1 and 2. To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words with the /I/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words	Revision of work from Year 3. To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression,	Revision of work from Year 4. To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle,	Revision of work from previous years in K52. To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).	
	Spell words by identifying sounds in them and representin the sounds with a letter or	EYFSYear 1Spell words by identifying sounds in them and representing g the sounds with a letter or letters.Revision of spelling work from EYFS.To know all letters of the alphabet and the sounds which they most commonly represent.To know all letters of the alphabet and the sounds which they most commonly represent.To recognise consonant digraphs which have been taught and the sounds which they represent.To recognise to recognise to sounds which they represent.To recognise vowel digraphs which have been taught and the sounds which they represent.To recognise vowel digraphs which have been taught and the sounds which they represent.	Spell words by identifying sounds in them and representing g the sounds with a letter or letters.Revision of spelling work from EYFS.Revision of spelling work from Year 1.To know all letters of the alphabet and the sounds which they most commonly represent.To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.To recognise consonant digraphs which have been taught and the sounds which they represent.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g.	EYFSYear 1Year 2Year 3Spell words by identifying sounds in them and representin g the sounds with a letter or letters.Revision of spelling work from EYFS.Revision of spelling work from Year 1.Revision of work from Year 1.To know all letters of the alphabet and the sounds which with a letter or letters.To know all letters of the alphabet and the sounds which they most commonly represent.To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).To recognise consonant digraphs which have been taught and the sounds which they represent.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/To spell words	EYFSYear 1Year 2Year 3Year 4Spell words by identifying sounds in them and representin g the sounds with a letter or letters.Revision of spelling work from EYFS.Revision of spelling work from Year 1.Revision of work from Years 1 and 2.Revision of work from Years 1 and 2.To know all letters of the alphabet and the sounds with a letter or letters.To know all letters of the alphabet and the sounds which they most commonly represent.To segment spoken words into phonemes and to represent graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.To spell words with a sounds which they represent.To recognise ro recognise vowel digraphs which have been taught and the sounds which they represent.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some sounds which they represent.To spell words represent.To spell words sound swhich they 	EYFSYear 1Year 2Year 3Year 4Year 5Spell words by identifying sounds in them and representin g the sounds with a letter or letters.Revision of spelling the sounds which the sounds which the sounds which thethem and the sounds which ther sounds which letter or letters.Revision of spelling the sounds which the sounds which the sounds which ther sounds which ther sounds which thethem and the sounds which ther sounds which ther sounds which ther sounds which ther sounds which thether and the sounds which they represent.Near 2Year 3Revision of work from Year 1.Revision of work from Year 1.Revision of work from Year 3.Revision of work from Year 4.Revision of work from Year 3.Revision of work from Year 3.Revision of work from Year 3.Revision of work from Year 4.Revision of work from Year 4.To spell words if the to recognise digraphs which have been taught and the sounds which they represent.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/To spell words ending with the roble country.To spell words ending with the roble country.To spell words with 'sic, 'cit' or 'i', e.g. ending with heid roble country.To recognise words <b< td=""></b<>	

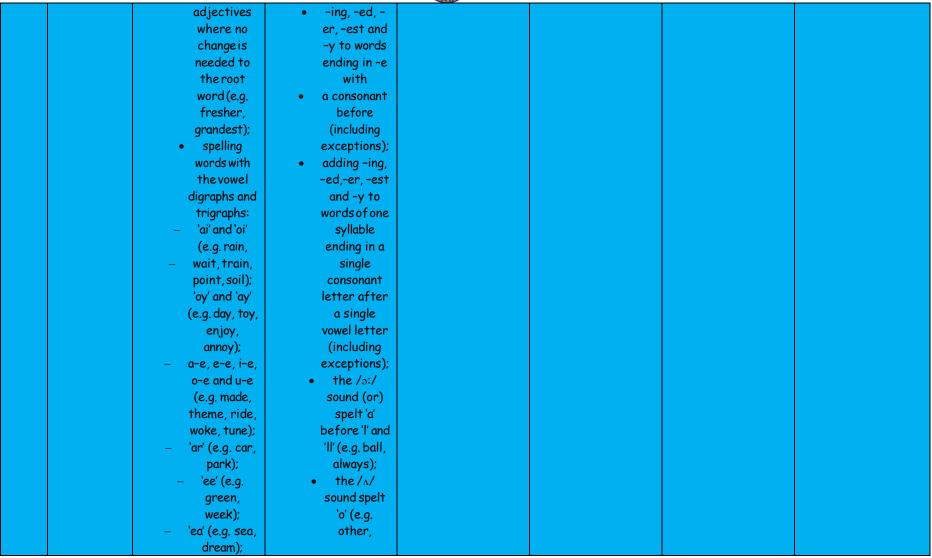


To accurately spellTo apply further Y2 spelling rules and guidance*, which includes:creature, furniture, picture, nature, adventure).permission, admission,To spell words containing the letter string ought (e.g. thought, hought, thought, nought, with 'ino' (if the root word ends in 'e' or 'T' or has no definite complexion, hough, hough, or has no definite complexion, hough, hough, dugh, hough,	 		AICESTER			
containing the 40+ previously taught phonemes and GPCs.guidance*, which includes:adventure).To spell words with 	To accurately spell	To apply further Y2	creature, furniture,	permission,	To spell words	
previously taught phonemes and GPCs.includes: • the /dʒ/To spell words with / sound speltTo spell words with / shuhn/ sound speltought, bought, thought, nought, brought, fought, rough, tough, dough, dough, dough, dough, dough, action, hesitation, rules and guidance*, which includes:To spell words with a rough is represented to the sounds (e.g. magic, chorus, chemist, /z/ and /k/To spell words with a rough, sound speltought, bought, the /r/ or has no definite or has no definite or has no definite, action, hesitation, completion).ought, bought, though, dough, borough, plough, borough, plough, borough, plough, borough, plough, dough, dough, through, dough, dough, dough, through, dough, dough, dough, through, dough, dough, plough, borough, plough, dough, dough, dough, d	most words	spelling rules and	picture, nature,	admission).	containing the letter	
phonemes and GPCs.•the /d3/ sound speltTo spell words with the / ei/ sound spelt/ shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definitethought, nought, tor has no definite or has no definiteTo apply V1 spelling rules and guidance*, which includes:or 'j' elsewhere /f/, /l/,/s/, adjust);To spell words with a complet with 'te', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, or bas no definite invention, injection, action, hesitation, completion).thought, nought, tor has no definite or spell words with a or spell words with a or spell words with a or spell words with a or spell words with a<	containing the 40+	guidance*, which	adventure).		string 'ough' (e.g.	
To spell some words in a phonically plausible way, even if sometimes incorrect.sound spelt dge' (e.g. fudge, spelt as 'g' or 's'the / er/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).brought, fought, rough, tough, enough, caugh, though, although, dough, through, thorough, borough, plough, borough, plough, borough, plough, borough, plough, dough, borough, plough, borough, plough, dough, borough, plough, borough, plough, bough).To apply Y1 spelling rules and guidance*, which includes: i the sounds /fr/./l/./s/, adjust); sound spelt 'ss', 'zz' and 'kn' and 'gn' ending in the /g/ sound spelt 'ff', 'll', sound spelt 'ff', 'll', sound spelt 'fr', 'll', sound spelt 'fr', 'll', sound spelt 'fr', 'll', 'st', 's	previously taught	includes:		To spell words with a	ought, bought,	
To spell some words in a phonically plausible way, even if sometimes incorrect.as 'ge' and' dge' (e.g. fudge, huge) or spelt as'g''ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).rough, tough, enough, cough, though, although, dough, through, borough, borough, plough, borough, plough, bor	phonemes and GPCs.	 the /d₃/ 	To spell words with	/ shuhn/ sound spelt	thought, nought,	
in a phonically plausible way, even if sometimes incorrect.dge' (e.g. fudge, huge) or spelt as'g'vein, weigh, eight, neighbour, they, obey).or has no definite root, e.g.cough, though, although, dough, through, horough, borough, plough, obory).To apply Y1 spelling rules and guidance*, which includes:or 'j' elsewhereTo spell words with a 'ch' (e.g. scheme, chorus, chemist, /z/ and /k/To spell words with a chorus, chemist, 'ch' (e.g. scheme, chorus, chemist, 'ch' (e.g. scheme, chorus, chemist, 'ss', 'zz' andTo spell words echo, character).To spell words word ends in 'c' or vord ends in 'c' or vord ends in 'c' or adplicable/ iss', 'zz' and 'ck' and exceptions; 'ck' and exceptions;To spell words (e.g. knock, gnaw);To spell words ending in the /g/ ending in the /g/ in words spelt 'cel (e.g. league, 'the /k/ sound speltTo spell words ending in the mathematician).To spell words ending in the root adorable, considerable, tolerably).		sound spelt		with 'tion' (if the root	brought, fought,	
plausible way, even if sometimes incorrect.fudge, huge) or spelt as 'g'neighbour, they, obey).root, e.g. invention, injection, action, hesitation, completion).although, dough, through, thorough, borough, plough, borough, plough, borough, plough, bough).To apply Y1 spelling rules and guidance*, which includes:or 'j' elsewhereTo spell words with a 'ch' (e.g. scheme, chorus, chemist, echo, character).To spell words with a 'shuhn/ sound speltTo spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ adorably, applicable/ ics', e.g. musician, esceptions; ecceptions;To spell words (e.g. knock, gnaw);To spell words the /k/ sound spelt 'que' (e.g. league,To spell words, through, thorough, borough, plough, borough, plough, completion, considerably, tolerably, tolerably, tolerably).	To spell some words	as 'ge' and'	'ei', 'eigh', or 'ey' (e.g.	word ends in 'te' or 't'	rough, tough, enough,	
sometimes incorrect.huge) or spelt as 'g'obey).invention, injection, action, hesitation, completion).through, thorough, borough, plough, borough, plough, borough, plough, borough, plough, borough, plough, borough, plough, borough, plough, borough, plough, bough).To apply Y1 spelling rules and guidance*, which includes:or 'j' elsewhere 'k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, /f/,/l/,/s/, adjust);To spell words with a 'ch' (e.g. scheme, chorus, chemist, echo, character).To spell words with a - ably (e.g. adorable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ adorably, econsiderable/ considerable/ considerably, tolerably).To spell words elsewhere 'cs', e.g. musician, politician, mathematician).To considerable/ considerably).	in a phonically	dge' (e.g.	vein, weigh, eight,	or has no definite	cough, though,	
To apply Y1 spelling rules and guidance*, which includes:spelt as'g' or 'j'To spell words with a ch' (e.g. scheme, ch' (e.g. scheme, word ends in 'c' or adorably, applicable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ considerably, considerably, tolerable/ tolerably, tolerably, tolerably, tolerably,borough, plough, bough).Image: Spelt 'ff', 'll', sound speltTo spell words ending in the /g/ sound spelt 'gue' and exceptions; sthe /n/To spell words sound spelt 'gue' (e.g. league,To spell words considerably, tolerably, tolerable/ tolerably).	plausible way, even if	fudge,	neighbour, they,	root, e.g.	although, dough,	
To apply Y1 spelling rules and guidance*, which includes:or 'j' alsewhereTo spell words with a 'k/ sound spelt withcompletion).bough).• the sounds /f/,/l/,/s/, adjust);elsewhere in words'k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).To spell words with a yound speltTo spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ adorably, applicable/ iss', 'zz' and exceptions; exceptions;To spell words (e.g. magic, chorus, chemist, echo, character).To spell words with a vord ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ considerable/ considerable/ to lerable/ tolerably).	sometimes incorrect.	huge) or	obey).	invention, injection,	through, thorough,	
rules and guidance*, which includes:elsewhere in words/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).To spell words with a ending in -able and -ably (e.g. adorable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ adorably, applicable/ iss', 'zz' andTo spell words word ends in 'c' or 'cs', e.g. musician, ending in the /g/ electrician, magician, politician, mathematician).To spell words ending in -able adorably, applicable/ adorably, applicable/ adorably, applicable/ tolerable/ tolerably).		spelt as'g'		action, hesitation,	borough, plough,	
which includes:in words'ch' (e.g. scheme, chorus, chemist, dijust);To spell words with a sehorus, chemist, dijust);To spell words with a ending in -able and with 'cian' (if the root word ends in 'c' orTo spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ adorably, applicable, applicably, considerable, considerably, the /n/***********************************		or 'j'		completion).	bough).	
 the sounds the sounds /f/,/l/,/s/, /z/ and /k/ spelt 'ff', 'll', sound spelt	rules and guidance*,	elsewhere	/k/ sound spelt with			
/f/,/l/,/s/,adjust);echo, character).with 'cian' (if the root word ends in 'c' or-ably (e.g. adorable/ adorably, applicable/ adorably, applicable/ applicably, considerable/ considerably, the /n//g/1sound speltTo spell words'cs', e.g. musician, electrician, magician, politician, mathematician)ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerably, tolerably,	which includes:	in words	'ch' (e.g. scheme,	To spell words with a	To spell words	
 /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /n/ sound spelt the /n/ sound spelt the /n/ To spell words To spell words 'cs', e.g. musician, ending in the /g/ electrician, magician, (e.g. knock, gnaw); the /k/ sound spelt the /k/ sound spelt the /k/ sound spelt the /n/ the /r/ 'que' (e.g. league, 	 the sounds 	(e.g. magic,	chorus, chemist,	/ shuhn/ sound spelt	ending in -able and	
spelt 'ff', 'll', 'ss', 'zz' andsound speltTo spell words'cs', e.g. musician, electrician, magician, politician, mathematician).applicably, applicably, considerable/ considerably, tolerably).• 'ck' and exceptions; • the/ŋ/(e.g. knock, gnaw); • the/r/sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league,politician, mathematician).considerable/ considerably, tolerable/ tolerably).	/f/,/l/,/s/,	adjust);	echo, character).	with 'cian' (if the root	-ably (e.g. adorable/	
 'ss', 'zz' and 'ck' and 'ck' and (e.g. knock, gnaw); the /k/ sound spelt 'gnaw); the /r/ 'que' (e.g. league, 		• the /n/		word ends in 'c' or	adorably, applicable/	
 'ck' and (e.g. knock, sound spelt 'gue' and politician, considerably, exceptions; the/ŋ/ the/r/ the/r/ 	spelt 'ff', 'll',	sound spelt	To spell words	'cs', e.g. musician,	applicably,	
exceptions; gnaw); the /k/ sound spelt mathematician). tolerable/ tolerably). • the /ŋ/ • the /r/ 'que' (e.g. league,	'ss', 'zz' and	'kn' and 'gn'	ending in the /g/	electrician, magician,	considerable/	
• the/ŋ/ • the/r/ 'que' (e.g. league,	 'ck' and 	(e.g. knock,	sound spelt 'gue' and	politician,	considerably,	
			the /k/ sound spelt	mathematician).	tolerable/ tolerably).	
sound spelt sound spelt tongue, antique, To spell words ending	• the/ŋ/	• the/r/	'que' (e.g. league,			
	sound spelt	sound spelt	tongue, antique,		To spell words ending	
'n' before 'k' 'wr' (e.g. unique). in -ible and -ibly (e.g.	'n' before 'k'	'wr' (e.g.	unique).		in -ible and -ibly (e.g.	
(e.g. bank, write, possible/possibly,	(e.g. bank,	write,			possible/possibly,	
think); written); To spell words with horrible/horribly,	think);	written);	To spell words with		horrible/horribly,	
dividing • the /l/ or the /s/ sound spelt terrible/ terribly,	 dividing 	 the /l/or 	the /s/ sound spelt		terrible/ terribly,	
words into /əl/sound with 'sc'. (e.g. visible/visibly,	words into	/əl/sound	with 'sc'. (e.g.		visible/visibly,	
syllables spelt-le(e.g. science, scene, incredible/incredibly,	syllables	spelt-le(e.g.	science, scene,		incredible/incredibly,	
(e.g. rabbit, little, discipline, fascinate, sensible/sensibly).	(e.g. rabbit,	little,	discipline, fascinate,		sensible/sensibly).	
carrot); middle)or crescent).	carrot);	middle)or	crescent).			
• the /tj/ spelt-el (e.g. To spell words with	 the /t∫/ 	spelt-el (e.g.				
sound is camel, endings which sound	sound is	camel,			endings which sound	



usually spelt tunnel) or like /shuh// after a as'tch' and spelt -al vowel letter using exceptions; (e.g. metal, official, special, • the /v/ hospital) or afficial, special, soundat the spelt -al endof words afficial, special, where the nostril); To spell words with letter'e' the /a/ endings which sound usually soundapelt - vowel letter using added (e.g. fly, July); 'tid' (e.g. partial, added (e.g. fly, July); 'tid' (e.g. partial, adding -s nons and eessential), of nouns and - y where long /e/ sound spelt adding -s nons and eessential), of nouns and - y where long /e/ sound spelt the third the 'y is 'decrete, conceve, person changed to 'i' deceve, conceve, singular of before the - receive, perceive, eading the flies, tries, exceptions (e.g. eading the flies, tries, exceptions (e.g. or is after to 'e.g. king, or words (ing -ed, - seize). and -er to ing -er and - seize). <			Norship Andreas and Andreas
exceptions; (e.g. metal, he/r/ soundat the soundat the soundapet - the/a/ official, special, artificial, special, artificial, the/a/ where the endogs which sound usually soundspelt - needs to be adding -s adding -s and -es to words (plural of nouns and of nouns and of nouns and extent the thind the thind the the thind the thind the the thind the the thind the thind the the thind the thind the thind the thind the the thind the thind the the thind the thind the the thind the thind the thind the thind the the thind the the thind the thind the the thind the thind the the thind the the thind the the the the the the self to a no change is not word needed to ending end the root (e.g. skiing, wood (e.g. the plecial the	usually spelt	tunnel) or	like /shuhl/ after a
• the /v/ haspital) or sound at the end of words official, special, artificial). • def words fossil, where the nostril); letter'e' • To spell words with endings which sound like / shuh/ after a vowel letter using • adding -s • adding-es to varded (e.g. end of words (plural and -es to verbs ending • official, special, artificial). • adding -s • adding-es to verbs ending • vowel letter using • adding -s • our sets our sets ending • confidential, essential). • words (plural of nouns and of nouns and of nouns and est verbs; es (e.g. person changed to i' singular of before the - verbs; es (e.g. endings • To spell words with a long /e/ sound spelt 'lie' or i's after t' (e.g. deceive, conceive, receive, perceive, eciling) and exceptions (e.g. protein, caffeine, seize). • adding the verbs where est to a no change is not word needed to ending in -y the root (e.g. still, exceptions pumping); to the rules; • official, special, endings • adding -er • adding the est to a no change is protein, caffeine, seize).	as'tch' and	spelt -al	vowel letter using
sound at the end of words speit -il (e.g. fossil, where the sound at the end of words artificial). end of words fossil, where the sound at the usually fossil, between the sound at the endings which sound usually sound age the presential endeds to for sound and esto sound age the endings which sound added (e.g. added (e.g. fly, July): adding - sto ending - s	exceptions;	(e.g. metal,	'cial' (e.g.
end of words fossil, where the nostril); letter's the/n/ usually soundspet - usually soundspet - needstobe y (e.g. cry, added (e.g. fty, July); have, live); adding -es to adding -s nours and added (e.g. verb sending words (blund) in of nours and y where the third the 'y is generating calding -es (e.g. words (blund) in of nours and y where the third the 'y is generating caling -es (e.g., verbs); es (e.g., exceptions (c.g., celling) and exceptions (e.g., proteive, adding red, - seize). and set to a adding -ed, - singular of before the - verbs); es (e.g., e adding the flies, rines, e adding the flies, rines, e adding - ed adding - ed, -	• the/v/	hospital) or	official, special,
where the letter'e' nostril); he/a/ usually To spell words with endings which sound like /shuhl/ after a vowel letter using needs to be usually y (e.g. cry, added (e.g. fy, July); have, live); adding-sto adding-sto adding-sto vowel letter using adding-s nours and and -es to verbs ending words (plund) in To spell words with a confidential, essential). words (plund) in To spell words with a long /e/ sound spelt the third the 'y is 'ie' or 'e' after 'c' (e.g. deceive, conceive, verbs); singular of verbs where es (e.g. celling) and exceptions (e.g. protein, caffeine, seize). - ning, -ed adding -ed, - and -er to no change is needed to ending is verb where seize). needed to needed to ending is needed to ending in -y the root (e.g., wood (e.g. proteind) and exceptions seize). usually to the rules; jumping); to the rules;	sound at the	spelt -il (e.g.	artificial).
Image: second	endofwords	fossil,	
usuallysound spelt - (e.g. cry, added (e.g.like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).have, live);• adding-est o verbs ending words (pluralin in or sound spelt in of nours and the thirdTo spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, celling) and• adding the overbs;flies, tries, es (e.g.celline, celling) and exceptions tie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, celling) and• adding the or hing, er and - verbs whereflies, tries, est to a ing, er and - seize).protein, caffeine, seize).• adding is receives whereroot word est to a needed to ending in -y the root (e.g., skiing, wood (e.g. receives)seize).• adding -er receivesexceptions estied)seize)• adding -er receivesexceptions estied)seize).	where the	nostril);	To spell words with
needs to bey (e.g. cry, (b, July); have, live);vowel letter using 'tial' (e.g. partial, confidential, essential).added (e.g. adding -s a adding -s and -es tomous and in in of nours andconfidential, essential).words (plural of nours and of nours and the third in before the - verbs);in of course essential)To spell words with a long /e/ sound spelt 'tie' or 'e' after c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).• adding the endings needed to meeded to ending in -y the root buzzer, jumping);the truels; exceptions to adding the ending the ending in -y the root (e.g. sking, wood (e.g. proteins; jumping);the the less; the nules;• adding -er buzzer, jumping);• adding the ending the exceptions in - adding the ending the ending the ending in -y exceptions ending the ending the end	letter'e'	• the/aı/	endings which sound
added (e.g.fty, July); have, live);'tial' (e.g. partial, confidential, essential).adding-snouns and ouns and and -es to verbs endingTo spell words with a long /e/ sound speltwords (plural the thirdin the 'y' is gerson singular of verbs;To spell words with a long /e/ sound speltwords (plural the thirdin the 'y' is singular of before the - verbs;To spell words with a long /e/ sound speltwords (plural the thirdin the 'y' is gerson singular of before the - verbs;To spell words with a long /e/ sound speltwords (e.g. verbs);es (e.g. eceiling) and exceptions (e.g. protein, caffeine, seize),exceptions (e.g. protein, caffeine, seize),ing, -ed verbs where needed to no change is no change is no change is root word wood (e.g. preplied) and buzzer, wood (e.g. replied) and buzzer, imprimpi);to the rules; the rules;- adding-er imping);- adding the-	usually	sound spelt -	like /shuhl/ after a
have, live);• adding-estoconfidential, essential),• adding -snouns andessential),and -estoverbs endingwords (pluralinof nouns and• -y wherethe thirdthe 'y ispersonchanged to 'igensonchanged to 'iwords);es (e.g.verbs);es (e.g.verbs);es (e.g.ending theflies, tries,ending theflies, tries,and -er toing,-er and -verbs whereest to ano change isroot wordno change isroot wordneeded toexceptionswood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;jumping);adding-eradding-eradding the	needs to be	y (e.g. cry,	vowel letter using
 adding -s nouns and and -es to verbs ending words (plural in of nouns andy where the third the 'y' is person changed to 'i' deceive, conceive, receive, perceive, ceiling) and ending the flies, tries, ending carries); adding -et to ing, -et and - ing, -et	added (e.g.	fly, July);	'tial' (e.g. partial,
and -es toverbs endingwords (pluralinof nouns andy wherethe thirdthe 'y ispersonchanged to 'i'singular ofbefore the -verbs);es (e.g.cadding theflies, tries,endingscarries);of -ing, -edadding-ed, -and -er toing,-er and -verbs whereest to ano change isroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;adding -eradding the	have, live);	 adding-es to 	confidential,
words (pluralinTo spell words with a long /e/ sound speltof nouns and the thirdy where the ty' islong /e/ sound speltthe thirdthe 'y' is'ie' or 'e' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) andpersonchanged to 'i'deceive, conceive, receive, perceive, ceiling) andverbs);es (e.g. es (e.g.ceiling) and• adding the endingsflies, tries, carries);protein, caffeine, seize).• -ing, -ed werbs where• adding -ed, - ing, -er and - verbs whereseize).• or change is no change is meeded to buzzer, jumping);root word (e.g. skiing, wood (e.g. jumping);root word the rules;• adding -er ig-er• adding theexceptions e exceptions• adding -er ig-er• adding theexceptions e 	 adding -s 	nouns and	essential).
of nouns and the thirdy where the 'y is personlong /e / sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and• adding the endingsflies, tries, carries);receive, perceive, ceiling) and• -ing, -ed und - er to verbs where no change is no change is needed to ending in -y the root buzzer, jumping);of the rules; to the rules;• adding -er und adding the- exceptions exceptionsseize).	and -es to	verbs ending	
the thirdthe 'y' ispersonchanged to 'i'singular ofbefore the -verbs);es (e.g.eadding theflies, tries,endingscarries);- ing, -edadding -ed, -and -er toing, -er and -verbs whereest to ano change isroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andjumping);to the rules;• adding-er• adding the	words (plural	in	To spell words with a
personchanged to 'i'singular ofbefore the -verbs);es (e.g.• adding theflies, tries,endingscarries);• -ing, -ed• adding -ed, -and -er toing,-er and -verbs whereest to ano change isroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;• adding-er• adding the	of nouns and	 -y where 	long /e/ sound spelt
 singular of before the - verbs); es (e.g. adding the flies, tries, endings carries); -ing, -ed adding -ed, - and -er to ing, -er and - verbs where est to a no change is root word needed to ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; adding -er - adding the 	the third	the 'y' is	'ie' or 'ei' after 'c' (e.g.
verbs); es (e.g. adding the flies, tries, endings carries); ing, -ed - adding -ed, - and -er to ing, -er and - verbs where est to a no change is root word needed to ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; - adding -er - adding the	person	changed to 'i'	deceive, conceive,
 adding the flies, tries, endings carries); -ing, -ed adding -ed, - ing, -ed and -er to ing, -er and - er to est to a root word est to a no change is root word ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; or adding -er est adding the est to the rules; est to th	singular of	before the -	receive, perceive,
endingscarries);protein, caffeine,• -ing, -edadding -ed, -seize).and -er toing, -er and -verbs whereest to ano change isroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;• adding -er• adding the	verbs);	es (e.g.	ceiling) and
 -ing, -ed adding -ed, - and -er to ing, -er and - verbs where est to a no change is root word needed to ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; adding -er adding the 	adding the	flies, tries,	exceptions (e.g.
and -er toing,-er and -verbs whereest to ano change isroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;• adding-er• adding the	endings	carries);	protein, caffeine,
verbs where est to a no change is root word needed to ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; • adding-er • adding the	• -ing, -ed	 adding -ed, - 	seize).
no change is needed toroot wordneeded toending in -ythe root(e.g. skiing,wood (e.g.replied) andbuzzer,exceptionsjumping);to the rules;• adding -er• adding the	and -er to	ing,-er and -	
needed to ending in -y the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; • adding-er • adding the	verbs where	est to a	
the root (e.g. skiing, wood (e.g. replied) and buzzer, exceptions jumping); to the rules; • adding-er • adding the	no change is	root word	
wood (e.g. replied) and buzzer, exceptions jumping); to the rules; • adding-er • adding the	needed to	ending in -y	
buzzer,exceptionsjumping);to the rules;adding-eradding the	the root	(e.g. skiing,	
jumping); to the rules; • adding-er • adding the	wood (e.g.	replied) and	
adding-er adding the	buzzer,	exceptions	
	jumping);	to the rules;	
and-est to endings	adding-er	 adding the 	
	and-est to	endings	







		ACESTER		
— 'ea' (e.g.	mother,			
meant,	brother);			
bread);	• the/i:/			
 'er' stressed 	sound spelt			
sound (e.g.	 -ey:the 			
her, person);	plural forms			
– 'er'	of these			
unstressed	words are			
schwa sound	made by the			
(e.g. better,	addition of -			
under);	s (e.g.			
– 'ir' (e.g. girl,	donkeys,			
first, third);	monkeys);			
– 'ur' (e.g.	• the /v/			
turn,	sound spelt			
church);	'a' after 'w'			
– 'oo'(e.g.	and 'qu' (e.g.			
food, soon);	want,			
– 'oo'(e.g.	quantity,			
book, good);	squash)			
– 'oa' (e.g.	• the/3:/			
road,coach);	sound spelt			
– 'oe' (e.g. toe,	'or' after 'w'			
goes);	(e.g. word,			
– 'ou' (e.g.	work,worm);			
loud, sound);	• the /o:/			
– 'ow' (e.g.	sound spelt			
brown,	'ar' after 'w'			
down);	(e.g. warm,			
– 'ow' (e.g.	towards);			
own,show);	• the/3/			
	sound spelt			
	's' (e.g.			



	– 'ue' (e.g.	television,						
	true, rescue,	usual).						
	Tuesday);							
	– 'ew' (e.g.							
	new,threw);							
	– 'ie' (e.g. lie,							
	dried);							
	– 'ie'(e.g.							
	chief, field);							
	– 'igh'(e.g.							
	bright,							
	right);							
	– 'or'(e.g.							
	short,							
	morning);							
	– 'ore' (e.g.							
	before,							
	shore);							
	– 'aw' (e.g.							
	yawn, crawl);							
	– 'au' (e.g.							
	author,							
	haunt);							
	– 'air' (e.g.							
	hair, chair);							
	– 'ear'(e.g.							
	beard, near,							
	year);							
	– 'ear' (e.g.							
	bear, pear,							
	wear);							



			AICESTER			
Vords	end y (i spi co ipl co ipl co iso	n words	tion V3 and V4 statutory	To spell most of the Y3 and Y4 statutory spelling words	To spell many of the Y5 and Y6 statutory spelling words	To spell most of the Y5 and Y6 statutory spelling words
Common Exception Words	To spell all) exception	skin). Y1 common n words sctly. days of the	tion V3 and V4 statutory			To spell most of the Y5 and Y6 statutory spelling words correctly.
Com						



			BICESTER			
	To use -s and -es to	To add suffixes to	To spell most words	Tocorrectlyspell	To spell words by	To use their
	form regular plurals	spell most words	with the prefixes	most words with the	adding suffixes	knowledge of
	correctly.	correctly in their	dis-, mis- and re-	prefixes in-, il-, im-,	beginning with vowel	adjectives ending in -
	To use the prefix	writing, e.gment,	correctly (e.g.	ir-, sub-, super-, anti-,	letters to words	ent to spell nouns
	'un-' accurately.	-ness,-ful,-less,-ly.	disobey, mistreat,	auto-, inter- and bi	ending in -fer	ending in -ence/-ency
			reapply).	(e.g. incorrect, illegal,	(e.g. referring,	(e.g. innocent,
	To successfully add			impossible,	referred, referral,	innocence, decent,
	the suffixes -ing, -ed,		To spell words with	irrelevant,	preferring,	decency, frequent,
	-er and -est to root		added suffixes	substandard,	preferred,	frequency, confident,
	words where no		beginning with a	superhero, autograph,	transferring,	confidence, obedient,
	change is needed in		vowel (-er/-ed/-	antisocial, bicycle).	transferred,	obedience,
	the spelling of the		ing) to words with		reference, referee,	independent).
	root words (e.g.		more than one	To form nouns with	preference,	
	helped, quickest).		syllable (unstressed	the suffix -ation (e.g.	transference).	
			last <i>s</i> yllable, e.g.	information,		
			limiting offering).	adoration, sensation,	To use their	
S				preparation,	knowledge of	
.×			To spell words with	admiration).	adjectives ending in	
Suffixes			added suffixes		-ant to spell nouns	
S			beginning with a	To spell words with	ending in -ance/-ancy	
ס			vowel (-er/-ed/-	the suffix -ous with	(e.g. observant,	
and			en/-ing) to words	no change to root	observance,	
			with more than one	words, no definitive	expectant, hesitant,	
×			syllable (stressed	root word, words	hesitancy, tolerant,	
Prefixes			lastsyllable,	ending in 'y', 'our' or 'e'	tolerance,	
2			e.g. forgotten	and the exceptions to	substance).	
			beginning).	the rule (e.g. joyous,		
				fabulous, mysterious,		
			To spell most words	rigorous, famous,		
			with the suffix -ly	advantageous).		
			with no change to			
			the root word; root			
			words that end			



	ACCESSED.									
				in 'le','al' or 'ic' and the exceptions to the rules.						
Further Spelling Work		To spell simple compound words (e.g. dustbin, football). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To distinguish between homophones and near homophones. To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To spell further homophones. To use their spelling knowledge to use a dictionary more efficiently.	To spell more complex homophones and near- homophones. To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own). To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To begin to use a thesaurus to find synonyms of words.	To spell more complex homophones and near- homophones. To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.			
	Hold a pencil effectively	To write lower case and capital letters in the correct direction,	To write capital letters and digits of the correct size,	To use the diagonal and horizontal strokes needed to	To increase the legibility, consistency and	To write legibly, fluently, with increasing speed.	To write legibly, fluently, with increasing speed by:			



			WICESTER.		
in	starting and finishing	orientation and	join letters and	quality of	-choosing which
preparation	in the right place	relationship to one	understand which	handwriting e.g. by	shape of letter to
for fluent	with a good level of	another and to lower	letters, when	ensuring that the	use when given
writing -	consistency.	case letters.	adjacent to one	down strokes of	choices and deciding
using the			another, are best	letters are parallel	whether or not to
tripod grip	To sit correctly at a	To form lower case	left unjoined.	and equidistant; that	join specific letters
in almost all	table, holding apencil	letters of the correct		lines of writing are	-choosing the writing
cases.	comfortably and	size, relative to one		spaced sufficiently	implement that is
	correctly.	another.		so that the	best suited for the
Write				ascenders and	task.
recognisable	To form digits 0-9.	To begin to use some		descenders of	
letters,		of the diagonal and		letters do not touch.	
most of	To understand which	horizontal strokes			
which are	letters belong to	needed to join			
correctly	which handwriting	letters and			
formed.	'families' (i.e. letters	understand which			
	that are formed in	letters, when			
	similar ways) and to	adjacent to one			
	practise these.	another are best			
		left unjoined.			
		To use spacing			
		between words that			
		reflects the size of			
		the letters.			

*See English appendix 1 of the national curriculum

** We use the Rising Stars scheme for phonics and the Spelling Shed scheme for spelling. Further details of spelling objectives can be found in the Spelling Shed overview for each year group.



*** We follow the Nelson Handwriting Scheme