

# Spelling Curriculum Overview



This Curriculum Overview shows what your child will learn in Spelling during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

Year 1 Spellings					
Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p>Sequence:</p> <p>Spellings linked to Phonics sounds taught each week. See Bug Club Phonics Curriculum Map</p>	<p>Sequence:</p> <p>Spellings linked to Phonics sounds taught each week.</p>	<p>Sequence:</p> <p>Spellings linked to Phonics sounds taught each week.</p>	<p>Sequence:</p> <p>Spellings linked to Phonics sounds taught each week.</p>	<p>Sequence:</p> <p>Spellings linked to Phonics sounds taught each week.</p>	<p>Sequence:</p> <p>Consolidation of all sounds taught in Year 1.</p> <ol style="list-style-type: none"> <li>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ε/)</li> <li>er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/) oo (/ʊ/), oa, oe, ou, Ow (/aʊ/), ow (/əʊ/), ue, ew</li> <li>ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear and ear(/εə/), are (/εə/)</li> <li>Words ending -y, <i>New consonant spellings ph and wh, Using k for the /k/ sound, The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, The /ŋ/ sound spelt n before k and Division of words into syllables</i></li> <li>Common Exception Words</li> </ol>

# Spelling Curriculum Overview



					6. Common Exception Words
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## Year 2 Spellings

Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. Division of words into syllables</li> <li>2. Contractions</li> <li>3. Revisit adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>4. The /i:/ sound spelt –e</li> <li>5. Revisit adding the endings <i>–ing, –ed and –er</i> to verbs where no change is needed to the root word.</li> <li>6. Revisit adding <i>–er and –est</i> to adjectives where no change is needed to the root word</li> </ol>	<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. Homophones and near-homophones</li> <li>2. The /ɔ:/ sound spelt <i>a before l and ll</i></li> <li>3. The /u/ sound spelt o</li> <li>4. The /z/ sound spelt s</li> <li>5. The /j/ sound spelt as dge at the end of words.</li> <li>6. The /j/ sound spelt as ge at the end of words.</li> </ol>	<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. The alternative /j/ sound can be spelt as g elsewhere in words before e, i and y.</li> <li>2. The /s/ sound spelt c before e, i and y.</li> <li>3. The /n/ sound spelt kn and (less often) gn at the beginning of words.</li> <li>4. The /r/ sound spelt wr at the beginning of words.</li> <li>5. The /l/ sound spelt –le at the end of words.</li> <li>6. The /l/ sound spelt –el at the end of words.</li> </ol>	<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. The /l/ sound spelt –al at the end of words. Words ending –il</li> <li>2. The /igh/ sound spelt –y at the end of words.</li> <li>3. Adding –es to nouns and verbs ending in –y</li> <li>4. Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</li> <li>5. <i>Adding the endings –ing, –ed, –er, –est and –y</i> to words ending in –e with a consonant before it</li> <li>6. Adding <i>–ing, –ed, –er, –est and –y</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ol>	<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. The /er/ sound spelt or after w</li> <li>2. The /or/ sound spelt ar after w</li> <li>3. The suffixes <i>–ment, –ness, –ful, –less and –ly</i></li> <li>4. The suffixes <i>–ment, –ness, –ful, –less and –ly</i></li> <li>5. Words ending in –tion</li> <li>6. Contractions The possessive apostrophe (singular nouns)</li> </ol>	<p>Sequence:</p> <ol style="list-style-type: none"> <li>1. Common exception words.</li> <li>2. Common exception words.</li> <li>3. Common exception words.</li> <li>4. The /l/ sound spelt –el at the end of words.</li> <li>5. The possessive apostrophe (singular nouns)</li> <li>6. Homophones and near-homophones</li> </ol>

# Spelling Curriculum Overview



## Year 3 Spellings

Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Revision of the alphabetic code Phonics. No booklet for this rule. Teachers to review alphabetic knowledge with children.</li> <li>2. Common words from key stage 1 and setting non negotiables</li> <li>3. Statutory wordlist and adding prefixes and suffixes to these where appropriate</li> <li>4. Revision of Suffixes.</li> <li>5. Revision from Y2, ing, ed, er, est and plurals (-s and -es)</li> <li>6. Adding suffixes beginning with vowel letters to words</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common words from key stage 1 and setting non negotiables</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. The /u/ sound spelt ou</li> <li>4. Prefixes mis- dis-</li> <li>5. <i>More prefixes re-sub-tele-</i></li> <li>6. More prefixes super-auto-pre-</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common words from key stage 1 and setting non negotiables</li> <li>2. Statutory wordlist and adding prefixes and suffixes to these where appropriate</li> <li>3. The suffix -ation</li> <li>4. The suffix -ly</li> <li>5. Words with endings sounding like /ʒə/ or /tʃə/</li> <li>6. The suffix -ous</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common words from key stage 1 and setting non negotiables</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Endings which sound like /ʒen/ -sion</li> <li>4. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> <li>5. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> <li>6. More prefixes re-sub-tele-</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common words from key stage 1 and setting non negotiables</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Words with the /k/ sound spelt ch (Greek in origin)</li> <li>4. Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>5. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>6. Words with the /s/ sound spelt sc (Latin in origin)</li> <li>7. Words with the /ei/ sound spelt ei, eigh, or ey</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common words from key stage 1 and setting non negotiables</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Possessive apostrophe with plural words</li> <li>4. Homophones and near homophones</li> <li>5. Homophones and near homophones</li> <li>6. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> </ol>

# Spelling Curriculum Overview



## Year 4 Spellings

Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. Revision of suffix <i>-ly</i>.</li> <li>4. The /i/ sound spelt y elsewhere than at the end of words.</li> <li>5. The /u/ sound spelt ou.</li> <li>6. Suffix <i>-ation</i>.</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. Prefixes and More</li> <li>4. More Prefixes <i>in- im-il-</i></li> <li>5. More Prefixes <i>ir- sub-</i></li> <li>6. Suffix <i>-ous</i>.</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. The Suffix <i>-ation</i></li> <li>4. The Suffix <i>-ly</i></li> <li>5. Words with endings sounding like /zə/ or /tʃə/ <i>-ure</i></li> <li>6. The Suffix <i>-ous</i></li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – colours and numbers.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. Endings which sound like /zen/ <i>-sion</i></li> <li>4. Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></li> <li>5. Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></li> <li>6. The /ɪ/ sound spelt y elsewhere than at the end of words.</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. Words with the /k/ sound spelt <i>ch</i> (Greek in origin)</li> <li>4. Words with the // sound spelt <i>ch</i> (mostly French in origin) Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</li> <li>5. Words with the /s/ sound spelt <i>sc</i> (Latin in origin) Words with the /ɛɪ/ sound spelt <i>ei, eigh, or ey</i></li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – colours and numbers.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> <li>3. Possessive apostrophe with plural words</li> <li>4. Homophones and near homophones</li> <li>5. Homophones and near homophones</li> <li>6. Statutory word list and adding prefixes and suffixes to these where appropriate.</li> </ol>

# Spelling Curriculum Overview



Year 5 Spellings					
Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to always spell correctly.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Revision suffixes - <i>ing, ed, ly</i></li> <li>4. To use knowledge of root and base words to spell related words</li> <li>5. Revision Suffixes <i>ous, ation</i></li> <li>6. Homophones and near homophones</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Revision Prefixes <i>dis- Mis- in-</i></li> <li>3. Revision Prefixes <i>inter- super- anti- auto</i></li> <li>4. Revision More prefixes <i>im- ir- re-</i></li> <li>5. <i>sub-</i> Endings which sound like /jəs/ spelt – <i>cious</i> or – <i>tious</i></li> <li>6. Endings which sound like /jəl/</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Suffixes <i>-ant, -ance and -ancy.</i></li> <li>3. Suffixes <i>-ent, -ence and -ency.</i></li> <li>4. Suffixes <i>-able and -ably.</i></li> <li>5. Suffixes <i>-ible and -ibly</i></li> <li>6. Words with ‘silent’ letters</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></li> <li>3. Use of the hyphen</li> <li>4. Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> <li>5. Words containing the letter-string – <i>ough</i></li> <li>6. Revision Prefixes <i>dis- mis- in-</i></li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Words with ‘silent’ letters</li> <li>3. Homophones and other words that are often confused</li> <li>4. Homophones and other words that are often confused</li> <li>5. Homophones and other words that are often confused</li> <li>6. Use of the hyphen</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Endings which sound like /jəs/ spelt – <i>cious</i> or – <i>tious</i></li> <li>3. Endings which sound like /jəl/</li> <li>4. Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> <li>5. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>6. Statutory word list and adding prefixes and suffixes to these where appropriate</li> </ol>

# Spelling Curriculum Overview



## Year 6 Spellings

Harvest	Christmas	Winter	Spring	Whitsun	Summer
<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Homophones and other words that are often confused</li> <li>4. Suffixes <i>-able</i> and <i>-ible</i></li> <li>5. Endings which sound like /jəs/ spelt <i>-cious</i> or <i>-tious</i></li> <li>6. Suffixes which sound like /jəl/ - <i>cial</i></li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. <i>Words ending in -ant, -ance/-ancy, -ent, -ence/ -ency</i></li> <li>3. Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></li> <li>4. Use of the hyphen</li> <li>5. Words with the /i:/ sound spelt <i>ie</i> normally and <i>ei</i> after <i>c</i></li> <li>6. Review Endings which sound like /jəs/ spelt <i>-cious</i> or <i>-tious</i></li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Words containing the letter-string <i>ough</i></li> <li>3. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>4. Homophones and other words that are often confused</li> <li>5. Revision of suffix <i>-ly</i>.</li> <li>6. The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words.</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Common Words – Words children are expected to spell correctly at all times.</li> <li>2. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>3. Revision Suffixes - <i>ing, ed, ly</i></li> <li>4. To use knowledge of root and base words to spell related words</li> <li>5. Revision Suffixes <i>ous, ation</i></li> <li>6. Homophones and near homophones</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Revision Prefixes <i>dis- mis-in-</i></li> <li>3. Revision Prefixes. <i>inter- super-anti-auto-</i></li> <li>4. Revision More prefixes <i>sim-ir-re-sub-</i></li> <li>5. Endings which sound like /jəs/ spelt <i>-cious</i> or <i>-tious</i></li> <li>6. Endings which sound like /jəl/</li> </ol>	<p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Statutory word list and adding prefixes and suffixes to these where appropriate</li> <li>2. Suffixes <i>-ant, -ance and -ancy.</i></li> <li>3. Suffixes <i>-ent, -ence and -ency.</i></li> <li>4. Suffixes <i>-able and -ably.</i></li> <li>5. Suffixes <i>-ible and -ibly.</i></li> <li>6. Words with 'silent' letters</li> </ol>