## <u>Curriculum Overview – Spelling (Rising Stars) – 2025 - 2026</u>



| AUTUMN 1  |   |  |   |  |  |   |  | AUTUMN 2  |  |  |   |   |  |  |
|-----------|---|--|---|--|--|---|--|---|--|--|---|---|--|--|
|           | Week 1  | Week 2   | Week 3                                  | Week 4   | Week 5   | Week 6  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |  |  |
| Reception | RWI Phonics   |  |   |  |  |   |  | RWI Phonics   |  |  |   |   |  |  |
| Year 1    | RWI Phonics Set 2 sound to read Y1 common exception words to read |  |   |  |  |   |  | RWI Phonics Set 2 sound to read and write Revisit Y1 common exception words to read |  |  |   |   |  |  |
| Year 2    | revision of<br>Year 1<br>material                                 | revision of<br>Year 1<br>material                      | common<br>exception<br>words            | /dʒ/ sound<br>spelled as -ge<br>and -dge at<br>the end of<br>words | /s/ sound<br>spelled 'c'<br>before 'e',<br>'i' and 'y' | /n/ sound<br>spelled kn-<br>and gn                    | homophones   | /r/ sound<br>spelled 'wr' at<br>the<br>beginning of<br>words                        | /n/ sound spelled 'o', as in other, mother, brother                          | contractions   | contractions  | words ending<br>-il, as in pencil,<br>fossil,<br>nostril            |  |  |
| Year 3    | review of<br>Year 2 suffixes<br>(-ed,<br>-ing, -er and -<br>est)  | review of Year 2 suffixes (-ness, -ment, -ful, - less) | words from<br>the Year 3/4<br>word list | the /i/ sound<br>spelled with a<br>'y                              | the /u/ sound<br>spelled 'ou'                          | words from<br>children's own<br>writing               | the /ai/ sound<br>spelled 'ei',<br>'eigh' or<br>'ey' | the un-, dis<br>and mis-<br>prefixes  | adding<br>suffixes   | spelling split<br>digraphs                           | words from<br>the Year 3/4<br>word list                           | words from<br>children's own<br>writing                             |  |  |
| Year 4    | review of<br>Year 3 suffixes                                      | review of<br>Year 3 suffixes                           | words from<br>the Year 3/4<br>word list | missing letters<br>and<br>possessive<br>apostrophes                | suffixes<br>(vowel letters)                            | improving<br>spelling in<br>children's<br>own writing | -sion and<br>-tion endings                           | -ssion endings  | -ation suffix  | -cian endings  | accurately<br>spelling words<br>from<br>the Year 3/4<br>word list | improving<br>spelling in<br>children's own<br>writing               |  |  |
| Year 5    | review of<br>Year 4 prefixes                                      | review of<br>Year 4 suffixes                           | words from<br>the Year 3/4<br>word list | words<br>containing the<br>letter<br>string -ough                  | words from<br>the Year 5/6<br>word list                | homophones<br>and near<br>homophones                  | words from<br>children's own<br>writing              | words ending<br>in -ious  | endings that<br>sound like<br>/shl/ and<br>are spelled -<br>cial or<br>-tial | words from<br>the Year 5/6<br>word list              | words from<br>the Year 5/6<br>word list                           | words from<br>children's own<br>writing                             |  |  |
| Year 6    | review of Year<br>5 work on<br>spelling                           | words from<br>the Year 5/6<br>word list                | ʻei' following<br>the letter ʻc'        | words from<br>the Year 5/6<br>word list                            | adding<br>suffixes to<br>words<br>ending in -fer       | words from<br>children's own<br>writing               | use of the<br>hyphen                                 | words from<br>the Year 5/6<br>word<br>list  | words ending<br>in -gue and -<br>que   | 'ch' makes 'k'<br>sound; 'ch'<br>makes<br>'sh' sound | words from<br>the Year 5/6<br>word list                           | words from<br>children's own<br>writing:<br>technical<br>vocabulary |  |  |

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| SPRING 1  |   |  |   |  |   |  |  | SPRING 2  |   |   |  |  |  |  |
|-----------|---|--|---|--|---|--|--|---|---|---|--|--|--|--|
|           | Week 1  | Week 2                                     | Week 3  | Week 4   | Week 5  | Week 6   | Week 1                                       | Week 2  | Week 3  | Week 4  | Week 5   | Week 6   |  |  |
| Reception | RWI phonics   |  |   |  |   |  |  | RWI Phonics   |   |   |  |  |  |  |
| Year 1    | RWI Phonics Set 3 sounds to read Y1 common exception words to spell |  |   |  |   |  |  | Revisit RWI Phonics Set 3 sounds to read Revisit Y1 common exception words to spell |   |   |  |  |  |  |
| Year 2    | revision of<br>Autumn term  | common<br>exception<br>words               | the possessive<br>apostrophe<br>(singular<br>nouns) | the /l/ or /əl/<br>sound, spelled<br>-le at<br>the end of<br>words | the /l/ or /əl/<br>sound spelled<br>-el at<br>the end of<br>words | the /l/ or /əl/<br>sound spelled<br>-al at<br>the end of<br>words    | homophones                                   | the /aɪ/ sound<br>spelled -y at<br>the end<br>of words                              | adding -es<br>to nouns and<br>verbs<br>ending in -y | adding -ed,<br>-ing, -er and -<br>est to a<br>root word | adding the<br>endings -ing, -<br>ed, -er,<br>-est and -y | adding -ing,<br>-ed, -er, -est<br>and -y to<br>one syllable<br>words |  |  |
| Year 3    | review of<br>Autumn term<br>spellings                               | review of<br>Autumn term<br>spellings      | words from<br>the Year 3/4<br>word<br>list          | the prefix re-   | prefix super-   | words from<br>children's own<br>writing                              | the prefixes<br>anti- and sub                | prefix auto   | prefix inter-                                       | homophones<br>and near<br>homophones                    | words from<br>the Year 3/4<br>word<br>list               | words from<br>children's own<br>writing                              |  |  |
| Year 4    | review<br>Autumn term<br>spellings                                  | review<br>Autumn term<br>spellings         | Year 3/4 word<br>list                               | -ous endings   | -ous endings  | improving<br>spelling in<br>children's<br>own writing                | /k/ sound<br>spelled 'ch'                    | /s/ sound<br>spelled 'c'  | -ture endings                                       | -sure and<br>-ture endings                              | unstressed<br>vowels                                     | words from<br>the Year 3/4<br>word<br>list                           |  |  |
| Year 5    | review of<br>Autumn term<br>Spellings                               | words ending<br>in -able and -<br>ible     | words ending<br>in -ably and -<br>ibly              | homophones<br>and near<br>homophones                               | words from<br>the Year 5/6<br>word<br>list                        | words from<br>children's own<br>writing                              | words with<br>silent letters                 | words ending<br>in -ant and -<br>ent  | words ending<br>in -ance/-ancy<br>or<br>-ence/-ency | homophones<br>and near<br>homophones                    | words from<br>the Year 5/6<br>word list                  | words from<br>children's own<br>writing                              |  |  |
| Year 6    | review of<br>work   | words from<br>the Year 5/6<br>word<br>list | words from<br>the Year 5/6<br>word<br>list          | revision of<br>words ending<br>in<br>-sure and -<br>ture           | revision of<br>'ou' spells 'u',<br>as in<br>trouble               | words from<br>children's own<br>writing and<br>Year 3/4<br>word list | review the<br>role and use<br>of<br>suffixes | review the<br>role and use<br>of<br>suffixes  | revision of<br>/shun/<br>endings                    | revision of<br>/shal/ and<br>/shus/<br>endings          | review of -able/-ably and -ible/-ibly endings            | words from<br>children's own<br>writing and<br>Year 3/4<br>word list |  |  |

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|           |   |  | SUMME  | R 1  |  |   |   | SUMME   | R 2  |   |   |  |  |  |
|-----------|---|--|--|--|--|---|---|---|--|---|---|--|--|--|
|           | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6  | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6   |  |  |
| Reception | RWI Phonics   | RWI Phonics  |  |  |  |   |   |   |  |   |   |  |  |  |
| Year 1    | Revisit RWI Phonics Set 3 sounds to read and write Revisit Y1 common exception words to spell |  |  |  |  |   |   | Revisit RWI Phonics Set 3 sounds to read and write Revisit Y1 common exception words to spell |  |   |   |  |  |  |
|           | complex<br>speed sounds:<br>ee/y/ea/e   | complex<br>speed sounds:<br>igh/i-e/ie/y                       | Complex speed sounds: n/nn/kn,                       | Complex speed sounds: f/ff/ph,                           | Complex speed sounds: w/wh                                     | Letter string -<br>tch (ch sound)                     | Plural (s)  | Plurals (es)  | Endings -ing                                       | Endings -ed                                   | Endings – er,<br>est                                    | Prefix un-   |  |  |
| Year 2    | the /ɔ:/ sound<br>spelled 'a'<br>before 'l'<br>and 'll'                                       | the /i:/ sound<br>spelled -ey, as<br>in key,<br>donkey, valley | the /3/ sound<br>spelled 's', as<br>in<br>television | suffixes -<br>ment,<br>-ness, -ful, -<br>less and<br>-ly | words ending<br>in -tion, as in<br>station,<br>fiction, motion | common<br>exception<br>words                          | the /p/ sound<br>spelled 'a'<br>after 'w'<br>and 'qu' | the /3:/ sound<br>spelled 'or'<br>after 'w'   | the /ɔ:/ sound<br>spelled 'ar'<br>after 'w'        | Revision                                      | Revision  | Revision   |  |  |
| Year 3    | review of<br>Spring term<br>spellings   | review of<br>Spring term<br>spellings                          | words from<br>the Year 3/4<br>word list              | the -ly suffix   | the -ly suffix   | words from<br>children's own<br>writing               | suffixes -ally<br>and -ation                          | suffixes<br>(vowel letters)   | -sion and -tion<br>endings                         | in- and il-<br>prefixes                       | im- and ir-<br>prefixes                                 | review of<br>Year 3 words<br>from<br>the Year 3/4<br>word list |  |  |
| Year 4    | reviewing<br>Spring term<br>spelling  | reviewing<br>Spring term<br>spelling                           | words from<br>the Year 3/4<br>word list              | /sh/ sound<br>spelled 'ch'                               | -gue endings   | improving<br>spelling in<br>children's<br>own writing | -que endings  | /s/ sound<br>spelled 'sc'   | homophones<br>and near<br>homophones               | homophones<br>and near<br>homophones          | words with<br>the prefixes<br>un-, dis-,<br>mis- and re | reviewing<br>words from<br>the Year<br>3/4 word lists          |  |  |
| Year 5    | review of<br>Spring term<br>spellings   | revision of prefixes   | converting<br>nouns and<br>adjectives<br>into verbs  | homophones<br>and near<br>homophones                     | homophones<br>and near<br>homophones                           | words from<br>the Year 5/6<br>word list               | words from<br>children's own<br>writing               | the possessive<br>apostrophe –<br>plurals   | turning<br>adjectives into<br>adverbs              | words from<br>the Year 5/6<br>word list       | words from<br>children's own<br>writing                 | revision of<br>words from<br>the Year<br>5/6 word list         |  |  |
| Year 6    | revise the use<br>of the -ough<br>letter<br>string  | review of<br>homophones  | review of the use of apostrophes                     | strategies<br>for spelling in<br>test<br>conditions      | a spelling bee,<br>based on the<br>Year<br>5/6 word list       | etymology   | 'ei', 'eigh'<br>and 'ey'; 'ea';<br>'aigh'             | etymology – words with the /s/ sound spelled 'sc'   | etymology –<br>American and<br>British<br>spelling | txtng and<br>splng: what<br>are the<br>rules? | a review of<br>English<br>technical<br>vocabulary       | personal<br>end-of-year<br>spelling<br>review                  |  |  |