



Year 2

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/blew, night/knight).
 To apply further Y2 spelling rules and guidance*, which includes:
 the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, 'ge' or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /s/ sound spelt 'c' before 'e', 'i' and 'y' (e.g. race, ice, cell); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /al/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /ai/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
 adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);
 adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual).
 To spell most Y1 and Y2 common exception words correctly.
 To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
 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 write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
 To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.
 To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Words with the long /eɪ/ sound spelt with ei Words with the long /eɪ/ sound spelt with ey Words with the long /eɪ/ sound spelt with ai Words with sound spelt with ear Homophones & near homophones Statutory Spellings	Adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spellings	Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable Creating negative meanings using prefix mis- Creating negative meanings using prefix dis- Words with a /k/ sound spelt with 'ch' Statutory Spellings	Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' Words with a /sh/ sound spelt with 'ch' Statutory Spellings	Words ending in -ary Words with a short /u/ sound spelt with 'o' Words with a short /u/ sound spelt with 'ou' Word families based on common words, struct and uni Word families based on common words, scop and spect Word families based on common words, press and vent Common Exception Words Statutory Spellings	Words ending in the suffix -al Words ending with an /zher/ sound spelt with 'sure' Words ending with a /cher/ sound spelt with 'ture' Silent Letters Revision Statutory Spellings Common Exception Words
4	Words with aw spelt with augh and au Adding the prefix in Adding the prefix il and ir Homophones and near homophones Words with shun endings spelt sion (if root word ends in se, de or d) Statutory Spellings	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Homophones & Near Homophones Nouns ending in the suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words Statutory Spellings	Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Statutory Spellings	Adding the prefix inter (meaning between or among) Adding the prefix anti (meaning against) Adding the prefix auto (meaning self or own) Adding the prefix x (meaning out) Adding the prefix non (meaning not) Words ending in ar/er Statutory Spellings	Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')

In addition to teaching the skills/ genres on the grid you must make sure that your children are aware of, and understand the key vocabulary listed on the GJS GPS planning grid.

		Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/,/oo/ or /or/ sound Statutory Spellings				Adverbials of frequency and possibility Adverbials of manner Statutory Spellings
5	Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones Statutory Spelling	Words with 'silent' letters (2 weeks) Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones (3 weeks) Statutory Spelling	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en Statutory Spelling	Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling	Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al Statutory Spelling
6	Ambitious Synonyms: Adjectives Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity Statutory Spelling	Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro or mini- Statutory Spelling	Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory Spelling	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Statutory Spelling	Word families based on common words showing how words are related in form and meaning. Words that can be nouns and verbs Words spelt with a long o sound spelt ou or ow Words ending in ible Words ending in ibly Statutory Spelling	Synonyms and antonyms Statutory Spelling

Year 7

Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in [English appendix 1](#) to the key stage 1 and 2 programmes of study for English

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