

XII Apostles RCPS Spelling Policy



Curriculum Team 1: Mrs Marsden
September 2024



Through learning and loving we will follow Jesus.

XII Apostles Spelling Policy

INTRODUCTION

TWELVE APOSTLES MISSION STATEMENT

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community, being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs, helps us to keep these beliefs as the basis for everything we do, and gives us the purpose for all our work in Twelve Apostles.

Everyone will matter and be treated with love and will be helped to carry out their special role in God's World. In order for every child to fulfil their potential, we ensure they experience a broad, balanced and engaging English curriculum that is accessible to all. Spelling is a key ingredient for success in both reading and writing and thus we strive to ensure children develop this necessary knowledge to aid fulfil their human potential in all curriculum areas

STATEMENT OF INTENT

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2. Aims
3. Roles and responsibilities (including monitoring & evaluation)
4. The National curriculum
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1. Legal Framework

This policy has due regard to statutory framework including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Writing, Reading and Handwriting Policies
- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Homework Policy
- Parent Code of Conduct
- Behavioural Policy
- Home school agreement

2. Aims

We aim to:

- give pupils the tools that are necessary for spelling accurately;
- enable all pupils to develop their own strategies for spelling confidently;
- encourage creativity and the use of ambitious vocabulary choices;
- give pupils a love of language.

3. Roles and responsibilities (including monitoring & evaluation)

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for your subject
- Producing LTP

- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- Monitoring pupil progress in your subject and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4. National Curriculum

Spelling is predominantly taught following the DfE (2013) 'The national curriculum in England', 'English programmes of study: key stages 1 and 2' and the EYFS statutory framework .

In EYFS and KS1, spelling is taught discreetly through the Supersonic Phonics Friends programme (SSPF), which covers the National Curriculum, and is adapted to suit the needs of our children.

In KS2 spelling is taught discreetly through the Supersonic Phonics Friends Spelling programme (SSPFS), which covers the National Curriculum, and is adapted to suit the needs of our children **(see Appendix 1 for LTP)**.

5. Cross-curricular links

Where possible, we teach using a cross curricular approach in order to make learning meaningful for the children. At XII Apostles, we believe that spelling should be taught regularly, have a multisensory and investigative approach, be progressive, include strategies to help children to be independent spellers, include learning about words, not just learning individual words and have many opportunities for children to apply knowledge throughout the whole curriculum. Therefore, opportunities for children to develop, practise, re-enforce and apply their substantive and disciplinary knowledge, strategies and understanding are planned for throughout the curriculum. For example, handwriting sessions, shared and guided reading and writing sessions afford many opportunities for talking about spelling, and revisiting and practising

strategies. The teaching of spelling of subject specific vocabulary occurs in all subjects and opportunities are planned for, for children to apply this knowledge.

6. Assessment and Recording

Children's progression in phonics is assessed daily through formative assessments and observations. Phonics 'bursts' pre and post the main teaching session takes a 'keep up' approach which allows gaps in knowledge to be quickly identified and tackled. Phonics Tracker is used to collate summative assessments at the end of each term. Children's progress is tracked on the agreed Excel tracker and monitored by the English Lead and SLT.

In Key Stage 2, children complete weekly spelling tests, assessing their learning from the previous weeks. These are recorded by the teacher. Summative assessments of children's progress are also carried out in the form of termly spelling tests. Records are also kept of this. However, we believe that learning to spell is not just the ability to learn a list of words but to learn about words. Therefore, a variety of opportunities to apply different spelling strategies appropriately are provided to the children within the teaching sequence and through writing in other subject areas. Formative assessments are carried out of these activities throughout spelling sessions and throughout the curriculum, where appropriate. Application of spelling is also assessed through the children's independent writing activities and termly writing assessments.

Children's progress and attainment is reported to parents termly (through 2 Parents' Meetings and one end of year summative report)

7. Planning and Teaching

EYFS

The children in the EYFS have daily phonics sessions following the SSPF program. This is taught with rhythm and pace, promoting active engagement and making every minute count. Mnemonics and actions promote physical participation and fun and develop pupils' ability to listen to, and discriminate between, the different sounds which make up a word. This also occurs through games and activities which encourage focused listening e.g. music, dance, physical education, as well as literacy activities where there is a focus on rhyme, rhythm and alliteration. Pupils learn at an early stage how to discriminate and make connections between letter sounds used in reading and letter names used in spelling.

Developmental writing is encouraged to give pupils confidence. Support is given to spelling by providing writers with aids such as alphabet, letter charts, simple word banks and picture dictionaries to stimulate interest in, and enthusiasm for, words.

Key Stage 1

The Supersonic Phonics Friends programme is continued to be taught on a daily basis. Most pupils will have completed the programme by the end of Year 2. For spelling purposes, the emphasis is on the children's ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code.

Children are given lots of opportunities to develop and apply their knowledge. Teachers plan for and take advantage of opportunities in shared and guided reading and shared and guided writing sessions to reinforce children's learning. Through the use of different reading scheme books, children are given further opportunities to reinforce and apply their knowledge. Support is given to spelling by providing writers with aids such as alphabets, sound mats developed for the Supersonic Phonics Friends programme, simple word banks and picture dictionaries to stimulate interest in, and enthusiasm for, words.

Phonics homework completes the triangulation, giving another way for children to practise their phonics knowledge with the support of their parents. Children also investigate and learn to use common spelling patterns, and frequently use prefixes and inflectional endings in their own writing. Pupils are encouraged to become increasingly independent spellers. They correct their misspellings in their own work with support from the marking code, and are taught how to use a simple dictionary, a range of word banks and their knowledge of word families. Risk-taking in the spelling of unknown words is also encouraged, and pupils are taught different strategies to use before seeking assistance from an adult.

Key Stage 2

At Key Stage 2, spelling is taught discreetly at least 3 times per week following the Supersonic Phonics Friends Spelling programme. Each objective/spelling rule is studied for two weeks. In the first week, the initial underlying principle is to immerse children in learning about words through becoming a word whizz through 'spelling speak'. This enables children to identify root words, pronounce words, explore definitions, etymology, synonyms, antonyms, using words in sentences and exploring adjectives through highly engaging games and resources. In the second week, the subsequent underlying principle is to then to explore spelling rules and learn how to spell words correctly based on what they sound like and what they actually look like.

The purpose of this approach is to ensure that children can use and apply words in context, extend their vocabulary and improve the overall composition of their writing, use more adventurous vocabulary and subsequently combine this with learning how to spell words technically and

correctly. Children learn how to spell effectively based on what the words sound like (continuing to use their phonological awareness) and what they look like (using their visual memory) when they come to write them and the rules that support this.

Nevertheless, it is recognised that some pupils will need to consolidate the phonic knowledge from Key Stage 1. These children continue to work through the Supersonic Phonics Friends programme, completing the programme and/or plugging the gaps where appropriate.

Building on the approaches introduced in Key Stage 1, there is an emphasis on developing confidence and independence. It is expected that pupils assume increased responsibility by identifying their own spelling errors, making reasoned choices about likely alternatives and using a range of resources (including SSPF spelling mats, individual spelling mats and a variety of dictionaries and word banks) for making corrections.

Spelling homework is given on a fortnightly basis and focuses on children recalling and practising the spelling of given words previously studied.

Marking

The agreed marking code is used throughout the school and across the curriculum (see Marking Policy). This gives opportunities for errors in spellings to be identified to the children. Teachers ensure that time is provided for children to return to their work and apply their spelling strategies to correct their mistakes. Only spellings of words appropriate to the individual child (e.g. key words, rules taught during that time, topic words etc.) are highlighted. Work is marked sensitively and children's attempts at more adventurous and ambitious vocabulary are not identified, therefore still encouraging children to 'have a go' at spelling words that are unfamiliar to them.

Planning

Medium term plans are created each term by teachers. Short term weekly plans are followed from the SSPF scheme and adapted by teachers for the needs of each cohort. All plans are shared and stored on Teams in school. Planning scrutinies are carried out termly by the subject leader and SLT.

8. Resources

Spelling is well resourced throughout school. A range of concrete resources to support children's learning can be found in both key stages and these includes dictionaries, alphabets, spelling mats that support development in Supersonic Phonics Friends.

9. Inclusion supporting pupils with SEND

We actively encourage all pupils to spell independently in line with their spelling ability, and this is reflected in the planned spelling sessions and other programs of work followed. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Spelling is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

10. Parental Involvement

We strongly believe that parental involvement and encouragement can play a crucial part in pupils' spelling development. Parents and carers are introduced to the school's spelling policy through written information in the school handbook and the school website and any invitations to attend spelling workshops by individual teachers.

Parents have the opportunities to support their child's development in phonics and spelling through the weekly homework.

11. Monitoring and review

The effectiveness of this policy will be monitored continually by the head teacher. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the headteacher. The scheduled review date for this policy is September 2026.

Reviewed: annually

Next review date: September 2025



Appendix 1

XII Apostles Phonics & Spelling LTP and progression map

Phonics Long Term plan EYFS

This plan is a working document. Assessments will be used to identify target phonemes and timings- See MTP for more detail.

Term	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Phonics & Tricky Words	Firm Foundations in Phonics 1 (Aspects 1-7)	To secure the Basics 2 s,a,t,p l,m,n,d g,o,c,k ck,e,u,r h,b,f,ff, l,ll,ss	l, to, the no, go, into	To begin the Basics 3 j,v,w,x qu,z,zz,y sh, ch,th,ng ai,ee,igh,oa	l, to, the no, go, into, he, she, we, me, be, they, my, by, all	To secure the Basics 3 j,v,w,x qu,z,zz,y sh, ch,th,ng ai,ee,igh,oa	l, to, the no, go, into, he, she, we, me, be, they, my, by, all	To begin the Basics 3+ oo,oo,ar, or, ur, ow, oi, er, ure, ear, air	l, to, the no, go, into, he, she, we, me, be, they, my, by, all, some, come, so, do, little, out	To secure the Basics 3+ oo,oo,ar, or, ur, ow, oi, er, ure, ear, air	l, to, the no, go, into, he, she, we, me, be, they, my, by, all, some, come, so, do, little, out
Assessment outcomes To be able to orally blend and segment. Identifying initial sounds in words. To identify rhyming words.	To be able to segment and blend but not necessarily synthesise CVC words with Basics 2 phonemes. Read all of the Basics 2 tricky words. Begin to read short phrases/captions. To be able to build words containing CVC words, but not necessarily write CVC words.		Learn a letter sound to match Basics 3 letters / digraphs/trigraphs. Read CVC words containing basics 3 sounds by being able to segment and blend but not necessarily synthesise CVC words (real and nonsense) with the above. Read Basics 3 tricky words. Read and understand captions/short sentences. To begin to learn letter names/Capital/lower case letters. To begin to be able to independently write the Basics 2 & 3 CVC words.		As previous plus; Learn a letter sound to match Basics 3 letters/digraphs/trigraphs. Read CVC words containing Basics 3 sounds by being able to segment and blend CVC words (real and nonsense) To begin to synthesise the Basics 3 sounds above. To be able to synthesise CVC words (real and nonsense) with Basics 2 graphemes. Read Basics 3 tricky words. Read and understand captions/short sentences and check what makes sense/sounds right.		As previous plus; Learn a letter sound to match Basics 3+ letters/digraphs/trigraphs Read cvc words containing basics 3+ sounds by segmenting and blending (real and nonsense) Read Basics 3+ tricky words. To synthesise Basics 2 & Basics 3 (not 3+) words. To re-read books showing increased accuracy and fluency. To be able to independently write the Basics 2 & 3 CVC words.		As previous plus; To be able to synthesise all Basics 2 & 3 CVC words and most of the Basics 3+ CVC words. To be able to write the Basics 2 & 3 and most of the Basics 3+ words independently. To be able to read simple sentences with fluency. To be able to recognise and name all letters of the alphabet.		

		To begin to synthesise the Basics 2 CVC words (real and nonsense)	To be able to independently write the Basics 2 & 3 CVC words.	To begin to be able to write the Basics 3+ words independently.	
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Phonics Long Term Plan Year 1

This plan is a working document. Assessments will be used to identify target phonemes and timings- See MTP for more detail

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Phonics & Tricky Words	Revision of Basics 3 & 3+ To Begin the Basics 4 cvcc cvcc with digraphs & polysyllabic ccvc ccvc with digraphs & polysyllabic	I, to, the no, go, into, he, she, we, me, be, they, my, by, all, some, come, so, do, little, out, were, what, like, have.	Revision of the Basics 4 from Autumn 1. Finish the Basics 4 ccvcc cccvcc & polysyllabic	I, to, the no, go, into, he, she, we, me, be, they, my, by, all, some, come, so, do, little, out, were, what, like, have, there, here, said, house, when, our, your, love, school	Higher Levels 5 Choose to Use Spellings. Group 1 ai,ay ee,ea igh,ie oa,oe oo,ue Group 2 ai,ay, a-e ee,ea, e-e igh,ie, i-e oa,oe, o-e oo,ue, u-e	As previous plus their, people, Mr, Mrs	Higher Levels 5 Choose to Use Spellings. Group 3 oy,oi ur, ir ow, ou or, aw w, wh Group 4 air, are n, kn r, wr f, ff, ph or, aw,au	As previous plus where, today, once, plus could, should, would,	Higher Levels 5 Choose to Use Spellings. Group 5 n,kn,gn or,aw,au, ore ee, ea, e-e,ey ee,ea,e-e,ey,y oo,ue, u-e,ew Group 6 air,are,ear ur,ir,or ch, tch j, dge ur, ir, or, er	As previous plus called, looked, son, says, want, after, half, only, with	Higher Levels 5 Switch it Spell Sounds Group 1 Switch it i,o,c,g Group 2 u,ow,ie,ea Group 3 a,a,ou, o Group 4 y,y,ch,ch ou	As previous plus does, goes, tall, call, small, laughed, why, over, above, live, please, water, because, break, work, who, any, many, move, eye
Assessment Outcomes	As previous plus; To be able to synthesise all Basics 2 & 3 CVC words and most of the Basics 3+ CVC words. To be able to write the Basics 2 & 3 and most of the		To be able to synthesise the Basics 3 & 3+. To be able synthesise cvcc and ccvc words (including digraphs)		To be able to synthesise the Basics 4 words. To be able segment & blend but not necessarily synthesise The Higher Levels Group 1 & 2 sounds.		To be able to synthesise the Higher Levels Group 1 & 2. To be able to segment and blend but not necessarily synthesise The Higher Level Group 3 & 4.		To be able to synthesise the Higher Levels Group 1, 2, 3 & 4. To be able to segment and blend but not necessarily synthesise The Higher Level Group 5 & 6.		To be able to synthesise the Higher Levels Group 5&6. To be able to segment and blend but not necessarily synthesise The switch it spell sounds.	

	<p>Basics 3+ words independently.</p> <p>To be able to read simple sentences with fluency.</p> <p>To be able to recognise and name all letters of the alphabet.</p> <p>To be able to segment & blend but not necessarily synthesise cvcc & ccvc words (including digraphs)</p> <p>To be able to segment & blend but not necessarily synthesise polysyllabic words.</p> <p>To be able to write all Basics 3+ words.</p> <p>To begin to write the Basics 4 words.</p> <p>To begin to read the Basics 4 Tricky words.</p>	<p>To be able to write the Basics 3+ independently.</p> <p>To be able to write most of the Basics 4 words.</p> <p>To be able to write most of the Basics 4 Tricky words.</p>	<p>To be able to read the Basics 4 Tricky words.</p> <p>To be able to read The Higher Levels Group 1 & 2 Tricky words.</p> <p>To be able to write all Basics 4 words.</p> <p>To begin to be able to choose the correct grapheme from The Higher Levels Groups 1 & 2 when writing.</p> <p>To begin to write the Higher Level Group1 & 2 Tricky words.</p>	<p>To be able to read The Higher Level Group 3 & 4 Tricky words.</p> <p>To be able to choose the correct grapheme from The Higher Levels Groups 1 & 2 when writing.</p> <p>To be able to write the Higher Level Group1 & 2 Tricky words.</p> <p>To begin to choose the correct grapheme from The Higher Levels 3 & 4 words.</p> <p>To begin to write the Higher Level Group 3 & 4 Tricky words.</p>	<p>To be able to read The Higher Level Group 5 & 6 Tricky words.</p> <p>To be able to choose the correct grapheme from The Higher Levels Groups 1, 2 &3 and most of group 4 when writing.</p> <p>To be able to write the Higher Level Group1, 2 &3 Tricky words.</p> <p>To begin to choose the correct grapheme from The Higher Levels 4, 5 & 6 words.</p> <p>To begin to write the Higher Level Group 4, 5 & 6 Tricky words.</p>	<p>To be able to read The Higher Level Group 5 & 6 Tricky words.</p> <p>To be able to choose the correct grapheme from The Higher Levels Groups 1, 2 &3 and most of group 4, 5, 6 when writing.</p> <p>To be able to write the Higher Level Group4, 5 &6 Tricky words.</p> <p>To begin to choose the correct grapheme from Switch it with spell sounds words.</p> <p>To begin to write the switch it to spell Tricky words.</p>
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Phonics and Spelling Long Term Plan Year 2

This plan is a working document. Assessments will be used to identify target phoneme/ grapheme revision in Year 2- See MTP for more detail.

Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Phonics & Tricky Words	Revision of Phase 5 from group 2 'Choose to Use'	Door, floor, poor, because, find, kind, mind, behind, child, children, wild	Revision of 'Switch it with Mitch' (Liaise with y1 teacher) Spelling Rules: es, ing, ed	Climb, most, only, old, cold, gold, hold, told, every, great, Christmas,	Spelling rules: er, est, ed (drop the e) ing (drop e) y (drop e) er (drop e)	Break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass	Spelling rules: est (drop e) ed (double consonant) ing (double consonant) y (double consonant) er (double consonant) est (double consonant)	Plant, path, bath, move, hour, prove, improve, sure, sugar, eye,	Spelling Rules less ness ment ful ly l/l/le/al/il	Could, should, would, who, whole, any, many, clothes, busy, people,	Spelling Rules j/dge/ge or/au/aw/ore/a/or zh tion contractions possessive apostrophe homophones	Again, half, money, Mr, Mrs, parents, everybody, even, water
Assessment Outcomes	To be able to synthesise the Higher Levels Group 5&6. To be able to read but not necessarily synthesize The switch it spell sounds. To be able to read The Higher Level Group 5 & 6 Tricky words. To be able to choose the correct grapheme from The Higher Levels Groups when writing. To be able to write the Higher Level Tricky words. To begin to choose the correct grapheme from Switch it with spell sounds words. To begin to write the switch it to spell Tricky words. Read and spell the above CEW		As previous plus; To be able to synthesise the Higher Levels Group sounds To be able to read and synthesize The switch it spell sounds. Use the above spelling rules correctly in writing Read and spell the above CEW		As previous plus; Use the above spelling rules correctly in writing Read and spell the above CEW		As previous plus; Use the above spelling rules correctly in writing Read and spell the above CEW		As previous plus; Use the above spelling rules correctly in writing Read and spell the above CEW		As previous plus; Use the above spelling rules correctly in writing Read and spell the above CEW	



Year 3 Autumn Term Overview ~ 2024/2025



Autumn Term Year 3				
Autumn Term Approx 14 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Revision of KS1 Spelling Rules			
2 weeks	Group 1	/i/ sound spelt with the /y/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 2	/u/ sound spelt with the /ou/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Split Digraph CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 3	/k/ sound spelt with the /ch/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 4	/sh/ sound spelt with the /ch/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Easy CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 5	/k/ sound spelt with the /que/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!



Year 3 Spring Term Overview ~ 2024/2025



Spring Term Year 3				
Spring Term Approx 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Group 6	/g/ sound spelt with the /gue/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	The /s/ sound using the /c/ spelling CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 7	/s/ sound spelt with the /sc/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 8	/ae/ sound spelt with the /ey/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remembering the doubles CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 9	/ae/ sound spelt with the /ei/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 10	/ae/ sound spelt with the /eigh/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!



Year 3 Summer Term Overview ~ 2024/2025



Summer Term Year 3				
Summer Term Approx 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
1 week	CEW	The /ee/ sound using the /e/ spelling	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 12	Adding the suffix /ly/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	The /ee/ sound using the /y/ spelling at the end of words CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 13	Adding the suffix /tion/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 14	Adding the suffix /cian/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	The /ae/ sound using a range of spellings CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 15	Adding the suffix /sion/	Let's become a Word Whizz!	Let's become a Spelling Star!



Year 4 Autumn Term Overview ~ 2024/2025



Autumn Term Year 4				
Autumn Term Approx 14 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2/3 weeks	Revision of Year 3			
2 weeks	Group 16	Adding the suffix /sion/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remembering the Spelling /e/ at the end CEW	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 17	Adding the suffix /shun/ using tion, cian, sion & ssion combined	Let's become a Spelling Star!	
2 weeks	Group 18	Adding the suffix /ation/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remembering the spellings that we do not pronounce CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 19	Words spelt with the spelling /sure/ at the end of word	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 20	Words spelt with the spelling /ture/ at the end of words	Let's become a Word Whizz!	Let's become a Spelling Star!

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Year 4 Spring Term Overview ~ 2024/2025



Spring Term Year 4				
Spring Term Approx 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
1 week	CEW	Remembering the spellings that we do not pronounce CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 21	Words spelt with the spelling /tcher/ at the end of words	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 22	Words spelt with the spelling /sure/, /ture/ & /tcher/ combined	Let's become a Spelling Star!	
1 week	CEW	The u sound using the /o/ spelling & the /you/ sound using the /u/ spelling combined	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 23	Adding the suffix /ous/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 24	Prefixes	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	/ough/ spelling and /shun/ sound combined CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 25	Prefixes	Let's become a Word Whizz!	Let's become a Spelling Star!

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Year 4 Summer Term Overview ~ 2024/2025



Summer Term Year 4				
Summer Term Approx 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Group 26	Prefixes	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	ally	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 27	Homophones	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 28	Homophones	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Rare CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 29	Possessive Apostrophes	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 30	Possessive Apostrophes	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Revision Games			

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Year 5 Autumn Term Overview 2024 ~ 2025



Autumn Term Year 5				
Autumn Term approx. 14 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Revision of Year 3 & 4 Spelling Rules			
2 weeks	Group 1	Adding the suffix /cious/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 2	Adding the suffix /tious/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Split digraph CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 3	Adding the suffix /tial/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 4	Adding the suffix /cial/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Easy CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 5	Adding the suffix /cious/ & /tious/	Let's become a Spelling Star!	
1 week	Group 6	Adding the suffix /tial/ & /cial/	Let's become a Spelling Star!	



Year 5 Spring Term Overview 2024 ~ 2025



Spring Term Year 5				
Spring Term approx. 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Group 7	Adding the suffix /ant/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	/ee/ sound using the /e/ spelling CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 8	Adding the suffix /ance/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 9	Adding the suffix /ancy/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	/shun/ sound spelt /tion/, /sion/ & /ssion/ CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 10	Adding the suffix /ent/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 11	Remembering the doubles CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Your Choice	Termly Teasers		



Year 5 Summer Term Overview 2024~ 2025



Summer Term Year 5				
Summer Term approx. 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
1 week	Group 12	Adding ant and ent	N/A	Let's become a Spelling Star
2 weeks	Group 13	Adding the suffix /ence/	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 14	Adding the suffix /ency/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remembering the doubles CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 15	Adding ance and ence	N/A	Let's become a Spelling Star
1 week	Group 16	Adding ancy and ency	N/A	Let's become a Spelling Star
2 weeks	Group 17	Adding the suffix /able/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	The /s/ sound using the /c/ spelling CEW words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 week	Group 18	Adding the suffix /ible/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 19	Adding able and ible	N/A	Let's become a Spelling Star



Year 6 Autumn Term Overview 2024 ~ 2025



Autumn Term Year 6				
Autumn Term approx 14 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
2 weeks	Revision of Year 5			
2 weeks	Group 20	Adding the suffix /ably/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remember the /e/ spelling at the end of words CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 20	Adding the suffix /ibly/	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	Group 21	Adding /ably/ and /ibly/	N/A	Let's become a Spelling Star!
2 weeks	Group 22	Adding suffixes beginning with vowel letters to words ending in -fer	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remember the /e/ spelling at the end of words CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 23	Use of hyphen in words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 24	Words containing letter string /ough/	Let's become a Word Whizz!	Let's become a Spelling Star!



Year 6 Spring Term Overview 2024 ~ 2025



Spring Term Year 6				
Spring Term approx 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
1 week	CEW	Remembering the spellings that are not pronounced CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 25	Words with silent letters	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 26	Words with silent letters	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	Remembering the spellings that are not pronounced CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 27	Homophones	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Group 28	Words with the /i:/ sound spelt ei after c	Let's become a Word Whizz!	Let's become a Spelling Star!
1 week	CEW	The /ee/ sound using the /y/ spelling at the end of words CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
1 weeks	Revision and Games			



Year 6 Summer Term Overview 2024 ~ 2025



Summer Term Year 6				
Summer Term approx. 12 weeks	Groups	Objective	Week A Weekly Word Whizz	Week B Explore and Apply
1 week	CEW	The /z/ sound using /s/ spelling CEW Words	Let's become a Spelling Star!	
2 weeks	Group 29	Homophones	Let's become a Word Whizz!	Let's become a Spelling Star!
2 weeks	Your Choice	Revision and Games		
1 week	CEW	Complex CEW Words	Let's become a Word Whizz!	Let's become a Spelling Star!
5 weeks	Your Choice	Revision and Games		