Christleton Primary School

English

Overview (Year 2 to Year 6)

ps

Pathways to **Spell**

Year 2 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Common exception words (Y1)	• Common exception words
2	• Words ending -y (/iː/ or /ɪ/)	• The /aɪ/ sound spelt -y at the end of words
3	• Adding s and es to words (plural of nouns and the third person singular verbs)	• Adding -es to nouns and verbs ending in -y
4	• Adding the endings -ing -ed to verbs where no change is needed to the root word	• Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter
5	• Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter	• Adding -ing -ed to words ending in e with a consonant before it
6	• Adding -ing, -ed, to words ending in e	• Adding -ing -ed to a root word ending in y with a consonant before it

Autumn 2

Wk	Review	Mastery focus
1	• Previously taught common exception words	• Common exception words
2	• Adding the endings -er and -est to words of one syllable ending where no change is needed to the root word	• Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter
3	• Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter	• Adding -er, -est and -y to words ending in e with a consonant before it
4	• Adding -ing, -ed, -er, -est to words ending in e	• Adding -er, -est to a root word ending in y
5	• Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	• The /iː/ sound spelt -ey • The /ʌ/ sound spelt o
6	• Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)	• Homophones and near-homophones

Year 2 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	• Previously taught common exception words	• Common exception words
2	• Compound words	• Contractions
3	• Adding the prefix -un	• Contractions
4	• Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word	• The suffix -ly
5	• Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	• The suffix -ful
6	• Division of words into syllables	• Words ending in -tion

Spring 2

Wk	Review	Mastery focus
1	• Previously taught common exception words	• Common exception words
2	• Words with adjacent consonants	• The sound /l/ or /əl/ sound spelt -el and -le at the end of words
3	• The sound /l/ or /əl/ sound spelt -el and -le at the end of words	• The sound /l/ or /əl/ sound spelt -al and -il at the end of words
4	• The sound /l/ or /əl/ sound spelt -al and -il at the end of words	• The /ɔː/ sound spelt a before l and ll
5	• Previously taught vowel digraphs (including alternative spellings of the same phoneme)	• The /ɔː/ sound spelt ar after w • The /ɜː/ sound spelt or after w • The /ɒ/ sound spelt a after w and qu
6	• Previously taught homophones	• Homophones and near-homophones

Year 2 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	• Previously taught common exception words	• Common exception words
2	• Contractions	• Possessive apostrophe (singular nouns)
3	• Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word	• The suffixes -ment, -ness
4	• The suffixes -ly, ful	• The suffix -less
5	• The /v/ sound at the end of words • The /ŋ/ sound spelt n before k • -tch	• The /ʒ/ sound spelt s
6	• Split digraphs	• The /s/ sound spelt c before e, i and y

Summer 2

Wk	Review	Mastery focus
1	• Previously taught common exception words	• Common exception words
2	• Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	• The /dʒ/ sound spelt as -ge and -dge and at the end of words and sometimes spelt as g elsewhere in words before -e, -i, -y
3	• Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	• The /dʒ/ sound spelt as -ge and -dge at the end of words and sometimes spelt as g elsewhere in words before -e, -i, -y
4	• Previously taught consonant digraphs	• The /n/ sound spelt kn and (less often) gn at the beginning of words
5	• Split digraphs	• The /r/ sound spelt wr at the beginning of words
6	• Previously taught homophones	• Homophones and near-homophones

Year 3 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Adding the endings -ing, -ed to words of one syllable ending where no change is needed to the root word	• Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*) • Adding -ing, -ed to a root word ending in y (Y2*) • Adding -ing, -ed to words ending in e (Y2*)
3	• The suffixes -ment, -ness, -ful, -less and -ly	• Adding suffixes beginning with vowel letters to words of more than one syllable
4	• The suffixes -ment, -ness, -ful, -less and -ly (to root words ending in -y)	• Adding suffixes beginning with vowel letters to words of more than one syllable
5	• The sound /l/ or /əl/ sound spelt -al and -il at the end of words	• The suffix -ly (added straight on to most root words and root word ending in -y with a consonant letter before it)
6	• The sound /l/ or /əl/ sound spelt -el and -le at the end of words	• The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)

Autumn 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The /aɪ/ sound spelt -y at the end of words	• Adding -es to nouns and verbs ending in -y
3	• The /i:/ sound spelt -ey	• Words with the /eɪ/ sound spelt ei, eigh, or ey
4	• The /ɒ/ sound spelt a after w and qu	• Words with the /eɪ/ sound spelt ei, eigh, or ey
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log

Year 3 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Adding the prefix *un-*	• More prefixes: *dis-*
3	• Adding the prefix *un-, dis-*	• More prefixes: *dis-, mis-, in-, re-*
4	• More prefixes *dis-, mis-, in-, re-*	• More prefixes: *sub-, inter-, super-*
5	• The /s/ sound spelt *c* before *e, i* and *y*	• More prefixes: *anti-, auto-*
6	• The /ɔ:/ sound spelt *a* before *l* and *ll*	• Use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel

Spring 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Contractions (high frequency and common exception words)	• Contractions (Y2*)
3	• The /ʌ/ sound spelt *o*	• The /ʌ/ spelt *ou*
4	• Words ending in *-tion*	• Word families based on common words
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log

Year 3 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The /ʒ/ sound spelt s	• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)
3	• The /dʒ/ sound spelt as -ge and -dge at the end of words	• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)
4	• The /n/ sound spelt kn and (less often) gn at the beginning of words	• Endings which sound like /ʒən/, spelt as -sion
5	• The /r/ sound spelt wr at the beginning of words	• Endings which sound like /ʒən/, spelt as -sion
6	• The /ɜ:/ sound spelt or after w	• The possessive apostrophe (singular nouns) (Y2*)

Summer 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The /ɔ:/ sound spelt ar after w	• The /ɪ/ sound spelt y elsewhere than at the end of words
3	• Adding -ing, -ed, -er, -est to words	• Word families based on common words
4	• The suffixes -ment, -ness, -ful, -less and -ly	• Contractions (Y2*)
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log

Year 4 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The suffixes *-ment, -ness, -ful* and *-less*	• Adding *-ing, -ed, -er, -est* to words of one syllable ending in vowel consonant (Y2*) • Adding *-ing -ed* to words ending in *e* with a consonant before it (Y2*) • Adding *-ing -ed* to a root word ending in *y* with a consonant before it (Y2*)
3	• The suffixes *-ment, -ness, -ful* and *-less* (to root words ending in *-y*)	• Adding -er, est to a root word ending in y and e with a consonant before it (Y2*)
4	• The suffix *-ly* (added straight on to most root words and root word ending in *-y* with a consonant letter before it)	• Adding suffixes beginning with vowel letters to words of more than one syllable
5	• The suffix *-ly* (root word ending with *-le*, root word ending in *-ic* and other exceptions)	• Adding suffixes beginning with vowel letters to words of more than one syllable
6	• The /n/ sound spelt *kn* and (less often) *gn* at the beginning of words	• Words with the /k/ sound spelt *ch*

Autumn 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The /r/ sound spelt *wr* at the beginning of words	• Words spelt with the /ʃ/ sound spelt *ch*
3	• The possessive apostrophe (singular nouns)	• Apostrophes to mark plural possession
4	• The possessive apostrophe (singular nouns)	• Apostrophes to mark plural possession
5	• Homophones and near-homophones (previously taught)	• Homophones and near-homophones
6	• Homophones and near-homophones (previously taught)	• Personal spelling log

Year 4 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4 (previously taught)	• Word list – years 3 and 4
2	• Words ending in -tion	• Endings which sound like /ʃən/ spelt -tion, -sion
3	• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)	• Endings which sound like /ʃən/ spelt -ssion
4	• Endings which sound like /ʒən/, spelt as -sion	• Endings which sound like /ʃən/ spelt -cian
5	• Word families based on common words	• The suffix -ation
6	• Word families based on common words	• The suffix -ation

Spring 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4 (previously taught)	• Word list – years 3 and 4
2	• Adding the prefix un-	• More prefixes: sub-, inter-, super-, anti-, auto-
3	• More prefixes: dis-, mis-, in-, re-	• More prefixes: in-/im-
4	• More prefixes: sub-, inter-, super-, anti-, auto-	• More prefixes: il-, ir-
5	• Homophones and near-homophones (previously taught)	• Homophones and near-homophones
6	• Homophones and near-homophones (previously taught)	• Personal spelling log

Year 4 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4 (previously taught)	• Word list – years 3 and 4
2	• Contractions (common exception words)	• Contractions (Y2*)
3	• The /ʌ/ spelt ou	• The suffix -ous
4	• The /ɪ/ sound spelt y elsewhere than at the end of words	• The suffix -ous
5	• Words with the /eɪ/ sound spelt ei, eigh, or ey	• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que
6	• Words with the /eɪ/ sound spelt ei, eigh, or ey	• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que

Summer 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4 (previously taught)	• Word list – years 3 and 4
2	• The /i:/ sound spelt -ey	• Words with the /s/ sound spelt sc
3	• The /aɪ/ sound spelt -y at the end of words • Adding -es to nouns and verbs ending in -y	• Adding -ing, -ed to a root word ending in y, words ending in e and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
4	• The possessive apostrophe (singular nouns)	• Apostrophes to mark plural possession
5	• Homophones and near-homophones • (previously taught)	• Homophones and near-homophones
6	• Homophones and near-homophones • (previously taught)	• Personal spelling log

Year 5 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Adding *-ing*, *-ed* to words of one syllable ending in vowel consonant	• Adding *-ing*, *-ed* to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
3	• The suffix *-ly*	• Adding *-ing*, *-ed* to a root word ending in *y* and words ending in *e*
4	• Contractions	• Contractions
5	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*	• Words containing the letter-string *ough*
6	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*	• Words containing the letter-string *ough*

Autumn 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Singular possessive apostrophe	• Plural possessive apostrophe
3	• More prefixes: *anti-*, *un-*, *in-*	• Verb prefixes: *dis-*, *mis-*
4	• More prefixes: *il-*, *in-/im-*, *ir-*	• Verb prefixes: *de-*, *re-*, *over-*
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log

Year 5 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)	• Words with the /i:/ sound spelt ei after c
3	• Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que	• Words with the /i:/ sound spelt ei after c
4	• Words with the /k/ sound spelt ch	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	• Words with the /ʃ/ sound spelt ch	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	• Words with the /s/ sound spelt sc	• Endings which sound like /ʃəs/ spelt -cious or -tious

Spring 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Adding -ing, -ed, -er, -est, -en to words of one syllable ending in vowel consonant including those with more than one syllable	• Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify
3	• Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e	• Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify
4	• Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e	• Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log

Year 5 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• The suffix -ation	• Words ending in -able/-ably and -ible/-ibly
3	• Endings which sound like /ʃən/ spelt -tion, -sion, -ssion	• Words ending in -able and -ably
4	• Endings which sound like /ʃən/ spelt -cian	• Words ending in -ible and -ibly
5	• The sound /l/ or /əl/ sound spelt -el and -le at the end of words	• Endings which sound like /ʃəl/ (-cial and -tial)
6	• The sound /l/ or /əl/ sound spelt -al and -il at the end of words	• Endings which sound like /ʃəl/ (-cial and -tial)

Summer 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Contractions	• Singular and plural possessive apostrophe
3	• Endings which sound like /ʒən/ spelt as -sion	• Words with the /i:/ sound spelt ei after c
4	• More prefixes: auto-, inter-, sub-, super-	• Verb prefixes: dis-, mis-, de-, re-, over-
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log

Year 6 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Adding -*ing*, -*ed*, -*er*, -*est*, -*en* to root words ending in *y* and words ending in *e*	• Adding -*ed*, -*ing*, -*er*, -*est*, -*en* to words with more than one syllable (Y3/4*)
3	• Adding -*ed*, -*ing*, -*er*, -*est*, -*en* to words with more than one syllable	• Adding suffixes beginning with vowel letters to words ending in -*fer*
4	• Adding -*ing*, -*ed*, -*er*, -*est*, -*en* to words of one syllable ending in vowel consonant, to words ending in *y*, words ending in *e*, including words with more than one syllable	• Adding suffixes beginning with vowel letters to words ending in -*fer*
5	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*	• Words containing the letter-string *ough*
6	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*	• Words containing the letter-string *ough*

Autumn 2

Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• The suffix -*ous*	• Endings which sound like /ʃəs/ spelt -*cious* and -*tious*
3	• The suffix -*ous*	• Endings which sound like /ʃəs/ spelt -*cious* and -*tious*
4	• Singular and plural possessive apostrophe	• Use of the hyphen
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log

Year 6 Overview – Spring Term

Spring 1

Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• Words with the /i:/ sound spelt *ei* after *c* (year 5 mastery)	• Words with the /i:/ sound spelt *ei* after *c*
3	• Words with the /i:/ sound spelt *ei* after *c*	• Words with the /i:/ sound spelt *ei* after *c*
4	• Words with 'silent' letters (year 5 mastery)	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	• Contractions (high frequency and common exception words)	• Contractions

Spring 2

Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• Word list – years 5 and 6 (identifying nouns and adjectives)	• Converting nouns or adjectives into verbs using suffixes: *-ate, -ise, -ify*
3	• Endings which sound like /ʃən/ spelt *-tion, -sion, -ssion*	• Words ending in *-able/-ably* and *-ible/-ibly*
4	• Endings which sound like /ʃən/ spelt *-cian*	• Words ending in *-able/-ably* and *-ible/-ibly*
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log

Year 6 Overview – Summer Term

Summer 1

Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• The suffix -ation	• Words ending in -ant, -ance/-ancy
3	• The suffix -ation	• Words ending in -ant, -ance/-ancy
4	• Endings which sound like /ʃən/ spelt -tion, -sion, -ssion	• Words ending in -ent, -ence/-ency
5	• Endings which sound like /ʃən/ spelt -cian	• Words ending in -ent, -ence/-ency
6	• Apostrophes for contraction and possession (singular and plural)	• Use of the hyphen

Summer 2

Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• Homophones and near-homophones	• Homophones and other words that are often confused
3	• Homophones and near-homophones	• Homophones and other words that are often confused
4	• Word list – years 5 and 6	• Personal spelling log
5	• Word list – years 5 and 6	• Personal spelling log
6	• Word list – years 5 and 6	• Personal spelling log