

Spelling Long Term Plan

The LTP sets out expectations of what is taught and revised within a year, teachers must also use their professional judgements regarding individuals needs and what aspects of spelling need further review and practise. Year 3/4 and Year 5/6 have statutory spelling lists to cover throughout the year.

	Autumn Term		Spring Term		Summer Term	
	Review	Teach	Review	Teach	Review	Teach
Year 1	Through the SSP Programme : Review Phase 3 GPC's, tricky words and Phase 4 following the SSP progression document (Appendix 1) Name the letters of the alphabet Naming the letters of the alphabet in order	Through the SSP Programme: Teach phase 5 GPC's and tricky words following the SSP progression document (Appendix 1) Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Through the SSP Programme: Review previously taught tricky words and GPC's following the SSP progression document (Appendix 1) Using –ing, –ed where no change is needed in the spelling of root words	Through the SSP Programme: Teach phase 5 GPC's and tricky words following the SSP progression document (Appendix 1) Using the prefix un	Through the SSP Programme: Review phase 5 GPC's in preparation for the phonics screening check following the SSP progression document (Appendix 1) Using –er and –est where no change is needed in the spelling of root words	Through the SSP Programme: Teach phase 5 GPC's and tricky words following the SSP progression document (Appendix 1) Spell the days of the week
Year 2	Through the Little Wandle Spelling Programme: Phase 5 Review following the programme progression document (Appendix 2)	Through the Little Wandle Spelling Programme: Teach homophones/near homophones and adding the -ing, -ed, -er, -est and -y suffixes following the programme progression document (Appendix 2)	Through the Little Wandle Spelling Programme: Homophones/near homophones and adding the -ing, -ed, -er, -est and -y suffixes following the programme progression document (Appendix 2)	Through the Little Wandle Spelling Programme: Teach Adding -es to nouns and verbs ending in -y following the programme progression document (Appendix 2)	Through the Little Wandle Spelling Programme: Homophones/near homophones and adding the -ing, -ed, -er, -est and -y suffixes following the programme progression document (Appendix 2)	Through the Little Wandle Spelling Programme : Teach the suffixes -ment, -ness, -ful, -less and -ly, contractions, words ending in -tion and the possessive apostrophe (singular nouns)

Year 3	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. E.g. copied, copier, happier, happiest.</p> <p>-Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. E.g. hiking, hiked, hiker.</p>	<p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>spell further homophones</p>	<p>-Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, padded.</p> <p>Adding -es to nouns and verbs ending in -y</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum)</p> <p>Prefix- un, di, mis, in</p> <p>Suffix- ly (added to adjective to form adverb)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum)</p> <p>Suffix- ation</p>
	<p>Spellings:</p> <p>thought through fruit group early earth heard learn different address appear arrive believe breath circle decide exercise recent</p>	<p>Spellings:</p> <p>Describe Difficult Disappear Increase Length Perhaps probably Answer Breathe Centre Century Certain February History Interest Calendar Special sentence</p>	<p>Spellings:</p> <p>Promise Quarter Remember Eight/ eighth weight Straight Strength Surprise Purpose Suppose reign Though/although Often Opposite Ordinary therefore</p>			

Year 4	<p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum)</p> <p>Prefix- in, re, sub, inter</p> <p>Suffix- ous</p> <p>spell further homophones</p>	<p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>spell further homophones</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum)</p> <p>Prefix- super, anti, auto</p>	<p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1 of the National Curriculum)</p> <p>Suffix- tion/sion/ssion/cian</p>
	<p>Spellings:</p> <p>Accident (ally)</p> <p>Actual (ly)</p> <p>Bicycle</p> <p>Guard</p> <p>Guide</p> <p>Complete</p> <p>Consider</p> <p>Continue</p> <p>Medicine</p> <p>Notice</p> <p>Particular</p> <p>Peculiar</p> <p>Popular</p> <p>Regular</p> <p>Separate</p> <p>Strange</p> <p>Caught</p> <p>naughty</p>	<p>Spellings:</p> <p>Experiment</p> <p>Extreme</p> <p>Busy/business</p> <p>Build</p> <p>Minute</p> <p>Enough</p> <p>Experience</p> <p>Favourite</p> <p>Famous</p> <p>Various</p> <p>Forwards</p> <p>Grammar</p> <p>Knowledge</p> <p>Library</p> <p>Material</p> <p>Natural</p>	<p>Spellings:</p> <p>Possible</p> <p>Potatoes</p> <p>Question</p> <p>Mention</p> <p>Occasion(ally)</p> <p>Position</p> <p>Possess (ion)</p> <p>Heart</p> <p>Height</p> <p>Imagine</p> <p>Important</p> <p>Island</p> <p>Pressure</p> <p>Woman/women</p>			

Year 5	use dictionaries to check the spelling and meaning of words Suffix- tion/sion/ssion/cian	use further prefixes and suffixes and understand the guidance for adding them Suffix- cious/tious, able/ible/ably/ibly use a thesaurus. spell further homophones	use dictionaries to check the spelling and meaning of words use a thesaurus. Prefix- super, anti, auto	use further prefixes and suffixes and understand the guidance for adding them Suffix- ant/ance/ancy/ent/ence/ency spell further homophones	use dictionaries to check the spelling and meaning of words use a thesaurus.	use further prefixes and suffixes and understand the guidance for adding them Suffix- adding suffixes beginning with vowel letters to words ending in -fer. spell further homophones Words containing the letter string 'ough'
	Spellings: accommodate accompany according aggressive apparent available competition conscience conscious convenience dictionary necessary explanation profession pronunciation vegetable develop marvellous mischievous lightning twelfth		Spellings: Sufficient Ancient Appreciate Communicate Committee attached Hindrance Existence Excellent relevant Nuisance Average Language Privilege Guarantee Suggest Exaggerate Achieve Correspond Recommend definite		Spellings: Thorough Amateur Awkward Bruise Bargain Category Cemetery Community Controversy Curiosity Identity Immediately opportunity Forty Frequently Variety secretary criticise recognise equipment/equipped	

Year 6	<p>adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Use a thesaurus</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>Use of a hyphen to join a prefix to a root word</p> <p>Words with silent letters e.g. kn, gh, bt</p>	Teacher judgement review lessons		Teacher judgement review lessons	
	Spellings: Desperate Determined Disastrous Environment Government parliament Especially Familiar Harass Queue Individual Interfere Interrupt Sincere(ly) Leisure Foreign Signature Temperature vehicle		Spellings: Muscle Occupy Occur Persuade Prejudice Physical Programme Restaurant Rhyme Rhythm Symbol System yacht neighbour soldier shoulder stomach sacrifice embarass			

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /ɪd/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /ɪd/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ ou our oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

**BUILDING ON THE ALPHABETIC CODE
SO CHILDREN SPELL WITH CONFIDENCE**



Little Wandle Spelling: Programme progression

Overview

The Little Wandle Spelling programme begins with a five-week review of Phase 5.

The Bridge to spelling teaches children how to 'think about spelling'. Over five weeks, the children will complete the alphabetic code and learn the underpinning concepts of spelling.

Once this learning is secure, children are ready to move on to the Year 2 Spelling units.

The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Little Wandle Spelling teaches children to consider etymology, morphology and grammar when spelling new words.

The programme provides full coverage of National Curriculum spelling requirements.

Term	Weeks of teaching	Programme focus
Year 2 Autumn 1	5 weeks	Phase 5 review
Year 2 Autumn 2	5 weeks	Bridge to spelling
Year 2 Spring and Summer	20 weeks	Spelling

Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.

**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spelling units

Term		Unit	Coverage	Prickly spellings	Homophones
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

Term		Unit	Coverage	Prickly spellings	Homophones
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
	Week 5				