

Toynton All Saints Primary School

Spelling on a page 2026 - 2027

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Reception Phonics*	Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Plus special friends sh, th, ch, qu, ng, nk				Continue blending and reading Set 1 sounds fluently		Introduce Set 2 sounds	ay, ee, igh, ow, oo (zoo), oo (book), ar, or, air, ir, ou, oy	Secure Set 2 sounds and read words containing them		Consolidate Set 2 sounds and improve fluency	
Year 1 Phonics*	Set 3 sounds – alternative spellings for known sounds				Further Set 3 sounds				Revision of Set 1 - 3			
	ea cup of tea; oi spoil the boy; a-e make a cake; i-e nice smile; o-e phone home; u-e huge brute; aw yawn at dawn; are care and share; ur nurse with a purse; er better letter				Ow brown cow; ai snail in the rain; oa goat in a boat; ew chew the stew; ire Fire! Fire; ear hear with your ear; ure sure it's pure							
Year 2 Phonics*	Revisiting alternative graphemes	/ai/, /ee/, /igh/, /oa/, /oo/, /yoo/, /air/, /or/, /ur/ and /ow/	Consonant choices and word endings	/dʒ/ spelt j, g, ge, dge ; /s/ spelt c before e, i and y; /n/ spelt kn, gn ; /r/ spelt wr ; endings -le, -el, -al, -il ; syllable counting	Preserving and altering roots	-s, -es, -ed, -ing, -er, -est, -y ; no-change cases; drop final e; double the final consonant after a short stressed vowel; change consonant + y to i where required	Less common vowel representations	/igh/ spelt y ; /ee/ spelt ey ; /or/ spelt a before l and ll; /u/ spelt o ; /o/ spelt a after w and qu; /or/ and /er/ represented by ar/or after w	Intro to morphology	Root words and the suffixes -ment, -ness, -ful, -less, -ly ; word families; how suffixes alter word class or meaning; -tion ; compound words	Apply spellings accurately in writing	Homophones and near-homophones; contractions; singular possessive apostrophe; Year 2 common exception words; proofreading; cumulative review based on assessment

Year 3	KS1 foundation s	Ff, ll, ss, zz, ck, nk and ng, ge and dge,	Vowel representations	Review digraphs and trigraphs. Different graphemes for same phoneme	Suffixes	Ing, ed, er, est (no changes to root), double consonant examples	Final syllables	Le, el, al. Syllable counting	Spellings after w and qu	O spelt a (what), or spelt ar after w, u spelt o, er spelt or	Early morphology	Root, compound and families. Prefix and suffix intro
Year 4	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti- and auto-.	Homophones and meaning	homophones and near-homophones using sentence meaning and grammar.	Suffixes and endings	-ation, -ly, -sure and -ture. Link derived words to roots and meanings.	The shun family	endings sounding like /ʃən/: -tion, -sion, -ssion and -cian. Compare how roots guide choices.	Vowel suffixes	Add suffixes to words ending consonant + y; revise doubling, dropping final e and polysyllabic words.	Morphology and consolidation	Build families from roots; revisit ph and wh, common exception words and identified gaps.
Year 5	Advanced prefixes and roots	anti-, auto-, bi-, co-, inter-, micro-, super-, trans- and tele-	-ance, -ancy, -ence, -ency	Use related words and word class to support choices; teach exceptions explicitly.	-able and -ably	Add to recognisable complete roots; discuss when final e is retained or removed.	-ible and -ibly	Contrast with -able/-ably; use meaningful roots and explicit exception learning.	-ous and complex endings	Teach -ous families and revisit -tion, -sion, -ssion, -cian and endings sounding like /ʒən/.	Etymology and consolidation	Investigate selected Greek and Latin roots; revisit -tch, ge/dge/g and /ɪ/ spelt y.
Year 6	Diagnosis and statutory words	gaps from Y3 to Y5; organise statutory words by pattern, morphology and personal need.	Advanced morphology	Build derived words from roots; revisit prefixes and suffixes, including spelling changes.	cial and -tial	endings sounding like /ʃəl/ and related -cially/-tially forms; connect choices to roots.	Upper-KS2 endings	Revisit -ous, -ably/-ibly, -ant/-ance/-ancy and -ent/-ence/-ency	Etymology and academic vocabulary	Greek and Latin roots and origins to support memory; revisit silent letters and uncommon correspondences.	Secondary readiness	Consolidate diagnosed gaps; teach independent proofreading, use of dictionaries and personal spelling strategies.

*Phonics assesses termly and pupils progress dependent on stage