



The Valley Primary School
Spelling Long Term Plan
Academic Year 2022/2023
Year 1 to Year 6.



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



Year 1

Term

Weeks 1-7

Autumn
1

See Year 1 Phonics Coverage (in line with RWI)

Autumn
2

See Year 1 Phonics Coverage (in line with RWI)

Spring 1

1. Previously taught high frequency words.

Mastery Focus – Common Exception Words –the, a, he, me, she, w, l, you, your, they, his, my, our.

2. Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them

Mastery Focus - Division of words into syllables

3. Revision: words with adjacent consonants

Mastery Focus - Adding s and es to words (plural of nouns and the third person singular of verbs)

4. Revision: vowel digraphs which have been taught and the sounds which they represent

Mastery Focus - Adding s and es to words (plural of nouns and the third person singular of verbs)

5. Revision: consonant digraphs which have been taught and the sounds which they represent

Mastery Focus - The sounds /f/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck

6. Revision: all letters of the alphabet and the sounds which they most commonly represent

Mastery Focus - Words ending -y (/i:/ or /ɪ/)

7. Review and assessment of spelling taught this half term.



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



Spring 2	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus - Common exception words - has, be, was, were, is, are, said, says</i></p>	<p>2. Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them</p> <p><i>Mastery Focus - Compound words</i></p>	<p>3. Revision: words with adjacent consonants</p> <p><i>Mastery Focus - Adding the endings -ing -ed -er to verbs where no change is needed to the root word</i></p>	<p>4. Revision: vowel digraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - Adding the endings -ing -ed -er to verbs where no change is needed to the root word</i></p>	<p>5. Revision: consonant digraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - Adding the endings -ing -ed -er to verbs where no change is needed to the root word</i></p>	<p>6. Revision: all letters of the alphabet and the sounds which they most commonly represent</p> <p><i>Mastery Focus - Adding the prefix -un</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Summer 1	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus - Common exception words - to, today, or, no</i></p>	<p>2. Division of words into syllables</p> <p><i>Mastery Focus - New consonant spellings ph wh</i></p>	<p>3. Adding the endings -ing -ed -er to verbs where no change is needed to the root word</p> <p><i>Mastery Focus - Adding -er and -est to adjectives where no change</i></p>	<p>4. Adding the endings -ing -ed -er to verbs where no change is needed to the root word</p> <p><i>Mastery Focus - Adding -er and -est to</i></p>	<p>5. Revision: vowel digraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - *The /v/ sound at</i></p>	<p>6. Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p><i>Mastery Focus - -tch</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



	<i>so, by, some, come</i>		<i>is needed to the root word</i>	<i>adjectives where no change is needed to the root word</i>	<i>the end of words *The /ŋ/ sound spelt n before k</i>		
Summer 2	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus - Common exception words – here, there, where one, once, put, full</i></p>	<p>2. Revision: vowel digraphs/trigraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - New vowel spellings ir, ie, ou, ea, ay</i></p>	<p>3. Revision: vowel digraphs/trigraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - New vowel spellings aw, au, ue, ew, oe, oy,</i></p>	<p>4. New vowel spellings <i>ir, ie, ou, ea, ay</i></p> <p><i>Mastery Focus - Split digraphs</i></p>	<p>5. New vowel spellings <i>aw, au, ue, oe, oy, ew</i></p> <p><i>Mastery Focus – Split digraphs</i></p>	<p>6. Revision: all letters of the alphabet and the sounds which they most commonly represent</p> <p><i>Mastery Focus - Using k for the /k/ sound</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



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Whole School Phonics/Spelling Coverage.



Year 2

Term

Weeks 1-7

Autumn
1

1. Common
Exception
Words (Y1)

*Mastery Focus -
Common
Exception
Words.*

2. Words ending -
y (/i:/ or /I/)

*Mastery Focus -
The /ai/ sound
spelt -y at the end
of words.*

3. Adding s and
es to words (plural
of nouns and the
third person
singular verbs)

*Mastery Focus -
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.

*Mastery Focus -
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 single
vowel letter

*Mastery Focus -
Adding -ing -ed to
words ending in e
with a consonant
before it*

6. Adding -ing, -ed, to
words ending in e

*Mastery Focus -
Adding -ing, -ed to a
root word ending in y
with a consonant
before it.*

7. Review and
assessment of spelling
taught this half term.

Autumn
2

1. Previously
taught
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

3. Adding -er, -
est, -y to words of
one syllable
ending in a single
consonant letter
after a single
vowel letter.

4. Adding -ing,
-ed, -er, -est to
words ending in e

Mastery Focus -

5. Revision: the
process of
segmenting
spoken words into
sounds before
choosing the
graphemes to

6. Previously taught
vowel
digraphs/trigraphs
(including alternative
spellings of the same
phoneme)

7. Review and
assessment of spelling
taught this half term.



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



	<i>Mastery Focus – Common Exception Words</i>	<i>Mastery Focus – Adding –er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter.</i>	<i>Mastery Focus – Adding –er, -est and –y to words ending in e with a consonant before it.</i>	<i>Adding –er, -est to a root word ending in y</i>	<i>represent them</i> <i>Mastery Focus –</i> <i>*The /i:/ sound</i> <i>spelt –ey (turkey)</i> <i>*The /u/ sound</i> <i>spelt o (mother)</i>	<i>Mastery Focus – Homophones and near homophones</i>	
Spring 1	1.Previously taught common exception words <i>Mastery Focus – Common Exception Words.</i>	2. Compound Words <i>Mastery Focus - Contractions</i>	3. Adding the prefix –un <i>Mastery Focus - Contractions</i>	4. Adding the endings –ing, -ed, -er and –est to words of one syllable ending where no change is needed to the root word <i>Mastery Focus – The suffix -ly</i>	5. Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them <i>Mastery Focus – The suffix -ful</i>	6. Division of words into syllables <i>Mastery Focus – Words ending in –tion.</i>	7. Review and assessment of spelling taught this half term.



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Spring 2	<p>1.Previously taught common exception words</p> <p><i>Mastery Focus – Common Exception Words.</i></p>	<p>2. Words with adjacent consonants</p> <p><i>Mastery Focus - The sound /l/ or /əl/ sound spelt -el and -le at the end of words</i></p>	<p>3. The sound /l/ or /əl/ sound spelt -el and -le at the end of words</p> <p><i>Mastery Focus - The sound /l/ or /əl/ sound spelt -al and -il at the end of words</i></p>	<p>4. The sound /l/ or /əl/ sound spelt -al and -il at the end of words</p> <p><i>Mastery Focus - The /ɔ:/ sound spelt a before l and ll</i></p>	<p>5. Previously taught vowel digraphs (including alternative spellings of the same phoneme)</p> <p><i>Mastery Focus -</i> <i>*The /ɔ:/ sound spelt ar after w (warm, ward)</i> <i>* The /ɜ:/ sound spelt or after w (word, worm, work)</i> <i>*The /ɒ/ sound spelt a after w and qu (want, watch, wonder)</i></p>	<p>6. Previously taught homophones</p> <p><i>Mastery Focus – Homophones and near homophones</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
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Summer 1	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus – Common Exception Words.</i></p>	<p>2. Contractions</p> <p><i>Mastery Focus – Possessive Apostrophe (singular nouns)</i></p>	<p>3. Adding the endings -ing, -ed, -er and -est to words of one syllable ending where no change is needed to the root word</p> <p><i>Mastery Focus - The suffixes -ment, -ness</i></p>	<p>4. The suffixes -ly, ful</p> <p><i>Mastery Focus - The suffixes -less</i></p>	<p>5. *The /v/ sound at the end of words *The /ŋ/ sound spelt n before k *-tch</p> <p><i>Mastery Focus - The /ʒ/ sound spelt s (treasure, vision, Asia)</i></p>	<p>6. Split digraphs</p> <p><i>Mastery Focus - The /s/ sound spelt c before e, i and y</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Summer 2	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus – Common Exception Words.</i></p>	<p>2. Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)</p> <p><i>Mastery Focus - 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</i></p>	<p>3. Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)</p> <p><i>Mastery Focus – 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</i></p>	<p>4. Previously taught consonant digraphs</p> <p><i>Mastery Focus - The /n/ sound spelt kn and (less often) gn at the beginning of words</i></p>	<p>5. Split digraphs</p> <p><i>Mastery Focus - The /r/ sound spelt wr at the beginning of words</i></p>	<p>6. Previously taught homophones</p> <p><i>Mastery Focus – Homophones and near homophones</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



The Moorlands Primary Federation

Whole School Phonics/Spelling Coverage.



Year 3

Term

Weeks 1-7

Autumn
1

1.Common
exception
words

*Mastery
Focus –
Word List
Year 3 and
4*

2. Adding the
endings –ing, -ed
to words of one
syllable ending
where no change
is needed to the
root word

*Mastery Focus –
*Adding –ing, -ed
to words of one
syllable ending in
vowel consonant
(Y2*)
*Adding –ing, -ed
to a root word
ending in y
*Adding –ing, -ed
to words ending
in e*

3. The suffixes –
ment, -ness, -ful,
-less and –ly

*Mastery Focus –
Adding suffixes
beginning with
vowel letters to
words of one
than one
syllable.*

4. The suffixes –
ment, -ness, -ful,
-less and –ly (to
root words
ending in –y)

*Mastery Focus –
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

*Mastery Focus – 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

*Mastery Focus – The
suffix –ly (root word
ending with –le, root
word ending in –ic and
other exceptions)*

7. Review and
assessment of spelling
taught this half term.

Autumn
2

1.Common
exception
words

2. The /aɪ/ sound
spelt –y at the
end of words

3. The /i:/ sound
spelt –ey

4. The /ɒ/ sound
spelt a after w
and qu

5. Homophones and
near-homophones
(Y2 mastery)

6. Homophones and
near-homophones
(Y2 mastery)

7. Review and
assessment of spelling
taught this half term.



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



	<i>Mastery Focus – Word List Year 3 and 4</i>	<i>Mastery Focus – Adding –es to nouns and verbs endings in -y</i>	<i>Mastery Focus – Words with the /ei/ sound spelt et, igh or ey</i>	<i>Mastery Focus – Words with the /ei/ sound spelt ei, igh, or ey</i>	<i>Mastery Focus – Homophones and near homophones</i>	<i>Mastery Focus – Personal Spelling Log</i>	
Spring 1	1.Common Exception Words <i>Mastery Focus – Word List Year 3 and 4</i>	2. Adding the prefix un- <i>Mastery Focus – More prefixes: dis-</i>	3. Adding the prefix un-, dis- <i>Mastery Focus - More prefixes: dis-, mis-, in-, re-</i>	4. More prefixes dis-, mis-, in-, re- <i>Mastery Focus - More prefixes: sub-, inter-, super-</i>	5. The /s/ sound spelt c before e, i and y <i>Mastery Focus - More prefixes: anti-, auto-</i>	6. The /ɔ:/ sound spelt a before l and ll <i>Mastery Focus - Use the forms a or an according to whether the next word begins with a consonant or a vowel</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1.Common exception words <i>Mastery Focus – Word List Year 3 and 4</i>	2. Contractions (high frequency and common exception words) <i>Mastery Focus - Contractions (Y2*)</i>	3. The /ʌ/ sound spelt o <i>Mastery Focus - The /ʌ/ spelt ou</i>	4. Words ending in -tion <i>Mastery Focus - Word families based on common words</i>	5. Homophones and near-homophones (Y2 mastery) <i>Mastery Focus - Homophones and near-homophones</i>	6. Homophones and near-homophones (Y2 mastery) <i>Mastery Focus – Personal Spelling Log</i>	7. Review and assessment of spelling taught this half term.



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<p>Summer 1</p>	<p>1.Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. The /ʒ/ sound spelt s</p> <p><i>Mastery Focus - Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)</i></p>	<p>3. The /dʒ/ sound spelt as -ge and -dge at the end of words</p> <p><i>Mastery Focus - Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)</i></p>	<p>4. The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p><i>Mastery Focus - Endings which sound like /ʒən/, spelt as - sion</i></p>	<p>5. The /r/ sound spelt wr at the beginning of words</p> <p><i>Mastery Focus - Endings which sound like /ʒən/, spelt as - sion</i></p>	<p>6. The /ʒ:/ sound spelt or after w</p> <p><i>Mastery Focus - The possessive apostrophe (singular nouns) (Y2*)</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
<p>Summer 2</p>	<p>1.Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. The /ɔ:/ sound spelt ar after w</p> <p><i>Mastery Focus - The /ɪ/ sound spelt y elsewhere than at the end of words</i></p>	<p>3. Adding -ing, -ed, -er, -est to words</p> <p><i>Mastery Focus - Word families based on common words</i></p>	<p>4. The suffixes -ment, -ness, -ful, -less and -ly</p> <p><i>Mastery Focus - Contractions (Y2*)</i></p>	<p>5. Homophones and near-homophones (Y2 mastery)</p> <p><i>Mastery Focus - Homophones and near-homophones</i></p>	<p>6. Homophones and near-homophones (Y2 mastery)</p> <p><i>Mastery Focus – Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



The Moorlands Primary Federation

Whole School Phonics/Spelling Coverage.



Year 4

Term

Weeks 1-7

Autumn
1

1.Common
exception
words

*Mastery Focus
– Word List Year
3 and 4*

2. The suffixes -
ment, -ness, -ful
and -less

*Mastery Focus –
*Adding -ing, -ed,
-er, -est to words of
one syllable
ending in vowel
consonant
*Adding -ing -ed to
words ending in e
with a consonant
before it
*Adding -ing -ed to
a root word ending
in y with a
consonant before it*

3. The suffixes -
ment, -ness, -ful
and -less (to root
words ending in -
y)

*Mastery Focus -
Adding -er, est to
a root word
ending in y and
e with a
consonant
before it*

4. The suffix -ly
(added straight on to
most root words and
root word ending in -
y with a consonant
letter before it)

*Mastery Focus -
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)

*Mastery Focus -
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

*Mastery Focus -
Words with the /k/
sound spelt ch*

7. Review and
assessment of
spelling taught this
half term.

Autumn
2

1.Common
exception
words

*Mastery Focus
– Word List Year
3 and 4*

2. The /r/ sound
spelt wr at the
beginning of words

*Mastery Focus -
Words spelt with
the /f/ sound spelt
ch*

3. The possessive
apostrophe
(singular nouns)

*Mastery Focus -
Apostrophes to
mark plural
possession*

4. The possessive
apostrophe (singular
nouns)

*Mastery Focus -
Apostrophes to mark
plural possession*

5. Homophones
and near-
homophones
(previously taught)

*Mastery Focus -
Homophones and
near-homophones*

6. Homophones
and near-
homophones
(previously taught)

*Mastery Focus –
Personal Spelling
Log.*

7. Review and
assessment of
spelling taught this
half term.



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Whole School Phonics/Spelling Coverage.



Spring 1	<p>1. Word list – years 3 and 4 (previously taught)</p> <p><i>Mastery Focus - Word list – years 3 and 4</i></p>	<p>2. Words ending in -tion</p> <p><i>Mastery Focus - Endings which sound like /fən/ spelt -tion, -sion</i></p>	<p>3. Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)</p> <p><i>Mastery Focus - Endings which sound like /fən/ spelt -ssion</i></p>	<p>4. Endings which sound like /ʒən/, spelt as -sion</p> <p><i>Mastery Focus - Endings which sound like /fən/ spelt -cian</i></p>	<p>5. Word families based on common words</p> <p><i>Mastery Focus - The suffix -ation</i></p>	<p>6. Word families based on common words</p> <p><i>Mastery Focus - The suffix -ation</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Spring 2	<p>1. Word list – years 3 and 4 (previously taught)</p> <p><i>Mastery Focus - Word list – years 3 and 4</i></p>	<p>2. Adding the prefix un-</p> <p><i>Mastery Focus - More prefixes: sub-, inter- super-, anti-, auto-</i></p>	<p>3. More prefixes: dis-, mis-, in-, re-</p> <p><i>Mastery Focus - More prefixes: in-/im-</i></p>	<p>4. More prefixes: sub-, inter- super-, anti-, auto-</p> <p><i>Mastery Focus - More prefixes: il-, ir-</i></p>	<p>5. Homophones and near-homophones (previously taught)</p> <p><i>Mastery Focus - Homophones and near-homophones</i></p>	<p>6. Homophones and near-homophones (previously taught)</p> <p><i>Mastery Focus - Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Summer 1	<p>1. Word list – years 3 and 4 (previously taught)</p> <p><i>Mastery Focus - Word list – years 3 and 4</i></p>	<p>2. Contractions (common exception words)</p> <p><i>Mastery Focus – Contractions (Y2)</i></p>	<p>3. The /ʌ/ spelt ou</p> <p><i>Mastery Focus - The suffix -ous</i></p>	<p>4. The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p><i>Mastery Focus - The suffix -ous</i></p>	<p>5. Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que</i></p>	<p>6. Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



Summer 2	<p>1. Word list – years 3 and 4 (previously taught)</p> <p><i>Mastery Focus - Word list – years 3 and 4</i></p>	<p>2. The /i:/ sound spelt -ey</p> <p><i>Mastery Focus - Words with the /s/ sound spelt sc</i></p>	<p>3. * The /aɪ/ sound spelt -y at the end of words * Adding -es to nouns and verbs ending in -y</p> <p><i>Mastery Focus - 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*)</i></p>	<p>4. The possessive apostrophe (singular nouns)</p> <p><i>Mastery Focus - Apostrophes to mark plural possession</i></p>	<p>5. Homophones and near-homophones (previously taught)</p> <p><i>Mastery Focus - Homophones and near-homophones</i></p>	<p>6. Homophones and near-homophones (previously taught)</p> <p><i>Mastery Focus - Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
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The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



Year 5

Term

Weeks 1-7

Autumn
1

1. Word list –
years 3 and 4

*Mastery Focus
– Word List Year
5 and 6*

2. Adding -
ing, -ed to
words of one
syllable
ending in
vowel
consonant

*Mastery
Focus -
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

*Mastery Focus -
Adding -ing, -ed
to a root word
ending in y and
words ending in
e*

4. Contractions

*Mastery Focus -
Contractions*

5. Words with the
/eɪ/ sound spelt ei,
eigh, or ey

*Mastery Focus -
Words containing
the letter-string
ough*

6. Words with the /eɪ/
sound spelt ei, eigh, or
ey

*Mastery Focus - Words
containing the letter-
string ough*

7. Review and
assessment of spelling
taught this half term.



The Moorlands Primary Federation

Whole School Phonics/Spelling Coverage.



Autumn 2	<p>1. Word list – years 3 and 4</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Singular possessive apostrophe</p> <p><i>Mastery Focus – Plural possessive apostrophe</i></p>	<p>3. More prefixes: <i>anti-, un-, in-</i></p> <p><i>Mastery Focus - Verb prefixes: dis-, mis-,</i></p>	<p>4. More prefixes: <i>il-, in-/im-, ir-</i></p> <p><i>Mastery Focus - Verb prefixes: de-, re-, over-</i></p>	<p>5. Homophones and near-homophones</p> <p><i>Mastery Focus - Homophones and other words that are often confused</i></p>	<p>6. Homophones and near-homophones</p> <p><i>Mastery Focus – Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Spring 1	<p>1. Word list – years 3 and 4</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)</p> <p><i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i></p>	<p>3. Words ending with the /g/ sound spelt -gue and /k/ sound spelt -que</p> <p><i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i></p>	<p>4. Words with the /k/ sound spelt ch</p> <p><i>Mastery Focus - Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</i></p>	<p>5. Words with the /j/ sound spelt ch</p> <p><i>Mastery Focus - Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</i></p>	<p>6. Words with the /s/ sound spelt sc</p> <p><i>Mastery Focus - Endings which sound like /ʃəs/ spelt -cious or -tious</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



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Spring 2	<p>1. Word list – years 3 and 4</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Adding -ing, -ed, -er, -est, -en to words of one syllable ending in vowel consonant including those with more than one syllable</p> <p><i>Mastery Focus - Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</i></p>	<p>3. Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e</p> <p><i>Mastery Focus - Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</i></p>	<p>4. Adding -ing, -ed, -er, -est, -en to a root word ending in y and words ending in e</p> <p><i>Mastery Focus - Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</i></p>	<p>5. Homophones and near-homophones</p> <p><i>Mastery Focus - Homophones and other words that are often confused</i></p>	<p>6. Homophones and near-homophones</p> <p><i>Mastery Focus – Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
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Summer 1	<p>1. Word list – years 3 and 4</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. The suffix -ation</p> <p><i>Mastery Focus - Words ending in -able/-ably and -ible/-ibly</i></p>	<p>3. Endings which sound like /jən/ spelt -tion, -sion, -ssion</p> <p><i>Mastery Focus - Words ending in -able and -ably</i></p>	<p>4. Endings which sound like /jən/ spelt -cian</p> <p><i>Mastery Focus - Words ending in -ible and -ibly</i></p>	<p>5. The sound /l/ or /əl/ sound spelt -el and -le at the end of words</p> <p><i>Mastery Focus - Endings which sound like /jəl/ (-cial and -tial)</i></p>	<p>6. The sound /l/ or /əl/ sound spelt -el and -le at the end of words</p> <p><i>Mastery Focus - Endings which sound like /jəl/ (-cial and -tial)</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
Summer 2	<p>1. Word list – years 3 and 4</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Contractions</p> <p><i>Mastery Focus - Singular and plural possessive apostrophe</i></p>	<p>3. Endings which sound like /ʒən/ spelt as -sion</p> <p><i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i></p>	<p>4. More prefixes: auto-, inter-, sub-, super-</p> <p><i>Mastery Focus - Verb prefixes: dis-, mis-, de-, re-, over-</i></p>	<p>5. Homophones and near-homophones</p> <p><i>Mastery Focus - Homophones and other words that are often confused</i></p>	<p>6. Homophones and near-homophones</p> <p><i>Mastery Focus – Personal Spelling Log</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



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Year 6

Term

Weeks 1-7

Autumn
1

1. Word list –
years 3 and 4

*Mastery Focus
– Word List Year
5 and 6*

2. Adding -
ing, -ed, -er, -
est, -en to
root words
ending in y
and words
ending in e

*Mastery
Focus -
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

*Mastery Focus -
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

*Mastery Focus -
Adding suffixes
beginning with
vowel letters to
words ending in
-fer*

5. Words with the
/eɪ/ sound spelt ei,
eigh, or ey

*Mastery Focus -
Words containing
the letter-string
ough*

6. Words with the /eɪ/
sound spelt ei, eigh, or
ey

*Mastery Focus - Words
containing the letter-
string ough*

7. Review and
assessment of spelling
taught this half term.

Autumn
2

1. Word list –
years 3 and 4

*Mastery Focus
– Word List Year
5 and 6*

2. The suffix -
ous

*Mastery
Focus -
Endings
which sound*

3. 2. The suffix -
ous

*Mastery Focus -
Endings which
sound like /ʃəs/
spelt -cious and*

4. Singular and
plural possessive
apostrophe

*Mastery Focus -
Use of the
hyphen*

5. Homophones and
near-homophones

*Mastery Focus -
Homophones and
other words that are
often confused*

Homophones and
near-homophones

*Mastery Focus –
Personal Spelling Log*

7. Review and
assessment of spelling
taught this half term.



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Whole School Phonics/Spelling Coverage.



		<i>like /jəs/ spelt -cious and - tious</i>	<i>-tious</i>				
Spring 1	1. Word list – years 5 and 6 (previously taught) <i>Mastery Focus – Word List Year 5 and 6</i>	2. Words with the /i:/ sound spelt ei after c (year 5 mastery) <i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i>	3. Words with the /i:/ sound spelt ei after c <i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i>	4. Words with 'silent' letters (year 5 mastery) <i>Mastery Focus - Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</i>	5. Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word) <i>Mastery Focus - Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</i>	6. Contractions (high frequency and common exception words) <i>Mastery Focus - Contractions.</i>	7. Review and assessment of spelling taught this half term.
Spring 2	1. Word list – years 5 and 6 (previously taught) <i>Mastery Focus – Word List Year 5 and 6</i>	2. Word list – years 5 and 6 (identifying nouns and adjectives) <i>Mastery Focus - Converting nouns or adjectives</i>	3. Endings which sound like /jən/ spelt -tion, - sion, -ssion <i>Mastery Focus - Words ending in -able/-ably and -ible/-ibly</i>	4. Endings which sound like /jən/ spelt -cian <i>Mastery Focus - Words ending in -able/-ably and -ible/-ibly</i>	5. Homophones and near-homophones <i>Mastery Focus - Homophones and other words that are often confused</i>	6. Homophones and near-homophones <i>Mastery Focus – Personal Spelling Log</i>	7. Review and assessment of spelling taught this half term.



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		<i>into verbs using suffixes: -ate, -ise, -ify</i>					
Summer 1	1. Word list – years 5 and 6 (previously taught) <i>Mastery Focus – Word List Year 5 and 6</i>	2. The suffix - ation <i>Mastery Focus - Words ending in -ant, - ance/-ancy</i>	3. The suffix - ation <i>Mastery Focus - Words ending in -ant, -ance/- ancy</i>	4. Endings which sound like /jən/ spelt -tion, - sion, -ssion <i>Mastery Focus - Words ending in -ent, -ence/- ency</i>	5. Endings which sound like /jən/ spelt -cian <i>Mastery Focus - Words ending in - ent, -ence/-ency</i>	6. Apostrophes for contraction and possession (singular and plural) <i>Mastery Focus – Use of hyphen</i>	7. Review and assessment of spelling taught this half term.
Summer 2	1. Word list – years 5 and 6 (previously taught) <i>Mastery Focus – Word List Year 5 and 6</i>	2. Homophones and near- homophones <i>Mastery Focus - Homophones and other words that are often confused</i>	3. Homophones and near- homophones <i>Mastery Focus - Homophones and other words that are often confused</i>	4. Word list – years 5 and 6 <i>Mastery Focus- Personal Spelling Log</i>	5. Word list – years 5 and 6 <i>Mastery Focus- Personal Spelling Log</i>	6. Word list – years 5 and 6 <i>Mastery Focus- Personal Spelling Log</i>	7. Review and assessment of spelling taught this half term.



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EYFS and Year 1 Phonics Coverage

Set 1 EYFS Autumn/Spring		Set 2 EYFS Summer Year 1 Autumn/Spring		Set 3 Year 1 Summer	
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I play?	ea	A cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake.	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the Snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at the book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirate's face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair!	ur	Nurse with a purse
o	All around the orange.	it	Whirl and twirl	er	A better letter



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c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				



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y	Down a horn, up a horn and under the yak's head.		
w	Down, up, down, up the worm.		
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.		
z	Zig-zag-zig, down the zip.		
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.		
qu	Round the queen's head, up to her crown, down her hair and curl.		
x	Cross down the arm and leg and cross the other way.		
ng	A thing on a string.		
nk	I think I stink.		