

phonemes prefixes
homophones
graphemes suffixes

Cracking
Spelling™

Year 1 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, and ck - Using k for the /k/ sound - The /n/ sound spelt n before k
Autumn 2	- tch - the /v/ sound at the end of words - New consonant spelling ph and wh - Words ending in -y (/i:/ or /ɪ/)
Spring 1	- Vowel digraphs and trigraphs – ai, ay, a-e – ee, e-e, ea, ie - igh, ie, i-e – oa, oe, o-e, ow
Spring 2	- Vowel digraphs and trigraphs – oo, u-e, ew, ue, oo (/ʊ/) - oi, oy – ou, ow – or, ore, aw, au, augh, oar, oor, our
Summer 1	- Vowel digraphs and trigraphs - ir, ur, er - air, are, ear – ear, eer, ere - Compound words - Adding -s and -es to words (plural of nouns)
Summer 2	- Adding -s and -es to words (third person singular of verbs) - Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word - Adding -er and -est to adjectives where no change is needed to the root word - Adding the prefix -un

Year 2 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The /s/ sound spelt c before e, i and y - The /n/ sound spelt kn and (less often) gn at the beginning of words - The /r/ sound spelt wr at the beginning of words
Autumn 2	- The /l/ or /əl/ sound spelt -le at the end of words - The /l/ or /əl/ sound spelt -el at the end of words - The /l/ or /əl/ sound spelt -al at the end of words - Words ending in -il - The /ʒ/ sound spelt s - The /ɔ:/ sound spelt a before l and ll
Spring 1	- The /ʌ/ sound spelt o - Homophones and near-homophones - Words ending in -tion
Spring 2	- The /i:/ spelt -ey (incl. plurals) - The /ɒ/ sound spelt a after w and qu - The /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar after w
Summer 1	- The /aɪ/ sound spelt -y at the end of words - Adding -es to nouns and verbs ending in -y - Contractions - The possessive apostrophe (singular nouns)
Summer 2	- Adding -ed, -ing, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - Adding -ed, -ing, -er, -est and -y to words ending in -e with a consonant before it - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - The suffixes -ment, -ness, -ful, -less, and -ly

Year 3 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- The suffix – ly - More prefixes
Autumn 2	- The /u/ sound spelt ou - The /i/ sound spelt y elsewhere than at the end of words - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /sh/ sound spelt ch (mostly French in origin) - Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	- Homophones and near-homophones - The suffix – ation - The suffix – ous
Spring 2	- Endings which sound like /zhun/ - Words with endings sounding like /zhure/ and /chure/
Summer 1	- Endings which sound like /shun/ spelt – tion, -ssion
Summer 2	- Endings which sound like /shun/ spelt -sion, - -cian - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin)

Year 4 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	- Adding suffixes beginning with vowel letters to words of more than one syllable - More prefixes
Autumn 2	- The /u/ sound spelt ou - The /i/ sound spelt y elsewhere than at the end of words - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /sh/ sound spelt ch (mostly French in origin) - Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	- Homophones and near-homophones - The suffix – ation - The suffix – ous
Spring 2	- Endings which sound like /zhun/ - Words with endings sounding like /zhure/ and /chure/ - Possessive apostrophe with plural words
Summer 1	- Endings which sound like /shun/ spelt – tion, -sion, -ssion
Summer 2	- Endings which sound like /shun/ spelt --cian - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin)

Year 5 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	From Appendix 2 - More prefixes – verb prefixes - Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise, -en
Autumn 2	- Words with /ee/ sound spelt ei after c - Words containing the letter-string ough - Endings which sound like /shus/ spelt -cious or -tious
Spring 1	- Endings which sound like /shul/ - Homophones and other words that are often confused
Spring 2	- Words ending in -ant, -ance/-ancy - Words ending in -ent, -ence/-ency
Summer 1	- Words ending in -able and -ible - Words ending in -ably and -ibly
Summer 2	- Adding suffixes beginning with vowel letters to words ending in -fer - Words with 'silent' letters

Year 6 - National Curriculum Statutory Requirements from Appendix 1

Autumn 1	From Appendix 2 - Year 5 - More prefixes – verb prefixes - Endings which sound like /shus/ spelt -cious or -tious - Use of the hyphen
Autumn 2	- Words with /ee/ sound spelt ei after c - Words containing the letter-string ough
Spring 1	- Endings which sound like /shul/ - Homophones and other words that are often confused
Spring 2	- Words ending in -ant, -ance/-ancy - Words ending in -ent, -ence/-ency - Words ending in -able and -ible - Words ending in -ably and -ibly
Summer 1	- Adding suffixes beginning with vowel letters to words ending in -fer - Words with 'silent' letters
Summer 2	- Further prefixes - Using prefixes and suffixes to transform words

NB. All units are planned according to NC expectations for Year 5 and 6. Previous year group units can be used to address any particular spelling weaknesses or revise content domains assessed in the end of key stage 2 spelling test.