



**TMPF**  
THE MOORLANDS  
PRIMARY FEDERATION

**The Valley Primary School**  
**Spelling Long Term Plan**  
**Academic Year 2023/2024**  
**Year 1 to Year 6.**



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



<u>Year 1</u>							
Term	Weeks 1-7						
<b>Autumn 1</b>	See Year 1 Phonics Coverage (in line with RWI)						
<b>Autumn 2</b>	See Year 1 Phonics Coverage (in line with RWI)						
<b>Spring 1</b>	<p>1. Previously taught high frequency words.</p> <p><i>Mastery Focus – Common Exception Words –the, a, he, me, she, w, l, you, your, they, his, my, our.</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 - Division of words into syllables</i></p>	<p>3. Revision: words with adjacent consonants</p> <p><i>Mastery Focus - Adding s and es to words (plural of nouns and the third person singular of verbs)</i></p>	<p>4. Revision: vowel digraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - Adding s and es to words (plural of nouns and the third person singular of verbs)</i></p>	<p>5. Revision: consonant digraphs which have been taught and the sounds which they represent</p> <p><i>Mastery Focus - The sounds /f/, /l/, /s/and /k/ spelt ff, ll, ss, zz and ck</i></p>	<p>6. Revision: all letters of the alphabet and the sounds which they most commonly represent</p> <p><i>Mastery Focus - Words ending -y (/i:/ or /ɪ/)</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



# The Moorlands Primary Federation Whole School Phonics/Spelling



## Coverage.

<b>Spring 2</b>	<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>
<b>Summer 1</b>	<p>1. Previously taught common exception words</p> <p><i>Mastery Focus - Common exception words - to,</i></p>	<p>2. Division of words into syllables</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</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</i></p>	<p>5. Revision: vowel digraphs which have been taught and the sounds which they represent</p>	<p>6. Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>7. Review and assessment of spelling taught this half term.</p>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



	<i>today, or, no so, by, some, come</i>	<i>Mastery Focus - New consonant spellings ph wh</i>	<i>where no change is needed to the root word</i>	<i>-est to adjectives where no change is needed to the root word</i>	<i>Mastery Focus - *The /v/ sound at the end of words *The /ŋ/ sound spelt n before k</i>	<i>Mastery Focus - -tch</i>	
<b>Summer 2</b>	<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>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



## Year 2

Term	Weeks 1-7						
<b>Autumn 1</b>	<p>1. Common Exception Words (Y1)</p> <p><i>Mastery Focus – Common Exception Words.</i></p>	<p>2. Words ending – y (/i:/ or /I/)</p> <p><i>Mastery Focus - The /aɪ/ sound spelt –y at the end of words.</i></p>	<p>3. Adding s and es to words (plural of nouns and the third person singular verbs)</p> <p><i>Mastery Focus – Adding –es to nouns and verbs ending in -y</i></p>	<p>4. Adding the endings –ing - ed to verbs where no change is needed to the root word.</p> <p><i>Mastery Focus – Adding –ing – ed to words of one syllable ending in a single consonant letter after a single vowel letter.</i></p>	<p>5. Adding –ing –ed to words of one syllable ending in a single consonant letter after single vowel letter</p> <p><i>Mastery Focus – Adding –ing –ed to words ending in e with a consonant before it</i></p>	<p>6. Adding –ing, -ed, to words ending in e</p> <p><i>Mastery Focus – Adding –ing, -ed to a root word ending in y with a consonant before it.</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
<b>Autumn 2</b>	<p>1. Previously taught common exception words.</p>	<p>2. Adding the endings –er and –est to words of one syllable ending where no change is needed to the root word</p>	<p>3. Adding –er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<p>4. Adding –ing, -ed, -er, -est to words ending in e</p> <p><i>Mastery Focus – Adding –er, -est</i></p>	<p>5. Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them</p>	<p>6. Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)</p>	<p>7. Review and assessment of spelling taught this half term.</p>



# 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>to a root word ending in y</i>	<i>Mastery Focus – *The /i:/ sound spelt –ey (turkey) *The /u/ sound spelt o (mother)</i>	<i>Mastery Focus – Homophones and near homophones</i>	
<b>Spring 1</b>	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.



# The Moorlands Primary Federation Whole School Phonics/Spelling



## Coverage.

<p>Spring 2</p>	<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> *The /ɔ:/ sound spelt ar after w (warm, ward) * The /ɜ:/ sound spelt or after w (word, worm, work) *The /ɒ/ sound spelt a after w and qu (want, watch, wonder)</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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# The Moorlands Primary Federation Whole School Phonics/Spelling



## Coverage.

<p>Summer 1</p>	<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 <i>-ing, -ed, -er</i> and <i>-est</i> 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 <i>-ly, ful</i></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 /z/ 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>
<p>Summer 2</p>	<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

<u>Year 3</u>							
Term	Weeks 1-7						
Autumn 1	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. Adding the endings –ing, -ed to words of one syllable ending where no change is needed to the root word</p> <p><i>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</i></p>	<p>3. The suffixes –ment, -ness, -ful, -less and –ly</p> <p><i>Mastery Focus – Adding suffixes beginning with vowel letters to words of one than one syllable.</i></p>	<p>4. The suffixes –ment, -ness, -ful, -less and –ly (to root words ending in –y)</p> <p><i>Mastery Focus – Adding suffixes beginning with vowel letters to words of more than one syllable</i></p>	<p>5. The sound /l/ or /əl/ sound spelt –al and –il at the end of words</p> <p><i>Mastery Focus – The suffix –ly (added straight on to most root words and root word ending in –y with a consonant letter before it)</i></p>	<p>6. The sound /l/ or /əl/ sound spelt –el and –le at the end of words</p> <p><i>Mastery Focus – The suffix –ly (root word ending with –le, root word ending in –ic and other exceptions)</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



<b>Autumn 2</b>	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. The /aɪ/ sound spelt –y at the end of words</p> <p><i>Mastery Focus – Adding –es to nouns and verbs endings in -y</i></p>	<p>3. The /i:/ sound spelt -ey</p> <p><i>Mastery Focus – Words with the /eɪ/ sound spelt et, eigh or ey</i></p>	<p>4. The /ɒ/ sound spelt a after w and qu</p> <p><i>Mastery Focus - Words with the /eɪ/ sound spelt ei, eigh, or ey</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>
<b>Spring 1</b>	<p>1. Common Exception Words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. Adding the prefix un-</p> <p><i>Mastery Focus – More prefixes: dis-</i></p>	<p>3. Adding the prefix un-, dis-</p> <p><i>Mastery Focus - More prefixes: dis-, mis-, in-, re-</i></p>	<p>4. More prefixes dis-, mis-, in-, re-</p> <p><i>Mastery Focus - More prefixes: sub-, inter-, super-</i></p>	<p>5. The /s/ sound spelt c before e, i and y</p> <p><i>Mastery Focus - More prefixes: anti-, auto-</i></p>	<p>6. The /ɔ:/ sound spelt a before l and ll</p> <p><i>Mastery Focus - Use the forms a or an according to whether the next word begins with a consonant or a vowel</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
<b>Spring 2</b>	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List</i></p>	<p>2. Contractions (high frequency and common exception words)</p> <p><i>Mastery Focus - Contractions (Y2*)</i></p>	<p>3. The /ʌ/ sound spelt o</p> <p><i>Mastery Focus - The /ʌ/ spelt ou</i></p>	<p>4. Words ending in -tion</p> <p><i>Mastery Focus - Word families based on common words</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 3 and 4						
Summer 1	<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 /z:/ 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>
Summer 2	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List</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 3 and 4						
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<u>Year 4</u>							
Term	Weeks 1-7						
Autumn 1	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. The suffixes -ment, -ness, -ful and -less</p> <p><i>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</i></p>	<p>3. The suffixes -ment, -ness, -ful and -less (to root words ending in -y)</p> <p><i>Mastery Focus - Adding -er, est to a root word ending in y and e with a consonant before it</i></p>	<p>4. The suffix -ly (added straight on to most root words and root word ending in -y with a consonant letter before it)</p> <p><i>Mastery Focus - Adding suffixes beginning with vowel letters to words of more than one syllable</i></p>	<p>5. The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions)</p> <p><i>Mastery Focus - Adding suffixes beginning with vowel letters to words of more than one syllable</i></p>	<p>6. The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p><i>Mastery Focus - Words with the /k/ sound spelt ch</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



		<i>*Adding -ing -ed to a root word ending in y with a consonant before it</i>					
<b>Autumn 2</b>	<p>1. Common exception words</p> <p><i>Mastery Focus – Word List Year 3 and 4</i></p>	<p>2. The /r/ sound spelt wr at the beginning of words</p> <p><i>Mastery Focus - Words spelt with the /f/ sound spelt ch</i></p>	<p>3. The possessive apostrophe (singular nouns)</p> <p><i>Mastery Focus - Apostrophes to mark plural possession</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>
<b>Spring 1</b>	<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 /ʃən/ 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 /ʃən/ spelt -ssion</i></p>	<p>4. Endings which sound like /ʒən/, spelt as -sion</p> <p><i>Mastery Focus - Endings which sound like /ʃən/ 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>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



<b>Spring 2</b>	<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>
<b>Summer 1</b>	<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>
<b>Summer 2</b>	<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,</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>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



			<p><i>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>				
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<u>Year 5</u>	
Term	Weeks 1-7



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



<b>Autumn 1</b>	<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 to words of one syllable ending in vowel consonant</p> <p><i>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*)</i></p>	<p>3. The suffix -ly</p> <p><i>Mastery Focus - Adding -ing, -ed to a root word ending in y and words ending in e</i></p>	<p>4. Contractions</p> <p><i>Mastery Focus - Contractions</i></p>	<p>5. Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words containing the letter-string ough</i></p>	<p>6. Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words containing the letter-string ough</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
<b>Autumn 2</b>	<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</i></p>	<p>3. More prefixes: anti-, un-, in-</p> <p><i>Mastery Focus - Verb prefixes: dis-, mis-,</i></p>	<p>4. More prefixes: il-, in-/im-, ir-</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>



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		<i>possessive apostrophe</i>					
<b>Spring 1</b>	<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 /ʃ/ 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>
<b>Spring 2</b>	<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>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</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</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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		<i>Mastery Focus - Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</i>	<i>suffixes: -ate, -ise, -ify</i>	<i>suffixes: -ate, -ise, -ify</i>			
<b>Summer 1</b>	<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 /ʃən/ spelt -tion, -sion, -ssion</p> <p><i>Mastery Focus - Words ending in -able and -ably</i></p>	<p>4. Endings which sound like /ʃən/ 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 /ʃəl/ (-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 /ʃəl/ (-cial and -tial)</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>
<b>Summer 2</b>	<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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<u>Year 6</u>							
Term	Weeks 1-7						
<b>Autumn 1</b>	<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 root words ending in y and words ending in e</p> <p><i>Mastery Focus - Adding -ed, -</i></p>	<p>3. Adding -ed, -ing, -er, -est, -en to words with more than one syllable</p> <p><i>Mastery Focus - Adding suffixes beginning with vowel letters to</i></p>	<p>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</p>	<p>5. Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words containing the letter-string ough</i></p>	<p>6. Words with the /ɛɪ/ sound spelt ei, eigh, or ey</p> <p><i>Mastery Focus - Words containing the letter-string ough</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



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		<i>ing, -er, -est, -en to words with more than one syllable (Y3/4*)</i>	<i>words ending in -fer</i>	<i>Mastery Focus - Adding suffixes beginning with vowel letters to words ending in -fer</i>			
<b>Autumn 2</b>	<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 -ous</p> <p><i>Mastery Focus - Endings which sound like /jəs/ spelt -cious and -tious</i></p>	<p>3. 2. The suffix -ous</p> <p><i>Mastery Focus - Endings which sound like /jəs/ spelt -cious and -tious</i></p>	<p>4. Singular and plural possessive apostrophe</p> <p><i>Mastery Focus - Use of the hyphen</i></p>	<p>5. Homophones and near-homophones</p> <p><i>Mastery Focus - Homophones and other words that are often confused</i></p>	<p>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>
<b>Spring 1</b>	<p>1. Word list – years 5 and 6 (previously taught)</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Words with the /i:/ sound spelt ei after c (year 5 mastery)</p> <p><i>Mastery Focus - Words with the /i:/</i></p>	<p>3. Words with the /i:/ sound spelt ei after c</p> <p><i>Mastery Focus - Words with the /i:/ sound spelt ei after c</i></p>	<p>4. Words with 'silent' letters (year 5 mastery)</p> <p><i>Mastery Focus - Words with 'silent' letters (i.e. whose presence cannot be predicted from</i></p>	<p>5. Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</p> <p><i>Mastery Focus -</i></p>	<p>6. Contractions (high frequency and common exception words)</p> <p><i>Mastery Focus - Contractions.</i></p>	<p>7. Review and assessment of spelling taught this half term.</p>



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		<i>sound spelt ei after c</i>		<i>the pronunciation of the word)</i>	<i>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</i>		
Spring 2	<p>1. Word list – years 5 and 6 (previously taught)</p> <p><i>Mastery Focus – Word List Year 5 and 6</i></p>	<p>2. Word list – years 5 and 6 (identifying nouns and adjectives)</p> <p><i>Mastery Focus - Converting nouns or adjectives into verbs using suffixes: -ate, -ise, -ify</i></p>	<p>3. Endings which sound like /ʃən/ spelt -tion, -sion, -ssion</p> <p><i>Mastery Focus - Words ending in -able/-ably and -ible/-ibly</i></p>	<p>4. Endings which sound like /ʃən/ spelt -cian</p> <p><i>Mastery Focus - Words ending in -able/-ably and -ible/-ibly</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>



# The Moorlands Primary Federation Whole School Phonics/Spelling Coverage.



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