


Year 1

Below is an overview of Year 1's programme of study. This is predominantly covered within class, however optional homework sheets are also available which are provided by your child's teacher at the beginning of each week.

Spelling lists – Stage 1




- Spelling Rules: The /i/ sound spelled 'i' usually following a single vowel.
- Spelling Rules: The /i/ sound spelled as 'ii' and usually comes straight after a single vowel in short words.
- Spelling Rules: The /s/ sound spelled 's' usually straight after a single vowel letter in short words.
- Spelling Rules: The 'z' sound spelled 'zz' usually comes straight after a single vowel in short words. There are exceptions which can be spelled with an 'z'.
- Spelling Rules: The /ck/ sound. This sound is usually spelled as 'ck' and comes straight after a single vowel letter in short words.
- Spelling Rules: The /nk/ sound found at the end of words. This sound usually comes after a vowel.
- Spelling Rules: '-tch' This sound is usually spelled as 'tch' when it comes after a single vowel letter.
- Spelling Rules: The /v/ sound at the end of words. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.
- Spelling Rules: Adding 's' and 'es' to words (plural). If the ending sounds like /s/ or /z/, it is spelled as '-s'. If it forms an extra syllable, then it is spelled as '-es'.
- Spelling Rules: Adding the endings '-ing' and '-ed' to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
- Spelling Rules: Adding '-er' and '-est' to adjectives.
- Spelling Rules: The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
- Spelling Rule: 'ay' and 'oy' digraphs. These digraphs are used for those sounds at the ends of words and syllables.
- Spelling Rule: The long vowel sound /a/ spelled with the split digraph 'a-e'.
- Spelling Rule: The long vowel sound /e/ spelled with the split digraph 'e-e'.
- Spelling Rule: The long vowel sound /i/ spelled with a split digraph 'i-e'.
- Spelling Rules: The long vowel sound /o/ spelled with the split digraph 'o-a'.
- Spelling Rules: The long vowel /oo/ and /yoo/ sounds spelled as 'u-e'. These sounds are usually found in the middle or at the end of words.
- Spelling Rules: The /ai/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
- Spelling Rules: Long vowel sound /ai/ spelled 'ee'. The letters 'ee' make a long vowel sound like in the word 'see'. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
- Spelling Rule: The long vowel sound /ei/ spelled 'ea'. Another common spelling of the sound which is often found in the middle and end of words.
- Spelling Rules: The short vowel sound /e/ spelled 'ea'.
- Spelling Rules: The vowel digraph 'er'. In these words the sound is stressed.
- Spelling Rules: The vowel digraph 'er'. In these words the sound is unstressed and found at the end of words.
- Spelling Rules: The digraphs 'ir' and 'ur'. Often found in the middle of words and occasionally at the beginning of words.
- Spelling Rules: The long vowel sound /oo/ as in 'too'. Very few words start or end with /oo/.
- Spelling Rules: The short vowel sound /oo/ as in 'foot'. 'Standard English pronunciation has been used here. In some parts of England the 'oo' words may have a longer sound.
- Spelling Rules: The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.
- Spelling Rules: The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is 'you'.
- Spelling Rules: The 'ow' digraph. This digraph can make two different sounds like in 'cow' or 'blow'.
- Spelling Rules: The 'oo' and 'yoo' sounds can be spelled as 'u-e', 'ie' and 'ei'. If words end in the /oo/ sound, then it is likely that they will be spelled 'ei' or 'ue'.
- Spelling Rules: The digraph 'ie' making the /ai/ sound as in 'pie'.
- Spelling Rules: The digraph 'ie' making the /ee/ sound.
- Spelling Rules: The long vowel sound /i/ spelled 'igh'. This is usually found in the middle of words but sometimes at the end of words too.
- Spelling Rules: The /oi/ sound. The vowel digraph 'or' and trigraph 'ore'. It is more likely that when at the end of a word then it will be spelled with an 'e'.
- Spelling Rules: The /oi/ sound spelled with the digraph 'ai' or 'au'. If it is at the end of a word it is more likely to be spelled with an 'ai' and at the beginning of a word with 'au'.
- Spelling Rules: The /er/ sound spelled 'air'. This spelling is commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.
- Spelling Rules: The trigraph 'ear' as in 'hear'.
- Spelling Rules: The /er/ sound spelled with 'ear' or 'are'.
- Spelling Rules: Words with 'ph' or 'wh' spellings.

Year 2:

Below is an overview of Year 2's programme of study. This is predominantly covered within class, however optional homework sheets are also available which are provided by your child's teacher at the beginning of each week.


Spelling lists – Stage 2



- Spelling Rules: The /j/ sound spelled '-dge' at the end of words. This spelling is used after the short vowel sounds.
- Spelling Rules: The /j/ sound spelled '-ge' at the end of words. This spelling comes after all sounds other than the 'short' vowels.
- Spelling Rules: The /j/ sound spelled with a 'g'.
- Spelling Rules: The /s/ sound spelled 'c' before 'e', 'i' and 'y'.
- Spelling Rules: The /n/ sound spelled 'kn' and 'gn' at the beginning of words.
- Challenge Words
- Spelling Rules: The /f/ sound spelled 'wr' at the beginning of words.
- Spelling Rules: The /i/ or /u/ sound spelled '-ie' at the end of words.
- Spelling Rules: The /i/ or /u/ sound spelled '-ei' at the end of words. This spelling is used after 'm', 'n', 'r', 's', 'v', 'w' and commonly 's'.
- Spelling Rules: The /i/ or /u/ sound spelled '-ai' at the end of words.
- Spelling Rules: Words ending in '-il'.
- Challenge Words
- Spelling Rules: The long vowel 'i' spelled with a 'y' at the end of words.
- Spelling Rules: Adding '-es' to nouns and verbs ending in 'y'.
- Spelling Rules: Adding '-ed' to words ending in 'y'. The 'y' is changed to an 'i'.
- Spelling Rules: Adding '-er' to words ending in 'y'. The 'y' is changed to an 'i'.
- Spelling Rules: Adding '-ing' to words ending in 'e' with a consonant before it.
- Challenge Words
- Spelling Rules: Adding '-er' to words ending in 'e' with a consonant before it.
- Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
- Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
- Spelling Rules: The 'or' sound spelled 'a' before 'll' and 'll'.
- Spelling Rules: The short vowel sound 'o'.
- Challenge Words
- Spelling Rules: The /ee/ sound spelled '-ey'.
- Spelling Rules: Words with the spelling 'a' after 'w' and 'qu'.
- Spelling Rules: The /er/ sound spelled with 'o' or 'ar'.
- Spelling Rules: The /z/ sound spelled 's'.
- Spelling Rules: The suffixes '-ment' and '-ness'.
- Spelling Rules: The suffixes '-ful' and '-less'. If a suffix starts with a consonant letter, it is added straight onto most root words.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: Words ending in '-tion'.
- Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
- Challenge Words
- Challenge Words

Year 3:

Below is an overview of Year 3's programme of study. This is predominantly covered within class, however homework sheets are also available which are provided by your child's teacher at the beginning of each week which follow the below programme of study.




Spelling lists – Stage 3

1. Spelling Rules: The /ow/ sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. Spelling Rules: The /u/ sound spelled 'ou'. This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y'.
4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure'.
5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in /tch/.
6. Challenge words
7. Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back'.
8. Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.
10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. Spelling Rules: The long vowel /a/ sound spelled 'ai'.
14. Spelling Rule: The long /a/ vowel sound spelled 'ei'.
15. Spelling Rules: The long /a/ vowel sound spelled 'ey'.
16. Spelling Rules: Adding the suffix '-ly'. Adding the '-ly' suffix to an adjective turns it into an adverb.
17. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. Spelling Rules: The /i/ sound spelled '-ai' at the end of words.
20. Spelling Rules: The /i/ sound spelled '-ie' at the end of words.
21. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly'.
22. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'.
23. Spelling Rules: Adding the suffix '-ly'. Words which do not follow the rules.
24. Challenge Words
25. Spelling Rules: Words ending in '-er' when the root word ends in /tch/.
26. Spelling Rules: Words with the /k/ sound spelled 'ch'. These words have their origins in the Greek language.
27. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que'. These words are French in origin.
28. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. Revision – spelling rules we have learned in Stage 3.
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.

Year 4:

Below is an overview of Year 4's programme of study. This is predominantly covered within class, however homework sheets are also available which are provided by your child's teacher at the beginning of each week which follow the below programme of study.

Spelling lists – Stage 4




- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into'. In these spellings the prefix 'in-' means 'not'.
- Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'.
- Spelling Rules: The prefix 'sub-' which means under or below.
- Spelling Rules: The prefix 'inter-' means between, amongst or during.
- Challenge Words
- Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
- Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
- Spelling Rules: Adding '-ly' to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly'.
- Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l'.
- Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
- Challenge Words
- Spelling Rules: Adding the suffix '-ion'. When the root word ends in 'd', 'de' or 'se' then the suffix '-ion' needs to be '-sion'.
- Spelling Rules: Adding the suffix '-ous'. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
- Spelling Rules: The suffix '-ous'. The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
- Spelling Rules: The 'ee' sound spelled with an 'l'.
- Spelling Rules: The suffix '-ous'. If there is an 'ee' sound before the '-ous' ending, it is usually spelled as 'e' but a few words have 'e'.
- Challenge Words
- Spelling Rules: The 'au' digraph
- Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'.
- Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit'.
- Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'.
- Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
- Challenge Words
- Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
- Spelling Rules: The 's' sound spelled c before 'i' and 'e'.
- Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol' word family and 'real' word family
- Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon' word family and 'sign' word family
- Spelling Rules: Prefixes – 'super-', 'anti' and 'auto'.
- Spelling Rules: The prefix bi- meaning two.
- Revision – spelling rules we have learned in Stage 4.
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Year 5:

Below is an overview of Year 5's programme of study. This is predominantly covered within class, however homework sheets are also available which are provided by your child's teacher at the beginning of each week which follow the below programme of study.


Spelling lists – Stage 5






- Spelling Rules: Words ending in '-ious'.
- Spelling Rules: Words ending in '-cious'. If the root word ends in '-ce' the sound is usually spelled '-cious'.
- Spelling Rules: Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
- Spelling Rules: Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
- Spelling Rules: Ending '-cial' and '-tial'. After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
- Challenge words
- Spelling Rules: Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.
- Spelling Rules: Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place.
- Spelling Rules: Use '-ent' and '-ence' after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
- Spelling Rules: Words ending in '-able' and '-ible'. '-able' is used where there is a related word ending in '-ation'.
- Spelling Rules: Words ending in '-ably' and '-ibly'. The '-able' ending is usually but not always used if a complete root word can be heard before it. '-y' endings comply with previously learned rules and is replaced with 'i' as in 'rely' - reliably
- Challenge Words
- Spelling Rules: Words ending in '-able'. If this is being added to a root word ending in '-ce' or '-ge' then the 'e' after the 'c' or 'g' is kept other wise they would be said with their hard sounds as in 'cap' and 'gap'.
- Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
- Spelling Rules: Adding suffixes beginning with vowel letters to words ending in '-fer'. The 'r' is doubled if the '-fer' is still stressed when the ending is added. If the '-fer' is not stressed then the 'r' isn't doubled.
- Spelling Rules: Words with 'silent' letters at the start.
- Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Challenge Words
- Spelling Rules: Words spelled with 'le' after c.
- Spelling Rules: Words with the 'ee' sound spelled 'ei' after c. The 'i' before 'e' except after 'c' rule applies to words where the sound spelled by 'ei' is /ee/. However there are exceptions like those in the spellings.
- Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
- Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in 'boat' or 'bow' as in 'cow'.
- Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.
- Challenge Words
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- Challenge Words
- Revision: Year 5 words
- Revision: Year 5 words
- Revision: Year 5 words
- Revision: Year 5 words
- Revision: Year 5 words
- Revision: Year 5 words

Year 6:

Below is an overview of Year 6's programme of study. This is predominantly covered within class, however homework sheets are also available which are provided by your child's teacher at the beginning of each week which follow the below programme of study.



Spelling lists – Stage 6

1.	Challenge Words	24.	Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
2.	Challenge Words	25.	Spelling Rules: Words ending in '-ably.'
3.	Challenge Words	26.	Spelling Rules: Words ending in '-ible'
4.	Challenge Words	27.	Spelling Rules: Adding the suffix '-ibly' to create an adverb.
5.	Challenge Words	28.	Spelling Rules: Changing '-ent' to '-ence.'
6.	Challenge Words	29.	Spelling Rules: '-er', '-or', '-ar' at the end of words.
7.	Challenge Words	30.	Spelling Rules: Adverbs synonymous with determination.
8.	Challenge Words	31.	Spelling Rules: Adjectives to describe settings
9.	Challenge Words	32.	Spelling Rules: Vocabulary to describe feelings.
10.	Challenge Words	33.	Spelling Rules: Adjectives to describe character
11.	Spelling Rules: Words with the short vowel sound /ɪ/ spelled y	34.	Grammar Vocabulary
12.	Spelling Rules: Words with the long vowel sound /i:/ spelled with a y.	35.	Grammar Vocabulary
13.	Spelling Rules: Adding the prefix '-over' to verbs.	36.	Mathematical Vocabulary
14.	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'		
15.	Spelling Rules: Words which can be nouns and verbs.		
16.	Spelling Rules: Words with an /oʊ/ sound spelled 'ou' or 'ow.'		
17.	Spelling Rules: Words with a 'soft c' spelled /ce/.		
18.	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite		
19.	Spelling Rules: Words with the /f/ sound spelled ph.		
20.	Spelling Rules: Words with origins in other countries		
21.	Spelling Rules: Words with unstressed vowel sounds.		
22.	Spelling Rules: Words with endings /shuh/ after a vowel letter.		
23.	Spelling Rules: Words with endings /shuh/ after a consonant letter.		

Finally, here is an example of some of the activities in which our teachers at Roskear use to help with the delivery of spellings. Please feel free to download the format and create your own games with your children at home.