



SGSM Whole School Spelling Short Term Plan



Words in bold- Common Exception Words to read and spell- phonics lesson structure to teach. Revisit, Teach, Practise, Apply.

Words underlined- Word of the Week to read, understand and use- Vocabulary slides, Word wall to display previous words and recap.

Year group	Autumn	Spring	Summer
EYFS	<p><u>Early Learning Goals</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>Reception</u> <u>Writing</u> I can spell words by identifying the sounds and then writing the sound with letter/s. I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><u>***Phonics focus- see Phonics progression</u></p>		
Nursery	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>leaf, grin</u> <u>pond, roar</u> <u>sniff, cave</u> <u>bumpy, ticket</u> <u>farmer, scratch</u> <u>sparkle, pain</u> <u>fluffy, freezing</u> <u>touch, flat</u> <u>autumn, basket</u> <u>chilly, thick</u> <u>glow, amazing</u> <u>morning, giant</u> 	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>winter, gloomy</u> <u>sink, crash</u> <u>melt, chimney</u> <u>rough, mask</u> <u>round, bend</u> <u>burst, filthy</u> <u>spring, forest</u> <u>dentist, worried</u> <u>dusty, costume</u> <u>slide, double</u> <u>warm, mountain</u> <u>healthy, steep</u> 	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>race, slippery</u> <u>gentle, pretend</u> <u>afternoon, honest</u> <u>silky, enormous</u> <u>muddy, caterpillar</u> <u>soapy, striped</u> <u>summer, delighted</u> <u>half, sneaky</u> <u>stare, rescue</u> <u>disappear, hatch</u> <u>spotted, wiggle</u> <u>invitation</u>
Reception	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>calm</u> <u>fresh</u> <u>zigzag</u> <u>shiver</u> <u>nature</u> <u>annoy</u> <u>evening</u> <u>greedy</u> 	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>adventure</u> <u>grumpy</u> <u>delicious</u> <u>boiled</u> <u>nibble</u> <u>wonder</u> <u>luxury</u> <u>direction</u> 	<p><u>***Phonics focus- see Phonics progression.</u></p> <ol style="list-style-type: none"> <u>factory</u> <u>transportation</u> <u>pale</u> <u>demolish</u> <u>tremble</u> <u>wealthy</u> <u>reflect</u> <u>timid</u>

	<p>9. <u>scar</u> 10. <u>vanish</u> 11. <u>whisper(ing)</u> 12. <u>shelter</u></p>	<p>9. <u>believe</u> 10. <u>nervous</u> 11. <u>warn</u> 12. <u>connect</u></p>	<p>9. <u>gravity</u> 10. <u>similar</u> 11. <u>dozen</u> 12. <u>additional</u></p>
Y1	<p>***Phonics focus- see Phonics progression.</p> <p>1. <u>the</u> <u>avoid</u></p> <p>2. <u>a, I</u> <u>effort</u></p> <p>3. <u>do, to</u> <u>gasp</u></p> <p>4. <u>day, today</u> <u>glide</u></p> <p>5. <u>is, his</u> <u>spoil</u></p> <p>6. <u>Test- the, a, I, do, to, day, today, is, his.</u> <u>weigh</u></p> <p>7. <u>of, off</u> <u>respect</u></p> <p>8. <u>has, have</u> <u>adorable</u></p> <p>9. <u>are, all, ask</u> <u>ancient</u></p> <p>10. <u>was, with</u> <u>convince</u></p> <p>11. <u>said</u> <u>dazzled</u></p> <p>12. <u>Test- of, off, has, have, are, all, ask, was, with, said</u> <u>embarrass</u></p>	<p>***Phonics focus- see Phonics progression</p> <p>1. <u>says</u> <u>arctic</u></p> <p>2. <u>were</u> <u>expert</u></p> <p>3. <u>you, your</u> <u>glamorous</u></p> <p>4. <u>be, he, me</u> <u>intelligent</u></p> <p>5. <u>we, she</u> <u>miserable</u></p> <p>6. <u>Test- says, were, you, your, be, he, me, we, she.</u> <u>wander</u></p> <p>7. <u>no, go, so</u> <u>elegant</u></p> <p>8. <u>by, my</u> <u>absorb</u></p> <p>9. <u>they, our</u> <u>careless</u></p> <p>10. <u>want, went</u> <u>compare</u></p> <p>11. <u>very</u> <u>fierce</u></p> <p>12. <u>Test- no, go, so, by, my, they, our, want, went, very.</u> <u>responsible</u></p>	<p>***Phonics focus- see Phonics progression</p> <p>1. <u>here</u> <u>advice</u></p> <p>2. <u>what, when, why</u> <u>continent</u></p> <p>3. <u>put, push</u> <u>exclaim</u></p> <p>4. <u>pull, full</u> <u>impossible</u></p> <p>5. <u>love</u> <u>pause(d)</u></p> <p>6. <u>Test- here, what, when, why, put, push, pull, full, love.</u> <u>expression</u></p> <p>7. <u>there, where</u> <u>courageous</u></p> <p>8. <u>come, some</u> <u>predict</u></p> <p>9. <u>one, once</u> <u>magnificent</u></p> <p>10. <u>friend, school</u> <u>observe</u></p> <p>11. <u>home, house</u> <u>enraged</u></p> <p>12. <u>Test- there, where, come, some, one, once, friend, school, home, house.</u> <u>classify</u></p> <p>To fit in around phonics this term <u>Plural- Assertive Mentoring Spelling Progression, Stage 1 word list 27.</u></p> <p><u>Suffixes- Assertive Mentoring Spelling Progression, Stage 1 word list 28.</u></p> <p><u>Prefix 'un'- Assertive Mentoring Spelling</u></p>

			<u>Progression, Stage 1 word list 30.</u>
Y2	<p>***Phonics focus- see Phonics progression.</p> <ol style="list-style-type: none"> 1. because <u>scent</u> 2. door, floor, poor <u>frantic</u> 3. find, kind <u>precious</u> 4. mind, behind <u>shabby</u> 5. child, wild <u>stumble</u> 6. Test- because, door, floor, poor, find, kind, mind, behind, child, wild. <u>venture</u> 7. most, only, both <u>wailed</u> 8. old, cold <u>chaotic</u> 9. gold, hold, told <u>ruined</u> 10. climb <u>familiar</u> 11. Christmas <u>irritate</u> 12. Test- most, only, both, old, cold, gold, hold, told, climb, Christmas. <u>mysterious</u> 	<p>***Phonics focus- see Phonics progression.</p> <ol style="list-style-type: none"> 1. every, everybody <u>weary</u> 2. great, break, steak <u>shivering</u> 3. even, eye <u>astonished</u> 4. pretty, sugar <u>contribute</u> 5. father, mother <u>swerved</u> 6. Test- every, everybody, great, break, steak, even, eye, pretty, sugar, father, mother. <u>heroic</u> 7. beautiful, after <u>devastated</u> 8. fast, last, past <u>tremendous</u> 9. hour, sure <u>crouched</u> 10. children <u>distress</u> 11. class, grass, pass <u>outrageous</u> 12. Test- beautiful, after, fast, last, past, hour, sure, children, class, grass, pass. <u>queasy</u> 	<p>***Phonics focus- see Phonics progression.</p> <ol style="list-style-type: none"> 1. plant, path, bath <u>dusk</u> 2. move, prove, improve <u>vague</u> 3. Mr, Mrs <u>stern(ly)</u> 4. who, whole <u>endless</u> 5. busy, people <u>mischievous</u> 6. Test- plant, path, bath, move, prove, improve, Mr, Mrs, who, whole, busy, people. <u>scramble</u> 7. could, should, would <u>ghastly</u> 8. any, many <u>submerge</u> 9. clothes, water <u>possession</u> 10. again, half <u>nuisance</u> 11. money, parents <u>coax</u> 12. Test- could, should, would, any, many, clothes, water, again, half, money, parents. <u>valiant</u> <p><u>To fit in around phonics this term</u></p> <p><u>Contracted Form- Assertive Mentoring Spelling Progression, Stage 2 word list 7 and 8.</u></p> <p><u>Possessive Apostrophe- Assertive Mentoring Spelling Progression, Stage 2 word list 9.</u></p>

			Suffixes- Assertive Mentoring Spelling Progression, Stage 2 word lists 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30.
Y3	<p><u>Assertive Mentoring Spelling Progression, Stage 3</u></p> <ol style="list-style-type: none"> 3:1 Suffix -ing often, learn <u>shimmer</u> 3:2 Suffix -ing 1 syllable fruit, continue <u>essential</u> 3:3 Suffix -ed 1 syllable believe, group <u>unwilling</u> Use of the forms a or an according to whether the next word begins with a consonant or a vowel (eg. a rock, an open box) build, answer <u>anxious</u> a or an early, earth <u>despise</u> a or an Test- often, learn, fruit, continue, believe, group, build, answer, early, earth. <u>nestled</u> 3:4 Suffix -er 1 syllable busy, circle <u>absurd</u> 3:5 Suffix tion heart, decide <u>quivering</u> 3:6 Suffix tion natural <u>obedient</u> a or an history, consider <u>isolated</u> a or an 	<p><u>*** Assertive Mentoring Spelling Progression, Stage 3</u></p> <ol style="list-style-type: none"> 3:7 Suffix ly appear, disappear <u>ambitious</u> 3:8 Suffix ly calendar, popular <u>exchanged</u> 3:9 Prefix un, dis, mis perhaps, notice <u>identical</u> 3:10 Prefix in, il, ir exercise, probably <u>perched</u> Formation of nouns using a range of prefixes (e.g. super, anti, auto) February <u>reassure</u> Formation of nouns using a range of prefixes (e.g. super, anti, auto) Test- appear, disappear, calendar, popular, perhaps, notice, exercise, probably, February. <u>amateur</u> 3:11 y sounding i library, promise <u>clutched</u> 3:12 ou sounding u, ow, oo question, mention <u>illuminate</u> 3:13 ei, eigh, ey sounding a interest, remember <u>tremendous</u> Formation of nouns using a range of prefixes (e.g. super, anti, auto) sentence, important <u>require</u> 	<p><u>*** Assertive Mentoring Spelling Progression, Stage 3</u></p> <ol style="list-style-type: none"> 3:14 sure, ture, tch forward, forwards <u>compassion</u> 3:15 Irregular tense o to e arrive, opposite <u>hesitant</u> 3:16 Irregular tense i to a minute <u>identify</u> Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Strange <u>resemble</u> Word families suppose, possible <u>immense</u> Word families Test-forward, forwards, arrive, opposite, minute, strange, suppose, possible. <u>draught</u> 3:17 Homophones actual, actually <u>sympathetic</u> 3:18 Homophones ai, a-e complete <u>preserve</u> 3:19 Homophones ee, ea length, strength <u>alternate</u> 3:20 Homophones st, ssed though, although <u>seize</u>

	<p>famous, address <u>crucial</u></p> <p>12. a or an Test- busy, circle, heart, decide, natural, history, consider, famous, address. <u>appreciate</u></p>	<p>11. Formation of nouns using a range of prefixes (e.g. super, anti, auto) heard <u>preferred</u></p> <p>12. Formation of nouns using a range of prefixes (e.g. super, anti, auto) Test- library, promise, question, mention, interest, remember, sentence, important, heard. <u>cautious</u></p>	<p>11. Common Homophones- your, you're, no, know different, difficult <u>transferred</u></p> <p>12. Word families Test- actual, actually, complete, length, strength, though, although, different, difficult. <u>vigorous</u></p>
Y4	<p><u>Assertive Mentoring Spelling Progression, Stage 4</u></p> <p>1. 4:1 Prefix super-, sub-, inter- centre, century <u>vital</u></p> <p>2. 4:2 Prefix anti-, non-, auto- woman, women <u>sanctuary</u></p> <p>3. 4:3 Prefix pre-, de-, re- experiment <u>reluctant</u></p> <p>4. 4:4 Prefix in-, imm-, imp- breath, breathe <u>arrogant</u></p> <p>5. Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was, or I did instead of I done). special, recent <u>dwel</u></p> <p>6. Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was, or I did instead of I done). Test- centre, century, woman, women, experiment,</p>	<p><u>Assertive Mentoring Spelling Progression, Stage 4</u></p> <p>1. 4:7 Suffix ous accident, accidentally <u>vacate</u></p> <p>2. 4:8 Suffix ous regular <u>stifle</u></p> <p>3. 4:9 Suffix tion, cian particular, peculiar <u>persecute</u></p> <p>4. 4:10 Suffix sion, ssion business, certain <u>blunder</u></p> <p>5. The grammatical difference between plural and possessive-s imagine, medicine <u>elaborate</u></p> <p>6. The grammatical difference between plural and possessive-s Test- accident, accidentally, regular, particular, peculiar, business, certain, imagine, medicine. <u>smouldering</u></p> <p>7. 4:11 ch sounding k occasion, occasionally <u>radiating</u></p> <p>8. 4:12 ch, que sounding sh, g, k Enough</p>	<p><u>Assertive Mentoring Spelling Progression, Stage 4</u></p> <p>1. 4:15 Possessive apostrophe- plurals experience, increase <u>predicament</u></p> <p>2. 4:16 Possessive apostrophe- plurals favourite <u>barren</u></p> <p>3. 4:17 Irregular tenses eep to ept naughty, straight <u>loathe</u></p> <p>4. 4:18 Irregular tenses end to ent various, separate <u>treacherous</u></p> <p>5. The grammatical difference between plural and possessive-s therefore, guide <u>remorse</u></p> <p>6. The grammatical difference between plural and possessive-s Test- experience, increase, favourite, naughty, straight, various, separate, therefore, guide. <u>meagre</u></p> <p>7. Common homophones- to, too, two knowledge</p>

	<p>breath, breathe, special, recent. <u>optimist</u></p> <p>7. 4:5 Suffix -ing, 2 syllables eight, eighth <u>hostile</u></p> <p>8. 4:6 Suffix en, er, ed, 2 syllables bicycle <u>monotonous</u></p> <p>9. Standard English forms for verb inflections caught, describe <u>trait</u></p> <p>10. Standard English forms for verb inflections possess, possession <u>prominent</u></p> <p>11. Standard English forms for verb inflections material, ordinary <u>anticipation</u></p> <p>12. Standard English forms for verb inflections Test- eight, eighth, bicycle, caught, describe, possess, possession, material, ordinary. <u>inevitable</u></p>	<p><u>futile</u></p> <p>9. 4:13 sc sounding s pressure, weight <u>allegiance</u></p> <p>10. 4:14 ei, eigh, ey sounding a thought, through <u>diligent</u></p> <p>11. The grammatical difference between plural and possessive-s surprise, island <u>inept</u></p> <p>12. The grammatical difference between plural and possessive-s Test- occasion, occasionally, enough, pressure, weight, thought, through, surprise, island. <u>rigorous</u></p>	<p><u>primitive</u></p> <p>8. Common homophones- by, buy, bye reign, height <u>consequence</u></p> <p>9. Common homophones- there, their, they're position, purpose <u>odious</u></p> <p>10. Common homophones- where, wear, were, we're grammar, potatoes <u>terrain</u></p> <p>11. 4:19 Homophones long o guard, extreme <u>subsequent</u></p> <p>12. 4:20 Homophones long i Test- knowledge, reign, height, position, purpose, grammar, potatoes, guard, extreme. <u>omniscient</u></p>
Y5	<p>***Assertive Mentoring <u>Spelling Progression, Stage 5</u></p> <p>1. 5:1 Suffix cious, tious identity, variety <u>vocation</u></p> <p>2. 5:2 Suffix cial, tial symbol, system <u>robust</u></p> <p>3. 5:3 Suffix ant criticise <u>quench</u></p> <p>4. 5:4 Suffix ent disastrous, develop <u>aspire</u></p> <p>5. Verb prefixes (e.g. dis-, de, mis-, over- and re-) according, lightning</p>	<p>***Assertive Mentoring <u>Spelling Progression, Stage 5</u></p> <p>1. 5:8 Suffix able rhyme, rhythm <u>canine</u></p> <p>2. 5:9 Suffix able, ible apparent, excellent <u>maroon</u></p> <p>3. 5:10 Suffix ably, ibly occur, occupy <u>simultaneously</u></p> <p>4. 5:11 Suffix to fer temperature <u>vindictive</u></p> <p>5. Verb prefixes (e.g. dis-, de, mis-, over- and re-) average, bargain <u>lurk</u></p>	<p>***Assertive Mentoring <u>Spelling Progression, Stage 5</u></p> <p>1. 5:14 Silent letters b, c awkward, curiosity <u>conjure</u></p> <p>2. 5:15 Silent letters g, k vegetable, stomach <u>lavish</u></p> <p>3. 5:16 Silent letters h, k interrupt, determined <u>noteworthy</u></p> <p>4. 5:17 Silent letters n, t queue <u>plagued</u></p> <p>5. 5:18 Silent letters u, w recognise, suggest <u>shirk</u></p>

	<p><u>bellow</u></p> <p>6. Verb prefixes (e.g. dis-, de, mis-, over- and re-) Test- identity, variety, symbol, system, criticise, disastrous, develop, according, lightning. devour</p> <p>7. 5:5 Suffix ance achieve, relevant <u>infamous</u></p> <p>8. 5:6 Suffix ance ancient, environment <u>legitimate</u></p> <p>9. 5:7 Suffix ence equipment, equipped <u>insinuate</u></p> <p>10. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) marvellous <u>obnoxious</u></p> <p>11. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) soldier, muscle <u>wrath</u></p> <p>12. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Test- achieve, relevant, ancient, environment, equipment, equipped, marvellous, soldier, muscle. <u>flabbergast</u></p>	<p>6. Verb prefixes (e.g. dis-, de, mis-, over- and re-) Test- rhyme, rhythm, apparent, excellent, occur, occupy, temperature, average, bargain. <u>impede</u></p> <p>7. 5:12 Sounds ie, ei attached, language <u>bewilder</u></p> <p>8. 5:13 Letter string ough bruise, forty <u>distraught</u></p> <p>9. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) frequently <u>predatory</u></p> <p>10. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) available, individual <u>unscathed</u></p> <p>11. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) definite, familiar <u>catastrophe</u></p> <p>12. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Test- attached, language, bruise, forty, frequently, available, individual, definite, familiar. <u>notorious</u></p>	<p>6. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Test- awkward, curiosity, vegetable, stomach, interrupt, determined, queue, recognise, suggest. <u>wince</u></p> <p>7. 5:19 Homophones ce, se correspond, embarrass <u>acid</u></p> <p>8. 5:20 Homophones ow, ou dictionary <u>concur</u></p> <p>9. Verb prefixes (e.g. dis-, de, mis-, over- and re-) desperate <u>sullen</u></p> <p>10. Verb prefixes (e.g. dis-, de, mis-, over- and re-) interfere, neighbour <u>melancholy</u></p> <p>11. Verb prefixes (e.g. dis-, de, mis-, over- and re-) persuade, recommend <u>pelt</u></p> <p>12. Verb prefixes (e.g. dis-, de, mis-, over- and re-) Test- correspond, embarrass, dictionary, desperate, interfere, neighbour, persuade, recommend. <u>hunches</u></p>
Y6	<p>***Assertive Mentoring <u>Spelling Progression, Stage 6</u></p> <p>1. 6:1 Hyphen prefixes sincere, sincerely <u>bizarre</u></p> <p>2. 6:2 Hyphen homophones</p>	<p>***Assertive Mentoring <u>Spelling Progression, Stage 6</u></p> <p>1. 6:7 prefix uni, bi, tri aggressive, exaggerate <u>authority</u></p> <p>2. 6:8 Prefix circ, tele, trans</p>	<p>***Assertive Mentoring <u>Spelling Progression, Stage 6</u></p> <p>1. 6:14 Letter string ial, ious convenience <u>gaunt</u></p> <p>2. 6:15 Roots and affixes</p>

	<p>especially <u>crucial</u></p> <p>3. 6:3 Hyphen compounds accommodate, accompany <u>elite</u></p> <p>4. Synonyms and antonyms category <u>ultimate</u></p> <p>5. Synonyms and antonyms competition, leisure <u>sublime</u></p> <p>6. Synonyms and antonyms Test- sincere, sincerely, especially, accommodate, accompany, category, competition, leisure. <u>flustered</u></p> <p>7. 6:4 Unstressed vowels explanation, necessary <u>articulate</u></p> <p>8. 6:5 Unstressed vowels profession, restaurant <u>luminous</u></p> <p>9. 6:6 Unstressed consonants secretary, vehicle <u>heritage</u></p> <p>10. Synonyms and antonyms signature <u>deceptive</u></p> <p>11. Synonyms and antonyms hindrance, existence <u>enhance</u></p> <p>12. Synonyms and antonyms Test- explanation, necessary, profession, restaurant, secretary, vehicle, signature, hindrance, existence. <u>confiscate</u></p>	<p>government, parliament <u>haggard</u></p> <p>3. 6:9 Prefix min, magn, multi opportunity <u>pungent</u></p> <p>4. 6:10 Latin roots immediate, immediately <u>shackle</u></p> <p>5. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter.) cemetery, nuisance <u>turbulent</u></p> <p>6. Formal and informal vocabulary Test- aggressive, exaggerate, government, parliament, opportunity, immediate, immediately, cemetery, nuisance. <u>agile</u></p> <p>7. 6:11 Suffix en, ify, ate appreciate, privilege <u>exceptional</u></p> <p>8. 6:12 Suffix ness physical, sufficient <u>perspective</u></p> <p>9. 6:13 Suffix ity thorough <u>imperative</u></p> <p>10. Formal and informal vocabulary amateur, foreign <u>excruciating</u></p> <p>11. Formal and informal vocabulary guarantee, shoulder <u>conventional</u></p> <p>12. Formal and informal vocabulary Test- appreciate, privilege, physical,</p>	<p>conscience, conscious <u>proficient</u></p> <p>3. 6:16 Roots and affixes mischievous <u>revenue</u></p> <p>4. 6:17 Roots and affixes yacht, twelfth <u>disgruntled</u></p> <p>5. Synonyms and antonyms pronunciation <u>audacious</u></p> <p>6. Synonyms and antonyms Test- convenience, conscience, conscious, mischievous, yacht, twelfth, pronunciation. <u>clarify</u></p> <p>7. 6:18 Roots and affixes committee, community <u>onslaught</u></p> <p>8. 6:19 Roots and affixes communicate <u>trepidation</u></p> <p>9. 6:20 Roots and affixes harass, prejudice <u>apprehend</u></p> <p>10. Formal and informal vocabulary programme, sacrifice <u>desolate</u></p> <p>11. Formal and informal vocabulary controversy <u>rebuke</u></p> <p>12. Formal and informal vocabulary Test- committee, community, communicate, harass, prejudice, programme, sacrifice, controversy. <u>plausible</u></p>
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		sufficient, thorough, amateur, foreign, guarantee, shoulder. <u>avid</u>	
Y7	Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C Use Standard English confidently in their own writing and speech.		