



Pathways to Spell

Year 1 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1		
2		
3		
4		
5		
6		

Autumn 2		
Wk	Review	Mastery focus
1		
2		
3		
4		
5		
6		



Pathways to Spell

Year 1 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught high frequency words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">Division of words into syllables
3	<ul style="list-style-type: none">Revision: Consonant digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">The sounds /f/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck
4	<ul style="list-style-type: none">Revision: Words with adjacent consonants	<ul style="list-style-type: none">Adding s and es to words (plural of nouns and the third person singular of verbs)
5	<ul style="list-style-type: none">Revision: Vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding s and es to words (plural of nouns and the third person singular of verbs)
6	<ul style="list-style-type: none">Revision: All letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Words ending -y (/i:/ or /ɪ/)

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">Compound words
3	<ul style="list-style-type: none">Revision: Words with adjacent consonants	<ul style="list-style-type: none">Adding the ending <i>-ing</i> to verbs where no change is needed to the root word
4	<ul style="list-style-type: none">Revision: Vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding the ending <i>-ed</i> to verbs where no change is needed to the root word
5	<ul style="list-style-type: none">Revision: Consonant digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">Adding the ending <i>-er</i> to verbs where no change is needed to the root word
6	<ul style="list-style-type: none">Revision: All letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Adding the prefix <i>un-</i>



Pathways to Spell

Year 1 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Division of words into syllables	<ul style="list-style-type: none">New consonant spellings <i>ph wh</i>
3	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding <i>-er</i> to adjectives where no change is needed to the root word
4	<ul style="list-style-type: none">Adding the endings <i>-ing -ed -er</i> to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding <i>-est</i> to adjectives where no change is needed to the root word
5	<ul style="list-style-type: none">Revision: vowel digraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">The /v/ sound at the end of wordsThe /ŋ/ sound spelt n before k
6	<ul style="list-style-type: none">Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular of verbs)	<ul style="list-style-type: none">-tch

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">New vowel spellings: <i>ir, ie, ou, ea, ay</i>
3	<ul style="list-style-type: none">Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent	<ul style="list-style-type: none">New vowel spellings: <i>aw, au, ue, ew, oe, oy,</i>
4	<ul style="list-style-type: none">New vowel spellings: <i>ir, ie, ou, ea, ay</i>	<ul style="list-style-type: none">Split digraphs
5	<ul style="list-style-type: none">New vowel spellings: <i>aw, au, ue, oe, oy, ew</i>	<ul style="list-style-type: none">Split digraphs
6	<ul style="list-style-type: none">Revision: All letters of the alphabet and the sounds which they most commonly represent	<ul style="list-style-type: none">Using <i>k</i> for the /k/ sound



Pathways to Spell

Year 2 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words (Y1)	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Words ending -y (/i:/ or /ɪ/)	<ul style="list-style-type: none">The /aɪ/ sound spelt -y at the end of words
3	<ul style="list-style-type: none">Adding s and es to words (plural of nouns and the third person singular verbs)	<ul style="list-style-type: none">Adding -es to nouns and verbs ending in -y
4	<ul style="list-style-type: none">Adding the endings -ing -ed to verbs where no change is needed to the root word	<ul style="list-style-type: none">Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter
5	<ul style="list-style-type: none">Adding -ing -ed to words of one syllable ending in a single consonant letter after a single vowel letter	<ul style="list-style-type: none">Adding -ing -ed to words ending in e with a consonant before it
6	<ul style="list-style-type: none">Adding -ing, -ed, to words ending in e	<ul style="list-style-type: none">Adding -ing -ed to a root word ending in y with a consonant before it

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Adding the endings -er and -est to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter
3	<ul style="list-style-type: none">Adding -er, -est, -y to words of one syllable ending in a single consonant letter after a single vowel letter	<ul style="list-style-type: none">Adding -er, -est and -y to words ending in e with a consonant before it
4	<ul style="list-style-type: none">Adding -ing, -ed, -er, -est to words ending in e	<ul style="list-style-type: none">Adding -er, -est to a root word ending in y
5	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">The /i:/ sound spelt -eyThe /ʌ/ sound spelt o
6	<ul style="list-style-type: none">Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">Homophones and near-homophones



Pathways to Spell

Year 2 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Compound words	<ul style="list-style-type: none">Contractions
3	<ul style="list-style-type: none">Adding the prefix -un	<ul style="list-style-type: none">Contractions
4	<ul style="list-style-type: none">Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">The suffix -ly
5	<ul style="list-style-type: none">Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them	<ul style="list-style-type: none">The suffix -ful
6	<ul style="list-style-type: none">Division of words into syllables	<ul style="list-style-type: none">Words ending in -tion

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Words with adjacent consonants	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words
3	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words
4	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>
5	<ul style="list-style-type: none">Previously taught vowel digraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>The /ɜ:/ sound spelt <i>or</i> after <i>w</i>The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>
6	<ul style="list-style-type: none">Previously taught homophones	<ul style="list-style-type: none">Homophones and near-homophones



Pathways to Spell

Year 2 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Contractions	<ul style="list-style-type: none">Possessive apostrophe (singular nouns)
3	<ul style="list-style-type: none">Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>
4	<ul style="list-style-type: none">The suffixes <i>-ly</i>, <i>ful</i>	<ul style="list-style-type: none">The suffix <i>-less</i>
5	<ul style="list-style-type: none">The /v/ sound at the end of wordsThe /ŋ/ sound spelt n before k-tch	<ul style="list-style-type: none">The /ʒ/ sound spelt s
6	<ul style="list-style-type: none">Split digraphs	<ul style="list-style-type: none">The /s/ sound spelt c before e, i and y

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Previously taught common exception words	<ul style="list-style-type: none">Common exception words
2	<ul style="list-style-type: none">Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> and at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
3	<ul style="list-style-type: none">Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)	<ul style="list-style-type: none">The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i>
4	<ul style="list-style-type: none">Previously taught consonant digraphs	<ul style="list-style-type: none">The /n/ sound spelt kn and (less often) gn at the beginning of words
5	<ul style="list-style-type: none">Split digraphs	<ul style="list-style-type: none">The /r/ sound spelt wr at the beginning of words
6	<ul style="list-style-type: none">Previously taught homophones	<ul style="list-style-type: none">Homophones and near-homophones



Pathways to Spell

Year 3 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the endings <i>-ing</i>, <i>-ed</i> to words of one syllable ending where no change is needed to the root word	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*)Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> (Y2*)Adding <i>-ing</i>, <i>-ed</i> to words ending in <i>e</i> (Y2*)
3	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i>	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
4	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (to root words ending in <i>-y</i>)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	<ul style="list-style-type: none">The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)
6	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	<ul style="list-style-type: none">The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /aɪ/ sound spelt <i>-y</i> at the end of words	<ul style="list-style-type: none">Adding <i>-es</i> to nouns and verbs ending in <i>-y</i>
3	<ul style="list-style-type: none">The /i:/ sound spelt <i>-ey</i>	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>
4	<ul style="list-style-type: none">The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>
5	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 3 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the prefix <i>un-</i>	<ul style="list-style-type: none">More prefixes: <i>dis-</i>
3	<ul style="list-style-type: none">Adding the prefix <i>un-</i>, <i>dis-</i>	<ul style="list-style-type: none">More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>
4	<ul style="list-style-type: none">More prefixes <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>
5	<ul style="list-style-type: none">The /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>	<ul style="list-style-type: none">More prefixes: <i>anti-</i>, <i>auto-</i>
6	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	<ul style="list-style-type: none">Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Contractions (high frequency and common exception words)	<ul style="list-style-type: none">Contractions (Y2*)
3	<ul style="list-style-type: none">The /ʌ/ sound spelt <i>o</i>	<ul style="list-style-type: none">The /ʌ/ spelt <i>ou</i>
4	<ul style="list-style-type: none">Words ending in <i>-tion</i>	<ul style="list-style-type: none">Word families based on common words
5	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 3 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /z/ sound spelt s	<ul style="list-style-type: none">Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
3	<ul style="list-style-type: none">The /dʒ/ sound spelt as -ge and -dge at the end of words	<ul style="list-style-type: none">Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
4	<ul style="list-style-type: none">The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words	<ul style="list-style-type: none">Endings which sound like /zən/, spelt as -sion
5	<ul style="list-style-type: none">The /r/ sound spelt <i>wr</i> at the beginning of words	<ul style="list-style-type: none">Endings which sound like /zən/, spelt as -sion
6	<ul style="list-style-type: none">The /z:/ sound spelt <i>or</i> after <i>w</i>	<ul style="list-style-type: none">The possessive apostrophe (singular nouns) (Y2*)

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>	<ul style="list-style-type: none">The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words
3	<ul style="list-style-type: none">Adding -ing, -ed, -er, -est to words	<ul style="list-style-type: none">Word families based on common words
4	<ul style="list-style-type: none">The suffixes -ment, -ness, -ful, -less and -ly	<ul style="list-style-type: none">Contractions (Y2*)
5	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (Y2 mastery)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 4 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i>	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*)Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it (Y2*)Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*)
3	<ul style="list-style-type: none">The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)	<ul style="list-style-type: none">Adding <i>-er</i>, <i>est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*)
4	<ul style="list-style-type: none">The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none">The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words of more than one syllable
6	<ul style="list-style-type: none">The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words	<ul style="list-style-type: none">Words with the /k/ sound spelt <i>ch</i>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /r/ sound spelt <i>wr</i> at the beginning of words	<ul style="list-style-type: none">Words spelt with the /j/ sound spelt <i>ch</i>
3	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
4	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 4 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Words ending in <i>-tion</i>	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>
3	<ul style="list-style-type: none">Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-ssion</i>
4	<ul style="list-style-type: none">Endings which sound like /ʒən/, spelt as <i>-sion</i>	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-cian</i>
5	<ul style="list-style-type: none">Word families based on common words	<ul style="list-style-type: none">The suffix <i>-ation</i>
6	<ul style="list-style-type: none">Word families based on common words	<ul style="list-style-type: none">The suffix <i>-ation</i>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the prefix <i>un-</i>	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>
3	<ul style="list-style-type: none">More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	<ul style="list-style-type: none">More prefixes: <i>in-/im-</i>
4	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>	<ul style="list-style-type: none">More prefixes: <i>il-</i>, <i>ir-</i>
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 4 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Contractions (common exception words)	<ul style="list-style-type: none">Contractions (Y2*)
3	<ul style="list-style-type: none">The /ʌ/ spelt <i>ou</i>	<ul style="list-style-type: none">The suffix <i>-ous</i>
4	<ul style="list-style-type: none">The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words	<ul style="list-style-type: none">The suffix <i>-ous</i>
5	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>
6	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4 (previously taught)	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">The /i:/ sound spelt <i>-ey</i>	<ul style="list-style-type: none">Words with the /s/ sound spelt <i>sc</i>
3	<ul style="list-style-type: none">The /aɪ/ sound spelt <i>-y</i> at the end of wordsAdding <i>-es</i> to nouns and verbs ending in <i>-y</i>	<ul style="list-style-type: none">Adding <i>-ing, -ed</i> to a root word ending in <i>y</i>, words ending in <i>e</i> and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
4	<ul style="list-style-type: none">The possessive apostrophe (singular nouns)	<ul style="list-style-type: none">Apostrophes to mark plural possession
5	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Homophones and near-homophones
6	<ul style="list-style-type: none">Homophones and near-homophones (previously taught)	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 5 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)
3	<ul style="list-style-type: none">The suffix <i>-ly</i>	<ul style="list-style-type: none">Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> and words ending in <i>e</i>
4	<ul style="list-style-type: none">Contractions	<ul style="list-style-type: none">Contractions
5	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>	<ul style="list-style-type: none">Words containing the letter-string <i>ough</i>
6	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>	<ul style="list-style-type: none">Words containing the letter-string <i>ough</i>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Singular possessive apostrophe	<ul style="list-style-type: none">Plural possessive apostrophe
3	<ul style="list-style-type: none">More prefixes: <i>anti-</i>, <i>un-</i>, <i>in-</i>	<ul style="list-style-type: none">Verb prefixes: <i>dis-</i>, <i>mis-</i>
4	<ul style="list-style-type: none">More prefixes: <i>il-</i>, <i>in-/im-</i>, <i>ir-</i>	<ul style="list-style-type: none">Verb prefixes: <i>de-</i>, <i>re-</i>, <i>over-</i>
5	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
6	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 5 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture)	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	<ul style="list-style-type: none">Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i>	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	<ul style="list-style-type: none">Words with the /k/ sound spelt <i>ch</i>	<ul style="list-style-type: none">Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	<ul style="list-style-type: none">Words with the /j/ sound spelt <i>ch</i>	<ul style="list-style-type: none">Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	<ul style="list-style-type: none">Words with the /s/ sound spelt <i>sc</i>	<ul style="list-style-type: none">Endings which sound like /jəs/ spelt <i>-cious</i> or <i>-tious</i>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant including those with more than one syllable	<ul style="list-style-type: none">Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
3	<ul style="list-style-type: none">Adding <i>-ing, -ed, -er, -est, -en</i> to a root word ending in <i>y</i> and words ending in <i>e</i>	<ul style="list-style-type: none">Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
4	<ul style="list-style-type: none">Adding <i>-ing, -ed, -er, -est, -en</i> to a root word ending in <i>y</i> and words ending in <i>e</i>	<ul style="list-style-type: none">Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
5	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
6	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 5 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">The suffix <i>-ation</i>	<ul style="list-style-type: none">Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
3	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>	<ul style="list-style-type: none">Words ending in <i>-able</i> and <i>-ably</i>
4	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-cian</i>	<ul style="list-style-type: none">Words ending in <i>-ible</i> and <i>-ibly</i>
5	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	<ul style="list-style-type: none">Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>)
6	<ul style="list-style-type: none">The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	<ul style="list-style-type: none">Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>)

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Contractions	<ul style="list-style-type: none">Singular and plural possessive apostrophe
3	<ul style="list-style-type: none">Endings which sound like /ʒən/ spelt as <i>-sion</i>	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	<ul style="list-style-type: none">More prefixes: <i>auto-</i>, <i>inter-</i>, <i>sub-</i>, <i>super-</i>	<ul style="list-style-type: none">Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>de-</i>, <i>re-</i>, <i>over-</i>
5	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
6	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 6 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Adding <i>-ing, -ed, -er, -est, -en</i> to root words ending in <i>y</i> and words ending in <i>e</i>	<ul style="list-style-type: none">Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable (Y3/4*)
3	<ul style="list-style-type: none">Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
4	<ul style="list-style-type: none">Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant, to words ending in <i>y</i>, words ending in <i>e</i>, including words with more than one syllable	<ul style="list-style-type: none">Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
5	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words containing the letter-string <i>ough</i>
6	<ul style="list-style-type: none">Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	<ul style="list-style-type: none">Words containing the letter-string <i>ough</i>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 3 and 4	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">The suffix <i>-ous</i>	<ul style="list-style-type: none">Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
3	<ul style="list-style-type: none">The suffix <i>-ous</i>	<ul style="list-style-type: none">Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
4	<ul style="list-style-type: none">Singular and plural possessive apostrophe	<ul style="list-style-type: none">Use of the hyphen
5	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
6	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 6 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 5 and 6 (previously taught)	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> (year 5 mastery)	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>	<ul style="list-style-type: none">Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	<ul style="list-style-type: none">Words with 'silent' letters (year 5 mastery)	<ul style="list-style-type: none">Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	<ul style="list-style-type: none">Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)	<ul style="list-style-type: none">Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	<ul style="list-style-type: none">Contractions (high frequency and common exception words)	<ul style="list-style-type: none">Contractions

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 5 and 6 (previously taught)	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Word list – years 5 and 6 (identifying nouns and adjectives)	<ul style="list-style-type: none">Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i>
3	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>	<ul style="list-style-type: none">Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
4	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-cian</i>	<ul style="list-style-type: none">Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
5	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
6	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Personal spelling log



Pathways to Spell

Year 6 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 5 and 6 (previously taught)	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">The suffix <i>-ation</i>	<ul style="list-style-type: none">Words ending in <i>-ant, -ance/-ancy</i>
3	<ul style="list-style-type: none">The suffix <i>-ation</i>	<ul style="list-style-type: none">Words ending in <i>-ant, -ance/-ancy</i>
4	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-tion, -sion, -ssion</i>	<ul style="list-style-type: none">Words ending in <i>-ent, -ence/-ency</i>
5	<ul style="list-style-type: none">Endings which sound like /jən/ spelt <i>-cian</i>	<ul style="list-style-type: none">Words ending in <i>-ent, -ence/-ency</i>
6	<ul style="list-style-type: none">Apostrophes for contraction and possession (singular and plural)	<ul style="list-style-type: none">Use of the hyphen

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Word list – years 5 and 6 (previously taught)	<ul style="list-style-type: none">Word list – years 5 and 6
2	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
3	<ul style="list-style-type: none">Homophones and near-homophones	<ul style="list-style-type: none">Homophones and other words that are often confused
4	<ul style="list-style-type: none">Word list – years 5 and 6	<ul style="list-style-type: none">Personal spelling log
5	<ul style="list-style-type: none">Word list – years 5 and 6	<ul style="list-style-type: none">Personal spelling log
6	<ul style="list-style-type: none">Word list – years 5 and 6	<ul style="list-style-type: none">Personal spelling log