



St Martin's CE
Primary School

Spelling

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Spelling in Reception and Key Stage 1 will take place as part of daily Read Write Inc (RWI) lessons.

Reception

Pupils should be taught to:

- Spell words by identifying sounds in them and represent the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

As children follow RWI, our aim by the end of Reception is that children will be able to spell some of the following common exception words in preparation for Year 1:

Reception into Year 1 common exception word spelling (22 words)				
a	the	my	I	of
he	she	some	his	are
put	your	is	to	has
me	you	was	do	be
so	they			

Key Stage 1

Year 1 National Curriculum – Pupils should be taught to:

- Spell:
 - Words containing each of the 40+ phonemes already taught
 - Common exception words
 - The days of the week
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order
 - Using the letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
 - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - Using the prefix un–
 - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English - Appendix 1: Spelling
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2 National Curriculum – Pupils should be taught to:

- Spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance, as listed in English - Appendix 1: Spelling
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

From the start of the spring term in Year 1, children will have an additional weekly spelling lesson in Key Stage 1 which should last for 15 minutes.

Additional weekly spelling lesson suggested guidance:

	Year 1	Year 2
Autumn 1		Revise spelling of Year 1 CEW Teach Year 2 CEW
Autumn 2		Teach Year 2 CEW
Spring 1	Teach spelling of Year 1 CEW	Teach Year 2 CEW
Spring 2	Teach spelling of Year 1 CEW Year 1 CEW Assessment	Teach Year 2 CEW Year 2 CEW Assessment
Summer Term	Re-teach any CEW children have gaps with from assessments Spell the days of the week Spell words adding -s or -es Spell words using the prefix un- Use -ing, -ed, -er, -est where no change is needed in the spelling of root words	Re-teach any CEW children have gaps with from assessments Spell common homophones Spell words with simple contracted forms Spell using the possessive apostrophe (singular e.g. the girl's book) Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

When children have completed Read Write Inc Phonics, they will follow Read Write Inc Spelling from Year 2 onwards.

Suggested common exception word spelling teaching order in Key Stage 1

Year 1 (45 words)				
a	the	my	I	of
he	she	some	his	are
put	your	is	to	has
me	you	was	do	be
so	they			
we	no	go	by	one
said	push	pull	full	ask
love	today	says	house	our
school	here	there	where	were
once	come	friend		

Year 2 (64 words)				
fast	last	past	class	grass
pass	path	bath	plant	after
door	floor	poor	find	kind
mind	behind	because	old	cold
gold	hold	told	could	should
would	pretty	beautiful	any	many
people	who	again	money	half
water	every	everybody	even	break
great	steak	child	children	wild
climb	sure	most	only	both
move	prove	improve	busy	Christmas
eye	whole	hour	Mr	Mrs
clothes	father	parents	sugar	

In Year 1 and Year 2, pupils will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words from their year group word lists.

Key Stage 2

Year 3 and 4 National Curriculum – Pupils should be taught to:

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Suggested teaching order of CEW and RWI Spelling units

	Year 3	Year 4
Autumn 1	Teach spelling of Year 3 CEW	Teach spelling of Year 4 CEW
Autumn 2	RWI Spelling Book 3 Units 1 - 6	RWI Spelling Book 4 Units 1 - 6
Spring 1	RWI Spelling Book 3 Units 7 – 12	RWI Spelling Book 4 Units 7 - 12
Spring 2	RWI Spelling Book 3 Units 13 and 14 RWI Spelling Book 3 Special Focus 1 - 4 Year 3 End of Year Practice Test Year 3 CEW Assessment	RWI Spelling Book 4 Units 13 and 14 RWI Spelling Book Special Focus units 1 – 4 Year 4 End of Year Practice Test Year 4 CEW Assessment
Summer Term	Revise Year 3 CEW Re-teach any spelling rules and/or CEW children have gaps with from assessments Teach the skill of using the first two letters of a word to check its spelling in a dictionary	Revise Year 4 CEW Re-teach any spelling rules and/or CEW children have gaps with from assessments Teach the skill of using the first two letters of a word to check its spelling in a dictionary

Suggested common exception word spelling teaching order in Year 3 and Year 4

Year 3 (55 words)				
answer	island	February	length	strength
busy	business	century	certain	circle
centre	recent	appear	disappear	arrive
accident	accidentally	address	actual	different
difficult	grammar	early	earth	eight
eighth	guide	guard	group	special
position	mention	decide	describe	build
fruit	famous	learn	often	notice
promise	purpose	perhaps	minute	question
strange	though	although	thought	enough
popular	favourite	ordinary	remember	through

Year 4 (54 words)				
occasion	occasionally	opposite	possess	possession
possible	pressure	straight	weight	actually
breath	breathe	heard	heart	height
interest	regular	reign	enough	exercise
experience	experiment	extreme	increase	medicine
surprise	sentence	suppose	potatoes	forwards
history	important	consider	quarter	library
imagine	knowledge	complete	believe	bicycle
material	natural	naughty	therefore	peculiar
calendar	caught	continue	woman	women
particular	probably	separate	various	

Year 5 and 6 National Curriculum – Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.

Suggested teaching order of CEW and RWI Spelling units

	Year 5	Year 6
Autumn 1	Teach spelling of Year 5 CEW (RWI Spelling Book 5 Special Focus 3, 4, 6, 7, 9, 10, 11 and 12 plus additional words) Teach the skill of using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Teach spelling of Year 6 CEW (RWI Spelling Book 6 Special Focus 2, 4, 5, 7, 8 and 11) Teach the skill of using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Autumn 2	RWI Spelling Book 5 Units 1 - 6	RWI Spelling Book 6 Units 1 - 6
Spring 1	RWI Spelling Book 5 Units 7 – 12	RWI Spelling Book 6 Units 7 – 12
Spring 2	RWI Spelling Book 5 Special Focus 1, 2, 5 and 8 Year 5 End of Year Practice Test Year 5 CEW Assessment	RWI Spelling Book 6 Special Focus units 1, 3, 6, 9, 10 and 12 Year 6 End of Year Practice Test Year 6 CEW Assessment
Summer Term	Revise Year 5 CEW Re-teach any spelling rules and/or CEW children have gaps with from assessments	Revise Year 6 CEW Re-teach any spelling rules and/or CEW children have gaps with from assessments

Years 5 and 6 will follow Read Write Inc teaching order for spelling CEW the order of which is below:

Year 5 (56 words)					
Special Focus 3		Special Focus 4		Special Focus 6	
accompany attached according accommodate appreciative aggressive		rhyme rhythm symbol system forty curiosity		embarrass excellent exaggerate especially interrupt	
Special Focus 7		Special Focus 9		Special Focus 10	
develop determined familiar definite awkward persuade		immediately suggest marvellous necessary programme recommend		convenience muscle disastrous neighbour interfere	
Special Focus 11 and 12		Additional words to teach			
average	bruise	cemetery	pronunciation		
desperate	nuisance	competition	relevant		
temperature	recognise	dictionary	sacrifice		
vegetable	criticise	individual	signature		
frequently		lightning	sincerely		
equip / ment / ped		prejudice	thorough		




Year 6 (44 words)

Special Focus 2	Special Focus 4	Special Focus 5
communicate community committee harass occur occupy	profession sufficient correspond apparently opportunity	guarantee queue vehicle mischievous foreign bargain amateur hindrance
Special Focus 7	Special Focus 8	Special Focus 11
leisure language privilege restaurant achieve secretary stomach yacht soldier physical	available category existence controversy explanation identity variety ancient	government conscience twelfth conscious environment parliament shoulder soldier

RWI Spelling Units

When teaching a spelling unit, we will work on a weekly cycle with each unit lasting one week.

The timetable each week should be as follows:

Session	Session 1	Session 2	Session 3	Session 4	Session 5
Activity 1	*Speed spell	Rapid recap of spelling rule	*Word changers	 Choose the right word	Spelling test 
Activity 2	 Spelling Zone	*Dots and dashes	*Dictation 1	*Dictation 2	





Online activity


*Complete in Spelling Practice Books



Complete in spelling test book

Session	Spelling activity	Purpose	Additional guidance / Participation ideas																								
1	<p>*Speed spell</p> <p>Spelling Zone </p> <p>Teacher to set 10 spellings for children to practise at home from those that will be taught this week.</p>	<p>For children to review spellings from the previous unit/s.</p> <p>To introduce children to the focus of the unit.</p> <p>To teach every child how to spell given words in school.</p>	<p>Review 5/6 spellings from the previous week children found tricky.</p> <p>A humalien introduces the spelling concept for the new unit. Use TTYP to ensure pupil participation. Teacher to end the session summarising and simplifying the rule. MTYT Children choral response it back.</p> <p>Show the spellings for the week in order of difficulty – easier first. Explain how they will use this week's spelling focus to help them spell those that are more difficult.</p>																								
2	<p>Rapid recap of spelling rule</p> <p>*Dots and dashes</p>	<p>To check children have retained the focus for the unit.</p> <p>To help children to match speed sounds to graphemes.</p>	<p>Check children have remembered the rule from session 1. What's the rule? TTYP Choral response – tell me, tell Miss/Mrs/Mr ... tell the ...</p> <p>Look ahead at any words that will be included in the spelling test – remind them of any parts they need to remember. TTYP, MTYT, Choral response</p> <p>Dot dash and count the sounds. When complete, check with your partner.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>sudden</td><td></td> <td>final</td><td></td> <td>feeble</td><td></td> </tr> <tr> <td>complete</td><td></td> <td>comical</td><td></td> <td>horrible</td><td></td> </tr> <tr> <td>careful</td><td></td> <td>rude</td><td></td> <td>giggle</td><td></td> </tr> <tr> <td>nice</td><td></td> <td>polite</td><td></td> <td>simple</td><td></td> </tr> </table>	sudden		final		feeble		complete		comical		horrible		careful		rude		giggle		nice		polite		simple	
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<p>3</p>	<p>*Word changers (Morphology)</p> <p>*Dictation 1</p>	<p>To help children to understand how a root word is affected by a suffix and/or prefix.</p> <p>To help children develop confidence and practice skills without the added complexity of composing their own text.</p>	<table border="1" data-bbox="742 145 970 362"> <thead> <tr> <th>root word</th> <th>root word + suffix -ly</th> </tr> </thead> <tbody> <tr> <td>nice</td> <td>nice^{ly}</td> </tr> <tr> <td></td> <td>rudely</td> </tr> <tr> <td>polite</td> <td></td> </tr> <tr> <td>complete</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="986 145 1262 362"> <thead> <tr> <th>root word</th> <th>root word + suffix -ly</th> </tr> </thead> <tbody> <tr> <td>comical</td> <td>comical^{ly}</td> </tr> <tr> <td>final</td> <td></td> </tr> <tr> <td>gentle</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1278 145 1522 362"> <thead> <tr> <th>root word</th> <th>root word + suffix -ly</th> </tr> </thead> <tbody> <tr> <td></td> <td>giggly</td> </tr> <tr> <td></td> <td>horribly</td> </tr> <tr> <td>feeble</td> <td></td> </tr> </tbody> </table> <p>Teacher chooses a spelling to focus on within the context of a sentence. Teacher says the sentence. MTYT Think aloud any words you know they need a spelling voice for in addition to the focus spelling word. Repeat. Tell Miss ..., tell the ... Children write the sentence ensuring correct spelling of the focus rule. Teachers will ensure handwriting and punctuation skills are applied.</p>	root word	root word + suffix -ly	nice	nice ^{ly}		rudely	polite		complete		root word	root word + suffix -ly	comical	comical ^{ly}	final		gentle		root word	root word + suffix -ly		giggly		horribly	feeble	
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<p>4</p>	<p>*Choose the right word</p>  <p>*Dictation 2</p>	<p>To develop children's awareness of word families to reinforce spellings. To help children select the correct spelling so a sentence makes sense.</p> <p>To help children develop confidence and practice skills without the added complexity of composing their own text.</p>	<p>Teach children to use knowledge of word families during this activity. Also provides a chance to re-visit / apply previously taught grammatical concepts.</p> <table border="0" data-bbox="742 1019 1522 1052"> <tr> <td><input type="checkbox"/> badly</td> <td><input type="checkbox"/> bad</td> <td><input type="checkbox"/> smugly</td> <td><input type="checkbox"/> smug</td> <td><input type="checkbox"/> cuddled</td> <td><input type="checkbox"/> cuddly</td> <td><input type="checkbox"/> cuddle</td> <td><input type="checkbox"/> wrinkle</td> <td><input type="checkbox"/> wrinkly</td> <td><input type="checkbox"/> wrinkles</td> </tr> </table> <p>1 The weather was too <input type="text"/> for the helicopter to take off. 5 Mum always gives me a <input type="text"/> when I hurt myself. 2 We did the activity so <input type="text"/> we had to do it again. 6 Gran's dog is warm and very <input type="text"/>. 3 He grinned <input type="text"/> when he remembered his secret treasure. 7 The new baby is pink and looks very <input type="text"/>. 4 Sam looks very <input type="text"/> after finding the sweets first. 8 My rabbit <input type="text"/> its nose when it smells a carrot.</p> <p>Use <input type="text"/> activity to check answers as a class discussing the correct choice of spelling so that the sentences make sense.</p> <p>Teacher chooses a spelling to focus on within the context of a sentence. Teacher says the sentence. MTYT Think aloud any words you know they need a spelling voice for in addition to the focus spelling word. Repeat. Tell Miss ..., tell the ... Children write the sentence ensuring correct spelling of the focus rule. Teachers will ensure handwriting and punctuation skills are applied.</p>	<input type="checkbox"/> badly	<input type="checkbox"/> bad	<input type="checkbox"/> smugly	<input type="checkbox"/> smug	<input type="checkbox"/> cuddled	<input type="checkbox"/> cuddly	<input type="checkbox"/> cuddle	<input type="checkbox"/> wrinkle	<input type="checkbox"/> wrinkly	<input type="checkbox"/> wrinkles																
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<p>5</p>	<p>Spelling test</p> 	<p>To check children can spell the words from session 1 accurately.</p>	<p>Children spell the 10 words that were set at the end of session 1.</p> <p>Read the 10 spellings as follows:</p> <ol style="list-style-type: none"> 1. Give the spelling number. 2. Say: <i>The word is...</i> 3. Say the spelling in a context sentence. 4. Repeat: <i>The word is...</i> <p>Leave a 12-second gap between spellings to allow the children time for writing.</p> <p>Finally, read all 10 sentences again, and allow children to change answers if they wish.</p> <p>Children encouraged not use joined handwriting for spelling tests.</p> <p>Teachers make a note of words to revise in speed spell.</p>
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RWI Special Focus Units

When teaching a special focus unit, we will work on a two-day cycle, meaning two units can be taught per week with a spelling test of a combination of words from both units in session 5.

The timetable for two special focus units each week will be as follows:


Session	Session 1	Session 2	Session 1	Session 2	Session 5
Activity 1	*Speed spell	Rapid recap of spelling rule	*Speed spell	Rapid recap of spelling rule	Spelling test 
Activity 2	*Complete special focus activities	*Dictation	*Complete special focus activities	*Dictation	Choose a combination of words from both units. Spelling test is completed in the same way as other RWI spelling units. Teachers make a note of words to revise in speed spell.

At the end of session 1, teacher to set 10 spellings for children to practise at home from those that will be taught across the two units that week.

Key Stage 2 sequence for teaching Common Exception Word Spelling

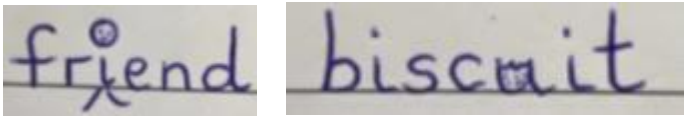
When teaching CEW or a special focus CEW spelling unit, we will work on a weekly cycle with each unit lasting one week.

The timetable each week will be as follows:

Session	Session 1	Session 2	Session 3	Session 4	Session 5
Activity 1	*Speed spell	Recap of strategies to spell the CEW	Recap of strategies to spell the CEW	*Spelling and meanings of words – dictionary work	Spelling test 
Activity 2	*Teach the CEW using the possible teaching strategies	*Dictation	Complete special focus activities (Y5/6 only)	*Dictation	Spelling test is completed in the same way as other RWI spelling units. Teachers make a note of words to revise in speed spell.

At the end of session 1, teacher to set spellings for children to practise at home from those that will be taught that week.

Possible strategies for teaching CEW

Mnemonics	For the trickiest words – use sparingly	See pages 41 – 43 in your RWI Spelling Teacher Guide
Say it as it looks	For example: was money mother people	
Word in a word	For example: work small busy word ball learn worse tall	
A sticky letter	Use when only one letter is causing a problem for example: guide young friend biscuit Ask: Where's the sticky letter? Draw a picture using the sticky letter related to the word to help children remember the sticky letter for example: 	
Rap it	Say letter names in a rhythm to help children remember the word for example: Where = w – h – e – r – e (say names) MTYT tell your partner You = y – o – u (say names) MTYT tell your partner	

Year 3 RWI Spelling Book 3 Units

Unit 1	Adding the prefix dis- and in-	Unit 8	Words with the <i>sh</i> sound spelt ch
Unit 2	Adding im- to root words beginning with m or p	Unit 9	Adding the suffix -ion
Unit 3	Adding the suffix -ous	Unit 10	Adding the suffix -ian
Unit 4	Adding the suffix -ly	Unit 11	Adding the prefix re-
Unit 5	Adding the suffix -ture	Unit 12	Adding the prefix anti-
Unit 6	Adding -ation to verbs to form nouns	Unit 13	Adding the prefix super-
Unit 7	Words with the <i>c</i> sound spelt ch	Unit 14	Adding the prefix sub-

Special focus unit 1	Adding the prefixes dis- and in-
Special focus unit 2	Homophones
Special focus unit 3	The short <i>i</i> sound spelt y
Special focus unit 4	Homophones

Year 4 RWI Spelling Book 4 Units

Unit 1	Adding the prefix mis- and revising un- , in- , dis-	Unit 8	Words with the <i>s</i> sound spelt sc
Unit 2	Words ending <i>zhuh</i> spelt -sure	Unit 9	Words ending in <i>zhun</i> spelt -sion
Unit 3	Adding the prefix auto-	Unit 10	Adding il- and revising un- , in- , mis- , dis-
Unit 4	Adding the suffix -ly	Unit 11	The <i>c</i> sound spelt -que and the <i>g</i> sound spelt -gue
Unit 5	Adding the prefix inter-	Unit 12	Adding ir- to words beginning with <i>r</i>
Unit 6	Words with the <i>ay</i> sound spelt eigh , ei , ey	Unit 13	Adding the suffix -ion (1)
Unit 7	Words ending in -ous	Unit 14	Adding the suffix -ion (2)

Special focus unit 1	The short <i>u</i> sound spelt ou
Special focus unit 2	Homophones
Special focus unit 3	Possessive apostrophes with plural words
Special focus unit 4	Homophones

Year 5 RWI Spelling Book 5 Units

Unit 1	Words with silent letter b	Unit 7	Words ending in -ence
Unit 2	Words ending in -ible	Unit 8	The <i>ee</i> sound spelt ei
Unit 3	Words ending in -able	Unit 9	Words ending in -ant, -ance and -ancy
Unit 4	Words with silent letter t	Unit 10	Words ending in <i>shus</i> spelt -cious
Unit 5	Words ending in -ibly and -ably	Unit 11	Words ending in <i>shus</i> spelt -tious
Unit 6	Words ending in -ent	Unit 12	Words ending in <i>shul</i> spelt -cial or tial

Special focus unit 1	Words that contain the letter-string ough
Special focus unit 2	Homophones
Special focus unit 5	Homophones and other words that are easily confused
Special focus unit 8	Homophones and other words that are easily confused
Special focus units 3, 4, 6, 7, 9, 10, 11 and 12	Common exception words

Year 6 RWI Spelling Book 6 Units

Unit 1	Suffixes (1)	Unit 7	The <i>sh</i> sound spelt si or ssi
Unit 2	Suffixes (2)	Unit 8	Silent letters
Unit 3	Suffixes (3)	Unit 9	The spellings ei and ie
Unit 4	Suffixes (4)	Unit 10	Words ending in -ible and -able
Unit 5	Suffixes (5)	Unit 11	Plural nouns (1)
Unit 6	The <i>sh</i> sound spelt ti or ci	Unit 12	Plural nouns (2)

Special focus unit 1	Words that contain the letter-string ough
Special focus unit 3	Homophones and other words that are easily confused
Special focus unit 6	Homophones and other words that are easily confused
Special focus unit 9	Hyphens
Special focus unit 10	Common mistakes
Special focus unit 12	Homophones and other words that are easily confused
Special focus units 2, 4, 5, 7, 8 and 11	Common exception words