



Fir Tree Spelling Overview 2026 – 2027

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Phase 5 GPCs and homophones	/dʒ/, /s/ and /n/	/aɪ/, /l/, /i:/ and /r/	/ɒ/, /ɜ/, apostrophes and suffixes	/ɔ:/, /ɜ:/ and suffixes	Homophones and /ʌ/
Year 3	Prefixes and homophones	Prefixes	Prefixes, suffixes and /f/	Prefixes, homophones and /k/	Suffixes and rare GPCs	/ʌ/ and homophones
Year 4	/ʒə/ endings and homophones	Prefixes and suffixes	/tʃə/, possessive apostrophes and homophones	Prefixes and suffixes	/s/, /ʃən/, apostrophes and homophones	Prefixes and suffixes
Year 5	'ough' and suffixes	Plurals and apostrophes	Rare GPCs and suffixes	Root words	Homophones	Homophones
Year 6	Suffixes	Homophones and /ʃəs/	'ough' and suffixes	Homophones	Rare GPCs and suffixes	Suffixes and homophones



Fir Tree's Spelling Curriculum

At Fir Tree Primary School, spelling is taught through the No Nonsense Spelling programme, a comprehensive and progressive scheme that develops pupils' understanding of spelling patterns, rules, conventions and strategies. The curriculum is carefully sequenced from Year 2 to Year 6 and builds upon the phonics knowledge developed in the Early Years Foundation Stage and Key Stage 1, enabling pupils to become confident, accurate and independent spellers.

The programme is organised into clearly structured units that revisit prior learning before introducing new concepts. Pupils develop their understanding through a teaching sequence of Revise, Teach, Practise and Apply, ensuring that spelling knowledge is taught explicitly before being applied independently in writing. Lessons are short, focused and taught regularly, allowing pupils to build confidence through consistent practice.

The curriculum develops pupils' knowledge across a range of spelling concepts, including:

- Common Exception Words
- Grapheme-Phoneme Correspondences (GPCs)
- Prefixes and Suffixes
- Word Endings
- Homophones and Near Homophones
- Statutory Spelling Words
- Spelling Rules and Conventions

At Fir Tree, we recognise that learning to spell is more than simply memorising lists of words. Pupils are explicitly taught a range of strategies to help them become independent learners, including Look, Say, Cover, Write, Check, syllabification, word investigation, word sorting, pattern spotting and proofreading techniques. Children are encouraged to identify spelling patterns, make links between words and explain their thinking, helping them to develop a deeper understanding of English orthography rather than relying solely on memory.

Spelling is closely linked to writing across the curriculum. Pupils are encouraged to apply newly taught spelling patterns in all areas of learning, using 'Have a Go' strategies to develop resilience and independence when tackling unfamiliar words. They are taught that making informed attempts at spelling is an important part of the writing process and are supported to edit and improve their work.

Assessment is an integral part of the curriculum. Teachers regularly assess pupils' understanding through dictation, independent writing, discussion and application tasks, alongside the ongoing analysis of spelling errors in pupils' work. This enables teaching to be responsive to individual, group and whole-class needs, ensuring that all pupils continue to make strong progress.

By the end of primary school, pupils will have developed a secure understanding of spelling rules and conventions, an extensive vocabulary and a toolkit of strategies that enable them to spell accurately, edit independently and write with increasing confidence across the curriculum.