

Spellings

Year 3 - 6

Following the guidance given by the National
Strategies 'Support for Spelling'

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Knowledge of the spelling system

In order to spell we need both phonemic knowledge and morphological knowledge.

Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. *knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling*);
- **spelling patterns and conventions** (e.g. *how the consonant doubles after a short vowel, words with common letter strings but different pronunciations*);
- **homophones** (e.g. *words with common pronunciations but different spelling: to, two, too*).
- **Phonological knowledge**. This relates to:
 - syllables and rhymes;--
 - analogy.--

Morphological knowledge

This is the spelling of grammatical units within words (e.g. *horse = 1 morpheme, horses = 2 morphemes*). It includes knowledge about:

- **root words** - contain one morpheme and cannot be broken down into smaller grammatical units (e.g. *elephant, table, girl, day*) and are sometimes referred to as the *stem* or *base* form;
- **compound words** - two root words combined to make a word (e.g. *playground, football*);
- **suffixes** - added after root words, and change the spelling and meaning of a word (e.g. *hope - hoping, walk - walked, happy - happiness*);
- **prefixes** - added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace, mistake*);
- **etymology** (word derivations) - words in the English language come from a range of sources; understanding the origin of words helps pupils' spelling (e.g. *audi relates to hearing - audible, audience, audition*).

The Teaching Sequence

This sequence presumes five short starter sessions (approximately 15 minutes) over a two-week period. The sequence is designed to be used flexibly; the number of sessions spent on each part of the sequence will vary according to the needs and ability of the children, as related to the specific spelling focus. Learning to spell is a cumulative process; the materials gradually build the children's spelling vocabulary by introducing new words and giving continual practice of words already introduced. During each half-term, ten sessions should

be used for teaching the specific spelling objective and five sessions should be used for the direct teaching of spelling strategies, proofreading, high-frequency words, specific cross-curricular words and personal spelling targets. Therefore, over a six-week half-term, there will be approximately ten sessions devoted to the specific spelling focus and five sessions devoted to the broader spelling activities. The suggested sequence is the same for every age group and every term. An example of one half-term's spelling programme is included on page 11. A bank of approaches is suggested for each part of the sequence for the teacher to select from, to use and develop according to the needs of the class. It is strongly advised that each child has a spelling journal, not only for the spelling activities but also for the assessment dictation, so that the teacher and the children have a clear record of progress.

The sequence

Revisit, explain, use

Children learn best when their next step builds on what they already know. The approaches described in the first part of the sequence are lively oral and **Quick-write** activities with two purposes: to revise and secure prior learning and to introduce and explain new learning. An important aspect of this part of the sequence is that children use the words orally, in context, so that they have a clear understanding of what they are learning. For example, in a unit related to learning the correct spelling of verb endings, the children need to have a clear understanding of the concept of tense.

Teach, model, define

Is spelling caught or taught? For the majority of children, reading extensively is not sufficient to secure accurate spelling; spelling must be taught explicitly and systematically. This second part of the sequence provides a range of direct teaching activities, including teacher modelling and involving the children in the new learning. For example, after an introductory activity based on the spelling of plurals, the teacher and children define the categories and generalise the rules for their formation. In most cases, this part of the sequence will require two or three sessions.

Practise, explore, investigate

This part of the sequence gives children the opportunity to work independently, in pairs or in small groups, using a range of strategies to practise and consolidate new learning. For example, in a Year 2 unit focused on common suffixes, one activity is: Collect adjectives with the suffixes **-y**, **-ful** and **-less** to describe a fairytale character such as Cinderella's ugly sister (e.g. *hateful, careless, thoughtless, fussy, lazy*).

Many of the activities described in this part of the sequence could be used for homework.

An extension section is included in this part of the sequence that provides more challenging activities. This could be used for the whole class, with teacher support or for groups and individuals who would benefit from more demanding activities.

Apply, assess, reflect

This final part of the sequence gives children the opportunity to reflect on what they have learnt and to recognise their achievements. The session follows a consistent pattern for the children to:

- revise new learning;
- apply the words orally and in writing;
- reflect and assess their progress.

For example, after a unit focused on transforming words, using prefixes and suffixes, the revision is an oral game: **Give a word, transform a word**. One child gives a word in a sentence that has to be changed by the next child, and so on. *This book is important, that book is unimportant, the writing was legible, the writing was illegible.*

The children are asked to apply their learning in writing, both through a short dictated piece and by composing their own sentence for their partner to transform by adding affixes to selected words.

Finally, there is an opportunity for the children to discuss and reflect on their learning and make notes in their spelling journals. This part of the sequence will normally take two sessions although some teachers may prefer to have one longer 30-minute assessment session.

A set of example practice words is included in each unit. This is not an exhaustive list, nor is it intended that the children slavishly learn each one, as in a **spelling list**. The key principle is that the children are learning *about* words rather than given words to learn. The aim of each unit is that the children have an understanding of the patterns and structures of words and are able to apply their learning to their writing. Of course, learning words has a place: for example, words that the children find difficult, subject-specific words, exceptions to the rule.

However, it is important that the children are encouraged to understand that most of our spelling follows rules and conventions and, by learning about these, they will be able to apply this knowledge to the spelling of words they have not met in print before.

Assessment activities are included in every unit and it is intended that day-to-day assessment is a principle of this programme.

Year 3 Objectives

- To spell high and medium frequency words
- Recognise a range of prefixes and suffixes, understanding how to modify meaning and spelling, and how they assist in decoding long complex words
- Spell unfamiliar words, using known conventions including grapheme /phoneme correspondence and morphological rules.

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| Term 1 |
| <p>To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern -le</p> <p><i>To spell regular verb endings and to learn irregular tense changes (e.g. go/went)</i></p> |
| Term 2 |
| <p><i>To know what happens to the spelling of nouns when s is added</i></p> <p><i>To understand how words change when the suffixes are added</i></p> |
| Term 3 |
| <p>To embed the correct use and spelling of pronouns (n.b. phonemic and morphological)</p> <p><i>To develop knowledge of prefixes to generate new words from root words</i></p> |

Objectives in red are phonemic or phonological
Objectives in *blue* are morphological

Year 4 Objectives

- Use knowledge of phonics, morphology and etymology to spell new and un-familiar words
- Distinguish between the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and

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| irregular words |
| Term 1 |
| <p>To distinguish between the spelling and meaning of homophones</p> <p>To investigate, collect and classify spelling patterns related to formation of plurals</p> |
| Term 2 |
| <p>To investigate and learn to spell words with common letter strings</p> <p>To understand how suffixes change the function word</p> |
| Term 3 |
| <p>To understand the use of the apostrophe in contracted forms of word</p> <p>To revise and investigate links between meaning and spellings when using affixes</p> |

Year 5 Objectives

- Spell words containing unstressed vowels
- Know and use less common prefixes and suffixes
- Group and classify words according to their spelling patterns and meanings

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| Term 1 |
| <p>To spell unstressed vowels and polysyllabic words</p> <p>To spell words with common letter strings and different pronunciations</p> |
| Term 2 |
| <p><i>To explore the spelling the spelling patterns of consonants and to formulate rules</i></p> <p><i>To explore less common prefixes and suffixes</i></p> |
| Term 3 |
| <p>To investigate and learn spelling rules for adding suffixes to words ending in e or words in -y and words containing ie.</p> <p><i>To identify word roots, derivations and spelling patters as a support for spelling</i></p> |

Year 6 Objectives

- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Use a range of strategies to edit, proof read and correct spellings in their own work, on paper and on screen

Term 1

To embed the use of independent spelling strategies for spelling unfamiliar words.

To investigate the meaning and spelling of connective (e.g. furthermore, nevertheless)

Term 2

To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words.

To use what is known about prefixes and suffixes to transform words e.g. negation, tense, word class)

Term 3

To spell unfamiliar words by using what is known of word families and spelling patterns

To revise and use word roots, prefixes and suffixes as a support for spelling

Year 3 - 1st half term Autumn Term

To consolidate understanding of adding suffixes and to investigate conventions related to the spelling pattern -le

| Week 1 -two different consonants before le | Week 2 -a double consonant before le | | | Week 3 -one consonant before le | |
|--|--------------------------------------|----|--------|---------------------------------|---------|
| 1 | grumble | 1 | battle | 1 | needle |
| 2 | handle | 2 | middle | 2 | sparkle |
| 3 | simple | 3 | muddle | 3 | people |
| 4 | bundle | 4 | apple | 4 | startle |
| 5 | example | 5 | giggle | 5 | fable |
| 6 | crumble | 6 | cattle | 6 | bible |
| 7 | tinkle | 7 | nettle | 7 | steeple |
| 8 | single | 8 | puddle | 8 | noodle |
| 9 | tumble | 9 | little | 9 | table |
| 10 | candle | 10 | bottle | 10 | beetle |

| Week 4 -ckle /dle | Week 5 -double letter + -le | | | Week 6 -cle /ible | |
|-------------------|-----------------------------|---|---------|-------------------|----------|
| 1 | chuckle | 1 | bubble | 1 | uncle |
| 2 | prickle | 2 | apple | 2 | cycle |
| 3 | tickle | 3 | ripple | 3 | icicle |
| 4 | cackle | 4 | paddle | 4 | obstacle |
| 5 | trickle | 5 | nettle | 5 | miracle |
| 6 | needle | 6 | cuddle | 6 | circle |
| 7 | noodle | 7 | sizzle | 7 | bicycle |
| 8 | poodle | 8 | wriggle | 8 | sensible |
| 9 | candle | 9 | hobble | 9 | horrible |

| | | | | | |
|----|--------|----|--------|----|----------|
| 10 | bundle | 10 | bobble | 10 | possible |
|----|--------|----|--------|----|----------|

Year 3 - 2nd half term Autumn Term

To spell regular verb endings and to learn irregular tense changes

| Week 1 - typical of most verbs | Week 2 - verb endings in single consonant letter | | | Week 3 - verb ends in y | |
|--------------------------------|--|----|----------|-------------------------|----------|
| 1 | cooked | 1 | drops | 1 | carries |
| 2 | cooking | 2 | dropped | 2 | carried |
| 3 | played | 3 | dropping | 3 | carrying |
| 4 | playing | 4 | grabs | 4 | cries |
| 5 | jumped | 5 | grabbed | 5 | cried |
| 6 | jumping | 6 | grabbing | 6 | crying |
| 7 | worked | 7 | stops | 7 | tries |
| 8 | working | 8 | stopped | 8 | tried |
| 9 | looked | 9 | stopping | 9 | trying |
| 10 | looking | 10 | hugged | 10 | married |

| Week 4 - verb ends in hissing or buzzing sound | Week 5 - tense changes 1 | | | Week 6 - tense changes 2 | |
|--|--------------------------|---|-------|--------------------------|---------|
| 1 | rush | 1 | blow | 1 | think |
| 2 | rushed | 2 | blew | 2 | thought |
| 3 | rushing | 3 | grow | 3 | buy |
| 4 | hisses | 4 | grew | 4 | bought |
| 5 | hissed | 5 | throw | 5 | take |
| 6 | hissing | 6 | threw | 6 | took |
| 7 | washes | 7 | know | 7 | catch |

| | | | | | |
|----|---------|----|------|----|--------|
| 8 | washed | 8 | knew | 8 | caught |
| 9 | washing | 9 | sing | 9 | hear |
| 10 | touched | 10 | sang | 10 | heard |

Year 3 - 1st half term Spring Term

To know what happens to the spelling of nouns when -s is added

| Week 1 | Week 2 | | | Week 3 | |
|--------|---------|----|----------|--------|---------|
| 1 | bush | 1 | box | 1 | rope |
| 2 | bushes | 2 | boxes | 2 | ropes |
| 3 | glass | 3 | church | 3 | time |
| 4 | glasses | 4 | churches | 4 | times |
| 5 | watch | 5 | fox | 5 | pocket |
| 6 | watches | 6 | foxes | 6 | pockets |
| 7 | game | 7 | pen | 7 | window |
| 8 | games | 8 | pens | 8 | windows |
| 9 | table | 9 | book | 9 | key |
| 10 | tables | 10 | books | 10 | keys |

| Week 4 | Week 5 | | | Week 6 | |
|--------|----------|---|---------|--------|---------|
| 1 | display | 1 | witch | 1 | berry |
| 2 | displays | 2 | witches | 2 | berries |
| 3 | cup | 3 | tune | 3 | jelly |
| 4 | cups | 4 | tunes | 4 | jellies |
| 5 | pond | 5 | baby | 5 | puppy |
| 6 | ponds | 6 | babies | 6 | puppies |
| 7 | brush | 7 | fly | 7 | day |

| | | | | | |
|----|---------|----|-------|----|---------|
| 8 | brushes | 8 | flies | 8 | days |
| 9 | dish | 9 | boy | 9 | school |
| 10 | dishes | 10 | boys | 10 | schools |

Year 3 - 2nd half term Spring Term

To understand how words change when suffixes are added

| Week 7 -ly | Week 8 -ful | | | Week 9 -less | |
|------------|-------------|----|-----------|--------------|------------|
| 1 | kindly | 1 | wishful | 1 | hopeless |
| 2 | friendly | 2 | hopeful | 2 | painless |
| 3 | weekly | 3 | painful | 3 | useless |
| 4 | homely | 4 | forgetful | 4 | tuneless |
| 5 | lonely | 5 | pitiful | 5 | fearless |
| 6 | nearly | 6 | hateful | 6 | breathless |
| 7 | freely | 7 | joyful | 7 | thankless |
| 8 | clearly | 8 | helpful | 8 | careless |
| 9 | poorly | 9 | awful | 9 | priceless |
| 10 | dearly | 10 | cheerful | 10 | pointless |

| Week 10 -able | Week 11 -er | | | Week 12 -est | |
|---------------|-------------|---|----------|--------------|----------|
| 1 | avoidable | 1 | farmer | 1 | reddest |
| 2 | bearable | 2 | villager | 2 | wettest |
| 3 | enjoyable | 3 | teenager | 3 | thinnest |
| 4 | drinkable | 4 | Londoner | 4 | smallest |
| 5 | likeable | 5 | baker | 5 | fittest |
| 6 | breakable | 6 | reader | 6 | saddest |
| 7 | sinkable | 7 | teacher | 7 | maddest |

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|----|-------|----|--------|----|----------|
| 8 | table | 8 | closer | 8 | flattest |
| 9 | cable | 9 | colder | 9 | biggest |
| 10 | fable | 10 | later | 10 | hottest |

Year 3 - 1st half term Summer Term

To embed the correct use and spelling of pronouns

| Week 1 | Week 2 | | | Week 3 | |
|--------|----------|----|---------|--------|------------|
| 1 | I | 1 | he | 1 | its |
| 2 | me | 2 | him | 2 | itself |
| 3 | mine | 3 | his | 3 | we |
| 4 | myself | 4 | himself | 4 | us |
| 5 | you | 5 | she | 5 | ours |
| 6 | your | 6 | her | 6 | ourselves |
| 7 | yours | 7 | hers | 7 | they |
| 8 | yourself | 8 | herself | 8 | them |
| 9 | this | 9 | these | 9 | theirs |
| 10 | that | 10 | those | 10 | themselves |

| Week 4 | Week 5 | | | Week 6 | |
|--------|-----------|---|------------|--------|-----------|
| 1 | anyone | 1 | anything | 1 | all |
| 2 | everyone | 2 | everything | 2 | who |
| 3 | no one | 3 | nothing | 3 | whoever |
| 4 | someone | 4 | something | 4 | which |
| 5 | none | 5 | each | 5 | whichever |
| 6 | anybody | 6 | another | 6 | whom |
| 7 | everybody | 7 | wither | 7 | whomever |

| | | | | | |
|----|----------|----|---------|----|----------|
| 8 | nobody | 8 | neither | 8 | whose |
| 9 | somebody | 9 | many | 9 | what |
| 10 | both | 10 | few | 10 | whatever |

Year 3 - 2nd half term Summer Term

To develop knowledge of prefixes to generate new words from root words

| Week 7 -De | Week 8 -Re | | | Week 3 -Pre | |
|------------|------------|----|----------|-------------|------------|
| 1 | demist | 1 | rebuild | 1 | predict |
| 2 | decode | 2 | recycle | 2 | prepare |
| 3 | decamp | 3 | refill | 3 | precaution |
| 4 | defuse | 4 | research | 4 | prepay |
| 5 | defrost | 5 | return | 5 | prefix |
| 6 | deform | 6 | revisit | 6 | preview |
| 7 | deflate | 7 | rewrite | 7 | precook |
| 8 | decrease | 8 | replace | 8 | prewash |
| 9 | deactivate | 9 | reuse | 9 | prearrange |
| 10 | derail | 10 | recover | 10 | preheat |

| Week 10 -Mis | Week 11 -Un | | | Week 12 -Dis | |
|--------------|-------------|---|------------|--------------|------------|
| 1 | misbehave | 1 | unable | 1 | dishonest |
| 2 | misplace | 2 | unattached | 2 | disobey |
| 3 | miscount | 3 | unafraid | 3 | disagree |
| 4 | mistake | 4 | unaware | 4 | disbelieve |
| 5 | misfire | 5 | unclasp | 5 | disqualify |
| 6 | mishear | 6 | unclean | 6 | dismount |
| 7 | miscast | 7 | unclip | 7 | disgrace |

| | | | | | |
|----|----------|----|-----------|----|-----------|
| 8 | misfire | 8 | undone | 8 | discover |
| 9 | misguide | 9 | unlimited | 9 | disappear |
| 10 | misuse | 10 | unlucky | 10 | dismantle |

Year 4 - 1st half term Autumn Term

To distinguish between the spelling and meaning of homophones

| Week 1 | Week 2 | | | Week 3 | |
|--------|---------|----|-----------------|--------|--------------|
| 1 | were | 1 | new / knew | 1 | mail /male |
| 2 | where | 2 | right / write | 2 | key/ quay |
| 3 | we're | 3 | through / threw | 3 | ate/ eight |
| 4 | their | 4 | here / hear | 4 | base/ bass |
| 5 | there | 5 | hole / whole | 5 | maid/ made |
| 6 | they're | 6 | flour/ flower | 6 | meat/ meet |
| 7 | to | 7 | see/ sea | 7 | road /rode |
| 8 | too | 8 | be/ bee | 8 | more / moor |
| 9 | two | 9 | are/ our | 9 | pair/pear |
| 10 | | 10 | bare / bear | 10 | rain / reign |

| Week 4 | Week 5 | | | Week 6 | |
|--------|--------------|---|-----------------|--------|-----------------|
| 1 | grate/great | 1 | whine / wine | 1 | missed /mist |
| 2 | thyme / time | 2 | aisle / isle | 2 | source/sauce |
| 3 | beach/beechn | 3 | muscle/mussel | 3 | scene/seen |
| 4 | tire / tyre | 4 | throne / thrown | 4 | allowed / aloud |
| 5 | wait/weight | 5 | sweet / suite | 5 | packed / pact |
| 6 | wail / whale | 6 | steal / steel | 6 | feat / feet |
| 7 | aren't/aunt | 7 | prays/praise | 7 | band / banned |

| | | | | | |
|----|-------------------|----|----------------|----|-----------------|
| 8 | way / weigh | 8 | stake / steak | 8 | find / fined |
| 9 | weather / whether | 9 | profit/prophet | 9 | might / mite |
| 10 | which / witch | 10 | side / sighed | 10 | cereal / serial |

Year 4 - 2nd half term Autumn Term

To investigate, collect and classify spelling patterns related to the formation of plurals

| Week 1 - f endings | Week 2 - f/fe endings | | | Week 3 - irregular plurals | |
|--------------------|-----------------------|----|---------|----------------------------|-------|
| 1 | thief | 1 | knife | 1 | goose |
| 2 | thieves | 2 | knives | 2 | geese |
| 3 | leaf | 3 | life | 3 | man |
| 4 | leaves | 4 | lives | 4 | men |
| 5 | half | 5 | wife | 5 | mouse |
| 6 | halves | 6 | wives | 6 | mice |
| 7 | loaf | 7 | scarf | 7 | woman |
| 8 | loaves | 8 | scarves | 8 | women |
| 9 | wolf | 9 | shelf | 9 | tooth |
| 10 | wolves | 10 | shelves | 10 | teeth |

| Week 4 | Week 5 | | | Week 6 | |
|--------|----------|---|---------|--------|------------|
| 1 | child | 1 | fly | 1 | sandwich |
| 2 | children | 2 | flies | 2 | sandwiches |
| 3 | person | 3 | mummy | 3 | fox |
| 4 | people | 4 | mummies | 4 | foxes |
| 5 | foot | 5 | army | 5 | witch |
| 6 | feet | 6 | armies | 6 | witches |
| 7 | beach | 7 | berry | 7 | glass |

| | | | | | |
|----|----------|----|---------|----|---------|
| 8 | beeches | 8 | berries | 8 | glasses |
| 9 | watch | 9 | city | 9 | bush |
| 10 | watchers | 10 | cities | 10 | bushes |

Year 4 - 1st half term Spring Term

To investigate and learn to spell words with common letter strings

| Week 1 -igh | Week 2 -ough | | | Week 3 -ear | |
|-------------|--------------|----|------------|-------------|---------|
| 1 | light | 1 | rough | 1 | beard |
| 2 | fight | 2 | enough | 2 | hearing |
| 3 | night | 3 | cough | 3 | wearing |
| 4 | right | 4 | though | 4 | dreary |
| 5 | bright | 5 | though | 5 | learned |
| 6 | slight | 6 | throughout | 6 | fearful |
| 7 | fright | 7 | through | 7 | nearest |
| 8 | eight | 8 | tough | 8 | search |
| 9 | weight | 9 | bought | 9 | early |
| 10 | height | 10 | nought | 10 | earnest |

| Week 4 -en /ary | Week 5 - ic | | | Week 6 -ment | |
|-----------------|-------------|---|------------|--------------|-------------|
| 1 | lengthen | 1 | historic | 1 | enjoyment |
| 2 | deepen | 2 | supersonic | 2 | employment |
| 3 | awoken | 3 | specific | 3 | ornament |
| 4 | bitten | 4 | horrific | 4 | document |
| 5 | broken | 5 | metallic | 5 | management |
| 6 | January | 6 | angelic | 6 | environment |
| 7 | February | 7 | epidemic | 7 | government |

| | | | | | |
|----|------------|----|---------|----|-------------|
| 8 | dictionary | 8 | organic | 8 | statement |
| 9 | library | 9 | atomic | 9 | movement |
| 10 | necessary | 10 | traffic | 10 | replacement |

Year 4 - 2nd half term Spring Term

To understand how suffixes change the function of words

| Week 1 | Week 2 -able | | | Week 3- ness | |
|--------|--------------------|----|-----------------------|--------------|------------|
| 1 | pollen / pollinate | 1 | comfort / comfortable | 1 | fairness |
| 2 | medicine /medicate | 2 | forgive /forgivable | 2 | kindness |
| 3 | educate/ education | 3 | enjoy / enjoyable | 3 | tidiness |
| 4 | create/ creation | 4 | agree / agreeable | 4 | silliness |
| 5 | pure / purify | 5 | value / valuable | 5 | nastiness |
| 6 | beauty/beautify | 6 | break / breakable | 6 | fitness |
| 7 | apology/ apologise | 7 | move /movable | 7 | wickedness |
| 8 | stupid/ stupidity | 8 | change /changeable | 8 | coldness |
| 9 | | 9 | | 9 | happiness |
| 10 | | 10 | | 10 | prettiness |

| Week 4 -al (1) | Week 5 -al (2) | | | Week 6 ist | |
|----------------|----------------|---|-------------|------------|-----------|
| 1 | logical | 1 | medical | 1 | artist |
| 2 | tropical | 2 | personal | 2 | baptist |
| 3 | comical | 3 | seasonal | 3 | checklist |
| 4 | magical | 4 | exceptional | 4 | chemist |
| 5 | carnival | 5 | occasional | 5 | dentist |
| 6 | digital | 6 | national | 6 | florist |
| 7 | gradual | 7 | additional | 7 | medallist |

| | | | | | |
|----|------------|----|-------------|----|------------|
| 8 | electrical | 8 | traditional | 8 | motorist |
| 9 | appeal | 9 | capital | 9 | tourist |
| 10 | usual | 10 | vocal | 10 | journalist |

Year 4 - 1st half term Summer Term

To understand the use of the apostrophe in contracted words

| Week 1 | Week 2 - | | | Week 3- | |
|--------|----------|----|-----------|---------|----------|
| 1 | do not | 1 | had not | 1 | you will |
| 2 | don't | 2 | hadn't | 2 | you'll |
| 3 | cannot | 3 | have not | 3 | he will |
| 4 | can't | 4 | haven't | 4 | he'll |
| 5 | is not | 5 | could not | 5 | you have |
| 6 | isn't | 6 | couldn't | 6 | you've |
| 7 | does not | 7 | you are | 7 | I'd |
| 8 | doesn't | 8 | you're | 8 | I've |
| 9 | are not | 9 | they are | 9 | I'll |
| 10 | aren't | 10 | they're | 10 | I'm |

| Week 4 - | Week 5 - | | | Week 6 | |
|----------|----------|---|--|--------|--|
| 1 | | 1 | | 1 | |
| 2 | | 2 | | 2 | |
| 3 | | 3 | | 3 | |
| 4 | | 4 | | 4 | |
| 5 | | 5 | | 5 | |
| 6 | | 6 | | 6 | |
| 7 | | 7 | | 7 | |

| | | | | | |
|----|--|----|--|----|--|
| 8 | | 8 | | 8 | |
| 9 | | 9 | | 9 | |
| 10 | | 10 | | 10 | |

Year 4 - 2nd half term Summer Term

To revise and investigate links between meaning and spelling when using affixes

| Week 1 -dis | Week 2 - re / ling | | | Week 3 - auto / circ | |
|-------------|--------------------|----|----------|----------------------|---------------|
| 1 | disability | 1 | replay | 1 | autograph |
| 2 | disadvantage | 2 | return | 2 | autobiography |
| 3 | disagree | 3 | retry | 3 | automatic |
| 4 | disallow | 4 | retake | 4 | automobile |
| 5 | disappear | 5 | reaction | 5 | circumference |
| 6 | disappoint | 6 | sapling | 6 | circus |
| 7 | disconnect | 7 | duckling | 7 | circulate |
| 8 | discover | 8 | weakling | 8 | circle |
| 9 | dislike | 9 | gosling | 9 | circular |
| 10 | dismantle | 10 | darling | 10 | circumstance |

| Week 4 -bi / tele | Week 5 - trans / mini | | | Week 6 - micro / ette | |
|-------------------|-----------------------|---|-------------|-----------------------|-------------|
| 1 | bisect | 1 | transport | 1 | microscope |
| 2 | bicycle | 2 | transfer | 2 | microchip |
| 3 | bifocals | 3 | transparent | 3 | microfilm |
| 4 | biplane | 4 | transplant | 4 | microphone |
| 5 | telephone | 5 | transmit | 5 | microwave |
| 6 | telegraph | 6 | minibus | 6 | kitchenette |
| 7 | telescope | 7 | miniscule | 7 | cigarette |

| | | | | | |
|----|------------|----|-----------|----|-----------|
| 8 | television | 8 | miniature | 8 | majorette |
| 9 | telephoto | 9 | minimum | 9 | brunette |
| 10 | telepathy | 10 | miniskirt | 10 | baguette |

Year 5 - 1st half term Autumn Term
To spell unstressed vowels in polysyllabic words

| Week 1 - unstressed vowels | Week 2 - unstressed vowels | | | Week 3 - unstressed vowels | |
|----------------------------|----------------------------|----|------------|----------------------------|-------------|
| 1 | abandoned | 1 | original | 1 | familiar |
| 2 | boundary | 2 | business | 2 | stationary |
| 3 | difference | 3 | different | 3 | deafening |
| 4 | library | 4 | marvellous | 4 | miserable |
| 5 | family | 5 | primary | 5 | frightening |
| 6 | vegetable | 6 | doctor | 6 | geography |
| 7 | fattening | 7 | January | 7 | dandelion |
| 8 | description | 8 | hospital | 8 | similar |
| 9 | dictionary | 9 | generally | 9 | animal |
| 10 | easily | 10 | benefit | 10 | poisonous |

| Week 4 - unstressed vowels | Week 5 - unstressed consonants | | | Week 6 - unstressed consonants | |
|----------------------------|--------------------------------|---|-------------|--------------------------------|---------|
| 1 | carpet | 1 | Wednesday | 1 | castle |
| 2 | category | 2 | environment | 2 | doubt |
| 3 | definite | 3 | handbag | 3 | know |
| 4 | memorable | 4 | cupboard | 4 | wreck |
| 5 | general | 5 | champagne | 5 | gnarled |

| | | | | | |
|----|-----------|----|--------------|----|---------|
| 6 | skeleton | 6 | sign | 6 | write |
| 7 | medicine | 7 | February | 7 | knuckle |
| 8 | factory | 8 | government | 8 | wrinkle |
| 9 | generous | 9 | handkerchief | 9 | wrap |
| 10 | jewellery | 10 | raspberry | 10 | kneel |

Year 5 - 2nd half term Autumn Term

To spell words with common letter strings and different pronunciations

| Week 1 - ight / ear | Week 2 - oo / ough | | | Week 3 - ie / our | |
|---------------------|--------------------|----|---------|-------------------|-----------|
| 1 | right | 1 | book | 1 | field |
| 2 | fight | 2 | good | 2 | niece |
| 3 | height | 3 | mood | 3 | grieve |
| 4 | weight | 4 | pool | 4 | thieves |
| 5 | light | 5 | boot | 5 | tried |
| 6 | search | 6 | enough | 6 | colour |
| 7 | year | 7 | though | 7 | neighbour |
| 8 | wear | 8 | bought | 8 | hour |
| 9 | rear | 9 | thought | 9 | flour |
| 10 | tear | 10 | drought | 10 | flavour |

| Week 4 - cian / sion | Week 5 - tion | | | Week 6 - ssion | |
|----------------------|---------------|---|-----------|----------------|------------|
| 1 | optician | 1 | fiction | 1 | session |
| 2 | magician | 2 | fraction | 2 | profession |
| 3 | politician | 3 | direction | 3 | discussion |
| 4 | electrician | 4 | attention | 4 | mission |

| | | | | | |
|----|-------------|----|------------|----|------------|
| 5 | extension | 5 | proportion | 5 | possession |
| 6 | confusion | 6 | nation | 6 | percussion |
| 7 | explosion | 7 | education | 7 | impression |
| 8 | confusion | 8 | action | 8 | permission |
| 9 | collision | 9 | attraction | 9 | expression |
| 10 | transfusion | 10 | detention | 10 | compassion |

Year 5 - 1st half term Spring Term

To explore the spelling patterns of consonants and to formulate rules

| Week 1 - ci | Week 2 - ce | | | Week 3 - ce | |
|-------------|-------------|----|-----------|-------------|-------------|
| 1 | cinema | 1 | ceiling | 1 | cell |
| 2 | city | 2 | cereal | 2 | cellar |
| 3 | decimal | 3 | December | 3 | certain |
| 4 | incident | 4 | celebrate | 4 | cement |
| 5 | circle | 5 | celebrity | 5 | centigrade |
| 6 | decide | 6 | recent | 6 | century |
| 7 | incident | 7 | centre | 7 | certificate |
| 8 | accident | 8 | except | 8 | decent |
| 9 | circular | 9 | ceremony | 9 | celery |
| 10 | circuit | 10 | receive | 10 | descend |

| Week 4 - cy | Week 5 - ca | | | Week 6- co | |
|-------------|-------------|---|----------|------------|--------|
| 1 | cynic | 1 | calendar | 1 | coat |
| 2 | bicycle | 2 | camera | 2 | cobweb |
| 3 | cyclist | 3 | cardigan | 3 | cough |
| 4 | cylinder | 4 | capital | 4 | column |

| | | | | | |
|----|----------|----|---------|----|------------|
| 5 | mercy | 5 | cancel | 5 | coach |
| 6 | fancy | 6 | Canada | 6 | collection |
| 7 | cypress | 7 | cabbage | 7 | coast |
| 8 | agency | 8 | cables | 8 | cobbles |
| 9 | currency | 9 | camping | 9 | coffee |
| 10 | mercy | 10 | candle | 10 | collect |

Year 5 - 2nd half term Spring Term
To explore less common prefixes and suffixes

| Week 1 - in / ll | Week 2 - im / ir | | | Week 3 non | |
|------------------|------------------|----|---------------|------------|---------------|
| 1 | inactive | 1 | immature | 1 | non-stick |
| 2 | indecent | 2 | immobile | 2 | non-stop |
| 3 | incapable | 3 | impossible | 3 | nonsense |
| 4 | inaccurate | 4 | impatient | 4 | non-fiction |
| 5 | inoperative | 5 | impolite | 5 | non-drip |
| 6 | illegal | 6 | imbalance | 6 | non-breakable |
| 7 | illiterate | 7 | irregular | 7 | nonexistent |
| 8 | illegible | 8 | irrational | 8 | non-identical |
| 9 | illogical | 9 | irresponsible | 9 | nonbeliever |
| 10 | illness | 10 | irresistible | 10 | non-swimmer |

| Week 4 -anti | Week 5 -ad | | | Week 6 -ap /al | |
|--------------|------------|---|-----------|----------------|-----------|
| 1 | antidote | 1 | adamant | 1 | apart |
| 2 | antibiotic | 2 | adaptable | 2 | apologise |
| 3 | antifreeze | 3 | addition | 3 | appear |
| 4 | antiseptic | 4 | adaptor | 4 | applaud |

| | | | | | |
|----|----------------|----|-----------|----|----------|
| 5 | anti-clockwise | 5 | addict | 5 | appoint |
| 6 | antibody | 6 | address | 6 | although |
| 7 | anticipate | 7 | adjective | 7 | alarm |
| 8 | antiaircraft | 8 | admire | 8 | alley |
| 9 | antic | 9 | adopt | 9 | alliance |
| 10 | antique | 10 | advantage | 10 | allow |

Year 5 - 1st half term Summer Term

To investigate and learn spelling rules for adding suffixes to words ending in e, words ending in -y and words containing ie

| Week 1 - | | Week 2 - | | | Week 3 | |
|----------|---------------------|----------|-------------------|----|--------------------|--|
| 1 | happy / happiness | 1 | happy / happier | 1 | happy / happiest | |
| 2 | pretty / prettiness | 2 | pretty / prettier | 2 | pretty / prettiest | |
| 3 | lazy / laziness | 3 | lazy / lazier | 3 | lazy / laziest | |
| 4 | windy / windiness | 4 | windy / windier | 4 | windy / windiest | |
| 5 | ready / readiness | 5 | ready / readier | 5 | ready / readiest | |
| 6 | heavy / heaviness | 6 | heavy / heavier | 6 | heavy / heaviest | |
| 7 | empty / emptiness | 7 | empty / emptier | 7 | empty / emptiest | |
| 8 | hungry / hungriness | 8 | hungry / hungrier | 8 | hungry / hungriest | |
| 9 | | 9 | | 9 | | |
| 10 | | 10 | | 10 | | |

| Week 4 - | | Week 5 -ous / ment | | | Week 6 - ship / hood | |
|----------|-------------------|--------------------|------------|---|----------------------|--|
| 1 | happy / happily | 1 | infectious | 1 | fellowship | |
| 2 | pretty / prettily | 2 | previous | 2 | friendship | |
| 3 | lazy / lazily | 3 | obvious | 3 | membership | |
| 4 | windy / windily | 4 | marvellous | 4 | championship | |

| | | | | | |
|----|-------------------|----|-------------|----|---------------|
| 5 | ready / readily | 5 | continuous | 5 | dealership |
| 6 | heavy / heavily | 6 | wondrous | 6 | childhood |
| 7 | empty / emptily | 7 | development | 7 | neighbourhood |
| 8 | hungry / hungrily | 8 | equipment | 8 | adulthood |
| 9 | | 9 | document | 9 | livelihood |
| 10 | | 10 | excitement | 10 | likelihood |

Year 5 - 2nd half term Summer Term

To identify word roots, derivations and spelling patterns as a support for spelling

| Week 1 -prim/mob | Week 2 -electric /assist | | | Week 3 -prove /medic | |
|------------------|--------------------------|----|-------------|----------------------|------------|
| 1 | primary | 1 | electricity | 1 | approval |
| 2 | primitive | 2 | electrical | 2 | disapprove |
| 3 | primrose | 3 | | 3 | |
| 4 | | 4 | | 4 | |
| 5 | | 5 | | 5 | |
| 6 | mobile | 6 | assistance | 6 | medical |
| 7 | automobile | 7 | assistant | 7 | medicine |
| 8 | mobility | 8 | | 8 | |
| 9 | | 9 | | 9 | |
| 10 | | 10 | | 10 | |

| Week 4 - light / cover | Week 5 - joy / public | | | Week 6 -ology / auto | |
|------------------------|-----------------------|---|-----------|----------------------|---------|
| 1 | lightening | 1 | enjoy | 1 | biology |
| 2 | delighted | 2 | enjoyment | 2 | geology |
| 3 | | 3 | | 3 | zoology |

| | | | | | |
|----|-----------|----|-------------|----|--|
| 4 | | 4 | | 4 | |
| 5 | | 5 | | 5 | |
| 6 | discover | 6 | publicity | 6 | |
| 7 | discovery | 7 | publication | 7 | |
| 8 | uncover | 8 | | 8 | |
| 9 | | 9 | | 9 | |
| 10 | | 10 | | 10 | |

Year 6 - 1st half term Autumn Term

To embed the use of independent spelling strategies for spelling unfamiliar words

| Week 1 - vowels | Week 2 - consonants | | | Week 3 - common letter patterns | |
|-----------------|---------------------|----|--------------|---------------------------------|-----------------|
| 1 | <i>weight</i> | 1 | <i>doubt</i> | 1 | <i>mountain</i> |
| 2 | | 2 | | 2 | <i>certain</i> |
| 3 | | 3 | | 3 | |
| 4 | | 4 | | 4 | |
| 5 | | 5 | | 5 | |
| 6 | | 6 | | 6 | |
| 7 | | 7 | | 7 | |
| 8 | | 8 | | 8 | |
| 9 | | 9 | | 9 | |
| 10 | | 10 | | 10 | |

| Week 4 - prefixes | Week 5 -suffixes | | | Week 6 - plurals | |
|-------------------|------------------|---|-----------------|------------------|--|
| 1 | | 1 | <i>magician</i> | 1 | |
| 2 | | 2 | <i>station</i> | 2 | |
| 3 | | 3 | <i>gorgeous</i> | 3 | |

| | | | | | |
|----|--|----|--|----|--|
| 4 | | 4 | | 4 | |
| 5 | | 5 | | 5 | |
| 6 | | 6 | | 6 | |
| 7 | | 7 | | 7 | |
| 8 | | 8 | | 8 | |
| 9 | | 9 | | 9 | |
| 10 | | 10 | | 10 | |

Year 6 - 2nd half term Autumn Term
Investigate the meaning and spelling of connectives

| Week 1 -sequencing | Week 2 - examples / emphasise | | | Week 3-further explain /add extra information | |
|--------------------|-------------------------------|----|----------------|---|-------------|
| 1 | afterwards | 1 | such as | 1 | although |
| 2 | meanwhile | 2 | in the case of | 2 | unless |
| 3 | eventually | 3 | for example | 3 | except |
| 4 | since | 4 | as revealed by | 4 | yet |
| 5 | while | 5 | for instance | 5 | apart from |
| 6 | finally | 6 | above all | 6 | however |
| 7 | firstly | 7 | especially | 7 | also |
| 8 | secondly | 8 | notably | 8 | as well as |
| 9 | thirdly | 9 | significantly | 9 | moreover |
| 10 | next | 10 | in particular | 10 | furthermore |

| Week 4 - compare /contrast | Week 5 cause and effect / general | | | Week 6 - general | |
|----------------------------|-----------------------------------|---|-----------|------------------|--------------|
| 1 | likewise | 1 | because | 1 | nevertheless |
| 2 | equally | 2 | therefore | 2 | besides |

| | | | | | |
|----|-------------------|----|-----------------|----|---------------|
| 3 | similarly | 3 | thus | 3 | whatever |
| 4 | in the same way | 4 | consequently | 4 | formerly |
| 5 | whereas | 5 | nonetheless | 5 | whoever |
| 6 | instead of | 6 | henceforward | 6 | previously |
| 7 | alternatively | 7 | whenever | 7 | months later |
| 8 | otherwise | 8 | notwithstanding | 8 | unfortunately |
| 9 | on the other hand | 9 | after | 9 | suddenly |
| 10 | unlike | 10 | since | 10 | ultimately |

Year 6 - 1st half term Spring Term

To revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words

| Week 1 - | Week 2 - | | | Week 3 | |
|----------|------------|----|------------|--------|-------------|
| 1 | animal | 1 | offering | 1 | explanatory |
| 2 | conference | 2 | company | 2 | disinterest |
| 3 | centre | 3 | interest | 3 | February |
| 4 | secretary | 4 | literature | 4 | messenger |
| 5 | separate | 5 | prepare | 5 | consonant |
| 6 | reference | 6 | history | 6 | Saturday |
| 7 | astronomy | 7 | medicine | 7 | stationary |
| 8 | margarine | 8 | secretary | 8 | definite |
| 9 | Wednesday | 9 | predict | 9 | interested |
| 10 | miniature | 10 | desperate | 10 | memorable |

| Week 4 Sats 2003 | Week 5 Sats 2003 | | | Week 6 -Sats 2004 | |
|------------------|------------------|---|-----------|-------------------|----------|
| 1 | perform | 1 | knowledge | 1 | biggest |
| 2 | involved | 2 | realistic | 2 | fighting |

| | | | | | |
|----|------------|----|-------------|----|---------------|
| 3 | building | 3 | participate | 3 | stopped |
| 4 | qualified | 4 | tumble | 4 | festival |
| 5 | disguised | 5 | challenging | 5 | bodies |
| 6 | ensure | 6 | escaping | 6 | approximately |
| 7 | smoothly | 7 | special | 7 | encourage |
| 8 | thoroughly | 8 | effortless | 8 | extremely |
| 9 | planned | 9 | together | 9 | original |
| 10 | important | 10 | rehearsed | 10 | follow |

Year 6 - 2nd half term Spring Term

To use what is known about prefixes and suffixes to transform words

| Week 1 - Sats 2004 | Week 2 - Sats 2005 | | | Week 3 - Sats 2005 | |
|--------------------|--------------------|----|-----------|--------------------|------------|
| 1 | raising | 1 | washing | 1 | supply |
| 2 | symbol | 2 | before | 2 | release |
| 3 | highly | 3 | healthy | 3 | surprising |
| 4 | throughout | 4 | disease | 4 | advantage |
| 5 | wrestling | 5 | serious | 5 | properties |
| 6 | transformed | 6 | material | 6 | medicine |
| 7 | judged | 7 | process | 7 | physical |
| 8 | accuracy | 8 | essential | 8 | varieties |
| 9 | audience | 9 | available | 9 | remember |
| 10 | colourful | 10 | survive | 10 | design |

| Week 4 Sats 2006 | Week 5 Sats 2006 | | | Week 6 -Sats 2008 | |
|------------------|------------------|---|--------------|-------------------|--------|
| 1 | head | 1 | surroundings | 1 | people |

| | | | | | |
|----|-------------|----|---------------|----|------------|
| 2 | attention | 2 | expecting | 2 | luxury |
| 3 | recent | 3 | uncomfortable | 3 | delicate |
| 4 | additional | 4 | difficult | 4 | articles |
| 5 | illuminate | 5 | texture | 5 | discovered |
| 6 | probably | 6 | fascinating | 6 | exclusive |
| 7 | causing | 7 | friends | 7 | permission |
| 8 | directly | 8 | vary | 8 | ordinary |
| 9 | effectively | 9 | natural | 9 | amazing |
| 10 | distraction | 10 | importantly | 10 | unusual |

Year 6 - 1st half term Summer Term

To spell unfamiliar words by using what is known of spelling patterns and word families

| Week 1 - Sats 2008 | Week 2 - Sats 2009 | | | Week 3 - Sats 2009 | |
|-----------------------|--------------------|----|--------------|--------------------|---------------|
| 1 | precious | 1 | large | 1 | population |
| 2 | currency | 2 | stunning | 2 | remain |
| 3 | common | 3 | remarkable | 3 | various |
| 4 | individuals | 4 | collapsed | 4 | scorching |
| 5 | opportunity | 5 | engulfed | 5 | several |
| 6 | during | 6 | descent | 6 | traditionally |
| 7 | despite | 7 | enormous | 7 | distinctive |
| 8 | fibres | 8 | surrounded | 8 | carrying |
| 9 | remains | 9 | protected | 9 | unique |
| 10 | responsible | 10 | availability | 10 | magical |

| | | | | | |
|--------|--------------|--|--|-------------|--|
| Week 4 | Week 5 - ous | | | Week 6 - ic | |
|--------|--------------|--|--|-------------|--|

| | | | | | |
|----|-----------|----|-------------|----|------------|
| 1 | SATS WEEK | 1 | adventurous | 1 | angelic |
| 2 | | 2 | carnivorous | 2 | athletic |
| 3 | | 3 | dangerous | 3 | electric |
| 4 | | 4 | enormous | 4 | energetic |
| 5 | | 5 | fabulous | 5 | epidemic |
| 6 | | 6 | generous | 6 | gigantic |
| 7 | | 7 | jealous | 7 | horrific |
| 8 | | 8 | nervous | 8 | specific |
| 9 | | 9 | mischievous | 9 | supersonic |
| 10 | | 10 | poisonous | 10 | volcanic |

Year 6 - 2nd half term Summer Term

To revise and use word roots, prefixes and suffixes

| Week 1 - ly | Week 2 - suffixes | | | Week 3 prefixes | |
|-------------|-------------------|----|--------------|-----------------|---------------|
| 1 | accurately | 1 | ownership | 1 | telegraph |
| 2 | consequently | 2 | friendship | 2 | telepathy |
| 3 | dangerously | 3 | dictatorship | 3 | telephoto |
| 4 | friendly | 4 | partnership | 4 | television |
| 5 | incorrectly | 5 | membership | 5 | teleport |
| 6 | negatively | 6 | biology | 6 | autograph |
| 7 | positively | 7 | geology | 7 | autobiography |
| 8 | sincerely | 8 | physiology | 8 | automatic |
| 9 | quietly | 9 | brotherhood | 9 | autopilot |
| 10 | strangely | 10 | knighthood | 10 | autopsy |

| | | |
|-------------|---------------|------------------|
| Week 4 -ing | Week 5 - d/ed | Week 6 -cei / sc |
|-------------|---------------|------------------|

| | | | | | |
|----|--------------|----|-------------|----|-----------|
| 1 | directing | 1 | applauded | 1 | ceiling |
| 2 | explaining | 2 | calculated | 2 | conceit |
| 3 | knowing | 3 | coloured | 3 | deceive |
| 4 | laughing | 4 | endeavoured | 4 | perceive |
| 5 | photocopying | 5 | exclaimed | 5 | receive |
| 6 | achieving | 6 | exhibited | 6 | scenario |
| 7 | believing | 7 | researched | 7 | scenery |
| 8 | deceiving | 8 | telephoned | 8 | science |
| 9 | describing | 9 | signed | 9 | scissors |
| 10 | receiving | 10 | flavoured | 10 | conceited |