

Progression of Spelling

Key Stage 2

Year 3 & 4

***revise these rules from Year 2**

Spelling Pattern	Spelling Rule	Examples
*The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
*The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
*The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
*Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
*Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii.	The only ordinary words with ii are skiing and taxiing. copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
*Adding the endings –ing, –ed, –er, – est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added.	The exception is being. hiking, hiked, hiker, nicer, nicest, shiny
*Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel ‘short’. Exception: The letter ‘x’ is never doubled:	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny mixing, mixed, boxer, sixes.
*The suffixes –ment, –ness, –ful , – less and ‘-ly’	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
*Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can’t – cannot). It’s means it is (e.g. It’s raining) or sometimes it has (e.g. It’s been raining), but it’s is never used for the	can’t, didn’t, hasn’t, couldn’t, it’s, I’ll

	possessive. The possessive apostrophe (singular nouns) Megan's, Ravi's, the girl's, the child's, the man's	
*Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	Forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
Adding suffixes beginning with vowel letters to words of more than one syllable	Words to be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	Words to be learnt as needed.	young, touch, double, trouble, country
Prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in- becomes il Before a root word starting with m or p, in- becomes im-. Before a root word starting with r, in- becomes ir-. re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	dis-, mis-: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anti-clockwise, antisocial auto-: autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
Suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically

Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		Scheme, chorus, chemist, echo, character

Year 3 Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review suffixes from Year 2: -ed, -ing <i>(support for spelling year 2 Term 1 (ii) –ed and –ing)</i>	Revisit/review suffixes from Year 2: -s, -es, -er <i>(support for spelling year 2 Term 2 (ii))</i>	Teach Revise prefix un- and teach dis- disappoint, disagree, disobey <i>(support for spelling year 2 Term 3 ii)</i>	Revise Apostrophe for contractions can't, didn't hasn't, couldn't, it's, I'll from Yr2 <i>(support for spelling year 4 Term 3 i)</i>	Teach rarer GPCs Words with the /eɪ/ sound spelt ei, eigh, or ey (ey - they , ei - vein , eigh - eight , aigh – straight <i>(support for spelling year 2 Term 1 i ideas)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise suffixes from Year 2: -ed, -ing <i>(support for spelling year 2 Term 1 (ii) –ed and –ing)</i>	Practise suffixes from Year 2: -s, -es, -er <i>(support for spelling year 2 Term 1 (ii) –s, -est and –er)</i>	Practise Revise prefix un- and teach dis- <i>(support for spelling year 2 Term 3 ii)</i>	Practise Apostrophe for contractions can't, didn't from Yr2 <i>(support for spelling year 4 Term 3 i)</i>	Practise Using look, cover, say, write, check, method <i>(support for spelling year 2 Term 1 i ideas)</i>	Practise Words from personal and statutory list
Apply in word work	Apply in word work	Apply in word work	Apply in word work	Apply in word work	Apply in word work
Provide a sentence writing the past tense chn change into present tense and vice versa	Dictation of sentences using suffixes –ed, -ing, -s, -est and -er	Change words in sentences by adding prefix un- or dis- . How does it change the meaning of the sentence?	Provide chn with 3 variations of each word e.g. didnt, didn't and did'nt. Chn to circle correct spelling.	Word sort.	Dictate sentences than include words practised from the statutory list
answering, answered arriving, arrived considering, considered deciding, decided exercising exercised experimenting, experimented guarding, guarded guiding, guided	appears, answers, believes, builds, considers, continues, describes, experiments, guards, guides, believer, builder, earlier,	disappear, disbelieve, discontinue, disinterest, uncertain, unearth, ungroup, unlearn, unnatural, unpopular		eight, eighth, height, reign, weight	

increasing, increased interesting, interested mentioning, mentioned					
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Year 3 Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach homophones brake/break, grate/great, eight/ate, weight/wait, son/sun) <i>(support for spelling year 4 Term 1 (i))</i>	Teach Prefixes mis- and dis- disappear, discontinue mislead, misbehave, misspell <i>(support for spelling year 3 Term 3 (ii))</i>	Assess Assess spelling on statutory list	Teach rarer GPCs i - in, y - gym (o - women, u - busy, ui - build, e - pretty) myth, gym, mystery	Teach Prefixes re- re- redo, refresh, return, reappear <i>(support for spelling year 3 Term 3 (ii))</i>	Assess/review
Practise homophones <i>(support for spelling year 4 Term 1 (i))</i>	Practise Prefixes mis- and dis- disappear, discontinue mislead, misbehave, misspell – <i>(support for spelling year 3 Term 3 (ii))</i>	Practise Words from personal and statutory list	Practise rarer GPCs i - in, y - gym (o - women, u - busy, ui - build, e - pretty) Word sorting	Practise Prefixes re- redo, refresh, return, reappear <i>(support for spelling year 3 Term 3 (ii))</i>	Assess/review
Apply in word work Complete sentences with the correct form of the word.	Apply in word work Using the prefixes pre-, de-, mis-, un- and dis-, make new words from place, packed, mist, play, certain, please, write and take.	Apply in word work Dictate sentences than include words practised from the statutory list	Apply in word work Give the children 4 words that have been studied and ask them to use them in their own sentence.	Apply in word work Dictate sentence with words using prefixes re- de- mis- un- and dis-	
there/their/they're to/two/too here/hear which/witch whether/weather	disappear, disbelieve, discontinue, mishear, misguide,		busy, business, notice	rebuild, reconsider, regroup, relearn,	

Year 3 Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review -ness and -ful (with consonant before it) <i>(Support for spelling year 2 term 2 ii)</i>	Teach Prefixes sub-, tele- <i>(Support for spelling year 3 term 3 ii)</i>	Revise Apostrophe for contractions hasn't, didn't, <i>(Support for spelling year 4 term 3 i)</i>	Teach // spelt ch – chef, sh – shop, s – sure, ss- mission, ci – special	Teach Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise spelling words with suffixes – ness and –ful <i>(Support for spelling year 3 term 2 ii)</i>	Practise Prefixes sub- and tele- <i>(Support for spelling year 3 term 3 ii)</i>	Practise Apostrophe for contractions hasn't, didn't, <i>(Support for spelling year 4 term 3 i)</i>	Practise // ch – chef, sh – shop, s – sure, ss- mission, ci - special	Practise Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Can you find other example of words with these letter strings?	Practise Words from personal and statutory list
Apply in word work Dictation of sentences using words from spelling.	Apply in word work Creating new words using prefixes and suffixes from the last 2 weeks	Apply in word work Give the children a short passage they add in all the contractions	Apply in word work Dictation using words with // in	Apply in word work Dictate sentences containing words with some of the letter strings looked at.	Apply in word work Dictate sentences than include words practised from the statutory list
Thoughtful, purposeful			Pressure, occasion, procession, mention, special		

Year 3 Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Suffixes –less and –ly after a consonant <i>(Support for spelling year 3 term 2 ii)</i>	Teach Prefixes super- and auto- <i>(Support for spelling year 4 term 2 iii)</i>	Teach Homophones there/their/they're to/too/two here/hear, meat/meet, knot/not <i>(Support for spelling year 4 term 1 i)</i>	Assess Assess spelling on statutory list	Teach words with /k/ spelt ch – school, chorus, character	Assessment and review Revise spelling rules/ patterns looked at this term
Practise Suffixes –less and –ly after a consonant <i>(Support for spelling year 3 term 2 ii)</i>	Practise Prefixes super- and auto- <i>(Support for spelling year 4 term 2 iii)</i>	Practise Homophones here/hear, meat/meet, knot/not <i>(Support for spelling year 4 term 1 i)</i>	Practise Words from personal and statutory list	Practise words with /k/ spelt ch – school, chorus, character	
Apply in word work Explore what happens to a word when you add –ly note changes from adjective to adverb	Apply in word work Use word lists to create new words using prefix super- and auto-	Apply in word work Provide chn with sentences they select the correct homophone to fill the gap	Apply in word work Dictate sentences than include words practised from the statutory list	Apply in word work Dictation – dictate sentences with some of the spelling practise in.	Assessment and review
<i>Accidentally, actually, certainly, completely, importantly, heartless, thoughtless</i>					

Year 3 Term 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review Previously taught suffixes - ness, -full, -less, <i>(Support for spelling Year 3 term 2ii)</i>	Teach Suffix –ly <i>(Support for spelling Year 3 term 2ii)</i>	Revise Apostrophe for contractions I'll, isn't, hasn't, I'm, he'll, can't, didn't, couldn't, it's <i>(Support for spelling year 4 term 3 i)</i>	Teach Y making /i/ in the middle of a word – myth, gym, Egypt, pyramid, mystery	Revisit/review Prefixes mis- re- sub- tele- <i>(Support for spelling Year 3 term 1 ii)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise spelling words with previously taught suffixes <i>(Support for spelling Year 3 term 2ii)</i>	Practise Suffix – ly <i>(Support for spelling Year 3 term 2ii)</i>	Practise Apostrophe for contractions I'll, isn't, hasn't, I'm, he'll <i>(Support for spelling year 4 term 3 i)</i>	Practise Spelling words with y making /i/	Revisit/review Prefixes mis- re- sub- tele- <i>(Support for spelling Year 3 term 1 ii)</i>	Practise Words from personal and statutory list
Apply in word work Children select root word and use it in a sentence then add a suffix from the list and write another sentence.	Apply in word work Sort words according to rule needed toad –ly.	Apply in word work Give children a passage with no contractions children to identify all the possible places contractions can be used and replace them.	Apply in word work Dictation using words with y making /i/	Apply in word work Use prefixes to generate new words. How does the meaning change?	Apply in word work Dictate sentences than include words practised from the statutory list
<i>heartless, thoughtless</i>	<i>extremely, famously, importantly, interestingly, occasionally, particularly, peculiarly, possibly, probably, quarterly, recently, separately, specially, strangely</i>			<i>Misguide, misheard, rebuild, reconsider, reappear, regroup, relearn</i>	

Year 3 Term 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Words with ou young, touch, double, trouble, country	Teach Proof reading. Give children a selection of words. Fastest finger first to spot spelling error.	Teach Homophones Their/there/they're Whether/weather flour/flower, wear, where, we're, sea/see <i>(Support for spelling Year 4 term 1 ii)</i>	Teach Homophones to/too/two heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <i>(Support for spelling Year 4 term 1 ii)</i>	Assess Assess spelling on statutory list	Review/assess
Practise Ou words	Teach Provide children with simple sentences with spelling error in. Spot error and correct.	Practise Homophones flour/flower, wear, where, we're, sea/see <i>(Support for spelling Year 4 term 1 ii)</i>	Apply Homophones heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <i>(Support for spelling Year 4 term 1 ii)</i>	Practise Words from personal and statutory list Paired spelling games.	Review/assess
Apply in word work Sentence dictation including ou words	Apply in word work Provide chn with a short paragraph correct the spelling mistakes	Apply in word work Children use an example of each homophone in their own sentence to show meaning.	Apply in word work Sentence dictation – using homophones learnt	Apply in word work Dictate sentences than include words practised from the statutory list	
<i>Group, enough, favourite, although, though</i>					

Year 4 Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise Revise /eɪ/ sound spelt ei, eigh, or ey,	Revise The /ʌ/ sound spelt ou (all from Y3) young, touch, double, trouble, country,	Teach Words with endings sounding like /ʒə/ eg measure, treasure, pleasure, enclosure	Teach Homophones peace/piece, main/mane, affect/effect. <i>(support for Spelling Year 4 Term 1 i)</i>	Teach Possessive apostrophe with plural words eg girls', boys', babies', children's, men's	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise Children practise writing words with ei, eigh or ey. Use look, say, cover, write etc. to practise ones they struggle with	Practise Children practise writing words with ei, eigh or ey. Use look, say, cover, write etc. to practise ones they struggle with	Practise Words with endings sounding like /ʒə/ eg measure, treasure, pleasure, enclosure	Practise Homophones peace/piece, main/mane, affect/effect. <i>(support for Spelling Year Term 1 i)</i>	Practise Possessive apostrophe with plural words eg girls', boys', babies', children's, men's	Practise Words from personal and statutory list – theme maths words
Apply in word work Sentence dictation using words with above letter strings.	Apply in word work Word jumble – give children an anagram of ei, eigh or ey words. Can the children unscramble them?	Apply in word work Sentence dictation using above words.	Apply in word work Provide children with pairs of homophones and ask them to use each word in a sentence.	Apply in word work Practise writing words ensuring the apostrophe is in the correct place.	Apply in word work Dictate sentences than include words practised from the statutory list
Eight, eighth, weight	Enough, famous	pressure			Circle Length Calendar Centre Century February

Year 4 Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Possessive apostrophe with plural words eg girls', boys', babies', children's, men's	Assess Words from personal and statutory list	Teach Prefixes in-, il-, im-. illegal, illegible, impossible, impatient, imperfect, irregular, irresponsible <i>(support for Spelling Year 5 Term 2 ii)</i>	Teach Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -er, -en, ed <i>(support for Spelling Year 4 Term 2 ii)</i>	Revise Adding suffixes –ing, -er, -ed How do these suffixes change the word? <i>(support for Spelling Year 4 Term 2 ii)</i>	Review/ Assessment
Practise Possessive apostrophe with plural words eg girls', boys', babies', children's, men's	Practise Paired practise words from statutory and personal list.	Practise Prefixes in-, il-, im-. <i>(support for Spelling Year Term 1 i)</i>	Practise Using root words add a suffix. <i>(support for Spelling Year 4 Term 2 ii)</i>	Teach Suffixes: Adding suffixes beginning with vowel letters to words of more than one syllable –ing, -er, -en, ed <i>(support for Spelling Year 4 Term 2 ii)</i>	Review/ Assessment
Apply in word work Chn create their own sentences using possessive apostrophes	Apply in word work Sentence dictation to include words practises form the statutory list.	Apply in word work Word match – chn match words to a prefix to create a new word and then use it in a sentence to show meaning	Apply in word work Word match – chn match words to a prefix to create a new word and then use it in a sentence to show meaning	Apply in word work Sentence dictation using above words.	
	Address, different, difficult, different, grammar, opposite	impossible, improbable, irregular,	answering, appearing, arriving, believing, breathing, building, builder considering, continuing, deciding, experimenting, grouping, guarding, learning, builder, learner, islander answered, appeared, believed, circled, considered, interested, remembered, surprised, separated		

Year 4 Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Suffixes –less and –ly after a consonant <i>(Support for spelling year 3 term 2 ii)</i>	Teach Prefixes super- and auto- <i>(Support for spelling year 4 term 2 iii)</i>	Teach Homophones there/their/they're to/too/two here/hear, meat/meet, knot/not <i>(Support for spelling year 4 term 1 i)</i>	Assess Assess spelling on statutory list	Teach words with /k/ spelt ch – school, chorus, character	Assessment and review Revise spelling rules/ patterns looked at this term
Practise Suffixes –less and –ly after a consonant <i>(Support for spelling year 3 term 2 ii)</i>	Practise Prefixes super- and auto- <i>(Support for spelling year 4 term 2 iii)</i>	Practise Homophones here/hear, meat/meet, knot/not <i>(Support for spelling year 4 term 1 i)</i>	Practise Words from personal and statutory list	Practise words with /k/ spelt ch – school, chorus, character	
Apply in word work Explore what happens to a word when you add –ly note changes from adjective to adverb	Apply in word work Use word lists to create new words using prefix super- and auto-	Apply in word work Provide chn with sentences they select the correct homophone to fill the gap	Apply in word work Dictate sentences than include words practised from the statutory list	Apply in word work Dictation – dictate sentences with some of the spelling practise in.	Assessment and review
heartless, thoughtless, breathless	extremely, famously, importantly, interestingly, occasionally, particularly, peculiarly, possibly, probably, quarterly, recently, separately, specially, strangely		Bicycle, island, imagine, knowledge, medicine, strength	Misguide, misheard, rebuild, reconsider, reappear, regroup, relearn	

Year 4 Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Rare GPCs – words with g sound spelt gu guard, guide, league, tongue, argue, figure	Teach Word endings – ture Measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure	Teach Possessive apostrophe with singular proper nouns	Teach Homophones – scene/seen, mail/male, bawl/ball, there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight <i>(Support for spelling Year 4 Term 1)</i>	Teach Proof reading Give children sentences with common words spelt incorrectly. Model how to reread the sentence spotting and correcting the spelling errors.	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise Rare GPCs – guide and guard (from spelling lists)	Practise Word endings – ture	Practise Possessive apostrophe with singular proper nouns	Practise Homophones – selecting the correct form	Practise Proof reading Children practise reading sentences with common words spelt incorrectly spotting and correcting the spelling errors.	Practise Words from personal and statutory list
<i>Apply in word work</i> Dictate sentences containing the words practised.	<i>Apply in word work</i> Children use letter strings to –ure to make words and use them in their own sentences.	<i>Apply in word work</i> Children write sentences to show who the book belongs to.	<i>Apply in word work</i> Cloze passage where the children have to select the correct homophone.	<i>Apply in word work</i> Children proof read a partner's writing	<i>Apply in word work</i> Word search – what words can you find? Include words from the statutory list.
<i>Group, enough, favourite, although, though</i>					<i>History, century, library, naughty, ordinary</i>

Year 4 Term 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Rare GPCs – /s/ spelt sc as in science, abscess, ascend, descend	Teach Word endings /ʒən/ -sion, eg division, confusion. division, invasion, confusion, decision, television, collision	Teach Revise apostrophes for contraction and plural apostrophe rules	Teach Proof reading Provide children with sentences with one or two more complex spelling mistakes in. Model how we can use a dictionary to find the correct spelling.	Teach Homophones whether/weather, fair/fare, medal/meddle. <i>(Support for Spelling Year 4 Term 1 i)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise Rare GPCs as above	Practise Speed write. How many times can you write the word correctly in one minute? Word endings /ʒən/ -sion,	Practise Revise apostrophes for contraction and plural apostrophe rules	Practise Give children some words that have been spelt incorrectly. They use a dictionary to locate the correct spelling.	Practise Homophones whether/weather, fair/fare, medal/meddle. <i>(Support for Spelling Year 4 Term 1 i)</i>	Practise Words from personal and statutory list
<i>Apply in word work</i> Dictation of sentences that included words practised.	<i>Apply in word work</i> Give children the suffix – sion. How many words can you generate in 2 minutes?	<i>Apply in word work</i> Give the children a short text where apostrophes have been misused. Can you correct the text so that apostrophes have been used correctly.	<i>Apply in word work</i> Provide children with a short passage to proof read and correct.	<i>Apply in word work</i> Children choose a word card with one of the homophones they have been looking at. Use the word in a sentence to show correct meaning.	<i>Apply in word work</i> Dictate sentences than include words practised from the statutory list
	Mention, occasion, possession, position, question				

Year 4 Term 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Words with ou young, touch, double, trouble, country	Teach Proof reading. Give children a selection of words. Fastest finger first to spot spelling error.	Teach Homophones Their/there/they're Whether/weather flour/flower, wear, where, we're, sea/see <i>(Support for spelling Year 4 term 1 ii)</i>	Teach Homophones to/too/two heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <i>(Support for spelling Year 4 term 1 ii)</i>	Assess Assess spelling on statutory list	Review/assess
Practise Ou words	Teach Provide children with simple sentences with spelling error in. Spot error and correct.	Practise Homophones flour/flower, wear, where, we're, sea/see <i>(Support for spelling Year 4 term 1 ii)</i>	Apply Homophones heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign <i>(Support for spelling Year 4 term 1 ii)</i>	Practise Words from personal and statutory list Paired spelling games.	Review/assess
Apply in word work Sentence dictation including ou words	Apply in word work Provide chn with a short paragraph correct the spelling mistakes	Apply in word work Children use an example of each homophone in their own sentence to show meaning.	Apply in word work Sentence dictation – using homophones learnt	Apply in word work Dictate sentences than include words practised from the statutory list	
<i>Group, enough, favourite, although, though</i>	<i>Breathe, caught, experience, forward, fruit, various</i>				

Word list for years 3 and 4

<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain</p>	<p>circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme</p>	<p>Fam favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest</p>	<p>island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular</p>	<p>peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember</p>	<p>sentence separate special strange strength suppose surprise therefore though/although thought through vari weight woman/women</p>
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Year 3

Year 4

Year 5 & 6

Spelling Pattern	Spelling Rule	Examples
Endings which sound like /ʃəs/ spelt –ci or –ti	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c e.g. vice – vici, grace – graci, space – spaci, malice – malici. Exception: anxi.	vici, preci, consci, delici, malici, suspici ambiti, cauti, fictiti, infecti, nutriti
Endings which sound like /ʃəl/ –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.	Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eʃ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʃ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence Words
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvi; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exception: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter- string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. The weather may affect our plans) effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business.). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after someone (e.g. to draft in extra help) draught: a current of air	Advise/advice device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previ time (e.g. In

		<p>the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>
Adding suffixes beginning with vowel letters to words of more than one syllable	Words to be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	Words to be learnt as needed.	young, touch, double, trouble, country
Prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Before a root word starting with l, in– becomes il Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–. re– means 'again' or 'back'. sub– means 'under'. inter– means 'between' or 'among'. super– means 'above'. anti– means 'against'. auto– means 'self' or 'own'.</p>	<p>dis–, mis–: disappoint, disagree, disobey misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re–: redo, refresh, return, reappear, redecorate sub–: subdivide, subheading, submarine, submerge inter–: interact, intercity, international, interrelated (inter + related) super–: supermarket, superman, superstar anti–: antiseptic, anti-clockwise, antisocial auto–: autobiography, autograph</p>
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

Suffix -ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exception: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with –le, the –le is changed to –ly. (3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly. (4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure. The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion</p>	<p>division, invasion, confusion, decision, collision, television</p>
The suffix -	<p>Sometimes the root word is obvi and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvi root word. –our is changed to –or before – is added. A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the – ending, it is usually spelt as i, but a few words have e.</p>	<p>poison, danger, mountain, fam, vari</p> <p>tremend, enorm, jeal</p> <p>humor, glamor, vigor courage, outrage</p> <p>seri, obvi, curi hide, spontane, courte</p>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se.</p> <p>Exception: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>

Year 5 Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Words containing the letter-string -ough. (Support for Spelling Y6 T3 i)	Teach Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (Support for Spelling Y5T1i) doubt, island, lamb, solomn, autumn, thistle, knight	Teach Words ending in -able and -ably Adorable/adorably applicable/applicably Changeable, noticeable, dependable, comfortable understandable, enjoyable, reliable (Support for Spelling Y4T2 ii)	Teach Model how to proof read a short text and how to correct spelling errors. Proof-reading focusing commonly misspelt words	Teach Homophones eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (Support for Spelling Y4T1ii)	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc
Apply Words containing the letter-string -ough.	Learn Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (Support for Spelling Y5T1i)	Practise Give children a root word and ask them to sort into -ible or -able word (Support for Spelling Y4T2 ii)	Practise Chn proof-read a short text that includes commonly misspelt words	Practise Homophones eg isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed. (Support for Spelling Y4T1ii)	Practise Words from personal and statutory list
Apply in word work Give the children 5 minutes to come up with as many ough words as they can.	Apply in word work Word art – children create a design of the word to help others remember the silent letter	Apply in word work Children compete in teams to generate the most -ible and -able words as possible in 5 minutes – a point for every correct spelling and a point deducted for incorrect spelling	Apply in word work Provide children with a short text to proof read.	Apply in word work Dictate sentences that include homomphones.	Apply in word work Word jumble – give children anagrams of words from the statutory list can they work out the word?
thorough	Awkward, guarantee, yacht				

Year 5 Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Revise plurals eg adding -s, -es and -ies <i>(Support for Spelling Yr 4 Term 1 ii)</i>	Teach Use of the hyphen Co-ordinate, re-enter, co-operate, co-own	Assess Words from personal and statutory list	Teach Model proof-reading focusing on checking words form personal lists	Teach Use dictionary to support teaching of word roots, derivations and spelling patterns <i>(Support for Spelling Yr 6 Term 3 i)</i>	Assess/Review
Practise plurals eg adding -s, -es and -ies <i>(Support for Spelling Yr 4 Term 1 ii)</i>	Practise Use of the hyphen Co-ordinate, re-enter, co-operate, co-own	Practise Paired practise words from statutory and personal list.	Practise Proof-reading focusing on checking words form personal lists	Practise Use dictionary to support teaching of word roots, derivations and spelling patterns <i>(Support for Spelling Yr 6 Term 3 i)</i>	Assess/Review
Apply in word work Provide children with a list of singular words could be related to a topic e.g food. Children change the word form singular to plural.	Apply in word work Write Thameside Top tips for using a hyphen	Apply in word work Sentence dictation to include words practises form the statutory list.	Apply in word work Provide children with a longer more complex text or a piece of their own writing to proof read.	Apply in word work Children create a poster for a spelling pattern	
Accompanies, bargains, bruises, categories, communicates, develops, dictionaries, muscles, languages, sacrifices, vegetables, symbols					

Year 5 Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review Apostrophe for possession	Teach Rare GPCs Bruise, guarantee, immediately, vehicle, yacht	Teach Rule ei after c <i>(Support for spelling Year 5 Term 2 i)</i>	Teach Word endings –ible and ibly <i>(Support for Spelling Y4T2 ii)</i>	Teach Homophones led/lead, steel/steal, alter/altar <i>(Support for spelling Year 4 Term 1 ii)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Revisit/review Apostrophe for possession	Practise Look at tricky parts and discuss ways that we can try and remember spellings, bruise, guarantee, immediately, vehicle, yacht	Practise Rule ei after c. Are there any exceptions? <i>(Support for spelling Year 5 Term 2 i)</i>	Practise Word endings –ible and ibly <i>(Support for Spelling Y4T2 ii)</i>	Practise Homophones led/lead, steel/steal, alter/altar <i>(Support for spelling Year 4 Term 1 ii)</i>	Practise Words from personal and statutory list
Apply in word work Write Thameside Top Tips for using appostrophes	Apply in word work Word scramble- give children anagrams of spelling looked at. Unscramble words	Apply in word Work Call out words children then add them to a chart to show whether they follow the rule or whether they are an exception to the rule.	Apply in word work Dictate sentences that include words practised.	Apply in word work Dictate sentences that include words practised.	Apply in word work Give children anagrams of words from the statutory list can they work them out
	<i>Bruise, guarantee, immediately, vehicle, yacht</i>	<i>Achieve, ancient, conscience, convenience, mischief, soldier, sufficient, variety, foreign, leisure, neighbour,</i>	<i>Achievable, recognisable,</i>		

Year 5 Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Model proof-reading of a longer text.	Teach Collecting root words and creating words using them <i>(Support for spelling Year 5 Term 3 ii)</i>	Revise/review Homophones necessary to secure <i>(Support for spelling Year 4 Term 1 ii)</i>	Assess Words from personal and statutory list	Teach Rare GPCs kn, ps (psalm), solemn – silent letters <i>(Support for spelling Year 5 Term 1 i)</i>	Assess/Review
Practise Children proof-read a long text and check with a partner that they have found all the errors.	Practise Collecting root words and creating words using them <i>(Support for spelling Year 5 Term 3 ii)</i>	Practise Homophones necessary to secure <i>(Support for spelling Year 4 Term 1 ii)</i>	Practise Paired practise words from statutory and personal list.	Practise Rare GPCs kn, ps (psalm), solemn – silent letter <i>(Support for spelling Year 5 Term 1 i)</i>	Assess/Review
Apply in word work Proof read a piece of their own work.	Apply in word work Sentence dictation to include words practise	Apply in word work Children challenge their partner to use a homophone in their own sentence	Apply in word work Sentence dictation to include words practises form the statutory list.	Apply in word work Word jumble give the children anagrams to solve.	
				<i>Awkward, guarantee, yacht</i>	

Year 5 Term 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose. <i>(Support for spelling Year 4 term 1 ii)</i>	Teach Look at suffix –cian, -sion, -tion <i>(Support for spelling Year 5 term 1 ii)</i>	Teach Look at when we hyphate word Co-own Co-ordinates Re-enter Co-operate	Teach Dictionary work Model how to use a dictionary to locate spelling or a word.	Revise Prefixes and suffixes looked at so far <i>(Support for spelling Year 5 term 3 ii)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise Homophones cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose.	Practise Play Shannons game Jumpstart With words looked at,	Practise Investigate hyphenated words	Practise Children practise locating spelling from the statutory list and write correct spelling.	Practise Explore creating new words using prefixes and suffixes <i>(Support for spelling Year 5 term 3 ii)</i>	Practise Words from personal and statutory list
Apply in word work Dictate sentences than include words practised	Apply in word work Word search children find hidden –cian. –sion and –tion words	Apply in word work	Apply in word work Children use a dictionary to correct 5-6 spelling errors in their own work	Apply in word work Give the children a root word they choose a suffix or prefix to add and then use the word in their own sentence.	Apply in word work Dictate sentences than include words practised from the statutory list
	Accommodation, communication, competition, appreciation, explanation, determination, suggestion, recommendation				

Year 5 Term 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Teach use of dictionary to check words referring to first three or four letters.(Support for Spelling p114)	Teach Spelling of connectives <i>(Support for spelling Year 6 1 ii)</i>	Teach Spelling pattern ough <i>(Support for spelling Year 6 Term 3 i)</i>	Assess Words from personal and statutory list	Teach Spelling from across the year that is needed	Assess/review
Practise Teach use of dictionary to check words referring to first three or four letters.(Support for Spelling p114)	Practise Speed write how many times can you write the word in one minute <i>(Support for spelling Year 6 1 ii)</i>	Practise Spelling pattern ough <i>(Support for spelling Year 6 Term 3 i)</i>	Practise Paired practise words from statutory and personal list.	Practise Chn design posters to help them remember spelling rules/patterns they find difficult	Assess/review
Apply in word work Children use dictionary to correct 5/6 spelling errors that have been identified in their own work	Apply in word work Children use connectives to create their own sentences	Apply in word work Sentence dictation to include words practised	Apply in word work Sentence dictation to include words practises form the statutory list.	Apply in word work Chn play spelling games to help them practise words they find tricky	Apply in word work Dictate a short paragraph covering rules and spelling covered over the half term.
<i>Use any words from Year 5/6 word list</i>		<i>thorough</i>			

Year 6 Term 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess words from statutory	Revise Adding suffixes -ate, -ify, -ise, -en <i>(support for spelling Year 6 Term 2 ii)</i> Focus on how the word changes when you add the prefix or suffix	Teach Adding suffixes beginning with vowel letters to words ending in -fer. referring, referred, referral, transferring, reference, referee, preference	Teach Proof-reading Look at a short passage of writing and model how to proof read and edit.	Teach Look at Greek based words look at use of phi instead of f <i>(support for spelling Year 6 Term 3 i)</i>	Revise Adding suffixes –tion, -ness, -ity Discuss the rules for changing words. <i>(support for spelling Year 6 Term 2 ii)</i>
Practise words from statutory and personal word lists. Spelling games ie Shannon's game Jumpstart	Practise Practice adding suffixes and identifying how the word changes. <i>(support for spelling Year 6 Term 2 ii)</i>	Practise Adding suffixes beginning with vowel letters to words ending in -fer.	Practise Working in pairs children proof read and edit a short passage.	Practise Explore words from other origins. <i>(support for spelling Year 6 Term 3 i)</i>	Practise Adding suffixes and identifying the rule. <i>(support for spelling Year 6 Term 2 ii)</i>
Apply in word work Give children anagrams of words they have learnt can they unscramble them?	Apply in word work Children categorise words according to their word type after the suffix has been added i.e. adverb, adjective etc	Apply in word work Give children the definition they write the word.	Apply in word work Children proof read and edit a piece of their own writing.	Apply in word work Dictate sentences with words practise in.	Apply in word work Display some word pairs children identify the rule.
	Definite, criticise	Interfere		Physical,	Opportunity, competition, explanation, pronunciation

Year 6 Term 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learn homophones advice/advise device/devise licence/license practice/practise prophecy/prophecy	Learn Endings which sound like /jəs/ spelt –ci or –ti eg preci, ambiti, vici, delici, suspici, ambiti, cauti <i>(support for spelling Year 5 Term 3 I practise, explore and investigate)</i>	Apply Endings which sound like /jəs/ spelt –ci or –ti eg preci, ambiti <i>(support for spelling Year 5 Term 3 I practise, explore and investigate)</i>	Assess Words from personal and statutory list	Review Adding prefixes un-, dis-, il-, anti- Add prefixes to words and look at how the word changes. <i>(support for spelling Year 6 Term 2 ii)</i>	Assess/Review
Practise homophones advice/advise device/devise licence/license practice/practise prophecy/prophecy	Practise Endings which sound like /jəs/ spelt –ci or –ti eg preci, ambiti. Play Shannon game to support spelling <i>(support for spelling Year 5 Term 3 I practise, explore and investigate)</i>	Practise Collect words ending in and group according to the vowel that is used to join it. <i>(support for spelling Year 5 Term 3 I practise, explore and investigate)</i>	Practise Paired practise words from statutory and personal list.	Practise Practise adding prefixes and identifying how the word changes. <i>(support for spelling Year 6 Term 2 ii)</i>	Assess/Review
Apply in word work Sentence dictation to include a range of homophones.	Apply in word work Give children anagrams of words. Can they unscramble the letters to make the word.	Apply in word work Working in teams how many –ti and –ci words can you collect. Score 1 point for every word correctly spelt and lose a point for any words spelt incorrectly.	Apply in word work Sentence dictation to include words from the statutory list	Apply in word work Show word pairs and children identify how the word has changed.	Apply in word work Dictate a paragraph contain word and spelling rules covered.

	Consci,	Consci,		Unavailable, unconsci, unfamiliar, unnecessary, ,	
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Year 6 Term 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review words with –ough string <i>(Support for spelling Year 5 Term 1 ii)</i>	Teach Word endings -cial, -tial Official, special, artificial, partial, confidential	Teach words from statutory and personal word lists	Teach Silent letters – explore different forms of the words and identify which ones you heard the letter in and which ones are silent e.g. sign, signature <i>(Support for spelling Year 6 Term 2 i)</i>	Teach Proof-reading Look at a passage together focussing on commonly misspelt words	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Practise words with –ough string <i>(Support for spelling Year 5 Term 1 ii)</i>	Practise Word sort according to ending used. Word endings -cial, -tial,	Apply Paired testing of words learnt	Practise Wednesday, theme, February, knight, thumb, thistle, <i>(Support for spelling Year 6 Term 2 i)</i>	Practise Proof-reading Working in pairs children proof read a piece of writing identifying spelling errors.	Practise Words from personal and statutory list
Apply in word work Dictate sentences than include words practised	Apply in word work Write the rule for adding –cial or –tial. Can you find any exceptions to the rule?	Apply in word work Provide the definition children write the correct word.	Apply in word work Dictate sentences than include words practised	Apply in word work Children proof read a partners word identifying spelling errors to be corrected.	Apply in word work Dictate sentences than include words practised from the statutory list
thorough					

Year 6 Term 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit/review Learning from last half-term	Teach Homophones Desert/dessert, stationery/stationary and previ ones taught that are not secured	Teach Children look at connectives – collect as many eggs as possible <i>(Support for spelling Year 6 Term 1 ii)</i>	Assess Words from personal and statutory list	Revise/review Words with ‘silent’ letters <i>(Support for spelling Year 6 Term 2 ii)</i>	Assess/Review
Revisit/review Learning from last half-term	Practise Homophones Desert/dessert, stationery/stationary and previ ones taught that are not secured	Practise Identify strategies that can be used to help chn remember spelling of each connective. <i>(Support for spelling Year 6 Term 1 ii)</i>	Practise Paired practise words from statutory and personal list.	Revise/review Words with ‘silent’ letters <i>(Support for spelling Year 6 Term 2 ii)</i>	Assess/Review
Apply in word work	Apply in word work	Apply in word work Give children sentence opener they use a connective to extend, focus on correct spelling of connective.	Apply in word work Sentence dictation to include words practises from the statutory list	Apply in word work	Apply in word work

Year 6 Term 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learn words from statutory and personal word lists	Teach Words ending in –ant, –ance/–ancy, Observation, Observant, observance Expectation, expectant, toleration, tolerant, tolerance	Teach Embedding proof reading strategies when reviewing own writing independently	Revisit/review Suffixes – give children a list of root words how many different words can you make by adding a prefix or suffix? <i>(Support for Spelling Year 6 Term 2 ii)</i>	Teach Identify words that have a prefix and suffix e.g. disappointed, disappeared, dishonestly, disagreement, disinterested, unlikely, unskilled <i>(Support for Spelling Year 6 Term 3 ii)</i>	Teach Spelling on statutory list look at the word and break it down, identify tricky parts, identify spelling patterns etc.
Apply Pair testing words from statutory and personal word lists	Practise Words ending in –ant, –ance/–ancy, Observation, Observant, observance Expectation, expectant, toleration, tolerant, tolerance	Practise Embedding proof reading strategies when reviewing own writing independently	Practise Spelling of words using prefixes and suffixes Root words – help, age, change, arm, class, care, possible, kind, reduce <i>(Support for Spelling Year 6 Term 2 ii)</i>	Practise Practise writing words that have a prefix and suffix. Give children root word and they add prefix and suffix <i>(Support for Spelling Year 6 Term 3 ii)</i>	Practise Words from personal and statutory list
Apply through word work Wordsearch what words can you find create words from statutory list	Apply through word work Give children the first part of a word they decide whether they are adding –ant, -ance or -ancy	Apply through word work Chn apply proof reading strategies to own writing	Apply through word work Dictate sentences than include words practised	Apply through word work Word building – give children a range of root words. How many words can you build in 5 minutes?	Apply in word work Dictate sentences than include words practised from the statutory list

	Hinderance				
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Year 6 Term 6

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Teach Homophones draft/draught, dissent/descent, precede/proceed	. Teach Word endings –ent, –ence/–ency Innocent, innocence, decent, decency, frequent, frequency	Revise spelling rules Chn design posters to help them remember spelling rules/patterns they find difficult to remember	Revise spelling rules Chn design posters to help them remember spelling rules/patterns they find difficult to remember	Revise spelling rules Chn design posters to help them remember spelling rules/patterns they find difficult to remember	Assess/Review
Practise Homophones draft/draught, dissent/descent, precede/proceed	Practise Word endings –ent, –ence/–ency Innocent, innocence, decent, decency,	Practise Pairs or groups of children device spelling games to help them practise rules	Practise Pairs or groups of children device spelling games to help them practise rules	Practise Pairs or groups of children device spelling games to help them practise rules	Assess/Review
Apply through word work	Apply through word work	Apply through word work Play spelling games possibly with Year 5	Apply through word work Play spelling games possibly with Year 5	Apply through word work Play spelling games possibly with Year 5	
	Convenience, existence, government, equipment, sufficient, correspondent				

Year 5 and 6 word lists

<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee</p>	<p>communicate community competition conscience* consci* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastr embarrass</p>	<p>environment equip (–ped, – ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly</p>	<p>individual interfere interrupt language leisure lightning marvell mischief muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice</p>	<p>privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient</p>	<p>suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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