

St Oswald C of E Primary School

Spelling Scheme of Work



Contents

Contents.....	2
Introduction.....	3
Spelling Scheme – Statutory Coverage for Year 1	4
Spelling Scheme – Statutory Coverage for Year 2	8
Spelling Scheme – Statutory Coverage for Years 3 and 4	11
Spelling Scheme – Statutory Coverage for Years 5 and 6	15

Introduction

This document outlines how the St Oswald's Spelling Scheme of Work offers full coverage of the **Statutory Requirements of the English National Curriculum for Spelling**

Spelling Scheme – Statutory Coverage for Year 1

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	Autumn 2 – Week 4
The /ŋ/ sound spelt n before k		Autumn 2 – Week 6
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	Spring 1 – Week 6
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	Summer 2 – Week 2
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	Summer 2 – Week 3
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as -es .	Summer 2 – Week 4
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these	Summer 2 – Week 5

	<i>endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</i>	
Adding –er and –est to adjectives where no change is needed to the root word	<i>As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.</i>	Summer 2 – Week 6

Vowel digraphs and trigraphs	Rules and Guidance (non-statutory)	Lesson Coverage
ai, oi	<i>The digraphs ai and oi are virtually never used at the end of English words.</i>	Autumn 1 – Week 1
ay, oy	<i>ay and oy are used for those sounds at the end of words and at the end of syllables.</i>	Autumn 1 – Week 2
a–e		Spring 1 – Week 5
e–e		Summer 1 – Week 4
i–e		Autumn 1 – Week 6
o–e		Summer 2 – Week 1
u–e	<i>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u–e.</i>	Summer 2 – Week 1
ar		Spring 1 – Week 5
ee		Autumn 1 – Week 3
ea (/i:/)		Autumn 1 – Week 4
ea (/ɛ/)		Autumn 2 – Week 1
er (/ɜ:/)		Autumn 2 – Week 2
er (/ə/)		Autumn 2 – Week 3
ir		Autumn 2 – Week 2
ur		Spring 1 – Week 2

oo (/u:/)	<i>Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo</i>	Spring 1 – Week 3
oo (/ʊ/)		Spring 1 – Week 4
oa	<i>The digraph oa is very rare at the end of an English word.</i>	Spring 2 – Week 1
oe		Spring 2 – Week 1
ou	<i>The only common English word ending in ou is you.</i>	Spring 2 – Week 2
ow (/aʊ/) ow (/əʊ/) ue ew	<i>Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.</i>	Spring 2 – Week 1 Spring 2 – Week 2 Spring 2 – Week 3 Spring 2 – Week 3
ie (/aɪ/)		Autumn 1 – Week 6
ie (/i:/)		Autumn 1 – Week 4
igh		Spring 2 – Week 4
or		Spring 2 – Week 6
ore		Spring 2 – Week 6
aw		Summer 1 – Week 1
au		Summer 1 – Week 1
air		Summer 1 – Week 2
ear		Spring 2 – Week 4
ear (/ɛə/)		Summer 1 – Week 2
are (/ɛə/)		Summer 1 – Week 2

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Words ending –y (/i:/ or /ɪ/)		Summer 1 – Week 4

New consonant spellings ph and wh	<i>The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).</i>	Summer 1 – Week 3
Using k for the /k/ sound	<i>The /k/ sound is spelt as k rather than as c before e, i and y.</i>	Autumn 2 – Week 6
Adding the prefix –un	<i>The prefix un– is added to the beginning of a word without any change to the spelling of the root word.</i>	Summer 1 – Week 6
Compound words	<i>Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.</i>	Spring 1 – Week 1
Common exception words	<i>Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.</i>	Completed as home learning weekly – see home learning spellings

Spelling Scheme – Statutory Coverage for Year 2

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<i>The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /e/, /i/, /v/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</i>	Autumn 1 – Week 2 Summer 2 – Week 3
The /s/ sound spelt c before e, i and y		Summer 2 – Week 4
The /n/ sound spelt kn and (less often) gn at the beginning of words	<i>The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.</i>	Spring 1 – Week 6
The /r/ sound spelt wr at the beginning of words	<i>This spelling probably also reflects an old pronunciation.</i>	Summer 1 – Week 1
The /l/ or /ə/ sound spelt –le at the end of words	<i>The –le spelling is the most common spelling for this sound at the end of words.</i>	Spring 1 – Week 1
The /l/ or /ə/ sound spelt –el at the end of words	<i>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.</i>	Spring 1 – Week 3
The /l/ or /ə/ sound spelt –al at the end of words	<i>Not many nouns end in –al, but many adjectives do.</i>	Spring 1 – Week 4
Words ending –il	<i>There are not many of these words.</i>	Summer 2 – Week 2

The /aɪ/ sound spelt –y at the end of words	<i>This is by far the most common spelling for this sound at the end of words.</i>	Summer 1 – Week 2
Adding –es to nouns and verbs ending in –y	<i>The y is changed to i before –es is added.</i>	Summer 1 – Week 3
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	<i>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.</i>	Spring 2 – Week 2
Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	<i>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. Exception: being.</i>	Spring 2 – Week 3
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	<i>The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i v /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes</i>	Spring 2 – Week 4
The /ɔ:/ sound spelt a before l and ll	<i>The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.</i>	Summer 1 – Week 4
The /ʌ/ sound spelt o		Summer 2 – Week 1
The /i:/ sound spelt –ey	<i>The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).</i>	Autumn 1 – Week 4
The /ɒ/ sound spelt a after w and qu	<i>a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.</i>	Autumn 1 – Week 6
The /ɜ:/ sound spelt or after w	<i>There are not many of these words.</i>	Autumn 2 – Week 1
The /ɔ:/ sound spelt ar after w	<i>There are not many of these words.</i>	Autumn 2 – Week 1
The /z/ sound spelt s		Spring 1 – Week 6
The suffixes –ment, –ness, –ful , –less and –ly	<i>If a suffix starts with a consonant letter, it is added straight on to most root words without any</i>	Autumn 2 – Week 2

	<p>change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) argument</p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	
Contractions	<p>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 possessive.</p>	Autumn 2 – Week 3
The possessive apostrophe (singular nouns)		Spring 2 – Week 1
Words ending in -tion		Autumn 2 – Week 4
Homophones and near-homophones	<p>It is important to know the difference in meaning between homophones.</p>	Autumn 1 – Week 3 Spring 1 – Week 2
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.</p>	Completed as home learning – see home learning spelling lists

Spelling Scheme – Statutory Coverage for Years 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Adding suffixes beginning with vowel letters to words of more than one syllable	<i>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.</i>	Year 4 – Autumn 2 – Week 5
The /ɪ/ sound spelt y elsewhere than at the end of words	<i>These words should be learnt as needed.</i>	Year 3 – Autumn 2 – Week 2
The /ʌ/ sound spelt ou	<i>These words should be learnt as needed.</i>	Year 3 – Autumn 2 – Week 3
More prefixes	<p><i>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</i></p> <p><i>Like un-, the prefixes dis- and mis- have negative meanings.</i></p> <p><i>The prefix in- can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</i></p> <p><i>Before a root word starting with l, in- becomes il.</i></p> <p><i>Before a root word starting with m or p, in- becomes im-.</i></p> <p><i>Before a root word starting with r, in- becomes ir-.</i></p> <p><i>re- means ‘again’ or ‘back’.</i></p> <p><i>sub- means ‘under’.</i></p>	<p>Year 3 – Autumn 2 – Week 5 (in-)</p> <p>Year 3 – Spring 1 – Week 2 (super-)</p> <p>Year 3 – Spring 1 – Week 3 (im-)</p> <p>Year 3 – Spring 2 – Week 3 (re-)</p> <p>Year 4 – Autumn 2 – Week 1 (dis- & mis-)</p> <p>Year 4 – Autumn 2 – Week 2 (il-)</p> <p>Year 4 – Summer 1 – Week 3 (sub-, anti- & auto-)</p> <p>Year 4 – Summer 1 – Week 5 (inter-)</p>

Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

	<p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p>	
The suffix –ation	<p>The suffix –ation is added to verbs to form nouns.</p> <p>The rules already learnt still apply.</p>	Year 4 – Autumn 2 – Week 3
The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(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.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly</p>	<p>Year 3 – Summer 1 – Week 2</p> <p>Year 3 – Summer 1 – Week 3</p> <p>Year 4 – Summer 1 – Week 2</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>	Year 3 – Spring 2 – Week 5
Endings which sound like /ʒən/	<p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	Year 3 – Spring 1 – Week 5
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with</p>	<p>Year 4 – Spring 2 – Week 2</p> <p>Year 4 – Spring 2 – Week 3</p>

	<p>vowel letters. Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	
Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	<p>Strictly speaking, the suffixes are –ion and –ian.</p> <p>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.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>–ssion is used if the root word ends in ss or –mit.</p> <p>–sion is used if the root word ends in d or se.</p> <p>Exceptions: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>Year 3 – Autumn 2 – Week 1 (-cian)</p> <p>Year 3 – Spring 2 – Week 1 (-tion)</p> <p>Year 3 – Spring 2 – Week 2 (-sion)</p> <p>Year 4 – Autumn 1 – Week 5 (-sion)</p> <p>Year 4 – Spring 1 – Week 3 (-ssion)</p> <p>Year 4 – Spring 2 – Week 1 (-tion)</p>
Words with the /k/ sound spelt ch (Greek in origin)		Year 4 – Spring 1 – Week 5
Words with the /ʃ/ sound spelt ch (mostly French in origin)		Year 3 – Autumn 1 – Week 5
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		Year 4 – Spring 1 – Week 2
Words with the /s/ sound spelt sc (Latin in origin)	<p>In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.</p>	Year 4 – Autumn 1 – Week 3
Words with the /eɪ/ sound spelt ei, eigh, or ey		Year 3 – Autumn 1 – Week 3

Possessive apostrophe with plural words	<i>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).</i>	Year 4 – Summer 2 – Week 1 Year 4 – Summer 2 – Week 2
Homophones and near-homophones		Year 3 – Autumn 1 – Week 1 Year 3 – Autumn 1 – Week 2 Year 3 – Summer 1 – Week 5 Year 4 – Autumn 1 – Week 1 Year 4 – Autumn 1 – Week 1 Year 4 – Spring 2 – Week 5
Word list – years 3 and 4 (common exception words)		Completed as home learning – see home learning spelling lists

Spelling Scheme – Statutory Coverage for Years 5 and 6

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Endings which sound like /ʃəs/ spelt –cious or –tious	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 – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	Year 5 – Spring 2 – Week 1 Year 6 – Spring 1 – Week 2
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).	Year 6 – Spring 1 – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use – ant and – ance/–ancy if there is a related word with a /æ/ or /eɪ/ 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 /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Year 5 – Spring 2 – Week 2 (-ancy) Year 6 – Spring 2 – Week 2 (-ent, -ence & -ency) Year 6 – Spring 2 – Week 5 (-ance) Year 6 – Summer 2 – Week 2 (-ant)
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.	Year 5 – Autumn 1 – Week 5 (-able & -ably) Year 5 – Spring 1 – Week 3 (-able)

	<p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>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 <i>cap</i> and <i>gap</i>) before the a of the –able ending.</p> <p>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 obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>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. <i>sensible</i>).</p>	<p>Year 5 – Summer 1 – Week 3 (-ably)</p> <p>Year 6 – Autumn 1 – Week 5 (-able & -ible)</p> <p>Year 6 – Autumn 2 – Week 3 (-ible & -ibly)</p>
Adding suffixes beginning with vowel letters to words ending in –fer	<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	Year 6 – Autumn 2 – Week 1
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.	Year 6 – Summer 1 – Week 3
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:/.	<p>Year 5 – Autumn 2 – Week 2</p> <p>Year 5 – Autumn 2 – Week 3 (exceptions)</p>

	Exceptions: <i>protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</i>	
Words containing the letter-string ough	ough <i>is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</i>	Year 5 – Autumn 2 – Week 5 Year 5 – Spring 1 – Week 2 Year 6 – Autumn 2 – Week 5
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<i>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</i>	Year 5 – Autumn 2 – Week 1 (silent k) Year 5 – Spring 2 – Week 5 Year 5 – Summer 1 – Week 5 (silent w) Year 5 – Summer 2 – Week 2 (silent b) Year 6 – Spring 2 – Week 1
Homophones and other words that are often confused	<i>In the pairs of words opposite, 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.</i>	Year 5 – Spring 1 – Week 5 Year 5 – Spring 2 – Week 3 Year 5 – Summer 1 – Week 2 Year 6 – Autumn 1 – Week 3 Year 6 – Spring 1 – Week 5
Word list – years 5 and 6		Completed as home learning – see home learning spelling lists

Year 1 Spelling Focus Overview

Spelling Scheme Overview
Year 1 – Autumn 1

Year 1 - Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5
ai and oi vowel digraph	ay and oy vowel digraph	ee vowel digraph	ea and ie vowel digraphs with /i:/ sound	ie digraph and i-e split digraph
rain wait train paid afraid oil join coin point soil	day play say way stay boy toy joy enjoy annoy	see tree green meet week seek peek feet need seem	sea dream meat each read (<i>present tense</i>) chief field thief reach teach	lie tie pie cried tried five ride like time side

NC Statutory learning focus

Year 1 - Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5
ea vowel digraphs /ɛ/ sound	er and ir digraph /ɜ:/ sound	er digraph /ə/	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /ŋ/ sound spelt n before k and using K for the /k/sound
head bread meant instead spread wear pear read (<i>past tense</i>) thread breath	her term were verb person girl bird shirt first third	better under summer winter sister letter anger writer faster swimmer	off well miss buzz back shell dress puff fizz pack	bank think honk sunk Kent sketch kit skin tank thank

NC Statutory learning focus

Year 1 - Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Compound words	ur digraph	oo vowel digraph with /u:/ sound	oo vowel digraph with /ʊ/ sound	a-e and ar digraphs	Division of words into syllables
Compound words are two words joined together.	turn hurt church burst Thursday burn nurse surf turf purse	food pool moon zoo soon hoop root spoon roof boom	took foot wood good book wool stood hood shook cook	made came same take safe car start park arm garden	pocket rabbit carrot thunder sunset market office magic puppet target
football playground farmyard bedroom blackberry pancake rainbow springtime eyebrow suitcase					

NC Statutory learning focus

Need more support? Contact us:

Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

Year 1 - Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
oa, oe and ow vowel digraph	ou and ow vowel digraphs with /aʊ/ sound	ue and ew vowel digraphs	ear and igh trigraph	or digraph and ore trigraph
boat coat road coach goal toe goes own snow grow	out about mouth around sound now how brown down town	blue clue true rescue Tuesday new few grew flew drew	high night light bright right dear hear beard near year	for short born horse morning more score before wore shore

NC Statutory learning focus

Year 1 - Summer 1

Week 1	Week 2	Week 3	Week 4	Week5
aw and au digraph	ear, air, and are trigraphs with /ɛə/ sound	New consonant spellings ph and wh	Words ending y and the e-e split digraph making /i:/ sound	Adding the prefix un
saw draw law yawn crawl author August dinosaur astronaut sauce	bear pear wear dare bare care share scared air chair	dolphin alphabet phonics elephant phone when where which wheel while	very happy funny party family these theme complete even delete	The prefix un- means ‘not’ and usually gives the words the opposite meaning. unhappy undo unload unfair unlock unwell unable unplug unkind unsafe

Year 1 - Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
o-e and u-e split digraphs with /əʊ/ and /oo/ sound	tch words	The /v/ sound at the end of words	Adding s and es to words	Adding the endings -ing , ed , and er to verbs where no change is needed to the root word.	Adding er and est to adjectives where no change is needed to the root word.
home those woke hope hole June rule rude use tube	catch fetch kitchen notch hutch snatch match ditch hatch watch	have live give above love glove active save wave cursive	cats dogs spends walks rocks thanks catches goes teaches watches	hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper walking	grander fresher thicker colder quicker quickest strongest freshest grandest longest

NC Statutory learning focus

Year 2 Spelling Focus Overview

Spelling Scheme Overview
Year 2 – Autumn 2

Year 2 - Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5
Mixed words from the range of spelling patterns and rules from previous year	The /dʒ/ sound spelt as ge and dge at the end of words, and spelt as g elsewhere before e , i and y	Homophones and near-homophones	The /i:/ sound spelt ey	The /ɒ/ sound spelt a after w and qu
annoy dream cried instead summer blackberry moon hutch fresher sketch	charge bulge village gem giant magic giraffe energy jacket adjust	A homophone is a word that sounds like another word but has a different meaning. there their they're hear here quite quiet see sea one won	key donkey monkey chimney valley journey alley honey hockey money	want watch wander quantity squash wallet wasp quality quarry wash

NC Statutory learning focus

Year 2 - Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5
The /3:/ sound spelt or after w and the /J/ sound spelt ar after w	The suffixes -ment , -ness , -ful , -less and -ly	Contractions	Words ending in -tion	Consolidating from this term's spellings
word work worm world worth war warm towards worthless worst	Some of the suffixes are easier to understand than others e.g. -playful (full of play), hopeless (loss of hope). enjoyment sadness careful playful hopeless plainness badly happiness employment darkness	Contractions can be used to join two separate words to make one shorter word. can't didn't hasn't couldn't it's I'm they're he's you're don't	station fiction solution section motion creation celebration nation caution position	not look word work hopeless celebration behind giraffe quiet journey sugar wander

NC Statutory learning focus

Year 2 - Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5
The /l/ or /ɹl/ sound spelt -le at the end of words	Homophones and near-homophones	The /l/ or /ɹl/ sound spelt -el at the end of words	The /l/ or /ɹl/ sound spelt -al at the end of words	The /n/ sound spelt kn and (less often) gn at the beginning of words and The /z/ sound spelt s
table apple bottle little middle example battle terrible struggle possible	<p>A homophone is a word that sounds like another word but has a different meaning.</p> <p> bare bear sun son to too two be bee night knight </p>	camel tunnel squirrel travel towel tinsel vowel enamel angel level	metal pedal capital hospital animal magical signal mammal general formal	knock know knew gnat gnaw television treasure usual measure visual

NC Statutory learning focus

NC Statutory common exception words

Year 2 - Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
The possessive apostrophe (singular nouns)	Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ed, -ing, -er, -est, and -y to words ending in -e with a consonant before it	Adding -ed, -ing, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	Consolidating from this half term's spellings
An apostrophe and an s can be used to show that a thing belongs or is connected to something or someone else.	copied copier happier happiest cried replied copying crying replying relied	hiking hiked hiker nicer nicest shiny describing described wiring tiled	patting patted humming hummed dropping dropped sadder saddest fatter fattest	him them down child's replying describing patted dropped everybody after
Megan's Ravi's girl's child's man's boy's bike's computer's school's parent's				

NC Statutory learning focus

Year 2 - Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5
The /r/ sound spelt wr at the beginning of words	The /aɪ/ sound spelt -y at the end of words	Adding -es to nouns and verbs ending in -y	The /ɔ:/ sound spelt a before l and ll	Consolidating from this half term's spellings
write written wrote wrong wrap wrist wriggle wreck wrinkle wrestle	cry fly dry try reply July spy fry supply magnify	flies tries replies copies babies carries cries spies supplies magnifies	all ball call walk talk always mall fall tall natural	this have try wrong supply replies carries always natural plant

NC Statutory learning focus

Year 2 - Summer 2

Week 1	Week2	Week 3	Week 4	Week 5
The / ʌ / sound spelt o	Words ending -il	The / dʒ / sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The / s / sound spelt c before e, i and y	Consolidating from this half term's spellings
other mother brother nothing Monday cover money oven worry wonder	pencil fossil nostril pupil April gerbil lentil stencil utensil basil	badge edge bridge dodge fudge age huge change cage ledge	race ice cell city fancy lace dance price space trace	city any bridge pupil brother money nostril fudge fancy clothes

NC Statutory learning focus

Year 3 Spelling Focus Overview

Purple Mash: Spelling Scheme Overview
Year 3 – Autumn 1

Year 3 – Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /ei/ sound spelt ei , eigh or ey	Statutory word list Consolidation week	Words with the /j/ sound spelt ch
A homophone is a word that sounds like another word but has a different meaning.	A homophone is a word that sounds like another word but has a different meaning.	eight they obey vein weigh neighbour eighth neigh beige sleigh	see statutory Word lists	chef chalet machine brochure chute parachute moustache quiche chauffeur chandelier
here hear knot not mail male ball bawl groan grown	meat meet berry bury peace piece break brake saw sore			

NC Statutory learning focus

NC Statutory common exception words - Year 3&4

Week 5 Consolidating words this half term					
here hear knot popular not chef chalet chute parachute chandelier neigh male	meat chauffeur berry breath circle fruit break sore ball groan grown sleigh		they obey guard height vein weigh bury neighbour eighth moustache quiche meet	eight mail machine brochure peace piece arrive often brake saw bawl beige	

Year 3 - Autumn 2

Week 1	Week 2	Week 3	Week 4
Endings which sound like ʃən spelt – cian	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	Prefix – in
-cian meaning= occupation/'one who can'/possessing skill. -cian is used if the root word ends in c or cs .	myth gym Egypt pyramid mystery crystal symbol syrup cygnet lyric	young touch double trouble country rough enough tough cousin couple	in- meaning = Latin word meaning 'not', 'opposite of' or 'without'.
musician electrician magician optician politician mathematician physician technician dietician beautician			inactive incorrect incredible independent incomplete incapable incompatible inconsiderate indefinitely inability

NC Statutory learning focus

Week 5 Consolidating words this half term				
myth pyramid mystery lyric musician optician politician guide heart history trouble country dietician	famous extreme young couple mathematician physician touch double enough incomplete incapable incorrect incredible	difficult popular independent rough technician politician tough cousin incompatible inconsiderate indefinitely Egypt		inactive inability minute natural believe crystal symbol syrup cygnet electrician magician gym

Year 3 - Spring 1

Week 1	Week 2	Week 3	Week 4
Recap Autumn Term	Prefix – super	Prefix – im	Endings which sound like /ʒen/
optician pyramid trouble country incomplete mail male piece vein parachute	Super- meaning = comes from Latin and means 'over', 'above', or 'greater in quality'.	im- meaning = 'no' or 'not'. im- is added as a prefix to root words beginning with m or p to change words to the opposite meaning.	-sion meaning = 'the action of/' 'the state of/' 'the result of'.
	supermarket superstar superman superhuman supersonic superfine superficial supercomputer supertanker superstructure	immature impossible impatient imperfect immortal impolite immovable improbable imbalance impeccable	division invasion confusion decision collision television abrasion expansion erosion excursion

NC Statutory learning focus

Week 5 Consolidating words this half term				
superhuman collision television supercomputer supertanker superstructure impatient confusion imperfect decision pyramid trouble	impolite library perhaps bicycle superstar superman erosion impeccable immortal invasion optician country parachute	appear material possess caught expansion immature impossible improbable imbalance supermarket mail male	division abrasion sentence various regular immovable supersonic superfine superficial excursion piece vein incomplete	

Year 3 - Spring 2

Week 1	Week 2	Week 3	Week 4
Endings which sound like ʃən spelt -tion	Endings which sound like ʃən spelt -sion	Prefix - re	Words with endings sounding like /ʒə/ or /tʃə/
tion is the most common spelling for /ʃən/ sound. Used to form nouns meaning the 'action of' / 'result of' / 'state of'.	-sion meaning = the 'action of' / 'state of' / 'result of'.	re- meaning = again or to repeat.	measure treasure pleasure enclosure creature furniture picture nature adventure feature
action mention position solution fiction option caution relation introduction construction	expansion extension comprehension tension suspension apprehension dimension pension diversion confession	redo refresh return reappear redecorate replay reaction review recycling rebound	

NC Statutory learning focus

Week 5				
Consolidating words this half term				
action mention introduction construction pension diversion confession weight build early caution creature furniture	solution expansion nature adventure refresh island grammar return feature extension comprehension tension rebound	redo redecorate replay reaction picture position relation treasure fiction option measure review	imagine pleasure enclosure decide recycling group learn therefore reappear suspension apprehension dimension	

Year 3 - Summer 1

Week 1	Week 2	Week 3	Week 4
Recap – Spring Term	Suffix – ly	Suffix -ly	Homophones and near homophones
enclosure creature redecorate extension comprehension mention position immature supermarket missed	Suffix – ly is added to an adjective to form an adverb.	Suffix – ly is added to an adjective to form an adverb.	A homophone is a word that sounds like another word but has a different meaning.
	happy happily angry angrily gentle gently simple simply second secondly	sad sadly complete completely usual usually final finally humble humbly	missed mist plane plain scene seen rein rain blue blew

NC Statutory learning focus

Week 5 Consolidating words this half term				
happy happily February occasion mist plane gentle gently complete humbly enclosure extension comprehension	secondly straight scene describe sadly simple angrily blue blew busy position immature	earth answer rein century final finally humble angry simply second creature redecorate	missed plain rain completely usual usually seen exercise sad centre mention supermarket	

Year 3 - Summer 2

Week 1	Week 2	Week 3			
Initial 's' sound spelt with ci , ce and cy	's' sound within word spelt with ce	Consolidating words this half term			
circle certain century cycle civilian circulate <small>ceramic</small> cylinder cinema celebrate	sentence notice recent innocent parcel <small>voice</small> <small>process</small> grocer December distance				
		circle cycle civilian strange possible ceramic cylinder	sentence process voice probably strength notice recent	special surprise grocer December distance remember although	
		notice parcel	certain century	cinema celebrate	

NC Statutory learning focus

Week 4 End of year statutory word assessment (40 words covered this year)					Week 5 End of year statutory word assessment (19 words covered this year and repeated words)				
answer appear arrive believe bicycle breath build busy caught centre	century circle decide describe difficult early earth eight eighth exercise	extreme famous February fruit grammar group guard guide heart height	history imagine island learn library material minute natural notice occasion		bicycle breath build fruit grammar group imagine island learn notice	answer appear arrive extreme exercise famous February material minute natural	often perhaps popular possess possible probably recent regular remember sentence	occasion special straight strange strength surprise therefore although various weight	

Year 4 Spelling Focus Overview

Spelling Scheme Overview
Year 4 – Autumn 1

Year 4 - Autumn 1

Week 1	Week 2	Week 3	Week 4
Homophones and near Homophones	Homophones and near Homophones	Words with the /s/ sound spelt sc	Endings which sound like ʃən spelt – sion
A homophone is a word that sounds like another word but has a different meaning.	A homophone is a word that sounds like another word but has a different meaning.	science scene discipline fascinate crescent scissors scenery descent ascend descend	-sion meaning = ‘the action of’/ ‘the state of’/ ‘the result of’. <hr/> expansion extension comprehension tension suspension occasion dimension diversion permission discussion
groan grown affect effect fair fare great grate through threw	heel heal main mane medal meddle key quay check cheque		

NC Statutory learning focus

Week 5 Consolidating words this half term				
groan through actual threw scenery descent affect discussion great crescent scissors particular diversion	heel mane fare medal grate fascinate address calendar heal quay check cheque	science scene discipline extension thought separate difficult ascend descend meddle suspension occasion permission	effect fair main key disappear weight expansion tension comprehension experience dimension grown	

Year 4 - Autumn 2

Week 1	Week 2	Week 3	Week 4
Prefixes – dis and mis	Prefix – il and il words	Adding suffix – ation	Adding suffixes beginning with vowel letters to words of more than one syllable.
<p>The prefix –dis, now meaning 'not', comes from Latin with the literal meaning of 'apart' or 'away from'.</p> <p>The prefix –mis comes from old English and means 'wrong'.</p>	<p>The prefix il – means 'not' or 'without'. It can give the opposite meaning to a word when added.</p>	<p>–ation is added to a verb to form a noun. A silent e is dropped before adding –ation. When a word ends in a 'y', change to 'i' before the suffix –ation is added.</p>	<p>forgetting forgotten gardening gardener limiting beginning beginner limitation preferred limitations</p>
<p>disappoint disagree disobey disappear disinfect disconnect misbehave mislead misspell misfortune</p>	<p>illegal illegible illuminate illogical illiterate illicit illumination illusion illusive illustration</p>	<p>information adoration sensation preparation admiration foundation qualification experimentation exploration examination</p>	

NC Statutory learning focus

Week 5 Consolidating words this half term				
illegal ordinary breathe preparation admiration illiterate illicit illustration disappoint disappear adoration sensation disinfect	information disconnect illumination illusion illusive misbehave mislead gardener limiting increase recent quarter misfortune	notice group island limitation disagree illegible illuminate illogical foundation qualification beginning beginner	forgetting forgotten gardening limitations preferred disobey experimentation exploration examination certain suppose misspell	

Year 4 - Spring 1

Week 1	Week 2	Week 3	Week 4
Recap Autumn Term	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt - que	Endings which sound like ʃən spelt – ssion	words with the /k/ sound spelt ch
admiration foundation forgotten gardening great grate main mane fascinate comprehension	league tongue antique unique fatigue intrigue rogue vague opaque plaque	-ssion meaning = ‘the action of’/ ‘the state of’/ ‘the result of’. -ssion is used if the root word ends in ss or mit . expression possession discussion confession permission admission impression omission emission commission	scheme chorus chemist echo character ache monarch stomach orchid orchestra

NC Statutory learning focus

Week 5 Consolidating words this half term					
emission commission league tongue possess natural fatigue intrigue rogue vague fascinate comprehension	expression character ache possession discussion enough confession permission admission plaque main mane admiration		although through chorus chemist echo potatoes believe stomach orchid impression great grate foundation	scheme omission opaque different possible probably monarch orchestra antique unique forgotten gardening	

Year 4 - Spring 2

Week 1	Week 2	Week 3	Week 4
Endings which sound like ʃən spelt – tion	Suffix – ous	Suffix – ous	Homophones and near homophones
Means 'the action of'/ 'the state of'/ 'the result of'. - tion is the most common spelling for /ʃən/ sound; used if the root word ends in t or te .	-ous originates in old French and means 'having' or 'full of'.	-ous originates in old French and means 'having' or 'full of'.	A homophone is a word that sounds like another word but has a different meaning.
invention injection hesitation completion continuation opposition pollution question affection attraction	poisonous dangerous mountainous famous various tremendous enormous jealous continuous contentious	courageous outrageous serious obvious curious hideous spontaneous courteous disastrous glamorous	weather whether whose who's accept except reign rein dear deer

NC Statutory learning focus

Week 5 Consolidating words this half term				
invention injection opposition pollution various tremendous enormous dear deer attraction contentious accept	poisonous dangerous obvious curious mountainous famous jealous who's except reign caught courteous question	courageous serious hideous continuous disastrous glamorous weather whether hesitation completion continuation outrageous	complete opposite experiment naughty grammar knowledge favourite occasion rein spontaneous whose promise affection	

Year 4 - Summer 1

Week 1 Recap – Spring Term	Week 2 Suffix – ly	Week 3 prefix – sub, anti and auto	Week 4 Prefix - inter
weather whether serious obvious completion dangerous mountainous tongue antique expression	If the root word ends in with – ic, ally I added . -ly often has the meaning of 'like'.	sub – means 'under' or 'below'. anti – means 'against' or 'opposite of'. auto- means 'self'.	inter- comes from Latin and means 'between', 'among' or 'together'.
	basic basically frantic frantically dramatic dramatically historic historically optimistic optimistically	subdivide subheading submarine submerge antiseptic anticlockwise antisocial antibiotic autobiography autograph	interact intercity international interrelated interchange interconnected internet intermediate intermission interweave

NC Statutory learning focus

Week 5 Consolidating words this half term				
weather whether serious obvious completion dangerous mountainous tongue antique expression surprise consider	frantically subheading submarine submerge interact intercity dramatic dramatically historic historically heard important	subdivide antiseptic interrelated interchange autobiography autograph internet optimistic optimistically interweave straight therefore antisocial	purpose antibiotic pressure peculiar international interconnected basic basically frantic interest anticlockwise intermediate intermission	

Year 4 - Summer 2

Week 1	Week 2		Week 3			
Possessive apostrophes with plural words	Possessive apostrophes with plural words		Consolidating words this half term			
apostrophe is added at the end of plural words ending in s	s comes after the apostrophe if the plural does not end in s					
girls' boys' babies' houses' sisters' trolleys' potatoes' pizzas' buses' arches'	children's people's men's mice's women's geese's fishermen's oxen's teeth's police's		girls' boys' business accident babies' houses' sisters' trolleys' potatoes' arches'	children's men's mice's actually continue forward oxen's teeth's police's length	occasionally though pizzas' buses' forwards people's woman women's geese's fishermen's	
NC Statutory learning focus						

Week 4 End of year statutory words assessment (first half of full Y3&4 list)					Week 5 End of year statutory words assessment (second half of full Y3&4 list)				
accident	busy	different	favourite		increase	naughty	possession	separate	
accidentally	business	difficult	forward		important	notice	possible	special	
actual	calendar	disappear	forwards		interest	occasion	potatoes	straight	
actually	caught	early	fruit		island	occasionally	pressure	strange	
address	centre	earth	grammar		knowledge	often	probably	strength	
answer	century	eight	group		learn	ordinary	promise	suppose	
appear	certain	eighth	guard		length	particular	purpose	surprise	
arrive	circle	enough	guide		library	opposite	quarter	although	
believe	complete	exercise	heard		material	peculiar	question	thought	
bicycle	consider	experience	heart		medicine	perhaps	recent	through	
breath	continue	experiment	height		mention	popular	regular	various	
breathe	decide	extreme	history		minute	position	reign	weight	
build	describe	famous	imagine		natural	possess	remember	woman	
							sentence	women	

Year 5 Spelling Focus Overview

Spelling Scheme Overview
Year 5 – Autumn 1

Year 5 - Autumn 1

Week 1	Week 2	Week 3	Week 4
Recap of mixed spellings pattern from previous years	Recap from previous years	Recap from previous years	Words ending in -able and -ably
optician pyramid trouble country incomplete peace piece vein weigh parachute	illuminate admiration foundation forgotten gardening great grate fascinate expression possession	redecorate mention position weather whether obvious completion mountainous tongue scheme	<p>The -able / -ably word ending is often used if there is a related word ending in -ation. e.g. adorable/adoration</p> <hr/> adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable

NC Statutory learning focus

Week 5 Consolidating words this half term				
illuminate admiration explanation guarantee applicably great individual fascinate optician pyramid trouble country parachute	redecorate mention position weather obvious community competition completion tongue scheme foundation grate	accompany amateur prejudice considerable considerably expression possession piece whether tolerable forgotten incomplete adorably	adorable bargain bruise tolerably capable knowledgeable vein weigh gardening applicable mountainous peace	

Year 5 - Autumn 2

Week 1	Week 2	Week 3	Week 4
Words with silent letters - k	Words with the /i:/ sound spelt ei after c and other consonants	Exceptions to the i before e rule except after c	Words containing the letter string ough
knew knock knobbly knit knapsack knuckle knead knack knob knowledge	deceive receive perceive ceiling receipt conceit deceit counterfeit seizes neither	ancient efficient science conscience sufficient inefficient proficient mischief species deficiencies	ough – these letters can be used to spell more than one sound. bought thought nought brought fought sought drought plough trough wrought

NC Statutory learning focus

Week 5 Consolidating words this half term				
knew knock bought knit stomach pronunciation deceit conscience sufficient knuckle knob knowledge fought	deceive perceive criticise ceiling thought according deficiencies brought wrought counterfeit seizes neither	ancient efficient science sought signature inefficient species proficient mischief knack nought knapsack	occur forty knead plough trough lightning conceit immediately receive attached drought knobbly receipt	

Year 5 - Spring 1

Week 1	Week 2	Week 3	Week 4
Recap Autumn Term	Words containing the letter string ough	Words ending in -able	Homophones – words that are confused
knuckle ceiling receipt inefficient proficient sought drought admiration considerable perceive	ough – these letters can be used to spell more than one sound.	-able is usually used if a complete root word can be heard before it.	A homophone is a word that sounds like another word but has a different meaning.
	through thorough borough enough bough though although dough thoroughness ought	dependable comfortable understandable reasonable enjoyable reliable excitable preferable adorable believable	ascent assent bridal bridle cereal serial compliment complement precede proceed



Week 5 Consolidating words this half term					
Day 1	Day 2	Day 3		Day 4	
through thorough cereal serial communicate bough although dough thoroughness ought drought assent	dependable neighbour determined adorable believable knuckles sought considerable perceive bridal admiration complement	especially interfere excitable committee apparent receipt inefficient ceiling proficient reasonable though understandable borough		ascent harass aggressive bridle preferable compliment precede proceed plough enjoyable accommodate comfortable reliable	

Year 5 - Spring 2

Week 1	Week 2	Week 3	Week 4
Endings which sound like /ʃəs/ spelt -cious or -tious	Words ending in -ancy	Nouns that end in -ce/-cy and verbs that end in -se/-sy	Words with silent letters
-cious and -tious both have the meaning 'full of' or 'having'	hesitancy truancy accountancy discrepancy infancy vacancy buoyancy tenancy compliance occupancy	Advice is a noun which changes to advise when a verb. advice advise device devise licence license practice practise prophecy prophecy	doubt island lamb thistle knight knowledge knoll wring aisle daughter
ambitious cautious fictitious infectious nutritious repetitious superstitious gracious precious vicious			

NC Statutory learning focus

Week 5 Consolidating words this half term					
hesitancy accountancy conscience infancy lamb thistle neighbour nutritious repetitious vacancy gracious prophecy	advice device ambitious tenancy compliance shoulder relevant infectious superstitious vicious devise prophecy	dictionary existence fictitious knight knowledge especially license practice twelfth precious truancy daughter occupancy	doubt buoyancy island average advise vehicle cautious discrepancy knoll wring aisle licence practise		

Year 5 - Summer 1

Week 1	Week 2	Week 3	Week 4
Recap – Spring Term	Homophones – words that are confused	Words ending in ably (continued)	Words with silent letters - w
understandable compliment complement repetitious superstitious truancy practice practise knowledge thorough	A homophone is a word that sounds like another word but has a different meaning.	If you can hear a root word then often – ably can be added. Note letters can change or be removed from root word.	wrangle wrath wreak wrinkle wriggle wrist answer wren wrong writhe
	aloud allowed stationary stationery steal steel wary weary who's whose	advisably affordably agreeably comparably disputably improbably measurably probably noticeably irritably	

NC Statutory learning focus

Week 6 Consolidating words this half term				
understandable compliment wrangle wrath truancy probably noticeably irritably practice practise knowledge thorough	aloud allowed disputably improbably measurably steel wary wreak wrinkle wrong privilege recognise yacht	comparably complement repetitious identity sufficient rhythm superstitious wiggle wren writhe stationary stationery steal	excellent weary who's whose familiar advisably affordably agreeably leisure soldier wrist answer	

Year 5 - Summer 2

Week 1	Week 2		Week 3			
ly endings	Words with silent letters - b		Consolidating words this half term			
A mixture of verbs, adverbs and nouns. Some words can belong to more than one word class.	tomb numb subtle doubt thumb crumb limb climb plumber debt					
immediately frequently suddenly sincerely multiply anomaly imply gravelly abrasively atrociously			occupy variety rhyme muscle plumber limb gravelly physical climb abrasively	develop doubt debt immediately frequently suddenly numb subtle system atrociously	tomb thumb crumb sincerely multiply suggest anomaly imply ancient category	

NC Statutory learning focus

Week 4 End of year statutory words assessment (40 words covered this year)					Week 5 End of year statutory words assessment (18 words covered this year and repeated words)				
accommodate accompany according aggressive amateur ancient apparent attached average bargain	bruise category committee communicate community competition conscience* criticise determined develop	dictionary especially excellent existence explanation familiar forty guarantee harass identity	immediately individual interfere leisure lightning muscle neighbour occupy occur physical		prejudice privilege pronunciation recognise relevant rhyme rhythm shoulder signature soldier	stomach sufficient suggest system twelfth variety vehicle yacht accompany according	ancient existence explanation familiar forty dictionary especially rhyme determined bargain	guarantee harass identity determined develop excellent leisure lightning muscle amateur	

Year 6 Spelling Focus Overview

Year 6 - Autumn 1

Week 1	Week 2	Week 3	Week 4
Recap of words from Year 5	Recap of words from Year 5	Homophones – words that are confused	Words ending in -able and -ible
adorable adorably deceive receive ancient efficient fought sought through thorough	ascent assent accountancy discrepancy stationary stationery considerably affordably wrath wreak	<p>A homophone is a word that sounds like another word but has a different meaning.</p> <p>guessed guest heard herd led lead (noun) morning mourning past passed</p>	<p>-able / -ible means something can be done or is significant. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept.</p> <p>changeable noticeable knowledgeable manageable serviceable forcible illegible legible eligible terrible</p>

NC Statutory learning focus

Week 5 Consolidating words this half term				
ascent accountancy adorably serviceable forcible available cemetery herd thorough mourning ancient stationery lead (noun)	guessed guest heard led affordably morning past terrible passed adorable temperature thorough noticeable	attached foreign efficient fought stationary advisably hindrance immediately eligible assent wrath wreak	changeable knowledgeable convenience deceive receive environment manageable sought through illegible legible discrepancy	

Year 6 - Autumn 2

Week 1	Week 2	Week 3	Week 4
Adding suffixes beginning with vowel letters to words ending in -fer	Double consonants	Continuing words ending in -ible and ibly	Words containing the letter string ough
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.	apparent appreciate attached communicate	The ible ending is common if a complete root word can't be heard before it.	There are several sounds the letter string ough makes.
referring referred referral preferring preferred transferring transferred reference referee preference	community correspond embarrass exaggerate excellent beginning	possible possibly horrible horribly visible visibly incredible incredibly sensible sensibly	rough tough enough though although drought cough thoughtless bough thoroughly

NC Statutory learning focus

Week 5 Consolidating words this half term				
referring referral appreciate attached communicate preferring equipment reference referee preference rough possibly	apparent community bough thoroughly correspond horrible embarrass excellent beginning criticise preferred incredibly cough	possible immediate ancient visible tough exaggerate visibly incredible sufficient sensible sensibly transferred	equip equipped critic develop enough though although category drought thoughtless transferring referred horribly	

Year 6 - Spring 1

Week 1	Week 2	Week 3		Week 4
Recap Autumn Term	Endings which sound like /ʃəs/ spelt – cious	Endings which sound like /ə l/		Homophones – words that are confused
discrepancy heard passed knowledgeable forcible preferring incredible incredibly though although	Words ending in -cious can add the meaning of ‘full of’ or ‘characteristics of’. If root word end in – ce , the /ʃ/ sound is usually spelt as c .	-cial is common after a vowel letter and -tial after a consonant letter.	A homophone is a word that sounds like another word but has a different meaning.	
	vicious precious conscious delicious malicious suspicious gracious spacious ferocious luscious	official special artificial partial confidential essential initial financial commercial provincial	descent dissent desert dessert draft draught principal principle profit prophet	

NC Statutory learning focus

	Week 5 Consolidating words this half term			
vicious precious conscious delicious desert malicious gracious spacious ferocious luscious sacrifice aggressive	official special harass dessert draft initial partial confidential prophet artificial passed dissent	correspond awkward achieve discrepancy heard knowledgeable forcible preferring incredible though although queue	descent essential draught profession definite commercial provincial principle incredibly embarrass financial suspicious	

Year 6 - Spring 2

Week 1	Week 2	Week 3	Week 4
Words with silent letters - t	Words ending in -ent , -ence , -ency	Double consonant	Words ending in ance
fasten hasten glisten moisten nestle thistle whistle wrestle bustle soften	Usually use -ent , -ence , -ency after soft c (/s/) sound or soft g sound. innocent innocence decent decency frequent frequency confidence obedience independent independence	necessary immediate marvellous profession programme recommend sufficient suggest collection channel	Loose meaning of ance is 'state or action of' observance tolerance substance assistance resistance significance reluctance importance appearance annoyance

NC Statutory learning focus

Week 5 Consolidating words this half term				
fasten hasten secretary restaurant glisten profession programme moisten wrestle bustle soften observance	immediate marvellous innocence decency recommend sufficient suggest nestle determined accommodate frequent obedience independent	necessary collection channel substance tolerance appearance frequency confidence decent thistle independence innocent	nuisance language significance reluctance important communicate government annoyance assistance resistance controversy signature whistle	

Year 6 - Summer 1

Week 1	Week 2	Week 3	Week 4
Recap Spring Term	Abstract noun	Use of the hyphen	Double consonants
suspicious artificial confidential commercial innocence independent recommend significance appearance ferocious	<p>An abstract noun is a word (noun) which portrays an idea, quality or state as opposed to an actual concrete object.</p> <p>disappointment determination enthusiasm graciousness apprehension consideration opportunity speculation enhancement disturbance</p>	<p>Hyphens can be used to join a prefix to a root word. Words beginning with the prefix co- can be written with or without prefixes.</p> <p>co-ordinate re-enter co-operate co-own de-ice co-author re-examine re-educate re-form co-pilot</p>	accommodate accommodation aggressive embarrass apparatus success successfully willingness worthlessness happiness

NC Statutory learning focus

Week 5 Consolidating words this half term					
disappointment opportunity explanation enthusiasm apprehension re-enter re-form exaggerate independent happiness speculation	co-ordinate suspicious accommodate accommodation embarrass confidential commercial recommend significance ferocious de-ice re-examine	parliament success willingness innocence appearance recommend co-operate aggressive co-own re-educate determination enhancement disastrous		aggressive graciousness appreciate consideration co-author disturbance successfully worthlessness programme co-pilot artificial frequently necessary	

Year 6 - Summer 2

Week 1	Week 2		Week 3			
-ly ending	Words ending in -ant		Consolidating words this half term			
A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class.	observant expectant hesitant tolerant triumphant dominant contestant defiant decongestant relevant					
disorderly ghastly wrinkly dastardly leisurely spritely heavenly unlikely comply melancholy			melancholy relevant persuade unlikely defiant desperate spritely disorderly observant vegetable	dastardly tolerant pronunciation ghastly expectant symbol comply decongestant curiosity dominant	heavenly contestant interrupt leisurely triumphant mischievous wrinkly hesitant sincerely sincere	

Year 6 - Summer 2

Week 4 End of year statutory words assessment first half of full Y5&6 list)					Week 5 End of year statutory words assessment (second half of full Y5&6 list)				
accommodate	bargain	criticise	equipped		identity	neighbour	queue	soldier	
accompany	bruise	curiosity	especially		immediate	nuisance	recognise	stomach	
according	category	definite	exaggerate		immediately	occupy	recommend	sufficient	
achieve	cemetery	desperate	excellent		individual	occur	relevant	suggest	
aggressive	committee	familiar	existence		interfere	opportunity	restaurant	symbol	
amateur	communicate	determined	explanation		interrupt	parliament	rhyme	system	
ancient	community	develop	foreign		language	persuade	rhythm	temperature	
apparent	competition	dictionary	forty		leisure	physical	sacrifice	thorough	
appreciate	conscience	disastrous	frequently		lightning	prejudice	secretary	twelfth	
attached	conscious	embarrass	government		marvellous	privilege	shoulder	variety	
available	controversy	environment	guarantee		mischievous	profession	signature	vegetable	
average	convenience	equip	harass		muscle	programme	sincere	vehicle	
awkward	correspond	equipment	hindrance		necessary	pronunciation	sincerely	yacht	