



## Phonics FS1-KS1 Progression and KS2 Spelling progression

### Curriculum Intent

#### SIP priority

**To audit and improve the quality of teaching of Grammar, Spelling and Punctuation in order that attainment is at least in line with national figures in 2022.**

#### English intent:

At Meriden CE Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

Reading has a central place in the learning experience of all children, so we aim to make reading the key focus of our English curriculum. Children are immersed in the wonders of high-quality texts, combined with learning reading skills that are embedded across the whole curriculum. We aim to instil a life-long passion for reading, unlocking a rich reading culture drawn from a varied literary heritage.

This passion for discovery and the confidence to explore their imagination will inspire children at all stages of their literacy development. Our intent is for our pupils to become fluent, articulate and enthusiastic writers for a variety of purposes and audiences. We provide the children with a range of opportunities to combine the formal conventions of the English language whilst fuelling their creativity.

Spoken language underpins the development of reading and writing so we encourage children to be confident in the arts of speaking and listening and to use discussion to develop their learning.

### Curriculum implementation

- Phonics is taught from the Foundation Stage into KS1 following the Floppy Phonics programme. Children move onto the statutory spelling guidance at the end of Year 2.
- Phonic homework is sent to enable regular practise of these skills, which may be weekly or as needed.
- Daily phonics lessons include revision of previous skills and the introduction of new sounds.
- Terminology specific to the teaching of phonics is used with the children E.g. digraph, trigraph, phoneme, split-digraph.
- From Year 2-6, we follow the RWI Spelling programme which focuses on teaching the spelling patterns from the National Curriculum alongside common exception words. We use the scheme but tailor the timing to ensure that children embed the skills before moving onto other patterns.
- In KS2 fortnightly spellings are sent home for the children to practise. These are based upon the rules being taught in the classroom and provide a way for parents to support their child's learning at home.
- Spelling includes coverage of all of the blends and each concept is revisited and built upon in the next unit or year group. Spelling lessons are 4 sessions (of 15 minutes each) per week. Year 2 move onto RWI Spelling following successful phonics screening at the end of phase 5.
- Spellings are also sent home on termly homework to address the child's year group specific spellings (Yr3/4 and Yr5/6).
- Staff are provided with phonics CPD and regular support in delivering these sessions including CPD to introduce Read Write Inc- Spelling and Floppy Phonics
- Parents are offered phonics workshops to support their child at home

### Curriculum Impact

- ✓ Monitoring of spelling occurs throughout the year following the monitoring plan.
- ✓ Children are baselined using the RWI assessment framework
- ✓ Children are also tested on the year group specific spellings at KS2 in the autumn and retested again termly.
- ✓ Spellings follow an agreed routeway which is monitored by the English Lead.
- ✓ Feedback is given to staff to improve the quality of spelling provision.

Spelling provision- Route way to ensure progression and coverage:

**Yellow highlighting**- means it needs to be taken from prior year group (due to swapping provision (to plug any gaps)

FS2			
Term	Sounds	Tricky Words (Reading)	Tricky Words (Spelling)
Autumn Term 1	<u>Phase 2:</u> h, b, f, ff, s, a, t, p l, ll, ss i, n, m, d <u>Phase 3:</u> g, o, c, k j, v, w, x ck, e, u, r y, z, zz, qu,	to, the no, go, I	
Autumn Term 2	<u>Phase 3:</u> Recapped sounds: j, v, w, x, y, z, zz, qu, New sounds: ch, sh, th, th, ng ai, ee, igh, oa	Revision of all Level 2 tricky words <u>Phase 3</u> he, she, we, me, be, was	Phase 2: to, the no, go, I
Spring 1	Sounds recapped from Autumn Term. <u>Phase 3:</u> oo, oo, ar, or ur, ow, oi, er	<u>Phase 3</u> my, you, they, here, all, are	Phase 2 tricky words and Phase 3: he, she, we, me, be
Spring 2	Sounds recapped from Autumn 2 and Spring 1 <u>Phase 3:</u> (trigraphs) ear, air, ure,	Phase 3 tricky words recapped. <u>Phase 4</u> said, have, like	Phase 2 and 3 tricky words.
Summer 1	Recap all phase 3 sounds	<u>Phase 4</u> so, do, come, some, little, one	Phase 2 and 3 tricky words and Phase 4: said have like
Summer 2	Consonants and Vowel Digraphs (phase 3) Phase 4 consonant digraphs	Revision of all phase 3 tricky words. <u>Phase 4</u> one, were, there, what, when, out	Phase 2 and 3 tricky words and some phase 4 tricky words.

Year 1		
Term	Sounds	Tricky Words (Reading and Spelling)
Autumn Term 1	<p>Recap Phase 3 weeks 1-2.</p> <p>Introduce Phase 5 sounds</p> <p>Week 3: ay, ou, ie, ea</p> <p>Week 4: oy, ir, ue, aw</p> <p>Week 5: wh, ph, ew, oe, au, ey</p> <p>Week 6: a_e, e_e, i_e, o_e, u_e</p> <p>Alternative pronunciations</p> <p>Week 7: i, o, c, g, u</p> <p>Week 8: ow, ie, ea, er</p>	<p><b>Spelling</b></p> <p>Oh, their, people</p> <p>Mr, Mrs, called, looked, asked</p> <p>Said, so, have, like</p> <p>Some, come, there, were</p> <p>Little, one, where, what, do, out</p> <p><b>Reading</b></p> <p>water, where, who, again, thought, through, work, mouse</p>
Autumn Term 2	<p>Week 9: a, y, ch, ou</p> <p>Alternative Spellings</p> <p>Week 10: /ai/ /c/</p> <p>Week 11: /ee/ /ch/</p> <p>Week 12: Revision</p> <p>Week 13: /igh/ /f/</p> <p>Week 14: /oa/ /m/</p> <p>Week 15: Revision</p>	<p>Revision of previously taught tricky words.</p> <p><b>Reading</b></p> <p>many, laughed, because, different, any, eyes, friends, once, please</p>
Spring 1	<p>ore:  <b>more/score/before/wore/shore</b></p> <p>are (/ɛə/)  <b>bare/dare/care/share/scared</b></p> <p>-tch  The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.  <b>catch, fetch, kitchen, notch, hutch</b></p>	<p>Common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where,</p>

	<p>The /ŋ/ sound spelt n before k bank, think, honk, sunk</p> <p>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. <b>off, well, miss, buzz, back</b></p> <p>Words ending -y (/i:/ or /ɪ/) very, happy, funny, party, family</p>	
Spring 2	<p>Revision of sounds plus tricky words</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Fluency</li> </ul>	<p>Common exception words:</p> <p>love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>
Summer 1	<p>New consonant spellings ph and wh</p> <p>The /f/ sound is not usually spelt as ph in short everyday words (e.g. <b>fat, fill, fun</b>). dolphin, alphabet, phonics, elephant</p> <p><b>when, where, which, wheel, while</b></p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>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.</p> <p><b>cats, dogs, spends, rocks, thanks, catches</b></p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p>	<p>Compound words:</p> <p>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.</p> <p>football, playground, farmyard, bedroom, blackberry</p>

	<p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p> <p>Adding –er and –est to adjectives where no change is needed to the root word <b>grander, grandest, fresher, freshest, quicker, quickest</b></p>	
Summer 2	<p>Using k for the /k/ sound</p> <p>The /k/ sound is spelt as k rather than as c before e, i and y. <b>Kent, sketch, kit, skin, frisky</b></p> <p>Adding the prefix –un</p> <p>The prefix un– is added to the beginning of a word without any change to the spelling of the root word. <b>unhappy, undo, unload, unfair, unlock</b></p> <p>The /v/ sound at the end of words</p> <p>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’. <b>have, live, give</b></p> <p>Division of words into syllables</p> <p>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. <b>pock/et, rab/bit, car/rot, thun/der, sun/set</b></p>	<p>Revision of common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>

Year 2		
Term	Sounds	Common exception words (Reading and Spelling)

Autumn Term 1	<ul style="list-style-type: none"> <li>- The / ɔ:/ sound spelt a before l and ll – (all, ball, call, walk, talk, always)</li> <li>- The /s/ sound spelt c before e, i and y (race, ice, cell, city, fancy)</li> <li>- The /a / sound spelt ɪ y at the end of words (cry, fly, dry, try, reply, July)</li> </ul> <p>Adding the suffix -ly</p> <ul style="list-style-type: none"> <li>- The /n/ sound spelt kn and (less often) gn at the beginning of words (knock, know, knee, gnat, gnaw)</li> </ul>	
Autumn Term 2	<p>The i sound spelt 'y'</p> <p>Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <ul style="list-style-type: none"> <li>- 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 (After a word with 'short vowel sounds- badge, edge, bridge, dodge, fudge/ all other vowels- age, huge, change, charge, bulge, village/ as g before e, i, and y -gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust)</li> </ul>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
Spring 1	<p>Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs)</p> <p>Homophones</p> <p>The / ɔ:/ sound spelt ar after w- war, warm, towards</p> <p>Adding suffixes -ed</p> <p>-The / ʌ / sound spelt o (other, mother, brother, nothing, Monday)</p>	
Spring 2	<ul style="list-style-type: none"> <li>- The /r/ sound spelt wr at the beginning of words (write, written, wrote, wrong, wrap)</li> </ul> <p>Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p><u>Adding -ed, -ing, -er and -est to a root word ending</u></p>	

	<p>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.</p> <p><b>copied, copier, happier, happiest, cried, replied</b> ...but <b>copying, crying, replying</b></p> <p><u>Adding the endings – ing, –ed, –er, –est and –y</u> 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. Exception: <b>being- hiking, hiked, hiker, nicer, nicest, shiny</b></p> <p><b>Homophones and near-homophones</b> 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</p> <p>- The /i:/ sound spelt ey (<b>key, donkey, monkey, chimney, valley</b>)</p>	
Summer 1	<p><u>The suffixes -ment, -ness, -ful, -less and –ly</u></p> <p>If a suffix starts with a consonant letter, it is added straight on to 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-</p> <p><b>enjoyment, sadness, careful, playful, hopeless, plainness</b> (plain + ness), <b>badly</b> <b>merriment, happiness, plentiful, penniless, happily</b></p> <p>Words ending il – <b>pencil, fossil, nostril</b></p> <p>- The / ʒ / sound spelt s (<b>television, treasure, usual</b>)</p> <p>The /ɪ/ or / ə l/ sound spelt <b>le</b> at the end of words (The –le spelling is the most common spelling for this sound at the end of words)- <b>table, apple, bottle, little, middle</b></p> <p>The /ɪ/ or / ə l/ sound spelt <b>el</b> at the end of words - (The –el spelling is used after m, n, r, s, v, w and more often than not after t.) – <b>camel, tunnel, squirrel, travel, towel, tinsel</b></p> <p>The /ɪ/ or / ə l/ sound spelt <b>al</b> at the end of words (Not many nouns end in –al, but many adjectives do.) – <b>metal, pedal, capital, hospital, animal</b></p> <p>The/ ʒ:/sound spelt or after w - <b>word, work, worm,</b></p>	

	<p>world, worth</p> <p><b>2. The suffixes -ment, -ness, -ful, -less and -ly</b></p> <p>If a suffix starts with a consonant letter, it is added straight on to 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-</p> <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</p> <p>Apostrophes for contractions - can't, didn't, hasn't, couldn't, it's, I'll</p>	
Summer 2	<p><b>3. The suffixes -ment, -ness, -ful, -less and -ly</b></p> <p>If a suffix starts with a consonant letter, it is added straight on to 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-</p> <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</p> <p>Words ending in tion – station, fiction, motion, national, section</p> <p><u>Adding -es to nouns and verbs ending in y</u> – The y is changed to i before -es is added- flies, tries, replies, copies, babies, carries</p> <p>The possessive apostrophe <b>SPAG content</b>(singular nouns)- Megan's, Ravi's, the girl's, the child's, the man's</p>	

Year 3		
Term	Sounds	Statutory words (Reading and Spelling)
Autumn Term 1	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Forgett<del>ing</del>, forgott<del>en</del>, beginn<del>ing</del>, beginner, prefer, preferred</p> <p>Adding the prefix un, mis, dis (negative meanings) Disappointment, disagree, disobey, misbehave,</p>	Accident Actually Address Answer Appear

	<p><b>misspell</b></p> <p><u>Adding the prefix in</u> (meaning in/not) <b>in</b>active, <b>incorrect</b>, <b>inside</b></p> <ol style="list-style-type: none"> <li>1. in becomes il when the root begins with l- <b>illegal/illegible</b></li> <li>2. in becomes im when the root begins with m or p- <b>immature/immortal/impossible/imperfect</b></li> <li>3. in becomes ir when the root begins with r- <b>irregular/irrelevant/ irresponsible</b></li> </ol>	Arrive Believe Bicycle																						
Autumn Term 2	<p><u>Adding the suffix ous</u> (sometimes there is no obvious root word) <b>poisonous</b>, <b>mountainous</b>, <b>famous</b>, <b>various</b>, <b>tremendous</b>, <b>enormous</b></p> <p><u>Adding the suffix ly (SPAG content-added to adjective to form adverb)</u> <b>sadly</b>, <b>completely</b>, <b>usually</b>, <b>finally</b>, <b>comically</b></p> <ol style="list-style-type: none"> <li>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. <b>happily</b>, <b>angrily</b></li> <li>2. If the root word ends with –le, the –le is changed to ly. <b>-gently</b>, <b>simply</b>, <b>humbly</b>, <b>nobly</b></li> <li>3. If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.- <b>basically</b>, <b>frantically</b>, <b>dramatically</b></li> <li>4. Exceptions -the words truly, duly, wholly.</li> </ol> <p>Words with endings sounding like /ʒə/ or /tʃə/ - <b>measure</b>, <b>treasure</b>, <b>pleasure</b>, <b>enclosure</b>, <b>creature</b>, <b>furniture</b>, <b>picture</b>, <b>nature</b>, <b>adventure</b></p> <p>Adding the prefix re (meaning again or back) <b>redo</b>, <b>refresh</b>, <b>return</b>, <b>reappear</b>, <b>redecorate</b></p> <p>2. Homophones and near homophones</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Accept/except</td> <td></td> </tr> <tr> <td>ball/bawl</td> <td>main/mane</td> </tr> <tr> <td>berry/bury</td> <td>meat/meet</td> </tr> <tr> <td>break/brake</td> <td>medal/meddle</td> </tr> <tr> <td>fair/fayre</td> <td>missed/mist</td> </tr> <tr> <td>great/grate</td> <td>peace/piece</td> </tr> <tr> <td>grown/groan</td> <td>plain/plane</td> </tr> <tr> <td>hear/here</td> <td>rain/rein/reign</td> </tr> <tr> <td>heel/heal/he'll</td> <td>scene/seen</td> </tr> <tr> <td>knot/not</td> <td>weather/whether</td> </tr> <tr> <td>mail/male</td> <td>whose/who's</td> </tr> </table>	Accept/except		ball/bawl	main/mane	berry/bury	meat/meet	break/brake	medal/meddle	fair/fayre	missed/mist	great/grate	peace/piece	grown/groan	plain/plane	hear/here	rain/rein/reign	heel/heal/he'll	scene/seen	knot/not	weather/whether	mail/male	whose/who's	Breath Breathe Build Busy/business Calendar Caught Centre century
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Spring 2	<p>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, pyramid, mystery, Egypt)</p> <p>Endings which sound like /ʒən/ spelt as –sion division, invasion, confusion, decision, collision, television</p>	<p>Difficult Disappear Early Earth Eight/eighth Enough Exercise Experience</p>																						
Summer 1	<p><u>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</u></p> <p>1. tion is the most common spelling. It is used if the root word ends in t or te. invention, injection, action, hesitation, completion</p> <p>2. ssion is used if the root word ends in ss or –mit. expression, discussion, confession, permission, admission</p> <p>3. sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention expansion, extension, comprehension, tension</p> <p>4. cian is used if the root word ends in c or cs. musician, electrician, magician, politician, mathematician</p>	<p>Experiment Extreme Famous Favourite February Forward(s) Fruit Grammar</p>																						

	<p>Adding the prefix anti (meaning against) <b>antiseptic</b>, <b>anticlockwise</b>, <b>antisocial</b></p> <p>Adding the prefix super (meaning above) <b>supermarket</b>, <b>superman</b>, <b>superstar</b></p> <p>Adding the prefix sub (meaning under) <b>subdivide</b>, <b>subheading</b>, <b>submarine</b>, <b>submerge</b></p>	
Summer 2	<p>- Explore the spelling of the past tense irregular verbs</p> <p>Base, simple past, past participle</p> <p>e.g.</p> <p>buy, bought, bought choose, chose, chosen eat, ate, eaten write, wrote, written</p>	Group Guard Guide Heard Heart Height History Imagine Increase Important

Year 4		
Term	Sounds	Statutory Words (Reading and Spelling)
Autumn Term 1	<p><u>Adding the suffix ous</u> (sometimes there is no obvious root word) <b>poisonous</b>, <b>mountainous</b>, <b>famous</b>, <b>various</b>, <b>tremendous</b>, <b>enormous</b></p> <p>Words with endings sounding like /ʒə/ or /tʃə/ - <b>measure</b>, <b>treasure</b>, <b>pleasure</b>, <b>enclosure</b>, <b>creature</b>, <b>furniture</b>, <b>picture</b>, <b>nature</b>, <b>adventure</b></p> <p><u>Adding the suffix ation (SPAG content-added to verbs to make nouns)</u> <b>information</b>, <b>adoration</b>, <b>sensation</b>, <b>preparation</b>, <b>admiration</b></p> <p>Words with the /k/ sound spelt ch (Greek in origin) <b>scheme</b>, <b>chorus</b>, <b>chemist</b>, <b>echo</b>, <b>character</b></p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin) <b>chef</b>, <b>chalet</b>, <b>machine</b>, <b>brochure</b></p> <p><u>Endings which sound like /ɛn/, spelt –tion, –sion, –ssion, –cian</u></p> <p>1. <b>tion</b> is the most common spelling. It is used if the root word ends in t or te. <b>invention</b>, <b>injection</b>, <b>action</b>, <b>hesitation</b>, <b>completion</b></p> <p>2. <b>ssion</b> is used if the root word ends in ss or –mit.</p>	Interest Island Knowledge Learn Length Library Material Medicine

	<p>expression, discussion, confession, permission, admission</p> <p>3. sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention</p> <p>expansion, extension, comprehension, tension</p> <p>4. cian is used if the root word ends in c or cs.</p> <p>musician, electrician, magician, politician, mathematician</p>	
Autumn Term 2	<p>Adding the prefix un, mis, dis (negative meanings) <b>Disappointment, disagree, disobey, misbehave, misspell</b></p> <p>Words with endings sounding like /ʒə/ or /tʃə/ - <b>measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</b></p> <p>The /ʌ/ sound spelt ou (<b>young, touch, double, trouble, country</b>)</p> <p>Adding the prefix auto (meaning self/own) <b>autobiography, automatic, autograph</b></p> <p><u>The suffixes -ment, -ness, -ful, -less and -ly</u> If a suffix starts with a consonant letter, it is added straight on to 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- <b>enjoyment, sadness, careful, playful, hopeless, plainness</b> (plain + ness), <b>badly</b> <b>merriment, happiness, plentiful, penniless, happily</b></p> <p>Adding the prefix inter (meaning between/among) <b>interact, intercity, international</b></p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey (<b>vein, neighbour, weigh, eight, they, obey</b>)</p>	Mention Minute Natural Naughty Notice Occasion(ally) Often Opposite
Spring 1	<p>1. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. - <b>obvious, serious, curious, hideous, spontaneous, courteous</b></p> <p>2. our is changed to -or before -ous is added. <b>humorous, glamorous, vigorous</b></p> <p>3. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. <b>courageous, outrageous</b></p>	Ordinary Particular Peculiar Perhaps Popular

	Words with the /s/ sound spelt sc (Latin in origin) <b>science</b> , <b>scene</b> , <b>discipline</b> , <b>fascinate</b> , <b>crescent</b>	Position Possess(ion) Possible
Spring 2	Possessive apostrophe with plural words  <b>SPAG content-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).</b> <b>girls'</b> , <b>boys'</b> , <b>babies'</b> , <b>children's</b> , <b>men's</b> , <b>mice's</b>  Endings which sound like /ʒən/ spelt as –sion <b>division</b> , <b>invasion</b> , <b>confusion</b> , <b>decision</b> , <b>collision</b> , <b>television</b>	Potatoes Pressure Probably Promise Purpose Quarter Question Recent
Summer 1	<b>Revision:</b> Adding the prefix un, mis, dis (negative meanings) <b>Disappointment</b> , <b>disagree</b> , <b>disobey</b> , <b>misbehave</b> , <b>misspell</b> and <b>Adding the prefix in</b> (meaning in/not) <b>inactive</b> , <b>incorrect</b> , <b>inside</b> 1. in becomes il when the root begins with l- <b>illegal/illegible</b>  Words ending with the /g/ sound spelt gue and the /k/ sound spelt que (French in origin) <b>league</b> , <b>tongue</b> , <b>antique</b> , <b>unique</b>  Adding ir to words beginning with r <b>irregular</b> , <b>irresponsible</b>	Regular Reign Remember Sentence Separate Special Straight Strange
Summer 2	<b>Revision of spelling rules:</b>  <u>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</u> 1. tion is the most common spelling. It is used if the root word ends in t or te. <b>invention</b> , <b>injection</b> , <b>action</b> , <b>hesitation</b> , <b>completion</b> 2. ssion is used if the root word ends in ss or –mit. <b>expression</b> , <b>discussion</b> , <b>confession</b> , <b>permission</b> , <b>admission</b>	Strength Suppose Surprise Therefore Though/although Thought Through Various Weight Woman/women
<b>Year 5</b>		
Term	Sounds	Statutory words (Reading and Spelling)

Autumn Term 1	<p>SILENT B Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><b>SPAG content-</b> 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.</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p><b>Words ending in able and ible</b></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 cap and gap) before the a of the –able ending. (changeable, noticeable, forcible, legible)</p> <p>-able dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>-ible possible/possibly, horrible/horribly, terrible/terribly, visible/visible, incredible/incredibly, sensible/sensibly</p> <p>Homophones and other words that are often confused</p> <p>In the pairs of words below, 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. advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p><b>Words ending in able and ible</b></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 cap and gap) before the a of the –able ending. (changeable, noticeable, forcible, legible)</p> <p>-able dependable, comfortable, understandable, reasonable, enjoyable, reliable</p>	
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Autumn Term 2	<p>SILENT T Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><b>SPAG content-</b> 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.</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p><u>Words ending in ably and ibly</u></p> <p>-adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p><u>Words with the /i:/ (ee) sound spelt ei after c</u></p> <p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. deceive, conceive, receive, perceive, ceiling</p> <p><u>Exceptions:</u> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p> <p><b>MORE HOMOPHONES</b></p> <p><b>See NC guidance</b></p> <p>More examples: 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 the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p>	Appreciate Attached Available Average Awkward Bargain Bruise Category
Spring 1	<p><u>Endings which sound like /ɪ/ /ə - Words ending in ant, ance/ancy, ent, ence/ency</u></p> <p>1. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p>	Cemetery Committee Communicate Community

	<p>2. 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.</p> <p>innocent, innocent, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>3. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>	<p>Competition Conscience*</p> <p>Conscious*</p> <p>Controversy</p>
Spring 2	<p><u>Endings which sound like /ʃəs/ spelt cious or tious</u></p> <p>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.</p> <p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>	<p>Convenience Correspond Criticise (critic + ise) Curiosity Definite Desperate Determined Develop</p>
Summer 1	<p>Endings which sound like /ʃəl/</p> <p>-cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</p> <p>official, special, artificial, partial, confidential, essential</p> <p><u>Exceptions:</u> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>	<p>Dictionary Disastrous Embarrass Environment Equip (–ped, –ment) Especially Exaggerate Excellent</p>
Summer 2	<p>Revise rules taught.</p> <p>Year 5/6 spelling words</p>	<p>Existence Explanation Familiar Foreign Forty Frequently Government Guarantee Harass Hindrance</p>

Year 6		
Term	Sounds	Tricky Words (Reading and Spelling)
Autumn Term 1	<p><u>Words ending in able and ible</u>  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.  (changeable, noticeable, forcible, legible)</p> <p>-able  dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>-ible  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p><u>Words ending in ably and ibly</u>  -adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p><u>Words with the /i:/ (ee) sound spelt ei after c</u>  The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. deceive, conceive, receive, perceive, ceiling  Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p> <p>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. referring, referred, referral, preferring, preferred, transferring, transferred  The r is not doubled if the –fer is no longer stressed. reference, referee, preference, transference</p>	Identity Immediate(ly) Individual Interfere Interrupt Language Leisure Lightning Marvellous Mischiefous
Autumn Term 2	<p>Words containing the letter-string ough (many sounds) ought, bought, thought, nought, brought, fought/ rough, tough, enough cough/ though, although, dough /through /thorough, borough /plough, bough</p> <p>Suffixes revision x2</p>	Muscle Necessary Neighbour Nuisance Occupy Occur Opportunity Parliament Persuade Physical

Spring 1	<p>Homophones revision</p> <p>The sh sound spelt ti or ci.</p> <p>The sh sound spelt si or ssi.</p> <p>Silent letters revision</p> <p>The spellings ei and ie.</p> <p>Words ending in -ible and -able revision</p> <p>Plural nouns revision</p>	Prejudice Privilege Profession Programme Opportunity Parliament Persuade Physical Rhyme Rhythm
Spring 2	<p>Use of the hyphen - Using suffixes, prefixes and root words to build and transform words</p> <p>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</p> <p>Use word families, knowledge of word origins and spelling patterns to spell unfamiliar words</p> <p>SAT revision of spelling words</p>	Sacrifice Secretary Shoulder Signature Sincere(ly) Soldier Stomach Sufficient Suggest Symbol System Temperature Thorough Twelfth Variety Vegetable Vehicle Yacht
Summer 1	Application of vocabulary to writing	
Summer 2	Revision of rules taught,	