

Improving spelling through a programme of effective, repeated, teaching and learning

Core ideas behind the document

Writing is complex. It should have an audience and therefore relies on thought, knowledge of text structures, handwriting and accurate spellings. The more competent and confident children are with spelling the easier composition becomes. Spelling structures in the English language are extremely complicated.

Through ensuring children have secure knowledge of *the alphabetic code (phonics), in word structures (morphology), in spelling structures (orthography), in language origins (etymology)*, our children will know how their language works and become confident spellers, therefore enjoying writing more and becoming more fluent.

In the short term our aim is to improve spelling scores when children are tested at the end of KS 1 and 2. Spelling is bigger than this though. Great spelling is an essential to being successful in life. Employers look for good spellings and the use of dictionaries and thesauruses is easier. Furthermore, spoken vocabulary develops through children having a fascination of words and liking the 'feel' of new words and endings on their tongue. At Eldon Grove, we need to support children at all points to become more eloquent. Children should not be limited through poor spellings. There is a direct link between reading, spelling and writing. Generally, the more we read, the more 'new' words we 'come across', an improved vocabulary is experimented with and we remember how to spell a greater number of words because we repeatedly see them visually recorded.

Phonics is a default when we are challenged to write a new word we can't remember having seen recorded. It takes us a long way but not all the way. Children should be taught additional strategies as well as having access to spell checkers and dictionaries. However, it is worth noting that for a very small group of children spelling will always be a challenge. For these children, as with all children, it should be made known spelling is difficult because of our language system. This group of children should be given additional support to help them develop: confidence, a good bank of high frequency words and understanding of our alphabetic code. This will allow them to become confident writers even if challenged with spelling. In every class across school, there will be a 'Grow the Code' grapheme chart to ensure a consistent use of vocabulary and phonics expectation.

How do we teach spelling in our school?

Reception and Key Stage One

- Teaching daily systematic synthetic phonics using RWInc.
- Continuously revising and reviewing previously taught phonics in additional group and 1:1 catch up sessions
- Additionally, teaching high frequency tricky words which are not phonically decodable, through phonics, reading sessions and writing.
- Marking high frequency words as incorrect in writing once the children have been taught them – zero tolerance feedback
- Having clear non-negotiable lists of words which must be spelt correctly according to the age of the children
- Having high expectations
- Modelling correct speech and pronunciation
- Creating a passion for words and the complexities of our language
- Aiming for all children to achieve age appropriate expectations
- Providing time for children to learn spellings in lessons
- Assessing using dictation to help the children use the words in context

By the end of Year 1, the majority of children should have completed Read Write Inc phonics programme, and meet the required standard in the Phonics Screening Check successfully.

All Year 1 children should have spelling lessons alongside phonics (beginning Summer 2022).

In Year 2 the majority of children should make a full transition from daily phonics sessions to daily spelling sessions.

Key Stage Two

- Teaching four-times weekly, spelling instruction lessons
- Continuously revising and reviewing previously taught phonics to support the spelling of new words.
- Following a programme which covers Y3, Y4, Y5 and Y6 objectives and word lists to allow revision and consolidation.
- Marking high frequency words as incorrect in writing once the children have been taught them.
- Having clear non-negotiable lists of words which must be spelt correctly according to the age of the children.
- Having high expectations.
- Correcting speech and pronunciation.
- Creating a passion for words and the complexities of our language.
- Aiming for all children to achieve age appropriate expectations.
- Teaching with precise instruction and exposition.
- Providing time for children to learn spellings in lessons.
- Assessing using dictation to help the children use the words in context.

How do we plan for spelling learning and teaching in our school?

In Reception, Read Write Inc is used to plan a 'minimum' of five phonic sessions plus Read Write Inc reading lessons that incorporate the sounds the children need to know for the 'colour' the children are working on.

In KS1, Read Write Inc is used to plan a 'minimum' of five phonic sessions plus Read Write Inc reading lessons that incorporate the sounds the children need to know for the 'colour' the children are working on.

Additionally, they will plan four spelling sessions per week, beginning Summer 2022.

Children who did not meet the required standard in the Year 1 Phonics Screening Check should continue to access phonics sessions to ensure they "catch up" with their peers.

Lesson 1: Introducing the rule/pattern for the coming week. This first session has no cognitive overload. The rule/pattern is introduced. Within this session, children should use their prior knowledge of words to identify the rule, with planned links to other topics/units around the curriculum. Identify tricky parts and look at the shape of the word. Ensure children understand the definitions.

For the rest of the week children to practise using the assignments on Ed Shed, finishing with the 'Hive assessment' on lesson 5.

It is expected that the children also begin to apply to rules of spelling they've learnt to the spelling in their writing.

Assessment of spelling comes in the truest sense - can our pupils apply their learning through their writing, consistently? Do our pupils have a good guess at the meaning of words through using their spelling morphology learning and etymology to unpick new words in reading?

Scaffolding and Differentiation

We hope that with quality first teaching all children will make expected progress. However, there may be children falling behind who will be given additional support. Our aim is to include all children in the current age appropriate learning to prevent them from falling further behind. In the earliest stages of phonics learning children will be grouped by age and a mastery approach to teaching and learning will ensure that most children keep up.

****This academic year, whilst children continue to recover from lost learning, some Year 2 children will remain on the Read Write Inc phonics programme (especially in the Autumn Term)**

What materials/ resources do we use to plan QFT of spelling in our school?

- The school phonics programme, RWInc
- The school spelling programme
- National Curriculum 2014

Feedback and Marking

All feedback and marking will:

- draw children's attention to incorrect spelling in their writing according to the school's marking policy (highlight incorrect words that should have been spelt correctly)
- use year group expectations as a guide for standards. As a general rule, if they have been taught a word there should be an expectation that it is spelt correctly in all their writing.

Opportunities to monitor and evaluate the teaching and learning of spelling

- English Subject Leader and Early Reading Lead work with staff to evaluate planned opportunities, talk to children and visit lessons to evaluate the programme.
- English Subject Leader and Early Reading Lead, along with other Subject Leaders will evaluate written work for cohorts and groups within cohorts.
- Team/Phase Leaders will review work evidence with their team to self-evaluate quality of children's spelling and teacher's feedback impact
- Teachers should use assessments of spelling in writing to identify pupils requiring additional support/intervention to accelerate progress and /or times when a preteach session would remind pupils of expectations and knowledge

Children who are accessing Read Write Inc	
Set 1	
d a s m t o n p g i k u b c f e l h r j x y w z v	
Set 1 special friends	Red words
ch qu sh th ng nk ff ll ss ck	(Red) I the my for (Green) the my I of he she some (Purple) to me you was* do*
Set 2	Red words
oo ee ay ow oo igh ou or air ir ar oy	(Pink) she* all so be they (Orange) want what her we (Yellow) said I've there watch are your
Set 3	Red words
ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious	(Blue) were one their who where come water (Grey) someone thought was wouldn't should wanted

Common exception words to be taught at specific points throughout the year and applied within writing.

YEAR ONE SCHEME

Year 1 Spelling

The teaching of phonics enables children to learn to read a large number of different words, however spelling is a different matter. Phonics tells children that there are many different ways of spelling particular sounds but for children to become a successful writer they need to be taught how to spell specific words using correct letter choices.

The expectations of the new curriculum for Year 1 are significantly lifted and now include:

Year 1			
	Teaching Focus	Guidance, Rules and Conventions	Words
1	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 .	cats, dogs, spends, rocks, thanks, catches
Year 1			

	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<p>–ing and –er always add an extra syllable to the word and –ed sometimes does.</p> <p>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 endings are spelt –ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
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Year 1			
	Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Year 1			
	Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Year 1			
	Compound words	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.	football, playground, farmyard, bedroom, blackberry

Year 1			
	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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, because

Year 1

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.

pocket, rabbit, carrot, thunder, sunset

Year 1

Homophones

It is important to know the difference in meaning between homophones.

here/hear, see/sea, , sun/son, to/too/two, be/bee.

These skills need to be covered alongside any phonics programme, as a minimum, in the final term.

YEAR TWO SCHEME

Year 2 Spelling

Children in Year 2 need to consistently recognise graphemes for digraphs and trigraphs in reading and spelling should be phonemically accurate. The work on spelling in Year 2 will help children understand more about the structure of words and consolidate their knowledge of GPCs. Spelling usually lags behind reading as it is harder, which is why we need a consistent approach to the teaching of spelling.

The use of letter names to 'talk spelling' should be modelled and embedded in practice from Reception. It is misleading to refer to the graphemes as single letter sounds e.g. t/ai/l not t/a/i/l.

Children need to be taught to spell tricky words alongside the teaching of phonics in EYFS and KS1 but this should not be allowed to slow the pace.

The content of the Year 2 programme enables effective practice for instant recognition of digraphs and trigraphs and top up work on Set 3 RWInc.

Also refer to Letters and Sounds Next 200 common word lists as many of these words fit the programme of study for Year 2 spelling.

Year 2 Term 1

Autumn

Wk	Teaching Focus	Guidance, Rules and Conventions	Words
1	Division of words into syllables	<ul style="list-style-type: none"> ☐ 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. 	pocket, rabbit, carrot, thunder, sunset
2	Contractions ☐	<p>Investigate contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). I'll</p> <ul style="list-style-type: none"> ☐ <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive. 	can't, didn't, hasn't, couldn't,
Year 2 Autumn			
3	Revisit adding s and es to words (plural of nouns and the third person singular of verbs)	<ul style="list-style-type: none"> ☐ 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. 	Cats, dogs, spends, rocks, thanks, catches
4	The /i:/ sound spelt –ey	<ul style="list-style-type: none"> ☐ The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>). 	Key, donkey, monkey, chimney, valley

Year 2 Autumn

5		<ul style="list-style-type: none"> ☐ –ing and –er always add an extra syllable to the word and –ed sometimes does. 	
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6	Revisit adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<ul style="list-style-type: none"> ☐ 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 endings are spelt – ed. ☐ If the verb ends in two consonant letters (the same or different), the ending is simply added on. 	Hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
7	Revisit adding –er and –est to adjectives where no change is needed to the root word	<ul style="list-style-type: none"> ☐ As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on. 	Grander, grandest, fresher, freshest, quicker, quickest

Year 2 Autumn			
8	Homophones and near-homophones	<ul style="list-style-type: none"> ☐ It is important to know the difference in meaning between homophones. ☐ Investigate different homophones. ☐ Suggested activities could include best bet, mnemonics. 	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
9	The /or/ sound spelt a before l and ll	<ul style="list-style-type: none"> ☐ Revise the /or/ sound is usually spelt as a before l and ll. 	All, ball, call, walk, talk, always
10	The /u/ sound spelt o	<ul style="list-style-type: none"> ☐ Suggested activities could include word detectives, word sort. 	Other, mother, brother, nothing, Monday

Year 2 Autumn			
11	The /zh/ sound spelt s	<ul style="list-style-type: none"> ☐ Revise phase 5 new phoneme. 	Television, treasure, usual, vision, division

12	The /j/ sound spelt as dge at the end of words.	<p>‘Phonic knowledge should underpin spelling’</p> <ul style="list-style-type: none"> • Remind children the letter j is never used for the sound at the end of English words. • Investigate at the end of a word, the /j/ sound is spelt -dge straight after the short vowel sounds. 	Badge, edge, bridge, dodge, fudge
11	The /j/ sound spelt as ge at the end of words.	<ul style="list-style-type: none"> • Investigate after all other sounds the /j/ sound is spelt as -ge at the end of a word. • Make word lists for different spelling patterns that form /j/. 	Age, huge, change, charge, bulge, village
Year 2 Autumn			
12	The alternative /j/ sound can be spelt as g elsewhere in words before e, i and y.	<ul style="list-style-type: none"> □ Investigate how in other positions in words, the /j/ sound is often spelt as g before e, i, and y and the /j/ sound is always spelt as j before a, o and u. □ Suggested activities could include oral word sort based on prior knowledge, best bet style task, the name game. 	Gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust

Year 2 Term 2

Spring

Wk	Teaching Focus	Guidance	Words
1	Adding the prefix –un The /s/ sound spelt c before e, i and y.	<ul style="list-style-type: none"> <input type="checkbox"/> The prefix un– is added to the beginning of a word without any change to the spelling of the root word. <input type="checkbox"/> Investigate where the /s/ comes in a word and which follow. <input type="checkbox"/> Suggested activities could include phoneme spotting, rhyming word generation. 	Unhappy, undo, unload, unfair, unlock Race, ice, cell, city, fancy
2	The /n/ sound spelt kn and (less often) gn at the beginning of words.	<ul style="list-style-type: none"> <input type="checkbox"/> The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago. <input type="checkbox"/> Suggested activities could include making word lists and identifying tricky bits. 	Knock, know, knee, gnat, gnaw
Year 2 Spring			

3	The /r/ sound spelt wr at the beginning of words.	<ul style="list-style-type: none"> <input type="checkbox"/> This spelling probably also reflects an old pronunciation. There is no standard rule as to why wr is used. <input type="checkbox"/> Suggested activities could include best bet, practice, explore, investigate, sentence editing. 	Write, written, wrote, wrong, wrap.
4	The /l/ sound spelt –le at the end of words.	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate –le spelling (the most common spelling for this sound at the end of words). <input type="checkbox"/> If a word contains a short vowel phoneme, there is always two consonants between the vowel and –le (candle) or kettle where the constant is doubled. <input type="checkbox"/> Suggested activities could include word sort, Find your team. 	Table, apple, bottle, little, middle
Year 2 Spring			

5	The /l/ sound spelt –el at the end of words.	<input type="checkbox"/> The –el spelling is much less common than –le. <input type="checkbox"/> Investigate how the –el spelling is used after m, n, r, s, v, w and more often than not after s . <input type="checkbox"/> Suggested activities could include word sort, find your team.	Camel, tunnel, squirrel, travel, towel, tinsel
6	The /l/ sound spelt –al at the end of words. Words ending –il	<input type="checkbox"/> Not many nouns end in –al, but many adjectives do. <input type="checkbox"/> Suggested activities could include root words. <input type="checkbox"/> There are not many of these words.	Metal, pedal, capital, hospital, animal, magical, tropical, traditional, skeletal. Pencil, fossil, nostril
Year 2 Spring			

7	The /igh/ sound spelt –y at the end of words.	<input type="checkbox"/> Investigate the most common spelling for this sound at the end of words. <input type="checkbox"/> Suggested activities could include rhyming word generation.	cry, fly, dry, try, reply, July
8	Adding –es to nouns and verbs ending in –y	<input type="checkbox"/> Investigate how the y is changed to i before –es is added. <input type="checkbox"/> If the letter before the y is a consonant, change the y to i and add es. <input type="checkbox"/> Suggested activities could include word chunking	Flies, tries, replies, copies, babies, carries
Year 2 Spring			
9	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.	<input type="checkbox"/> Investigate how 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 <i>skiing</i> and <i>taxiing</i> . <input type="checkbox"/> Suggested activities could include root word activities, sentence editing, suffix tables.	Copied, copier, happier, happiest, cried, replied ... but copying, crying, replying.
10	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	<input type="checkbox"/> 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: <input type="checkbox"/> <i>being</i> .	Hiking, hiked, hiker, nicer, nicest, shiny

Year 2 Term 3

Summer			
Wk	Teaching Focus	Guidance	Words
1	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	<ul style="list-style-type: none"> <input type="checkbox"/> The last consonant letter of the root word is doubled to keep the vowel ‘short’. <input type="checkbox"/> Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> 	Patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
2	<p>The /er/ sound spelt or after w</p> <p>The /or/ sound spelt ar after w</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There are not many of these words. <input type="checkbox"/> Suggested activities could include word sorting. 	<p>Word, work, worm, world, worth, worked</p> <p>War, warm, towards, ward, warmed, warden, forwards, backwards.</p>
Year 2 Summer			
3 & 4	The suffixes –ment, –ness, –ful, –less and –ly	<ul style="list-style-type: none"> <input type="checkbox"/> Suffixes are added to root words without change except if a root word ends in –y/ee/ with a consonant before it, change the y to i and add the suffix . <input type="checkbox"/> Suggested activities could include best bet, sentence editing 	<p>Enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly (exception argument).</p> <p>Merriment, happiness, plentiful, penniless, happily</p>

Year 2 Summer

5	Words ending in -tion	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate words ending in -tion. <input type="checkbox"/> Suggested activities could include generating word lists. 	station, fiction, motion, national, section
6	Contractions	<ul style="list-style-type: none"> <input type="checkbox"/> Revise contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <input type="checkbox"/> <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive 	can't, didn't, hasn't, couldn't, it's, I'll, wouldn't, shouldn't, don't, won't, let's

Year 2 Summer

7	The possessive apostrophe (singular nouns)	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the possessive apostrophe e.g. The book belongs to Megan. It is Megan's book. 	Megan's, Ravi's, the girl's, the child's, the man's
8	Apostrophe used for contractions in speech (elision).	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce apostrophe used for contractions e.g. The man's going to the beach. The man is going to the beach. 	How's it going?

Year 2 Summer

<p>9, 10, 11, 12</p>	<p>Common exception words.</p>	<p>Revision of common exception words covered this year focusing on common mistakes. Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /ai/, as in <i>cat</i> but <i>great, break</i> and <i>steak</i> are the only common words where the /ai/ sound is spelt ea.</p>	<p>door, floor, poor, 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.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p>
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YEAR THREE SCHEME

YEAR THREE SCHEME			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
AUTUMN ONE			
1	Revision of the alphabetic code - phonics	<p><i>'Phonic knowledge should continue to underpin spelling after key stage 1'.</i></p> <ul style="list-style-type: none"> Teachers should revise quickly the known phoneme grapheme correspondences using flash cards and wall display focussing particularly on long vowel alternatives. Children should be reminded spelling is hard. It isn't that they can't spell but that our spelling system is complex. Phonics is a good base to spell new and difficult words but will not always lead to correct spelling. <p>A phoneme/grapheme chart should be displayed in all classes and regularly referred to.</p>	

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Common words from key stage 1 and setting nonnegotiables	<ul style="list-style-type: none"> Teachers should revise high frequency words which children are expected to spell correctly at all times. These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

3	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. • Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p><u>STATUTORY WORDS</u></p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Revision of suffixes	<p>What do we know already?</p> <ul style="list-style-type: none"> • Revision from Y2, ing, ed, er, est and plurals (-s and -es) ☐ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Use Y2 appendix 1 in NC for guidance. ☐ Assess through dictated sentences. <p>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii.</p> <p>The only ordinary words with ii are skiing and taxiing.</p>	<p>flies, tries, replies copy copying copied, copier Happy happier happiest Nice nicer nicest Pat patting padded</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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5	Adding suffixes beginning with vowel letters to words of more than one syllable	<p>See appendix 1 Y3/4 NC What do we know already?</p> <ul style="list-style-type: none"> • Revision from Y2, ing, ed, er, est and plurals (-s and -es) □ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Use Y2 appendix 1 in NC for guidance. □ Assess through dictated sentences. <p>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.</p>	<table border="0"> <tr> <td>forget,</td> <td>forgetting,</td> </tr> <tr> <td>forgotten,</td> <td>begin,</td> </tr> <tr> <td>beginning,</td> <td>beginner,</td> </tr> <tr> <td>prefer,</td> <td>preferred</td> </tr> <tr> <td>gardening,</td> <td>gardener,</td> </tr> <tr> <td>limiting, limited,</td> <td>limitation</td> </tr> </table>	forget,	forgetting,	forgotten,	begin,	beginning,	beginner,	prefer,	preferred	gardening,	gardener,	limiting, limited,	limitation
forget,	forgetting,														
forgotten,	begin,														
beginning,	beginner,														
prefer,	preferred														
gardening,	gardener,														
limiting, limited,	limitation														

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	The /ɪ/ sound spelt y elsewhere than at the end of words	<p>See appendix 1 Y3/4 NC</p> <ul style="list-style-type: none"> • Use phonics to support spelling. Which bit is tricky? • Ensure 'y' is on phoneme grapheme chart under short 'i'. 	myth, gym, Egypt, pyramid, mystery

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		

AUTUMN TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Common words from word list and adding prefixes and suffixes to these where appropriate	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. • Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p><u>STATUTORY WORDS</u></p> <p>build busy/business calendar caught centre century certain circle complete consider</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	The /u/ sound spelt ou	<p>See appendix 1 Y3/4 NC</p> <ul style="list-style-type: none"> □ Ensure 'ou' is on phoneme grapheme chart under short 'u'. 	<p>young, touch, double, trouble, country</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10	Prefixes	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences, assess through dictated sentences. <p>Like un–, the prefixes dis- and mis- have negative meanings.</p>	<p>dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11	More prefixes	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. <p>re- means 'again' or 'back'</p> <p>sub- means 'under'</p> <p>tele- means 'distant'</p>	<p>re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge tele-: telephone, television.</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
12	More prefixes	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Discuss meaning, • Discuss spelling • Use phonics • Explore tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. <p>super- means 'above'</p> <p>auto- means 'self' or 'own'</p> <p>pre- means 'before' or 'first'</p>	<p>super-: supermarket, superman, superstar auto-: autobiography, autograph pre-: prehistoric, preface, prefix</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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13	Review and assessment of teaching and learning within the delivered routines.		
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SPRING ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Common words from key stage 1 and setting nonnegotiables	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers should revise high frequency words which children are expected to spell correctly at all times. <input type="checkbox"/> These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>continue decide describe different difficult disappear early earth eight(h)</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	The suffix –ation	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> □ What do we know already? □ Link to grammar. <p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	information, adoration, sensation, preparation, admiration

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	The suffix –ly	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • What do we know already? • Link to grammar. • Talk about root words and word families. <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words with endings sounding like /ʒə/ or /tʃə/	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Children will have visited ‘ure’ as a phoneme. • Encourage them to count phonemes as revision • Encourage them to listen to the sounds in the middle of the words. <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>	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	The suffix –ous	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> Identify roots if appropriate. Look at word families – danger, dangerous, endangered. Use phonics and identify the tricky bits. □ Link to grammar, what word class? <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</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>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		

SPRING TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

8	Common words from key stage 1 and setting nonnegotiables	<ul style="list-style-type: none"> ☐ Teachers should revise high frequency words which children are expected to spell correctly at all times. ☐ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>enough exercise experience experiment extreme famous favourite February forward(s) fruit</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10	Endings which sound like /ʒən/ -sion	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> ☐ Make sure meaning is established. ☐ Look at word families – divide, division ☐ Challenge to find more words. <p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	division, invasion, confusion, decision, collision, television

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
11	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> Identify roots if appropriate. Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling.</p> <p>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>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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12	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> Identify roots if appropriate. Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling.</p> <p>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>	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		

<i>SUMMER ONE</i>			
Wk	Teaching focus	Guidance	Words (red statutory)

1	Common words from key stage 1 and setting nonnegotiables	<ul style="list-style-type: none">□ Teachers should revise high frequency words which children are expected to spell correctly at all times.□ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Wk	Teaching focus	Guidance	Words (red statutory)
3	Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)	Use appendix 1 NC. <ul style="list-style-type: none"> Children will have previous knowledge from phonics. Link to 'etymology' or word origin. 	scheme, chorus, chemist, echo, character chef, chalet, machine, brochure

Wk	Teaching focus	Guidance	Words (red statutory)
4	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)	Use appendix 1 NC. <ul style="list-style-type: none"> Link to 'etymology' or word origin. 	league, tongue, antique, unique

Wk	Teaching focus	Guidance	Words (red statutory)
5	Words with the /s/ sound spelt sc (Latin in origin)	Use appendix 1 NC. <ul style="list-style-type: none"> Link to 'etymology' or word origin. 	science, scene, discipline, fascinate, crescent

Wk	Teaching focus	Guidance	Words (red statutory)
6	Words with the /eɪ/ sound spelt ei, eigh, or ey	Use appendix 1 NC. <ul style="list-style-type: none"> Link to phonics and /eɪ/sound. 	vein, weigh, eight, neighbour, they, obey

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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7	Review and assessment of teaching and learning within the delivered routines.		
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SUMMER TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>important interest island knowledge learn length library material medicine mention</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Possessive apostrophe with plural words	<p>Use appendix 1 NC.</p> <p>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).</p>	<p>girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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10	Homophones and nearhomophones	Use appendix 1 NC. □ Use in context.	Select the words your children get wrong. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
11	Homophones and nearhomophones	Use appendix 1 NC. □ Use in context.	Select the words your children get wrong. knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
12	Review and assessment of teaching and learning within the delivered routines.		

YEAR FOUR SCHEME

YEAR 4

AUTUMN ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Revision of the alphabetic code - phonics	<p><i>'Phonic knowledge should continue to underpin spelling after key stage 1'.</i></p> <ul style="list-style-type: none"> Teachers should revise quickly the known phoneme grapheme correspondences using flash cards and wall display focussing particularly on long vowel alternatives. Children should be reminded spelling is hard. It isn't that they can't spell but that our spelling system is complex. Phonics is a good base to spell new and difficult words but will not always lead to correct spelling. A phoneme/grapheme chart should be displayed in all classes and regularly referred to. 	

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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2	Common words from Key Stage 1 and setting non-negotiables	<ul style="list-style-type: none"> □ Teachers should revise high frequency words which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Introduction of word lists – “Big Words”	<p>These words from the statutory Year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • Learn the meaning. □ Apply in sentences. • Relate to phonics and identify tricky bits • Develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar</p>
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Revision of suffixes	<p>What do we know already?</p> <ul style="list-style-type: none"> • Revision from Y3, -ly, -ous, -ation, -est and plurals (-s, -es) □ Use term root and suffix. • Talk about word families • Discuss meaning and change in meaning. • Link to grammar. • Use in sentences. • Use phonics to support. • Assess through dictated sentences. <p>The y is changed to i before –est is added, but not before – ing as this would result in ii.</p> <p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>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 <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	The /I/ sound spelt y elsewhere than at the end of words	<p>See Appendix 1 Y3/4 NC</p> <ul style="list-style-type: none"> • Use phonics to support spelling. Which bit is tricky? • Ensure ‘y’ is on phoneme grapheme chart under short ‘I’. <p>These words should be learnt as needed.</p>	myth, gym, Egypt, pyramid, mystery, women, build, pretty

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	The /u/ sound spelt ou	<p>See Appendix 1 Y3/4 NC</p> <ul style="list-style-type: none"> □ Ensure 'ou' is on phoneme grapheme chart under short 'u'. <p>These words should be learnt as needed.</p>	young, touch, double, trouble, country
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		

AUTUMN TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Common words from key stage 1 and setting nonnegotiables.	<ul style="list-style-type: none"> □ Teachers should revise high frequency words which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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9	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. • be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings and teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>perhaps popular position possess(ion) possible potatoes pressure probably promise purpose</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
10/11	Prefixes and More Prefixes	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Discuss meaning, spelling, phonics, tricky bits. • Find meanings • Find other words • Apply in sentences, assess through dictated sentences. <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below... The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with l, in– becomes il.</p> <p>Before a root word starting with m or p, in– becomes im–. Before a root word starting with r, in– becomes ir–.</p>	<p>in–: inactive, incorrect</p> <p>im-: immature, immortal, impossible, impatient, imperfect</p> <p>il-: illegal, illegible</p> <p>ir-: irregular, irrelevant, irresponsible</p>
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

12	More prefixes	<p>Use Appendix 1 NC.</p> <ul style="list-style-type: none"> • Discuss meaning, • Discuss spelling • Use phonics • Explore tricky bits. • Find meanings • Find other words • Apply in sentences • Assess through dictated sentences. <p>inter– means ‘between’ or ‘among’. anti– means ‘against’.</p>	<p>Select no more than 10. inter–: interact, intercity, international, interrelated (inter + related)</p> <p>anti–: antiseptic, anticlockwise, antisocial</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		

SPRING ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Common words from key stage 1 and setting non-negotiables	<ul style="list-style-type: none"> • Teachers should revise high frequency words which children are expected to spell correctly at all times. • These should be displayed as posters, ‘mats’ or in word books and referred to as non-negotiable. <p>All schools have slightly different lists depending linked to the reading scheme they use.</p>	<p>e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Introduction of word lists – “Big Words”	<p>These words from the statutory Year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> • learn the meaning • apply in sentences • relate to phonics and identify tricky bits • develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules • be tested through dictated sentences to strengthen understanding of meaning <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>quarter question recent regular reign remember sentence separate special straight</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	The suffix –ation	<p>Use appendix 1 NC</p> <p>What do we know already?</p> <p>Link to grammar</p> <p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p>	information, adoration, sensation, preparation, admiration

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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4	The suffix –ly	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • What do we know already? • Link to grammar • Talk about root words and word families <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>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words with endings sounding like /ʒə/ or /tʃə/	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> • Children will have visited ‘ure’ as a phoneme. • Encourage them to count phonemes as revision • Encourage them to listen to the sounds in the middle of the words. <p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>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. <i>teacher, catcher, richer, stretcher.</i></p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	The suffix –ous	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> Identify roots if appropriate. Look at word families – danger, dangerous, endangered. Use phonics and identify the tricky bits. □ Link to grammar, what word class? <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the 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. /dʒ/</p>	<p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious hideous, spontaneous, courteous</p>
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7	Review and assessment of teaching and learning within the delivered routines.		

SPRING TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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8	Common words from key stage 1 and setting non-negotiables	<ul style="list-style-type: none"> Teachers should revise high frequency words which children are expected to spell correctly at all times. These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p>All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Introduction of word lists – “Big Words”	<p>These words from the statutory year 3/4 word list should be introduced on Monday and revisited over the week.</p> <p>Children should:</p> <ul style="list-style-type: none"> learn the meaning apply in sentences relate to phonics and identify tricky bits develop word families where appropriate e.g. continue, continues, continuum noting meaning and suffix/prefix rules. be tested through dictated sentences to strengthen understanding of meaning. <p>Use dictionaries to find meanings. Teach how to use dictionaries effectively.</p>	<p><u>STATUTORY WORDS</u></p> <p>strange strength suppose surprise therefore though/although thought through various weight woman/women</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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10	Endings which sound like /ʒən/ -sion	Use appendix 1 NC. <ul style="list-style-type: none"> • Make sure meaning is established. • Look at word families – divide, division • Challenge to find more words <p>If the ending sounds like /ʒən/, it is spelt as –sion.</p>	division, invasion, confusion, decision, collision, television
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
11/12	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Use appendix 1 NC. <ul style="list-style-type: none"> • Identify roots if appropriate. • Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</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. Exceptions: <i>attend – attention, intend – intention.</i> –cian is used if the root word ends in c or cs.</p>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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11/12	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> Identify roots if appropriate. Look at word families – invent, invention, inventor □ Use phonics and identify the tricky bits. □ Link to grammar. <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</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. Exceptions: <i>attend – attention, intend – intention.</i> –cian is used if the root word ends in c or cs.</p>	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
13	Review and assessment of teaching and learning within the delivered routines.		

SUMMER ONE

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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1	Common words from key stage 1 and setting nonnegotiables	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers should revise high frequency words which children are expected to spell correctly at all times. <input type="checkbox"/> These should be displayed as posters, 'mats' or in word books and referred to as non-negotiable. <p style="text-align: center; color: blue;">All schools have slightly different lists depending linked to the reading scheme they use.</p>	e.g. days of the week, months of the year, colours, numbers, would, could, should, because, said, friend, children, school, there, their, hear, here, where, were, said, people, knight, night, father, mother, beautiful, water
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p>	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Children will have previous knowledge from phonics. <p>Link to 'etymology' or word origin.</p>	<p>scheme, chorus, chemist, echo, character</p> <p>chef, chalet, machine, brochure</p>

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt – que (French in origin)	<p>Use appendix 1 NC.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Link to 'etymology' or word origin. 	league, tongue, antique, unique

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Words with the /s/ sound spelt sc (Latin in origin)	<p>Use appendix 1 NC.</p> <p>□ Link to 'etymology' or word origin.</p> <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>	science, scene, discipline, fascinate, crescent

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words with the /eɪ/ sound spelt ei, eigh, or ey	<p>Use appendix 1 NC.</p> <p>Link to phonics and /eɪ/sound.</p>	vein, weigh, eight, neighbour, they, obey

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Review and assessment of teaching and learning within the delivered routines.		

SUMMER TWO

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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7	Possessive apostrophe with plural words	Use Appendix 1 NC. The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
8	Homophones and nearhomophones	Use Appendix 1 NC. Use in context...	Select the words your children get wrong. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
9	Homophones and nearhomophones	Use Appendix 1 NC. Use in context. ...	Select the words your children get wrong. knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

YEAR FIVE SCHEME

Year 5 (Age related expectations)

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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1	Common words.	<ul style="list-style-type: none"> Teachers should revise words which children are expected to spell correctly at all times These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables <p>Non-negotiables</p> <p>said, I, of, was, you, they, for, with, all, are, my, what, there, out, have, went, be, like, some, were, little, one, me, when, it's, see, looked, don't, come, into, children, Mr, their, people, your, could house, too, by, I'm, Mrs, called, here, off, asked, saw, make.</p> <p>water, good, want, how, going, where, would, took, school, who, didn't, know, bear, can't, again, our thought, I'll, shouted, other, through, right, sea, these, animals, first, that's, something, found, night, couldn't, I've, around, laughed, let's, another, great, why, jumped, because, each, its, different, which, any, eyes, friends, there's, gone, once, please, stopped, lived, he's, use, we're.</p>	Also: days of the week, months of the year, colours, numbers.
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Year 5 Term 1			
Autumn 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. They should be tested through dictated sentences to strengthen understanding of meaning. Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached</p>

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Revision Suffixes - ing, ed, ly	<p>-ing and -ed in words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short').</p> <p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Root words ending in -y sounding /ee/ change y to l before adding -ly</p>	<p>drag, dragged, dragging stop, stopped, stopping</p> <p>speedy, speedily sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	To use knowledge of root and base words to spell related words	<p>See appendix 1 Y3/4 NC.</p> <ul style="list-style-type: none"> • What do we know already? • Talk about root words. • Generate word families. • Identify rules/patterns. • Link to grammar (morphology) and word class. • Select key words to learn and apply in sentences. 	<p>Select no more than 10 to learn. Example words from Y3/4 forget, forgetting, forgotten, begin, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p>

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Revision Suffixes ous, ation	<p>See appendix 1 Y3/4 NC</p> <p>-ous</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</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> <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p>	<p>Example words from Y3/4</p> <p>information, adoration, sensation, preparation, admiration</p> <p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

Year 5 Term 1

Autumn 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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6	Homophones and near homophones	<ul style="list-style-type: none"> □ Teachers should revise homophones and near homophones which children are expected to spell correctly at all times. □ These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables □ It is important to know the difference in meaning between homophones 	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
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Year 5 Term 1			
Autumn 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 5 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> ☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>available average awkward bargain bruise category cemetery committee communicate community</p>
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Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Revision Prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below. Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Teach term “antonym”.</p>	<p>Example words from Y3/4 dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell) in–: inactive, incorrect illegal, illegible</p>

Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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3	Revision Prefixes	Before a root word starting with r, in- becomes ir-. inter- means 'between' or 'among'. super means 'above'. Anti means 'against'	inter-: interact, intercity, international, interrelated (inter + related) super-: supermarket, superman, superstar anti-: antiseptic, anticlockwise, antisocial auto-: autobiography, autograph
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Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Revision More prefixes	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p>	<p>Select no more than 10.</p> <p>immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge</p>

Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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5	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.	Select no more than 10. ambitious, cautious, delicious, precious, gracious, spacious, (anxious)
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Year 5 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential

Year 5 Term 2

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> ☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>competition conscience conscious controversy convenience correspond criticise (critic –ise) curiosity definite desperate</p>
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Year 5 Term 1			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words ending in –ant, –ance/–ancy,	<p>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.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>Select no more than 10. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial).</p>

Year 5 Term 1			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

3	Words ending in -ent, -ence/-ency	<p>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 /ε/ sound in the right position.</p> <p>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 /ε/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>independent, (independence) obedient (obedience) decent (decency) frequent (frequency) transparent (transparency)</p>
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Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	Words ending in -able Words ending in -ably	<p>The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending.</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 reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable</p>

Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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5	Words ending in -ible Words ending in -ibly	The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	possible/possibly horrible/horribly terrible/terribly visible/visibly incredible/incredibly sensible/sensibly legible, forcible
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Year 5 Term 1

Spring 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> ☐ These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. ☐ Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. ☐ They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. ☐ Use games, timed challenges, colour, bubble writing, speed writing in school script to learn ☐ They should be tested through dictated sentences to strengthen understanding of meaning. ☐ Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>determined develop dictionary disastrous embarrass environment equip (-ped,-ment) especially exaggerate excellent</p>
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Year 5 Term 1			
Spring 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference

Year 5 Term 1			
Spring 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Use of the hyphen	<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.</p> <p>Link to grammar.</p>	co-ordinate, re-enter, co-operate, co-own

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
4	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:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Words containing the letter-string ough	-ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought though, although, dough rough, tough, enough cough through thorough, borough plough, bough

Year 5 Term 1

Spring 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 5 Term 1

Summer 1

Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. <input type="checkbox"/> Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. <input type="checkbox"/> They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. <input type="checkbox"/> Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. <input type="checkbox"/> They should be tested through dictated sentences to strengthen understanding of meaning. <input type="checkbox"/> Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>existence explanation familiar foreign forty frequently government guarantee harass hindrance</p>

Year 5 Term 1

Summer 1

Year 5 Term 1			
Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	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.	doubt, island, lamb, solemn, thistle, knight

Year 5 Term 1

Summer 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Homophones and other words that are often confused	<p>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. 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). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	advice/advise device/devise licence/license practice/practise guessed /guest heard /herd

Year 5 Term 1

Summer 1

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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4	Homophones and other words that are often confused	<p>More examples:</p> <p>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). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>led/ lead past/passed stationary/stationery steal/steel who's/ whose</p>
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Year 5 Term 1			
Summer 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Homophones and other words that are often confused	Using common errors from children's writing across the curriculum, identify and clarify homophone errors eg prey, pray	Words from children's writing eg weather/weather

Year 5 Term 1			
Summer 1			

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 5 Term 1			
Summer 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. <input type="checkbox"/> Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. <input type="checkbox"/> They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. <input type="checkbox"/> Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. <input type="checkbox"/> They should be tested through dictated sentences to strengthen understanding of meaning. <input type="checkbox"/> Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>identity immediate (-ly) individual interfere interrupt language leisure lightning marvellous mischievous</p>

The rest of the year should be spent revisiting and securing issues from assessment

YEAR SIX SCHEME

Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Common words.	<ul style="list-style-type: none"> Teachers should revise words which children are expected to spell correctly at all times These should be displayed as posters, 'mats' or in word books and referred to as nonnegotiables <p>Non-negotiables</p> <p>said, I, of, was, you, they, for, with, all, are, my, what, there, out, have, went, be, like, some, were, little, one, me, when, it's, see, looked, don't, come, into, children, Mr, their, people, your, could house, too, by, I'm, Mrs, called, here, off, asked, saw ,make.</p> <p>water, good, want, how, going, where, would, took, school , who, didn't, know, bear, can't, again, our thought, I'll, shouted, other, through, right, sea, these, animals, first, that's, something, found, night, couldn't, I've, around, laughed, let's, another, great, why, jumped, because, each, its, different, which, any,eyes, friends, there's, gone, once, please, stopped, lived, he's, use, we're.</p>	Also: days of the week, months of the year, colours, numbers

Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
2	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. <input type="checkbox"/> Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. <input type="checkbox"/> They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. <input type="checkbox"/> Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. <input type="checkbox"/> They should be tested through dictated sentences to strengthen understanding of meaning. <input type="checkbox"/> Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical</p>

Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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3	Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end –ce and verbs end –se.</p> <p>Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>More examples:</p> <p>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). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>Select key words to learn.</p> <p>device/devise licence/license farther/father prophecy/prophesy morning/mourning principal/principle precede/proceed profit/prophet wary/weary</p>
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Year 6 Term 1

Autumn

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
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4	Words ending in –able and –ible	<p>The –able/–ably endings are far more common than the –ible/–ibly endings.</p> <p>As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</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 reliable, the complete word rely 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. sensible).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable</p>
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Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	Endings which sound like /jəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.</p> <p>Exception: anxious.</p>	<p>vicious, conscious, malicious, suspicious fictitious, infectious, nutritious</p>

Year 6 Term 1			
Autumn			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

6	Endings which sound like /ʃəl/	cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential, martial
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	

Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. <input type="checkbox"/> Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. <input type="checkbox"/> They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. <input type="checkbox"/> Use games, timed challenges, colour, bubble writing, speed writing in school script to learn . <input type="checkbox"/> They should be tested through dictated sentences to strengthen understanding of meaning. <input type="checkbox"/> Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient

Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

2	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>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.</p> <p>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>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>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	Select no more than 10. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)
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Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>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.</p> <p>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>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>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	Select no more than 10. innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence possible/possibly horrible/horribly terrible/terribly visible/visibly incredible/incredibly sensible/sensibly
Year 6 Term 1			
Autumn 2			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

4	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference
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Year 6 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
5	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. Link to grammar.	co-ordinate, re-enter, co-operate, co-own.

Year 6 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
6	Words with the /i:/ sound spelt ie normally and ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	grief, brief, mischief, pierce, fierce, niece, pier, patient deceive, conceive, receive, perceive, ceiling Exceptions to be learnt: science, ancient and glacier

Year 6 Term 1

Autumn 2

Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
7		Review and assessment to address any areas which need further teaching and learning. Assess statutory words.	
Year 6 Term 2			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
1	Statutory word list and adding prefixes and suffixes to these where appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> These words from the statutory year 5/6 word list should be introduced on Monday and revisited over the week. <input type="checkbox"/> Children should learn the meaning, apply in sentences, relate to phonics and identify tricky bits. <input type="checkbox"/> They should develop word families where appropriate e.g. aggressive, aggressor, aggression noting meaning and suffix/prefix rules. <input type="checkbox"/> Use games, timed challenges, colour, bubble writing, speed writing in school script to learn. <input type="checkbox"/> They should be tested through dictated sentences to strengthen understanding of meaning. <input type="checkbox"/> Use dictionaries to find meanings. Teach how to use dictionaries effectively. 	<p>suggest symbol system temperature through twelfth variety vegetable vehicle yacht</p>

Year 6 Term 2			
Spring 1			
Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)

2	Words containing the letter-string ough	-ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
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Year 6 Term 2			
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Spring 1			
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Wk	Teaching focus	Guidance, Rules & Conventions	Words (red statutory)
3	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	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.	doubt, island, lamb, solemn, thistle, knight.

Remainder of Term 2: revise and revisit any areas of concern with particular focus on word lists for Year 3 and 4 and Year 5 and 6.