

Bathwick St. Mary Church School

Spelling overview and scheme of work

What are the principles and aims of teaching spelling?

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

We aim to equip children to spell fluently through a developmental process of investigating patterns and learning to apply a range of strategies appropriately. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns within them and the various ways they can learn these patterns. In order to study words like this we have to take them out of context for the specific teaching of spelling. We believe that this is best achieved little and often and through stimulating, multi-sensory activities and games and explicit teaching of spelling each day.

How and when do we teach spelling?

In EYFS much of the teaching of spelling is delivered through 20-minute daily sessions following our phonics programme (linked to Read Write Inc). In Year 1 phonics and spelling is taught through our phonics programme and discrete phonics and spelling lessons. This is consolidated in the first half term of Year 2. From then onwards, spelling continues to be taught in discrete 20-minute sessions 5 times week and in KS2 the same happens with a much more planned link between handwriting and weekly spelling words. We follow the teaching sequence of revisit and review, teach, practice, apply, and assess. Whilst the objectives that make up our medium-term planning come from the 2014 National Curriculum, this structure and many of the activities we use form the Progressive Twinkl Spelling Programme for Year 2 to Year 6 – this programme builds on all NC objectives, tricky and statutory words.

EYFS

Children in Reception are taught letter sounds (grapheme-phoneme correspondences) and how to use them to read and spell. We use the Read, Write Inc phonics programme. By the end of Reception, they will have learned at least one way of spelling each of the 44 phonemes used in English. Children are taught to blend sounds to read and to segment to spell. At the same time, they are introduced to words which are not phonically regular ('tricky words' or red words) and learn that they must be able to recognise these on sight. Children are encouraged to see themselves as writers from an early stage and to 'have a go' at writing, using the sounds they can hear in a word. Letter mats are provided as prompts.

In its initial stages, successful spelling depends on good phonological awareness: children must have finely tuned listening skills. Practice is provided in a range of contexts: music, dance, PE and story, for example. Children are exposed to rhyme, rhythm and alliteration, attuning their ears to listen carefully to the parts of a word.

Children in EYFS have 'Phonics homelearning sheets in books' that they take home to practise both their phonics knowledge and handwriting as well as reading and writing of their 'tricky words or red words'. These are checked and updated weekly.

Year 1

Our spelling scheme starts from Year 2. For spelling purposes, the emphasis in Year 1 is instead on the children's ability to segment words into phonemes and then match the most likely letter or letters to each sound by accessing the alphabetic code. In addition, children learn how to spell a number of sight words, high frequency words and common irregular words (red words in RWI scheme) to enable them to write fluently. Children take their phonics sounds and red word lists home on a weekly basis to learn to recognise them on sight and begin to learn to spell them.

Years 2 – 6

From Year 2 to Year 6 – there is a clear weekly spelling focus which will be taught explicitly in class, linked to handwriting practice; these spellings will also be sent home to learn.

In Year 2 children learn that there isn't always an obvious connection between pronunciation and spelling, that there are different ways of spelling the same sound, and silent letters. From Year 3, children continue to use their phonic knowledge and their growing understanding of the morphology and etymology of words to support their spelling. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2. When actually writing, children should be concentrating on higher order skills and therefore should simply 'have a go' at spelling and underline words (dotted line) they are unsure of. These should be self-checked at the end or in a natural break in composition. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words, common errors and those studied in spelling sessions. In KS2 this also includes the statutory word lists.

Support and intervention

Some children will need interventions to continue to consolidate their phonic knowledge and skills. Support groups will run across KS1 with targeted interventions using our phonics progression scheme. Children in year 3 will still follow the phonics scheme in order to catch up any gaps in phonic knowledge with access to the 'apples and pears' programme in addition. From year 4, children who are still finding spelling difficult (as well as those with specific learning difficulties such as dyslexia) will be placed on the SNIP spelling programme which reinforces the need to learn whole words rather than merely relying on phonic rules. Children on this programme will have weekly lessons and assessments with progress monitored and tested each term.

How do we assess and monitor spelling?

Spelling is informally assessed through daily observations of children's work in lessons and marking. Spelling Tests are set once a week – usually a Friday and parents must be informed as to how their child did.

At the end of each term in KS2, teachers assess children's application of their learning through dictation exercises and a common exception word assessment. Staff will complete an assessment grid to track progress of these words and set individual targets for children. In addition, short lists of words studied at school will be sent home to learn using taught strategies and tested the following week. Spelling will be formally assessed as part of the Year 6 Spelling, Punctuation and Grammar test. Spelling will be monitored annually by the English subject leader and may include: spelling journal and planning scrutiny, observations, learning walks and talking to staff and children.

The learning environment to support spelling

Classrooms use wall charts, grammatical word hoards and examples of pupils' investigations to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses. All children will have a personalised spelling dictionary where they record words they do not know how to spell, words they cannot spell in their writing or in their tests. We will also use 'Have a go' sheets in lessons where children will attempt a word before asking for help.

The role of parents and carers

Parents are encourage to support learning of spellings and use of phonics at home.

Assessment and recording

Assessment of grammar and punctuation is mainly undertaken using feedback and marking strategies which will inform assessments on Scholar pack for summative on going assessment. All spelling scores and errors will be recorded along side knowledge of common exception words. All information will be kept in a reading and spelling (green) folder.

Work in English sessions will focus on key learning objectives about grammar and punctuation and on pupils' errors as they arise.

Year 1 – common exception words

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Assessment and consolidation.
<p>the a I he she be me we said</p>	<p>no go so to do of says were was</p>	<p>is his has are you your my by they</p>	<p>today here there where love come some one once</p>	<p>ask friend school put push pull full house our</p>	<p>Consolidate all words previously taught and learnt – use of dictation and Mr Whoops mistakes activities.</p>	<p>At the end of term 2, 4 and 6 assess and record knowledge of common exception words in grid.</p> <p>End of term 6 – pass data on to Year 2.</p>
<p>RWI additional red words to cover: want, what, old, her, baby, does, all, call, tall, small, many, any, anyone, watch, who, brother, other, mother, father, above, two, buy, worse, walk, talk, bought, caught, through, thought, whole, wear, could, should, great, saw, why, now, how, down, over, my, by, son, water, ball, everyone, their, people.</p>						

*See RWI overview for Year 1 phonics and red word progression. All **words** listed above are from Year 1 common exception words and are also RWI red words. Those not in RWI scheme are black.

Objectives that are in **pink** are a Y2 statutory requirement and individual words **highlighted pink** are from the Y2 non-statutory example words and their exceptions. The additional words and sets (in black) either reinforce the rule/ pattern being taught; practise a spelling rule linked to a Y2 statutory requirement

or practise the common exception words (with an asterisk). Each set of spellings contains 10 words linked to the objective. Please note, the following words are included because of their pronunciation with a Southern accent: nothing, after*, past*, fast*, last*, father*, class*, grass*, pass*, plant*, path*, bath*.

Year 2 – Term 1A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words	The sounds /r/ spelt 'wr' at the beginning of words	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u	Common Exception Words	Assessment and consolidation.
knock know knee knitting knife gnat gnaw gnash gnome gnarled	write written wrote wrong wrap wrist wreck wrestle wriggle wren	race ice cell city fancy face space bicycle circle spicy	badge edge bridge dodge fudge age huge change charge village	gem giant magic giraffe energy jacket jar jog join adjust	door* floor* again* wild* children* climb* parents* most* only* both*	Within this assess & review week , use the provided Year 2 Term 1A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 2 – Term 1B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
The sound /l/ spelt with '-le' at the end of words	The sound /l/ spelt with '-el' at the end of words	The sound /l/ spelt with '-il' and '-al' at the end of words	The sound /igh/ spelt with '-y' at the end of words	Adding -ies to nouns and verbs ending in -y	Common Exception Words	Assessment and consolidation.
table apple bottle little middle able wobble multiple dazzle riddle	camel tunnel squirrel travel towel tinsel bagel hazel vowel jewel	pencil fossil nostril pupil metal pedal capital hospital animal oval	cry fly dry try reply sly shy terrify sky multiply	flies tries replies copies babies carries cries dries marries families	find* mind* behind* old* cold* gold* hold* told* every* everybody*	Within this assess & review week, use Year 2 the provided Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Common exception word assessment Phonics assessment

Year 2 – Term 2A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Adding -ed, -er and -est to a word ending in -y with a consonant before it	Adding -ing to a word ending in -y with a consonant before it	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel	The sound /or/ spelt 'a' before l or ll	Common Exception Words	Assessment and consolidation.
copier copied happier happiest cried replied tried dried driest funnier	copying crying replying marrying carrying flying trying drying skiing taxiing	hiking hiked hiker nicer nicest shiny being shining scary scaring	patting patted humming hummed dropping dropped sadder saddest runner runny	all ball call walk talk always small wall fall altogether	fast* last* father* class* grass* pass* plant* path* bath* people*	Within this assess & review week, use the provided Year 2 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 2 – Term 2B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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The sound /u/ spelt with 'o'	The sound /ee/ spelt with '-ey'	The /o/ sound spelt with 'a' after w and qu	The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w	The sound /zh/ spelt 's'	Common Exception Words	Assessment and consolidation.
other mother brother nothing Monday money* cover honey discover wonder	key donkey monkey chimney valley trolley turkey hockey parsley journey	want watch wander quantity squash quality squabble squad quad quarrel	word work worm world worth worst war warm towards ward	television treasure usual division vision pleasure measure occasion usually leisure	even* break* steak* great* move* prove* improve* sure* sugar* eye*	Within this assess & review week, use the provided Year 2 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Common exception word assessment Phonics assessment

Year 2 – Term 3A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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The suffixes –ment, -ness and -ful	The suffixes –less and –ly	Words ending in -tion	Contractions	The possessive apostrophe	Common Exception Words	Assessment and consolidation.
enjoyment sadness careful playful plainness argument merriment happiness plentiful cheerful	badly hopeless penniless happily lovely joyless slowly quickly careless fearless	station fiction motion national section addition subtraction potion option introduction	can't didn't hasn't could*n't it's would*n't should*n't wasn't Mr* Mrs*	Megan's Ravi's the girl's the *child's the man's the woman's the school's a dog's a teacher's Gus'	any* many* clothes* water* pretty* Christmas* beautiful* busy* poor* kind*	Within this assess & review week, use the provided Year 2 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 2 – Term 3B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Homophones and near homophones	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/ time	Months of the year/ time	Question Words SPaG terms	Assessment and consolidation.
there their they're here hear see sea to too two	be bee quite quiet bare bear one won son sun	night knight blue blew hole whole* because* so that or	January February March April May June July August September October	November December after* past* hour* half* minute quarter month second	who* why what how which where when adjective adverb verb	Within this assess & review week, use the provided Year2 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops selfcorrection activities to assess pupil's progress against the objectives that have been covered within this half-term. Common exception words assessment Phonics assessment Pass to year 3 in July

Objectives that are in pink are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Year 3 – Term 1A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with the long /e/ sound spelt with e	Words with the long /e/ sound spelt with ey	Words with the long /e/ sound spelt with ai	Words with / /sound spelt with ear	Homophones & near homophones	Homophones & near homophones	Assessment and consolidation.
eight eighth Eighty weight neighbour vein veil beige sleigh freight	hey they obey grey prey whey survey convey disobey purvey	straight campaign contain brain faint waist claim praise complaint afraid	earth early learn heard earn pearl search unearth earl rehearse	here hear heel heal main mane mail male knot not	berry bury brake break meet meat ball bawl fair fare	Within this assess & review week, use the provided Year 3 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 3 – Term 1B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Creating adverbs using the suffix -ly	Creating adverbs using the suffix -ly (root word ends in	Creating adverbs using the suffix -ly	Creating adverbs using the suffix -ly	Creating adverbs using the suffix -ly	Statutory Spelling Challenge Words	Assessment and consolidation.

(no change to root word)	'y' with more than one syllable)	(root word ends in 'le')	(root word ends in 'ic' or 'al')	(exceptions to the rules)		
kindly quickly safely rudely sweetly strongly bravely secretly finally usually	happily angrily lazily easily busily greedily messily wearily cheekily clumsily	gently simply humbly nobly horribly terribly possibly incredibly comfortably probably	basically frantically dramatically magically tragically comically actually accidentally occasionally eventually	truly duly wholly fully daily publicly dryly slyly shyly coyly	believe appear often group breath continue arrive women describe height	Within this assess & review week, use the provided Year 3 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y3/4 Statutory spelling assessment

Year 3 – Term 2A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a	Adding suffixes beginning with a				Assessment and consolidation.

	vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'	
myth gym Egypt pyramid mystery hymn system symbol lyric typical	gardener gardening limited limiting offering offered benefited benefiting focused focusing	forgetting forgotten beginning beginner preferred preferring occurred occurring forbidden committed	misspell mislead mistreat misbehave mistrust misprint misuse misplace misheard misread	dislike disobey discolour discover disappear dishonest disallow disbelieve disapprove discontinue	scheme chorus echo character ache chaos stomach chemistry orchestra technology	Within this assess & review week, use the provided Year 3 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 3 – Term 2B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Homophones & Near Homophones	Homophones & Near Homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding	Words ending in the /g/ sound spelt	Words with a /sh/ sound spelt with 'ch'	Statutory Spellings Challenge Words	Assessment and consolidation.

		the prefix re- (meaning 'again' or back')	'gue' and the /k/ sound spelt 'que'			
grate great grown groan plain plane peace piece rain reign	scent sent vain vein rode road steel steal waist waste	bicycle biplane bisect bilingual biannual reappear redecorate reapply repay rebuild	league plague rogue vague fatigue unique antique mosque cheque technique	chef chalet machine brochure crochet ricochet parachute moustache champagne chute	address busy business heart fruit breathe strange complete extreme forwards	Within this assess & review week, use the provided Year 3 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y3/4 Statutory spelling assessment

Year 3 – Term 3A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words	Word families based on common words, showing how words	Word families based on common words, showing how words	Assessment and consolidation.

			are related in form and meaning.	are related in form and meaning	are related in form and meaning	
library February dictionary boundary salary summary primary secondary ordinary necessary	woman wonder month govern brother another shovel above Monday discover	enough young touch double trouble country courage rough tough cousin	instruct structure construction instruction instructor unit union united universe university	scope telescope microscope horoscope periscope inspect spectator respect perspective spectacles	press suppress express compress impress prevent invent venture adventure eventful	Within this assess & review week, use the provided Year 3 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Year 3 – Term 3B

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words ending in the suffix -al	Words ending with an /zhu/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent Letters Revision	Silent Letters Revision	Assessment and consolidation.

<p>natural occasional actual accidental medical national capital vocal sensational personal</p>	<p>treasure measure pleasure enclosure closure leisure exposure pressure composure fissure</p>	<p>creature picture nature furniture capture culture moisture future gesture structure</p>	<p>lecture literature fracture miniature mixture puncture sculpture signature temperature texture</p>	<p>island answer write wrapper knife knock thumb doubt half calm</p>	<p>build guide guard wheat whale honest whirl gnome gnaw surprise</p>	<p>Within this assess & review week, use the provided Year 3 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p> <p>Y3/4 Statutory spelling assessment- pass to year 5 in July.</p>
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Objectives that are in pink are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

Year 4 – Term 1A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Adding the prefix	Adding the prefix im- (before a root	Adding the prefix il- (before a root word	Homophones & near homophones	Words with /shun/ endings spelt with	Assessment and consolidation.

Words with /aw/ spelt with augh and au	in- (meaning 'not' or 'into')	word starting with 'm' or 'p')	starting with 'l' and the prefix ir- (before a root word starting with 'r')		'sion' (if root word ends in 'se', 'de' or 'd')	
caught naughty taught daughter autumn clause cause astronaut applaud author	inactive incorrect inaccurate insecure indefinite incomplete infinite inedible inability indecisive	immature immeasurable impossible immortal imperfect impatient immovable impolite important improper	illegal illegible illogical illiterate illicit irregular irrelevant irresponsible irrational irresistible	medal meddle missed mist scene seen board bored which witch	division invasion confusion decision collision television revision erosion inclusion explosion	Within this assess & review week, use the provided Year 4 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>expansion extension comprehension tension corrosion supervision fusion conclusion persuasion suspension</p>	<p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>expression discussion confession permission admission transmission possession profession depression impression</p>	<p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>invention injection action question mention attraction translation devotion position solution</p>	<p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>musician politician electrician magician mathematician dietician statistician technician clinician beautician</p>	<p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>though although dough through breakthrough thought bought brought fought ought</p>	<p>Statutory Spellings Challenge Words</p> <p>interest experiment potatoes favourite imagine material promise opposite minute increase</p>	<p>Assessment and consolidation.</p> <p>Within this assess & review week, use the provided Year 4 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p> <p>Y3/4 statutory spelling word assessment</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Homophones & Near Homophones	Homophones & Near Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural Possessive Apostrophes with plural words	Assessment and consolidation.
accept except affect effect aloud allowed weather whether whose who's	cereal serial check cheque through threw draft draught stares stairs	information adoration sensation preparation education location exaggeration concentration imagination organisation	creation radiation indication ventilation relegation dedication demonstration abbreviation translation vibration	submerge subheading submarine subordinate subway superman supervise supersede superpower superhuman	girls' boys' babies' parents' teachers' women's men's children's people's mice's	Within this assess & review week, use the provided Year 4 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spellings Challenge Words	Assessment and consolidation.
science crescent discipline fascinate scent scissors ascent descent scientist scenery	centre century certain recent experience sentence notice celebrate ceremony certificate	circle decide medicine exercise special cinema decimal accident city citizen	phone phonics microphone telephone homophone real reality realistic unreal realisation	solve solution insoluble dissolve solvent sign signature assign design signal	length strength purpose history different difficult separate suppose therefore knowledge	Within this assess & review week, use the provided Year 4 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y3/4 statutory spelling word assessment

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/ -er	Assessment and consolidation.
interact interfere intercity international intermediate internet intergalactic interrupt intervene interlude	antiseptic anticlockwise antisocial antidote antibiotic antivenom anti-ageing antifreeze antiperspirant antigravity	autograph autobiography automatic autofocus autocorrect autopilot autorotate automobile autonomy autocue	exit extend explode excursion exchange export exclaim expel external exterior	non-stick non-stop non-starter non-smoker nonsense non-fiction non-drip non-violent non-profit non-believe	calendar grammar regular particular peculiar popular consider remember quarter integer	Within this assess & review week, use the provided Year 4 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Adverbials of frequency and possibility	Adverbials of manner	Assessment and consolidation.
dangerous poisonous mountainous joyous synonymous hazardous riotous perilous momentous scandalous	tremendous enormous jealous serious hideous fabulous curious anxious obvious gorgeous	various furious glorious victorious mysterious humorous glamorous vigorous odorous rigorous	famous nervous ridiculous carnivorous herbivorous porous adventurous courageous outrageous advantageous	regularly occasionally frequently usually rarely perhaps maybe certainly possibly probably	awkwardly frantically curiously obediently carefully rapidly unexpectedly deliberately hurriedly reluctantly	Within this assess & review week, use the provided Year 4 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y3/4 statutory spelling word assessment – pass to year 5 in July.

Objectives that are in pink are a Y5/Y6 statutory requirement and individual words highlighted pink are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Year 5 – Term 1A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>vicious gracious spacious malicious precious conscious delicious suspicious atrocious ferocious</p>	<p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious</p>	<p>Words with the short vowel sound /i/ spelt with y</p> <p>symbol mystery lyrics oxygen symptom physical system typical crystal rhythm</p>	<p>Words with the long vowel sound /i/ spelt with y</p> <p>apply supply identify occupy multiply rhyme cycle python hygiene hyphen</p>	<p>Homophones & near homophones</p> <p>past passed proceed precede aisle isle aloud allowed affect effect</p>	<p>Homophones & near homophones</p> <p>farther father guessed guest heard herd led lead mourning morning</p>	<p>Assessment and consolidation.</p> <p>Within this assess & review week, use the provided Year 5 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory Spelling Challenge Words	Assessment and consolidation.
doubt lamb debt thumb solemn autumn column knight knuckle knot	wrestle wrapper island aisle debris mortgage Christmas yacht guarantee guilty	can could may might must shall should will would ought	equipment environment government parliament enjoyment document management movement replacement statement	certainly definitely possibly perhaps probably frequently often occasionally rarely always	vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour	Within this review week, use the provided Year 5 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y5/6 statutory spelling assessment

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones & Near Homophones	Homophones & Near Homophones	Homophones & Near Homophones	Assessment and consolidation.
community curiosity ability visibility captivity activity eternity flexibility possibility sensitivity	happiness hardness madness nastiness silliness tidiness childishness willingness carelessness foolishness	membership ownership partnership dictatorship championship craftsmanship fellowship apprenticeship citizenship sponsorship	stationary stationery steal steel wary weary who's whose fate fete	alter altar ascent assent bridal bridle cereal serial compliment complement	principal principle profit prophet descent dissent desert dessert draft draught	Within this review week, use the provided Year 5 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupils' progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en	Assessment and consolidation.
forty scorch absorb decorate afford enormous category tornado according opportunity	pause cause sauce fraud launch author August applaud astronaut restaurant	pollinate captivate activate motivate communicate medicate elaborate hyphenate alienate validate	criticise advertise capitalise finalise equalise fertilise terrorise socialise visualise vandalise	amplify solidify signify falsify glorify notify testify purify intensify classify	blacken brighten flatten lengthen mistaken straighten shorten thicken tighten toughen	Within this review week, use the provided Year 5 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y5/6 statutory spelling assessment

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ sound spelt 'ere'	Statutory Spelling Challenge Words	Assessment and consolidation.
though although dough doughnut through cough tough trough rough tough enough	plough bough drought brought bought wrought thought ought borough thorough	yesterday tomorrow later immediately earlier eventually recently previously finally lately	nearby everywhere nowhere inside downstairs outside upstairs underneath behind somewhere	sincere interfere sphere adhere severe persevere atmosphere mere hemisphere austere	amateur ancient bargain muscle queue recognise twelfth profession develop harass	Within this review week, use the provided Year 5 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Unstressed vowels in polysyllabic words	Adding verb prefixes de- and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using suffix -ful	Convert nouns or verbs into adjectives using suffix -ive	Convert nouns or verbs into adjectives using suffix -al	Assessment and consolidation.
definite desperate literate secretary stationary dictionary Wednesday familiar original animal	deflate deform decode decompose defuse recycle rebuild rewrite replace revisit	overthrow overturn overslept overcook overreact overtired overcoat overpaid overlook overbalance	boastful faithful doubtful fearful thankful beautiful pitiful plentiful fanciful merciful	attractive creative addictive assertive abusive cooperative exhaustive appreciative offensive expressive	musical political accidental mathematical functional tropical bridal central global industrial	Within this review week, use the provided Year 5 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y5/6 statutory spelling assessment – pass to Year 6 in July.

Objectives that are in pink are a Y5/Y6 statutory requirement and individual words highlighted pink are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

Year 6 – Term 1A

Week 1 Ambitious Synonyms: Adjectives	Week 2 Homophones & Near Homophones: Nouns that end in - ce/-cy and verbs that end in -se/-sy	Week 3 Adjectives ending in -ant into nouns ending in -ance/ -ancy	Week 4 Adjectives ending in -ent into nouns ending in -ence/ -ency	Week 5 Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Week 6 Hyphens: To join compound adjectives to avoid ambiguity	Week 7 Assessment and consolidation.
aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular	advice advise device devise licence license practice practise prophecy prophesy	observant observance expectant expectancy hesitant hesitancy tolerant tolerance relevant relevance	innocent innocence decent decency excellent excellence confident confidence existent existence	co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect	man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered	Within this review week, use the provided Year 6 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops selfcorrection activities to assess pupil's progress against the objectives that have been covered within this half-term.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words ending in -able	Words ending in -able	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro- or mini-	Assessment and consolidation.
applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable	adorable valuable advisable believable desirable excitable knowledgeable likeable changeable noticeable	adorably valuably believably considerably tolerably changeably noticeably dependably comfortably reasonably	temperature temper temperament tempered variety vary variation varied variable variance	suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight	minibus miniskirt miniscule minibeast minicab minimum microscope microchip microphone microwave	Within this review week, use the provided Year 6 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y5/6 statutory spelling assessment.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Adding suffixes beginning with vowel letters to words ending in -fer	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Assessment and consolidation.
referring referred referral reference referee referring preferred preference transferring transference	siege niece grief chief fiend shriek believe achieve convenience mischievous	deceive conceive receive perceive ceiling receipt protein caffeine seize neither	commit committee transmit submit commitment emit permit intermittent omit unremitting	interrupt interfere intercept interject intertwine interim internal intersperse interloper interest	attached available average competition conscience controversy correspond embarrass especially exaggerate	Within this review week, use the provided Year 6 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with endings which sound like /shuhl/ after a vowel letter	Words with endings which sound like /shuhl/ after a consonant letter	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory Spelling Challenge Words	Assessment and consolidation.
official special artificial social racial crucial facial beneficial superficial antisocial	partial confidential essential substantial torrential sequential potential spatial martial influential	cemetery certificate celebrate necessary deceased December sacrifice hindrance nuisance prejudice	accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate	signature assign design designate significant resignation resign insignificant assignment signal	foreign apparent appreciate persuade individual language sufficient determined explanation pronunciation	Within this review week, use the provided Year 6 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term. Y5/6 statutory spelling assessment.

Year 6 – Term 3A

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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<p>Words ending in -ible * moved from week 5</p>	<p>Words ending in -ibly * moved from week 6</p>	<p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Words that can be nouns and verbs</p>	<p>Words that can be nouns and verbs</p>	<p>Words with a long /o/ sound spelt 'ou' or 'ow'</p>	<p>Assessment and consolidation.</p>
<p>possible horrible terrible visible incredible sensible forcible legible responsible reversible</p>	<p>possibly horribly terribly visibly incredibly sensibly forcibly legibly responsibly reversibly</p>	<p>programme telegram hologram diagram grammar grammatical parallelogram monogram programmer program</p>	<p>challenge protest broadcast benefit charge function influence interest object damage</p>	<p>produce present reason silence support transport surprise scratch freeze balance</p>	<p>shoulder smoulder mould poultry soul shallow window blown known thrown</p>	<p>Within this review week, use the provided Year 6 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Synonyms & Antonyms</p>	<p>Synonyms & Antonyms</p>	<p>Synonyms & Antonyms</p>	<p>Synonyms & Antonyms</p>	<p>Synonyms & Antonyms</p>	<p>Synonyms & Antonyms</p>	<p>Assessment and consolidation.</p>
<p>bellowed screeched squealed shrieked squawked whispered murmured breathed sighed muttered</p>	<p>immense vast gigantic gargantuan mammoth miniature miniscule insignificant microscopic petite</p>	<p>ecstatic jovial exultant elated delighted despondent forlorn dejected woeful dismal</p>	<p>deafening piercing blaring ear-piercing raucous silent tranquil inaudible unobtrusive peaceful</p>	<p>scorching searing sizzling blistering sweltering chilly frozen arctic bitter wintry</p>	<p>ambled tottered strolled staggered sauntered sprinted raced darted dashed galloped</p>	<p>Within this review week, use the provided Year 6 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p> <p>Y5/6 statutory spelling assessment – report writing and spelling outcomes.</p>