

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
<b>Week 1 Spelling Test on Date:</b>	<b>Week 2 Spelling Test on Date:</b>	<b>Week 3 Spelling Test on Date:</b>	<b>Week 4 Spelling Test on Date:</b>	<b>Week 5 Spelling Test on Date:</b>	<b>Week 6 Spelling Test on Date:</b>	<b>Week 7 Spelling Test on Date:</b>
<b>Rule:</b>  Review of Year 4 prefixes.  Much of Year 3/4 work on spelling relates to the role of prefixes and suffixes in modifying the meaning and role of root words.	<b>Rule:</b>  Review of Year 4 suffixes.	<b>Rule:</b> Words from the Year 3/4 word list.	<b>Rule:</b> Words containing the letter string -ough.  The letter string -ough is one of the trickiest spellings in English, although in some ways it presents more problems in terms of pronunciation than spelling, as the spelling of the letter string never varies, although its pronunciation does.	<b>Rule:</b> Words from the Year 5/6 word list.  The words in the Year 5/6 word list represent a significant step up from the words in the Year 3/4 list. For many children, these will be words that do not normally appear in their spoken or written vocabulary.	<b>Rule:</b> Homophones and near-homophones  The five pairs of words in this list have in common the fact that, in each pair, the words differ by a single letter ('c' or 's') depending on whether they are used as a noun or a verb.	<b>Rule:</b>  NO TEST  <b>HALF TERM!!!</b>
1. unhappy 2. unfair 3. return 4. subheading 5. supermarket 6. anticlockwise 7. antisocial 8. autobiography 9. autograph 10. automatic	1. sadly 2. finally 3. slowly 4. gently 5. information 6. dangerous 7. invention 8. action 9. musician 10. electrician	1. accidentally 2. believe 3. calendar 4. different 5. eight 6. February 7. grammar 8. heart 9. imagine 10. knowledge	1. cough 2. though 3. thought 4. fought 5. plough 6. enough 7. tough 8. rough 9. through 10. thorough	1. accommodate 2. accompany 3. according 4. achieve 5. aggressive 6. amateur 7. ancient 8. apparent 9. appreciate 10. attached 11. available 12. average 13. awkward	1. advice 2. advise 3. device 4. devise 5. licence 6. license 7. practice 8. practise 9. prophecy 10. prophesy	

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<b>Rule:</b>  Words from children's own writing.	<b>Rule:</b>  Words ending in -ious  Some of the words in this unit will be familiar to the children, and most will present a challenge in terms of spelling. The focus is therefore on what the words have in common: their sound (/shus/), their word class (adjectives) and the -ious part of the ending.	<b>Rule:</b>  Endings that sound like /shl/ and are spelled -cial or -tial  The -cial ending usually follows a vowel; the -tial ending usually follows a consonant (ignoring exceptions).	<b>Rule:</b>  Words from the Year 5/6 word list.	<b>Rule:</b>  Words from the Year 5/6 word list.	<b>Rule:</b>  WORDS FROM CHILDREN'S WRITING	<b>Rule:</b>  NO TEST
1. TBC	1. cautious 2. tenacious 3. vicious 4. ambitious 5. conscious 6. nutritious 7. audacious 8. spacious 9. anxious 10. infectious	1. official 2. beneficial 3. essential 4. financial 5. special 6. influential 7. confidential 8. crucial 9. initial 10. artificial	1. bargain 2. bruise 3. category 4. cemetery 5. committee 6. communicate 7. community 8. competition	1. conscience 2. conscious 3. controversy 4. convenience 5. correspond 6. criticise 7. curiosity	1. TBC	

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<b>Rule:</b> Review of Autumn term spellings.	<b>Rule:</b> Words ending in -able and -ible  The -able ending follows a complete root word whereas, usually, -ible does not. There are more -able endings than -ible endings. There are a small number of exceptions to the rule, e.g. miserable, probable. The usual rules for adding suffixes apply.	<b>Rule:</b> Words ending in -ably and -ibly	<b>Rule:</b> Homophones and near-homophones  One of the pair is a verb, the other a noun (although past can also act as an adverb, but not in the examples used here)	<b>Rule:</b> Words from the Year 5/6 word list	<b>Rule:</b> Words from children's own writing.
<ol style="list-style-type: none"> <li>1. thought</li> <li>2. although</li> <li>3. nutritious</li> <li>4. spacious</li> <li>5. ancient</li> <li>6. competition</li> <li>7. average</li> <li>8. special</li> <li>9. torrential</li> <li>10. social</li> </ol>	<ol style="list-style-type: none"> <li>1. enjoyable</li> <li>2. avoidable</li> <li>3. understandable</li> <li>4. reasonable</li> <li>5. manageable</li> <li>6. noticeable</li> <li>7. reliable</li> <li>8. possible</li> <li>9. terrible</li> <li>10. responsible</li> </ol>	<ol style="list-style-type: none"> <li>1. probably</li> <li>2. incredibly</li> <li>3. possibly</li> <li>4. regrettably</li> <li>5. understandably</li> <li>6. unreasonably</li> <li>7. unbelievably</li> <li>8. imperceptibly</li> </ol>	<ol style="list-style-type: none"> <li>1. guest</li> <li>2. guessed</li> <li>3. mist</li> <li>4. missed</li> <li>5. herd</li> <li>6. heard</li> <li>7. lead</li> <li>8. led</li> <li>9. past</li> <li>10. passed</li> </ol>	<ol style="list-style-type: none"> <li>1. determined</li> <li>2. develop</li> <li>3. disastrous</li> <li>4. dictionary</li> <li>5. desperate</li> <li>6. definite</li> </ol>	TBC

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<b>Rule:</b>  Words with silent letters.  Words are grouped according to the silent letter combinations in order to help the children to remember them by association. Children should identify recurrent patterns and combinations (e.g. 'kn', 'gn', 'wh', 'mb') to aid memory.	<b>Rule:</b>  Words ending in -ant and -ent  After a hard 'g' or a hard 'c' or a 't' or a 'v', we usually use -ant. After a soft 'g' or a soft 'c' or 'qu' or 'd', we usually use -ent.	<b>Rule:</b>  Words ending in -ance/-ancy or -ence/-ency.  -ance endings apply to words that take -ant as adjectives and -ence endings apply to words that take -ent as adjectives.	<b>Rule:</b>  Homophones and near-homophones.  Group A sound identical; Group B vary only slightly, perhaps in terms of stress on the first or second syllable; the words in Group C vary only if we enunciate very carefully.	<b>Rule:</b>  Words from the Year 5/6 word list	<b>Rule:</b>  Words from children's own writing	<b>Rule:</b>
<ol style="list-style-type: none"> <li>1. knock</li> <li>2. gnarled</li> <li>3. design</li> <li>4. writing</li> <li>5. wrong</li> <li>6. honest</li> <li>7. rhyme</li> <li>8. dumb</li> <li>9. could</li> <li>1. half</li> </ol>	<ol style="list-style-type: none"> <li>1. important</li> <li>2. distant</li> <li>3. significant</li> <li>4. observant</li> <li>5. elegant</li> <li>6. hesitant</li> <li>7. innocent</li> <li>8. decent</li> <li>9. confident</li> <li>10. independent</li> </ol>	<ol style="list-style-type: none"> <li>1. distance</li> <li>2. reluctance</li> <li>3. importance</li> <li>4. tolerance</li> <li>5. innocence</li> <li>6. obedience</li> <li>7. difference</li> <li>8. hesitancy</li> <li>9. frequency</li> <li>10. decency</li> </ol>	<ol style="list-style-type: none"> <li>1. allowed</li> <li>2. aloud</li> <li>3. steal</li> <li>4. steel</li> <li>5. ascent</li> <li>6. assent</li> <li>7. descent</li> <li>8. dissent</li> <li>9. affect</li> <li>10. effect</li> </ol>	<ol style="list-style-type: none"> <li>1. embarrass</li> <li>2. environment</li> <li>3. equip</li> <li>4. equipped</li> <li>5. equipment</li> <li>6. especially</li> <li>7. exaggerate</li> <li>8. excellent</li> <li>9. existence</li> <li>10. explanation</li> </ol>	<ol style="list-style-type: none"> <li>1. TBC</li> </ol>	

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<b>Rule:</b>  Review of Spring term spellings.	<b>Rule:</b>  Review of prefixes.  The essential point for the children to grasp here is that prefixes can be added to root words without the need to modify the spelling of the root word (unlike many suffixes).	<b>Rule:</b>  Converting nouns and adjectives into verbs.  The focus here is on the use of suffixes (-ate, -ise, -en, -ify) to create verbs from root words that are nouns or adjectives, and the modifications to spelling that are sometimes necessary, e.g. dropping the final 'e' and replacing it with the suffix.	<b>Rule:</b>  Homophones and near-homophones.  This unit introduces the remaining homophones identified within the statutory requirements for Years 5 and 6.	<b>Rule:</b>  Homophones and near-homophones.  This unit introduces the remaining homophones identified within the statutory requirements for Years 5 and 6.	<b>Rule:</b>  Words from the Year 5/6 word list.	<b>Rule:</b>
1. considerable 2. impossible 3. important 4. frequent 5. allowed 6. aloud 7. affect 8. effect 9. dictionary 10. environment	1. disappoint 2. disappear 3. misbehave 4. misspell 5. impatient 6. impossible 7. incorrect 8. illegal 9. irresponsible 10. irrelevant	1. apologise 2. purify 3. lengthen 4. activate 5. assassinate 6. finalise 7. deepen	1. aisle 2. isle 3. draft 4. draught 5. compliment 6. complement 7. desert 8. dessert 9. morning 10. mourning	1. ascent 2. assent 3. principle 4. principal 5. prophet 6. profit 7. stationary 8. stationery 9. who's 10. whose	1. familiar 2. foreign 3. forty 4. frequently 5. government 6. guarantee 7. harass 8. hindrance	

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<b>Rule:</b>  Words from children's own writing.	<b>Rule:</b>  The possessive apostrophe - plurals.  The use of the possessive apostrophe with plurals features in the Year 3/4 Programme of Study for spelling and grammar. However, experience suggests that it may need to be returned to in Year 5/6 to clarify and consolidate.	<b>Rule:</b>  Turning adjectives into adverbs.  Addition of the suffix -ly, is first introduced in the Year 3/4 Programme of Study for spelling. The purpose in returning to it here is to clarify issues relating to the modification of the root word, which often results in confusion for the speller, e.g. whether to double the 'l', use -ally or -ily	<b>Rule:</b>  Words from the Year 5/6 word list.	<b>Rule:</b>  Technical vocabulary.  The children have previously been given an opportunity to look at technical vocabulary across the curriculum. In this unit, the focus is on technical vocabulary within English - taken largely from the list of terminology within the English Programme of Study - to be introduced, learned and used.	<b>Rule:</b>  Revision of words from the Year 5/6 word list.
1. TBC	<ol style="list-style-type: none"> <li>1. Daisy's phone</li> <li>2. The children's playground.</li> <li>3. The class's computer</li> <li>4. Old men's clothes</li> <li>5. The teachers' car park</li> <li>6. Connor's bike</li> <li>7. Ahmed's iPad</li> <li>8. The girls' toilet</li> </ol>	<ol style="list-style-type: none"> <li>1. slowly</li> <li>2. quickly</li> <li>3. excitedly</li> <li>4. noisily</li> <li>5. silently</li> <li>6. thoughtfully</li> <li>7. sleepily</li> <li>8. quietly</li> <li>9. loudly</li> <li>10. frantically</li> </ol>	<ol style="list-style-type: none"> <li>1. identity</li> <li>2. interrupt</li> <li>3. immediate(ly)</li> <li>4. individual</li> <li>5. interfere</li> <li>6. language</li> <li>7. leisure</li> <li>8. lightning</li> </ol>	<ol style="list-style-type: none"> <li>1. apostrophe</li> <li>2. phrase</li> <li>3. comma</li> <li>4. hyphen</li> <li>5. preposition</li> <li>6. parenthesis</li> <li>7. synonym</li> <li>8. antonym</li> <li>9. conjunction</li> <li>10. determiner etc...</li> </ol>	<ol style="list-style-type: none"> <li>1. achieve</li> <li>2. appreciate</li> <li>3. category</li> <li>4. communicate</li> <li>5. conscience</li> <li>6. curiosity</li> <li>7. determined</li> <li>8. develop</li> <li>9. equip</li> <li>10. excellent</li> <li>11. forty</li> <li>12. guarantee</li> </ol>

