



*Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best*

## Spelling Overview

Year 2 Spelling Rules			
Timescale	Statutory requirements	Guidance	Example words
<b>Aut 1/2 week</b>	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
<b>Aut 1 week 3</b>	The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
<b>Aut 1 week 4</b>	The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
<b>Aut 1 week 5</b>	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
<b>Aut 1 week 6</b>	The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
<b>Aut 2 week 1</b>	The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
<b>Aut 2 week 2</b>	The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
<b>Aut 2 week 3</b>	Words ending –il	There are not many of these words.	pencil, fossil, nostril



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<b>Aut 2 week4</b>	The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
<b>Aut 2 week 5</b>	Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
<b>Aut 2 week 6</b>	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
<b>Spring 1 week 1</b>	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
<b>Spring 1 week 2/3</b>	Adding –ing, –ed, –er, –est and –y to 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/, /ɪ/, /ɛ /, /ɪ, /ɪ / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
<b>Spring 1 week 4</b>	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
<b>Spring 1 week 5</b>	The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
<b>Spring 1 week 6</b>	The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
<b>Spring 2 week 1</b>	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.	want, watch, wander, quantity, squash
<b>Spring 2 week 2</b>	The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
<b>Spring 2 week 3</b>	The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards



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<b>Spring 2 week 4</b>	The /z/ sound spelt s		television, treasure, usual
<b>Spring 2 week 5/6</b>	The suffixes – ment, –ness, – ful, –less and – ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
<b>Summer 1 week 1/2</b>	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
<b>Summer 1 week 3/4</b>	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
<b>Summer 1 week 5</b>	Words ending in –tion		station, fiction, motion, national, section
<b>Summer 1 week 6</b>  <b>Summer 2 week 1</b>	Homophones and near- homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
<b>Rest of summer 2</b>	Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.



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Year 3 Spelling Rules			
Timescale	Statutory requirements	Guidance	Example words
Aut 1	Adding suffixes beginning with vowel letters to words with silent letters	If you are adding a suffix to a word that ends in a silent 'e', the word loses the silent 'e' when the suffix is added.	adore, adoring, adored suppose, supposing, supposed surprise, battle, amuse, remove escape, confuse
Aut 1 Week 2	Adding suffixes beginning with vowel letters to words of more than one syllable	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.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
Aut 1 Week 3/4	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
Aut 1 Week 5/6	The suffix –ly	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.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
Aut 1 Week 7	Re-visit any rules from the term.		
Aut 2 Week 1/2/3/4/5/6	More prefixes	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.	dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)
Aut 2 Week 7	Re-visit any rules from the term.		
Spring 1 Week 1/2/3/4/5	Possessive apostrophe with plural words	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).	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)
Spring 1 Week 6	Re-visit any rules from the term.		



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Spring 2 Week 1/2/3/4/5	Homophones and near-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
Spring 2 Week 6	Re-visit any rules or words from the term		
Summer 1 Week 1/2/3	Words with the sound spelt ei, eigh, and ey		vein, weigh, eight, neighbour, they, obey
Summer 1 Week 4/5/6	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Summer 1 Week 7	Re-visit any rules or words from the term		
Summer 2	Review/ practice/ apply the statutory Year 3 and 4 spelling list	See the statutory Year 3 and 4 spelling list	See the statutory Year 3 and 4 spelling list



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Year 4 Spelling Rules			
Time scale	Statutory requirements	Guidance	Example words
<b>Aut 1 Week 1/2/3/4/5/6</b>	<p>Suffixes</p> <p>Endings which sound spelt –tion, –sion, –ssion, –cian</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>–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: attend – attention, intend – intention.</p> <p>–cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
<b>Aut 1 Week 7</b>	Re-visit any rules or words from the term		
<b>Aut 2 Week 1/2</b>	The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>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 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</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
<b>Aut 2 Week 3</b>	The /l/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery



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<b>Aut 2 Week 4</b>	The sound spelt ou	These words should be learnt as needed	young, touch, double, trouble, country
<b>Aut 2 Week 5</b>	Words with the //j/ sound spelt ch (mostly French in origin)		league, tongue, antique, unique
<b>Aut 2 Week 6</b>	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
<b>Aut 2 Week 7</b>	Re-visit any rules or words from the term		
<b>Spring 1 Week 1/2/3/4/5</b>	More prefixes	<p>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–.</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>inter– means ‘between’ or ‘among’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p> <p>super– means ‘above’.</p>	<p>in–: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear, redecorate</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>anti–: antiseptic, anti-clockwise, antisocial</p> <p>auto–: autobiography, autograph</p> <p>super–: supermarket, superman, superstar</p>
<b>Spring 1 Week 6</b>	Re-visit any rules or words from the term		



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<b>Spring 2 Week 1/2/3</b>	Possessive apostrophe with plural words	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).	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)
<b>Spring 2 Week 4/5/6</b>	Homophones and near-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
<b>Spring 2 Week 7</b>	Re-visit any rules or words from the term		
<b>Summer 1 and 2</b>	Review/ practice/ apply the statutory Year 3 and 4 spelling list	See the statutory Year 3 and 4 spelling list	See the statutory Year 3 and 4 spelling list





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Year 5 Spelling Rules			
Time scale	Statutory requirements	Guidance	Example words
Aut 1 Week 1/2/3/4/5/6	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.</p> <p>More examples:  aisle: a gangway between seats (in a church, train, plane). isle: an island.  aloud: out loud. allowed: permitted.</p> <p>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).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy  farther: further father: a male parent  guessed: past tense of the verb guess guest: visitor  heard: past tense of the verb hear herd: a group of animals  led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)  precede: go in front of or before proceed: go on  principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief  profit: money that is made in selling things prophet: someone who foretells the future  stationary: not moving stationery: paper, envelopes etc.</p>



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		<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>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>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>
<p><b>Aut 1 Week 7</b></p>	<p>Re-visit any rules or words from the term</p>		
<p><b>Aut 2 Week 1/2/3/4/5/6</b></p>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p>	<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.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending.</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),</p> <p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>



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<b>Aut 2 Week 7</b>	Re-visit any rules or words from the term		
<b>Spring 1 Week 1/2</b>	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
<b>Spring 1 Week 3</b>	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
<b>Spring 1 Week 4/5</b>	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
<b>Spring 1 Week 7</b>	Re-visit any rules or words from the term		
<b>Spring 2 Week 1/2/3/4/5/6</b>	Suffixes Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear / / sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
<b>Spring 2 Week 7</b>	Re-visit any rules or words from the term		
<b>Summer 1 Week 1/2/3</b>	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
<b>Summer 1 Week 4/5/6</b>	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix	co-ordinate, re-enter, co-operate, co-own



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		ends in a vowel letter and the root word also begins with one.	
<b>Summer 1 Week 7</b>	Re-visit any rules or words from the term		
<b>Summer 2</b>	Review/ practice/ apply the statutory Year 5 and 6 spelling list	See the statutory Year 5 and 6 spelling list	See the statutory Year 5 and 6 spelling list

#### Year 6 Spelling Rules

Time scale	Statutory requirements	Guidance	Example words
<b>Aut 1 Weeks 1/2/3/4/5/6</b>	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.</p> <p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted.</p> <p>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).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet:</p>



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		<p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>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>someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>
<b>Aut 1</b>	Re-visit any rules or words from the term		



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<b>Aut 2</b>	<p>Words ending in –able and –ible Words ending in –ably and –ibly</p>	<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.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</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),</p> <p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<b>Spring 1 Week 1/2</b>	<p>Words with the /i:/ sound spelt ei after c</p>	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>
<b>Spring 1 Week 3/4</b>	<p>Words containing the letter-string ough</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p>
<b>Week 5</b>	<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>
<b>Spring Week 6</b>	<p>Re-visit any rules or words from the term</p>		



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<b>Spring 2 Week 1/2</b>	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																																																																												
<b>Spring 2 Week 3/4/5</b>	Changing nouns into verbs, adjectives and adverbs	The most common way of doing this is to add a suffix, although there is no single rule to cover this.	<table border="1"> <thead> <tr> <th>NOUN</th> <th>VERB</th> <th>ADJECTIVE</th> <th>ADVERB</th> </tr> </thead> <tbody> <tr><td>beauty</td><td>beautify</td><td>beautiful</td><td>beautifully</td></tr> <tr><td>benefit</td><td>benefit</td><td>beneficial</td><td>beneficially</td></tr> <tr><td>beneficiary</td><td></td><td></td><td></td></tr> <tr><td>creation</td><td>create</td><td>creative</td><td>creatively</td></tr> <tr><td>creator</td><td></td><td></td><td></td></tr> <tr><td>decision</td><td>decide</td><td>decisive</td><td>decisively</td></tr> <tr><td>difference</td><td>differentiate</td><td>different</td><td>differently</td></tr> <tr><td>distract</td><td>distract</td><td>distracted</td><td>distractedly</td></tr> <tr><td>distracted</td><td></td><td></td><td></td></tr> <tr><td>distracting</td><td></td><td></td><td></td></tr> <tr><td>justification</td><td>justify</td><td>justifiable</td><td>justifiably</td></tr> <tr><td>protection</td><td>protect</td><td>protective</td><td>protectively</td></tr> <tr><td>reliability</td><td>rely</td><td>reliable</td><td>reliably</td></tr> <tr><td>sadness</td><td>sadden</td><td>sad</td><td>sadly</td></tr> <tr><td>significance</td><td>signify</td><td>significant</td><td>significantly</td></tr> <tr><td>strength</td><td>strengthen</td><td>strong</td><td>strongly</td></tr> <tr><td>success</td><td>succeed</td><td>successful</td><td>successfully</td></tr> <tr><td>understanding</td><td>understand</td><td>understandable</td><td>understandably</td></tr> </tbody> </table>	NOUN	VERB	ADJECTIVE	ADVERB	beauty	beautify	beautiful	beautifully	benefit	benefit	beneficial	beneficially	beneficiary				creation	create	creative	creatively	creator				decision	decide	decisive	decisively	difference	differentiate	different	differently	distract	distract	distracted	distractedly	distracted				distracting				justification	justify	justifiable	justifiably	protection	protect	protective	protectively	reliability	rely	reliable	reliably	sadness	sadden	sad	sadly	significance	signify	significant	significantly	strength	strengthen	strong	strongly	success	succeed	successful	successfully	understanding	understand	understandable	understandably
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