

***Carr Hill Community Primary School***



**Key Stage Two**  
**Spelling Mapping**



**Year Three**

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
1 2 3	<b>The suffix –ly</b>	The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The <b>–ly</b> suffix starts with a consonant, so it is added straight on to most root words unless they end with <b>y</b> . If the root word ends with <b>y</b> , the <b>y</b> is changed to <b>i</b> . <b>Exceptions:</b> 1. If the root word ends with <b>–le</b> , the <b>–le</b> is changed to <b>–ly</b> . 2. If the root word ends with <b>–ic</b> , <b>–ally</b> is added rather than just <b>–ly</b> , except in the word <i>publicly</i> . 3. The words <i>truly, duly, wholly</i> .	sadly, completely, usually (usual + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically  <b>probably</b> <b>accidentally</b> <b>occasionally</b> <b>actually</b>
4 5 6	<b>Prefixes</b> dis mis	Prefixes are added to the beginning of root words without any changes in spelling. Like <b>un–</b> , the prefixes <b>dis–</b> and <b>mis–</b> have negative meanings.	<b>dis–, mis–, disappear</b> , disappoint, <b>disbelieve</b> , disobey misbehave, mislead, misspell (mis + spell)
7 8 9	<b>Adding suffixes beginning with vowels to words of more than one syllable</b>	If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

11	<b>Statutory word list</b>	Teach some words from the statutory word list 's' sound spelt as c before e,l,y	<b>bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent</b>
12	<b>Statutory word list</b>	Teach some words from the statutory word list <b>Split digraph – long vowel sounds</b>	<b>Arrive, decide, describe, extreme, guide, surprise</b>

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
14 15	<b>The /i/ sound spelt y elsewhere than at the end of words</b>	Pre-teach linked to topic (Egypt, pyramid and myths)	myth, gym, Egypt, pyramid, mystery
16 17 18	<b>Possessive apostrophe with plural words</b>	The apostrophe is placed after the plural form of the word; <b>s</b> is not added if the plural already ends in <b>s</b> , but <b>is</b> added if the plural does not end in <b>s</b> (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)

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

20 21	Prefixes	<b>super–</b> means 'above' <b>re–</b> means 'again' or 'back'	<b>re–</b> : redo, refresh, return, reappear, redecorate, <b>rebuild, reposition</b> <b>super–</b> : supermarket, superman, superstar
22 23	<b>Words with the /ai/ sound spelt ei, eigh, or ey</b>		vein, weigh, <b>weight, eight, eighth, reign</b> , neighbour, they, obey
24	<b>Statutory word list</b>	Teach some words from the statutory word list 's' sound spelt as c before e,l,y	<b>bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent</b>

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
26 27 28	Homophones and near homophones		Their/there/they're Our/are (*Teacher to identify and add into teaching any words identified in class) grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, meat/meet, , peace/piece, plain/plane, rain/rein
29 30 31	<b>Endings which sound like /zhun/</b>	If the ending sounds like /zhun/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television , <b>occasion</b>

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

33 34 35	<b>Words with endings sounding like /zhuh/ or /chuh/</b>	The ending sounding like /zhuh/ is always spelt <b>-sure</b> . The ending sounding like /chuh/ is often spelt <b>-ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>-er</b> ending, e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure picture, adventure, creature, furniture, departure, mixture
36	<b>Statutory word list</b>	<b>Teach some words from the statutory word list</b> Double consonants	<b>Address, appear, arrive, different, difficult, grammar, occasion, opposite, pressure, suppose</b>

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year:  
**breath, breathe, earth, fruit, heart, history, increase, minute, natural, opposite, position, quarter, island, regular, material, experiment, length, straight, sentence, question**



Year Four

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	<b>The suffix –ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added. A final ‘e’ must be kept if the /j/ sound of ‘g’ is to be kept. If there is an /i/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> (e.g. spontaneous, hideous, piteous).	poisonous, dangerous, mountainous, nervous, <b>famous</b> , various, tremendous, enormous, obvious, pompous, previous, ravenous humorous, glamorous, vigorous courageous, outrageous serious, previous, obvious, furious, envious , <b>various</b>
4 5 6	<b>Prefixes</b>	Prefixes are added to the beginning of root words without any changes in spelling. The prefix <b>in–</b> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with <b>l</b> , <b>in–</b> becomes <b>il–</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in–</b> becomes <b>im–</b> . Before a root word starting with <b>r</b> , <b>in–</b> becomes <b>ir–</b>	inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible
7	<b>Statutory word list</b>	<b>Teach some words from the statutory word list</b> Unstressed vowels	<b>Different, favourite, February, interest, library, ordinary, separate,</b>

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

9 10	<b>The suffix –ation</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
11	<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	The Romans probably pronounced the <b>sc</b> in the Latin words from which these words come as /sk/, so deliberately pronouncing these words that way may help with spelling – e.g. the pronunciation /skene/ can be used when learning to spell <i>scene</i> .	science, scene, scissors, muscle, disciple, fascinate
12	<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		school, chorus, chemist, Christmas, character, anchor

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
14 14 16 17	<b>Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian</b>	Strictly speaking, the endings are <b>–ion</b> and <b>–ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these endings often come from the last letter or letters of the root word. <b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> (invent) or <b>te</b> (inflate). <b>–ssion</b> is used if the root word ends in <b>ss</b> (express) or <b>–mit</b> (permit). <b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b> (Exceptions: <i>attend – attention; intend – intention</i> ) <b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> (e.g. <i>music – musician, politics – politician</i> ).	invention, inflation, injection, action, completion, exception expression, discussion, confession, permission, transmission, <b>possession</b> , admission expansion, extension, comprehension, tension musician, electrician, politician, magician, mathematician
18 19	<b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>	league, tongue, synagogue, antique, unique, mosque	league, tongue, synagogue, antique, unique, mosque

20	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Answer, build, calendar, complete, consider, continue, early, group, guard, forward(s), caught, naughty
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
22 23 24	Prefixes	Prefixes are added to the beginning of root words without any changes in spelling. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own' <b>sub-</b> means 'under'. <b>inter-</b> means 'between' or 'among'	<b>sub-</b> : subdivide, subheading, submarine, submerge <b>inter-</b> : interact, intercity, international, interrelated (inter + related) <b>anti-</b> : antiseptic, anti-clockwise, antidote <b>auto-</b> : automatic, autograph
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
26	<b>Statutory word list</b>	Teach some words from the statutory word list -ough letter string	Enough, though, although, thought, through
27 28	<b>The /u/ sound spelt ou</b>	These words should be learnt as needed.	young, cousin, double, trouble, couple, country
29 30 31	<b>Homophones and near homophones</b>		Their/there/they're Our/are (*Teacher to identify and add into teaching any words identified in class) Wood/would accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, 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, scene/seen
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
33	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Promise, purpose, remember, special, strange, strength, surprise, women, woman, knowledge, knowledgeable, height, therefore, possible
34 35	<b>Words with the /sh/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure, champagne, chauffeur
36	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Heard, imagine, important, learn, often, particular, peculiar, perhaps, popular, potatoes,
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

\*\*The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year:  
breath, breathe, earth, fruit, heart, history, increase, minute, natural, opposite, position, quarter, island, regular, material, experiment, length, straight, sentence, question



**Year Five**

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
1 2 3	<b>Homophones or other words that are often confused.</b>	<p><b>Examples</b></p> <p><b>aisle:</b> a gangway between seats (in a church, train, plane)</p> <p><b>isle:</b> an island</p> <p><b>aloud:</b> out loud</p> <p><b>allowed:</b> permitted</p> <p><b>altar:</b> a table-like piece of furniture in a church</p> <p><b>alter:</b> to change ascent: the act of ascending (going up)</p> <p>assent: to agree/agreement (verb and noun)</p> <p><b>bridal:</b> to do with a bride at a wedding</p> <p><b>bridle:</b> reins etc. for controlling a horse</p> <p><b>morning:</b> before noon</p> <p><b>mourning:</b> grieving for someone who has died</p> <p><b>cereal:</b> made from grain (e.g. <i>breakfast cereal</i>)</p> <p><b>serial:</b> adjective from the noun <i>series</i> – a succession of things one after the other</p> <p><b>desert:</b> as a noun – a barren place (stress on first syllable); as a verb to abandon (stress on second syllable)</p> <p><b>dessert:</b> (stress on second syllable) a sweet course after the main course of a meal</p> <p><b>draft:</b> noun – a first attempt at writing something; verb – to make the first attempt, to draw in someone (e.g. to draft in extra help)</p> <p><b>draught:</b> a current of air.</p>	<p><b>farther:</b> further</p> <p><b>father:</b> a male parent</p> <p><b>guessed:</b> past tense of the verb <i>guess</i></p> <p><b>guest:</b> visitor</p> <p><b>heard:</b> past tense of the verb <i>hear</i></p> <p><b>herd:</b> a group of animals</p> <p><b>led:</b> past tense of the verb <i>lead</i></p> <p><b>lead:</b> present tense of that verb, or else a metal (<i>heavy as lead</i>)</p> <p><b>past:</b> noun or adjective referring to a previous time (e.g. <i>in the past</i>) or preposition or adverb showing place (e.g. <i>He walked past me</i>)</p> <p><b>passed:</b> past tense of the verb <i>pass</i> (e.g. <i>I passed him in the road.</i>)</p> <p>not belong to you</p> <p><b>steel:</b> metal</p> <p><b>wary:</b> cautious</p> <p><b>weary:</b> tired</p> <p><b>who's:</b> contraction of <i>who is</i> or <i>who has</i></p> <p><b>whose:</b> belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
4	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <p>-le words</p> <p>Add some individual common 'target words'</p>	<b>available, vegetable, vehicle, muscle</b>
5 6 7	<b>Word endings: -cious -tious</b>	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /sh/ sound is spelt as <b>c</b>, e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i></p> <p>Exception: <i>anxious.</i></p>	<p>vicious, precious, <b>conscious</b>, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>
8 9	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <p>'c' makes 's' sound before 'i', 'e' and 'y'</p>	<b>cemetery, convenience, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice.</b>
<b>Revision x2 Weeks</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
12 13 14	<b>Words ending in: -able -ible -ably -ibly</b>	<p>The <b>-able</b> ending is far more common than the <b>-ible</b> ending. As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> 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 <b>-ation</b>. The first six examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horrible, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>

15	<b>Statutory word list</b>	Teach some words from the statutory word list - tion words - ous words	competition, explanation, profession, pronunciation. Disastrous, marvellous, mischeivous
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**Revision x2 Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
18 19 20	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 a clear /ee/. Exceptions: <i>protein, caffeine, seize</i> .	deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt)
21 22	<b>Statutory word list</b>	Teach some words from the statutory word list Revision from Y3/4 Add some individual common 'target words' as appropriate	Word families familiar, identity, signature, symbol 'y' makes the 'i' as in 'bin' sound physical, <b>symbol</b> , system

**Revision x2 Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
25 26 27	Words ending – cial -tial	-cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly linked to <i>finance, commerce and province</i> ).	Official, special, artificial, partial, confidential, essential.
28 29	<b>Statutory word list</b>	Teach some words from the statutory word list - Unstressed vowels	bruise, category, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable

**Revision x2 Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

32 33	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	amateur, awkward, bargain, controversy, curiosity, develop, guarantee, harass, hindrance, identity, interfere, interrupt, neighbour, queue, recognise, restaurant, yacht
34	<b>Statutory word list</b>	Teach some words from the statutory word list -ie are adjacent	soldier, sufficient, variety, ancient foreign (an exception to the pattern)

**Revision Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year:  
average, foreign, forty, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach, shoulder, vehicle.



Year Six			
Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
1 2	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <ul style="list-style-type: none"> <li>- Suffixes and prefixes</li> </ul>	<p><b>according, attached, criticise</b> (critic +ise), determined, equip (-ment, -ped), especially, frequently, <b>immediate (-ly)</b>, (un) <b>necessary, sincere (-ly)</b></p>
3 4 5 6	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.</p> <p>Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> /dʒ/ sound) and <b>qu</b>, 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 learned.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
8 9 10	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <ul style="list-style-type: none"> <li>- Double consonants</li> </ul>	<p><b>accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, immediate(-ly), occupy, occur, opportunity, recommend, suggest</b></p>
11 12 13 14	<b>Homophones or other words that are often confused</b>	<p>In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><b>compliment:</b> to make nice remarks about someone (verb) or the remark that is made (noun) <b>complement:</b> related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>Her scarf complemented her outfit.</i>) <b>descent:</b> the act of descending (going down) <b>dissent:</b> to disagree/disagreement (verb and noun)</p> <p><b>affect:</b> usually a verb (e.g. <i>The weather may affect our plans.</i>) <b>effect:</b> usually a noun (e.g. <i>The weather may have an effect on our plans.</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business.</i>).</p>	<p><b>advice/advise</b> <b>device/devise</b> <b>licence/license</b> <b>practice/practise prophecy/prophesy</b></p> <p><b>eligible:</b> suitable to be chosen or elected <b>illegible:</b> not legible (i.e. not readable) <b>eliminate:</b> get rid of/exclude <b>illuminate:</b> light up <b>precede:</b> go in front of or before <b>proceed:</b> go on <b>principal:</b> adjective – most important (e.g. <i>principal ballerina</i>); noun – important person (e.g. <i>principal of a college</i>) <b>principle:</b> basic truth or belief <b>profit:</b> money that is made in selling <b>prophet:</b> someone who foretells the future <b>stationary:</b> not moving <b>stationery:</b> paper, envelopes etc. <b>steal:</b> take something that does</p>
15	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <ul style="list-style-type: none"> <li>-words originating from other countries.</li> </ul>	<p><b>conscience, conscious, desperate, yacht.</b></p>
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			



17 18 19	<b>Adding suffixes beginning with vowel letters to words ending in –fer.</b>	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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**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
21 22	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. See also <a href="https://en.oxforddictionaries.com/punctuation/hyphen">https://en.oxforddictionaries.com/punctuation/hyphen</a> for examples and explanations of the correct use of hyphens in different contexts.	co-ordinate, re-enter, co-operate, co-own
23 24 25	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 <i>knight</i> , the <b>k</b> was sounded as /k/ and the <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
26	<b>Statutory word list</b>	<b>Teach some words from the statutory word list</b> - ‘i’ before ‘e’ except after ‘c’ when the sound is ‘ee’	achieve, <b>convenience</b> , mischievous (regional pronunciation, e.g. if use the ‘ee’ sound)

**Revision Week**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

28 29 30	<b>Words containing the letter-string ough</b>	<b>ough</b> 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 <b>thorough</b> , borough plough, bough
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**Revision Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year: average, forty, foreign, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach shoulder, vehicle.