

Carr Hill Community Primary School



Medium Term Plan Spelling

Year 1

Week	NC Spelling Rule	Guidance	Examples
1	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	I, he, a, do, to, today, of, said, says
2 3	tch	Orthographical Knowledge: The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter.	catch, fetch, kitchen, notch, hutch Exceptions: rich, which, much, such
4	The /v/ sound at the end of words	Orthographical Knowledge: English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give

2 Revision Weeks

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

7	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	are, were, was, is, his, has,
8 9 10	Suffix -s -es	Morphological Knowledge: Adding the suffixes -s and -es to words. Explicitly teach the meaning of the suffixes ' <i>more than one</i> ' ' <i>present tense</i> '. Ensure that these are taught separately with a focus on meaning to give children a clear understanding of the 2 ways the suffix can be used. If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	Separately teach plurals and tense Example words for 'more than one': cats, dogs, frogs, trees, beds, books, hats, pots, pans Bushes, foxes, boxes, churches, watches, dishes, kisses, lunches Example words for happening in the present tense: spends, rocks, thanks, sleeps, helps, jumps, smells catches, buzzes, wishes, flashes, splashes, fixes
11	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	you, your, they

2 Revision Weeks

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

Week	NC Spelling Rule	Guidance	Examples
14 15 16	Suffixes -ing -ed -er	Morphological Knowledge: Explicitly teach the meaning of the suffixes –ing (<i>continuing</i>), –ed (<i>past</i>) and –er (<i>one who or something that</i>). Teach children how to add the suffixes to words (where no change is needed to the base word) and be explicit about how this affects meaning e.g. hunt-hunted (now it happened in the past) hunting (it is happening now/continuing) hunter – one who hunts	Hunt: hunting, hunted, hunter Buzz: buzzing, buzzed, buzzer Jump: jumping, jumped, jumper Camp: camping, camped, camper Play: playing, played, player Useful to look at irregular verbs so children do not overgeneralize the rule: Sing: singing, sang, singer Sleep: sleeping, slept, sleeper
17	The /v/ sound at the end of words	Orthographical Knowledge: English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
18	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	be, he, me, she, we

2 Revision Weeks

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

21 22 23	Suffixes -er -est	Morphological Knowledge: Explicitly teach the meaning of the suffixes –er (<i>more</i>), –est (<i>most</i>) Teach children how to add the suffixes to words (where no change is needed to the base word) and be explicit about how this affects meaning e.g. fresh-freshest (now it is the <u>most fresh</u> piece of fruit)	small fast old green high low hard	loud long soft grand fresh quick clean
24	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	no, go, so by, my	
25	Words ending – y (/i:/ or /ɪ/)	Orthographical knowledge	very, happy, funny, party, family	
26	Consonant spelling wh	Orthographical knowledge	when, where, which, wheel, while	
27	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	here, there, where	

2 Revision Weeks

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

Week	NC Spelling Rules	Guidance	Examples
30	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	love, come, some
31	Using k for the /k/ sound	Orthographical Knowledge: The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
32	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	one, once, ask, friend, school
2 Revision Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
35	Prefix -un	Morphological knowledge: Ensure understanding of the meaning of the prefix, un- (<i>not or reverse</i>) Prefixes are added to the beginning of base words without any changes in spelling.	unhappy, unwell, untidy, undo, unload, unfair, unlock, unkind, undress, unpack, unfit
36 37	Compound words	Phonological Knowledge Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
38	Common exception words *use examples OR follow progression in chosen phonics programme	Pupils' attention should be drawn to the grapheme/phoneme correspondences that do and do not fit in with what has been taught so far. * Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	put, push, pull, full, house, our
Revision week			

The other 35 digraphs and trigraphs in the National Curriculum will be covered through our phonics programme ' Little Wandle Letters and Sounds revised '

Year 2

Week	NC Spelling Rule	Guidance	Examples
1 2	dge ge at the end of words	Orthographical Knowledge: The letter j is never used for the /dʒ/ sound at the end of English words. After a short vowel (/æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/), the /dʒ/ sound is spelt -dge After all other sounds (whether vowels or consonants), the /dʒ/ sound is spelt as -ge	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village
3	The /s/ sound spelt c before e, i and y	Orthographical Knowledge	race, ice, cell, city, fancy
4	Common exception words	* Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	because who could, should, would

Revision Week

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

6	wr at the beginning of words	Etymological Knowledge: This spelling comes from an old word 'wer', which means to turn or bend. Ensure teaching highlights the meaning of 'wer/wr' within the words	write, written, wrote, wrong, wrap, wreath, wring, wrangle, wrinkle, wrist, wrestle, wrap
7	Common exception words	* Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	find, mind, kind, wild, child, children climb knock, know, knee

Revision Week

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

9 10	le and el word endings	Orthographical Knowledge: The 'le' spelling is the most common spelling for this sound at the end of words (draw attention to the fact that it follows an ascending or descending letter) 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 (letters that don't ascend or descend)	able, apple, bottle, little, middle, muddle, riddle, dangle, puzzle, puddle, little camel, tunnel, squirrel, travel, towel, tinsel, travel, flannel, kennel, vowel
11	Common exception words	* Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	Christmas, most, only, both, old, cold, gold, hold, told
12	al word endings	Orthographical Knowledge	metal, pedal, capital, hospital, animal, formal, normal, musical, total, royal

Revision Week

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

Week	NC Spelling Rule	Guidance	Examples
14	–y at the end of words	Orthographical Knowledge: This is by far the most common spelling for the /aɪ/ sound at the end of words	cry, fly, dry, try, reply, July
15	Suffix –es Adding –es to nouns and verbs ending in –y	Morphological knowledge: Ensure understanding of the meaning of the –es suffix: <i>more than one/present simple tense</i> . Separate the teaching so that the children consider plurals together as a group and then when used as simple present tense. This will help to make the 2 meanings of –es at the end of a word clear. Explicitly teach and practise the suffixing rule - the y is changed to i before –es is added.	babies, ladies, parties, flies, butterflies, cherries, bunnies, ponies, armies, daisies, pennies, spies, cities flies, tries, replies, copies, carries
16 17	Suffix –ed, -ing, -er, -est Adding –ed, –ing, –er and –est to words ending in –y with a consonant before it	Morphological knowledge: Ensure understanding of the meaning of the –ed, (<i>past simple tense</i>), –er (<i>more</i>) and –est (<i>most</i>) suffixes. Explicitly teach and practise each one using a range of words. Reinforce the suffixing rule - y is changed to i before –ed, –er and –est are added. Explicitly teach –ing suffix – y remains before –ing as removing it would this would result in ii. The only ordinary words with ii are skiing and taxiing.	–ed: try-tried, reply-replied, copy – copied, carry-carried –er: happy- happier, silly – sillier, fancy – fancier, etc... dry, easy, windy, sunny, foggy, angry, busy, heavy, lazy, lovely, pretty –est: Happy – happiest, silly – silliest, fancy – fanciest, etc... dry, easy, windy, sunny, foggy, angry, busy, heavy, lazy, lovely, pretty copying, crying, replying, trying, carrying
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
19 20	Suffixes – ing, –ed, –er, –est and –y Adding the suffixes to words ending in e with a consonant before it	Morphological knowledge: Revise the meaning of the –ing, –ed, –er and –est suffixes (see above) Ensure understanding of the meaning of the –y suffix (<i>describing</i>) Explicitly teach and practise the suffixing rule - 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.	like hike bake late wise love nice shine wave share Exception: being.
21 22	Suffixes –ing, –ed, –er, –est and –y Doubling the consonant	Morphological knowledge: Explicitly teach the suffixing rule – when adding a vowel suffix to a word ending in a CVC pattern, double the final consonant. The last consonant letter of the root word is doubled to keep the vowel sound ‘short’.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes

Week	NC Spelling Rule	Guidance	Examples	
23	Common exception words	<i>* Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)</i>	door, floor, poor, water, again, half, money	
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
25	The /ɔ:/ sound spelt a before l and ll	Orthographical Knowledge: The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always	
26	The /ʌ/ sound spelt o	Orthographical Knowledge	other, mother, brother, nothing, Monday	
27	Common exception words	<i>Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)</i>	Every, everybody, even Pretty, beautiful gnat, gnaw, gnome	
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
29 30	Suffixes -ly -ment, -ness	Morphological knowledge: Ensure understanding of the meaning of the suffixes –ly (<i>how</i>), –ment (<i>something that happens or is done</i>), –ness (<i>how something feels or is</i>) 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. Reinforce and practise the suffixing rule: If the word ends in y , it is replaced with an i before the suffix is added e.g. merry y + ment = merr i ment happy y + ness = happ i ness happy y + ly = happ i ly grumpy y + ly = grump i ly	nicely loudly finally fairly quickly slowly shyly slyly cleverly foolishly happily merrily grumpily	enjoyment treatment payment movement punishment agreement sadness weakness illness darkness madness kindness sickness softness plainness (plain + ness)
31	Suffixes -ful -less	Morphological knowledge: Ensure understanding of the meaning of the suffixes -ful (<i>full of</i>), -less (<i>without</i>) 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. Reinforce and practise the suffixing rule: If the word ends in y , it is replaced with an i before the suffix is added e.g. plenty y + ful = plent i ful penny y + less = penn i less	careful playful hopeful thankful cheerful harmful helpful powerful wonderful	hopeless homeless fearless painless endless speechless heartless friendless breathless

Week	NC Spelling Rule	Guidance	Examples
Revision Week			
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
33	The /i:/ sound spelt ey	Orthographical Knowledge: The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
34	The /ɒ/ sound spelt a after w and qu	Orthographical Knowledge: a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
35	Common exception words	Teach words from the National Curriculum Common exception words (suggested words shown in examples opposite) + add 3-4 words identified by the class teacher (teacher assessment takes precedence to tackle gaps in knowledge of common exception words)	great, break, after pencil, fossil, nostril
36	The /ɜ:/ sound spelt or after w	Orthographical Knowledge	word, work, worm, world, worth
37 38	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
39	after w... The /ɜ:/ sound spelt or The /ɔ:/ sound spelt ar	Orthographical Knowledge There are not many of these words.	word, work, worm, world, worth war, warm, towards

****To meet National Curriculum spelling requirements, **apostrophes for contraction and possession** should be taught within English/grammar lessons and reinforced, if appropriate, during spelling revision weeks.**

Words ending in 'tion' has been removed from the Y2 plan to ensure the integrity of our approach to teaching morphology. 'tion' does NOT exist as a morpheme; therefore, we do not cover it within our Y2 curriculum. The suffix –ion is taught in L.K.S.2.

We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
1 2 3	The suffix -ly	Morphological Knowledge: Revise understanding of the meaning of the -ly suffix: <i>how</i> - The suffix -ly is added to an adjective to form an adverb to show how something is done/happens. The suffixing rules taught in Y2 should be revisited and practised: the -ly suffix starts with a consonant, so it is added straight on to most root words unless they end with y. If the root word ends with y, the y is changed to i (happy-happily, busy-busily). Extend and explore: 1. If the root word ends with -le, the -le is changed to -ly. 2. If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>. 3. The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.	sadly, bravely, eagerly, carefully, firmly, exactly, evenly, brightly, completely, usually (usual + ly), happily, angrily, heavily, hungrily, lazily, crazily, busily, gloomily gentle - gently, simple, humble, noble, giggle, crackle magic - magically basic - basically, frantic - frantically, dramatic - dramatically , probably, accidentally, occasionally, actually.	1. The children eagerly lined up for the trip. 2. The teacher spoke firmly to the noisy class. 3. The boy happily shared his toys with his friend. 4. The cat stretched lazily in front of the fire. 5. Dad shouted angrily. 6. A crackly noise came from the radio. 7. The giggly girls stepped onto the stage. 8. She spotted him waving frantically in the crowd. 9. The cup moved magically across the table. 8. She left the room dramatically.
4 5 6	Prefixes dis- mis-	Morphological knowledge: Ensure understanding of the meaning of the prefixes, both have negative meanings: dis- (<i>not/opposite of/away</i>) and mis- (<i>badly or wrongly</i>) Prefixes are added to the beginning of base words without any changes in spelling.	dislike, disloyal, disappear, disappoint, disbelieve, disobey, dishonour, disorder, disrespect misfit, misplace, misread, misbehave, mislead, misspell (mis + spell, mistreat, misunderstand, misuse	1. Do not disobey the rules. 2. He felt disappointed when they lost the game. 3. The twins tried to disappear behind the curtain. 4. I dislike beans, cheese and chips. 5. Granny had misplaced her glasses again. 6. It's easy to misspell words when you rush. 7. The RSPCA saves mistreated animals. 8. She felt upset after the misunderstanding with her friend.

Revision Week

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

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
8 9 10	Suffixes: adding vowel suffixes to words of more than one syllable	Morphological knowledge: Explicitly revisit and reinforce the suffixing rule – when adding a vowel suffix to a word ending in a CVC pattern, double the final consonant. Revise meaning of the range of suffixes covered: -ed, -ing, -er, etc	stop – stop ping , stop ped hop – hop ping , hop ped , hop per Revise using simple words ... run, hop, wrap, jog, drop, hit, cut, sit, hug, stop, nod, trap Move on to words with more than one syllable: forget – forget ting begin – begin ning , begin ner prefer – prefer red , prefer ring control, regret	1. He dropped the ball. 2. She loves running and hopping on the yard. 3. I am beginning to enjoy this book. 4. He was beginning to understand the problem. 5. Dan preferred jogging rather than sitting inside. 6. She regretted agreeing to paint the fence. 7. Ivan kept forgetting to shut the gate.
11	Statutory word list	Teach some words from the statutory word list 's' sound spelt as c	bicycle, centre, century, certain, circle, decide	1. Who does this bicycle belong to? 2. The circle was drawn perfectly on the paper. 3. We visited the centre of the city. 4. I was time to decide what to do next.

Revision Week

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

13	Statutory word list	Teach some words from the statutory word list Split digraph – long vowel sounds	arrive, decide, describe, extreme, guide, surprise	1. We will arrive at school on time. 2. Can you describe the picture to me? 3 The party was a huge surprise . She loved watching extreme sports.
14 15	The /i/ sound spelt y elsewhere than at the end of words	Orthographic Knowledge: We suggest that this is best linked to topic (Egypt, pyramid and myths) i.e. place appropriately in the year/year group as pre-teaching before Ancient Egypt topic	myth, gym, Egypt, pyramid, mystery	1. The old story was called a myth . 2. He went to the gym after work. 3. We learned about Egypt in history class. 4. The cave was full of mystery and <u>surprises</u> .

Revision Week

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

17 18 19	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. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's e.g. Cyprus's population	1. The girls' shoes were lined up neatly. 2. The boys' football match was <u>disappointing</u> . 3. The children's toys were everywhere. 4. The men's coats were hanging on the rack.
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Revision Week

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

21	Prefix re-	Morphological Knowledge: Teach the meaning of the prefix re- (<i>again or back</i>). Prefixes are added to the beginning of base words without any changes in spelling.	Repay, rebuild , reuse, redo, retry, replay, retake, revisit refresh, return, reappear, redecorate, reposition	1. He had to redo the painting. 2. She wanted to replay the song she liked. 3. The burglar had to repay all the money he stole. 4. She asked to retake the photo because she blinked. 5. The class wanted to revisit the zoo next term.
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Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
22 23 24	Suffix -ion	Morphological knowledge: Ensure understanding of the meaning of the suffix – ion (<i>act or process</i>) Reinforce the suffixing rule already taught in Y2 - drop the final e to add a vowel suffix and apply this to the new suffix –ion Explicitly teach how the morphemes build the meaning of the word e.g. suggest--- suggestion (the act of suggesting)	Choose example words carefully so that the base word and its meaning is clear e.g. act + ion = action, attract + ion = attraction collect inject suggest Then build in words that end in 'e' e.g. pollute + ion = pollution operate + ion = operation educate illustrate	1. It was time to take action. 2. The injection didn't hurt at all. 3. Ben made a helpful suggestion. 4. His shell collection filled the box. 5. Plastic pollution is a danger to sea life. 6. Dan <u>dis</u>liked the illustrations in the book. 7. The operation took a long time. 8. All children have the right to an education.

Revision Week

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

26	Prefix super-	Morphological Knowledge: Teach the meaning of the prefix super- (<i>above the norm</i>) Prefixes are added to the beginning of base words without any changes in spelling.	supermarket, superman, superstar, supercar, superbike supersized, superhero	1. The superhero saved the world that day. 2. Superman speeds across the sky like a rocket. 3. She felt like a superstar at that moment. 4. The supercar sped by. 5. They did their shopping at the supermarket.
27	Words with the /ai/ sound spelt ei, igh, or ey	Orthographical Knowledge	vein, weigh, weight, eight, eighth, reign, neighbour, they, obey	1. The vein in his neck was throbbing 2. They must obey the king's law. 3. The weight of the bag <u>surprised</u> them. 4. They <u>dis</u>liked the new neighbours.
28	Statutory word list	Teach some words from the statutory word list soft's' sound spelt as c	exercise, experience, medicine, notice, recent	1. Exercise is very good for us. 2. <u>They</u> didn't enjoy the experience at all. 3. The recent change in Aunt Lucy <u>surprised</u> them. 4. Did you notice the mouse hidden in the <u>illustrations</u>?

Revision Week

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

30 31 32	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	We put on our coats before going outside. The flowers are growing quickly in the sunshine. We had a great time playing in the park. Please grate the cheese carefully. The plant has grown so tall since last week. We heard him groan when he saw the long homework list. Come and sit here next to me. I can hear the birds singing outside.
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We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
	Homophones continued			The cut on her knee will heal in a few days. The heel of his shoe wore down from lots of walking. He'll finish his drawing after lunch. They cooked the meat in the pan. We will meet at the school gate after class. The quiet garden was a place of peace. She ate a small piece of chocolate after dinner. The dog wagged its tail happily when it saw us. Grandad told us a funny tale about his childhood.

Revision Week

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

34 35 36	Suffix - ure	Morphological knowledge: Ensure understanding of the meaning of the suffix –ure (<i>action/process/result</i>) Reinforce the suffixing rule already taught in Y2 - drop the final e to add a vowel suffix and apply this to the new suffix – ure Orthographical Understanding will support children to apply to 's' or 't' accurately before the suffix; The ending sounding like /zhuh/ is always spelt –sure. The ending sounding like /chuh/ is often spelt –ture, Children <u>may</u> ask about or suggest root words ending in (t)ch with an –er ending during this unit e.g. <i>teacher, catcher, richer, stretcher</i>. <u>If this happens</u>, address the misconception by revisiting the meaning of the suffix 'er'.	Select free base words to start so that the children can clearly see the meaning of each morpheme e.g. fail + ure = failure press + ure = pressure depart + ure = departure please + ure = pleasure close + ure = closure enclose + ure = enclosure	1. The pressure of the water pushed the boat forward. 2. The team learned from the failure and tried again. 3. His first attempt was a failure, but he didn't give up. 4. It was a pleasure to meet the new teacher. 5. We read for pleasure. 6. We had to find the right departure gate to get on the plane. 7. The wolf enclosure had an electric fence around it. 8. It was not safe to enter the lion enclosure.
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We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
38	Statutory word list	Teach some words from the statutory word list Double consonants	address, appear, arrive, different, difficult, grammar, occasion, opposite, pressure, suppose	1. I like to try different types of food. 2. The children have a grammar lesson every day. 3. It is difficult to <u>describe</u> the <u>great</u> ballroom.
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, occasion

Words ending in 'tion/sion' have been removed from the Y3 plan to ensure the integrity of our approach to teaching morphology. 'tion/sion' do NOT exist as morphemes; therefore, we do not cover it within our Y3 curriculum. The suffix -ion is taught in L.K.S.2).

Year 4

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
1 2 3	The suffix –ous	Morphological knowledge: Ensure understanding of the meaning of the suffix –ous (<i>full of</i>) 1. Begin by using words where the root word is obvious/is a free base word so the suffix –ous is simply added without any change to the base word. 2. Move on to examine words that require children to apply previously taught suffixing rules (drop the e before adding a vowel suffix, change the y to an i). 3. A final ‘e’ must be kept if the /j/ sound of ‘g’ is to be kept. 4. ‘ou’ is changed to ‘o’ in the root word Etymological Knowledge: Sometimes there is no <u>obvious</u> root word. Exploring the etymology of the word helps to understand how the word is constructed linked to its meaning e.g. tremendous - look at the Latin root ‘trem’ meaning to quake or shake. ‘tremend’ meaning be trembled at –something that is an extraordinary in size or excitement.	Examples with a free base word: joy + ous = joyous, poison + ous = poisonous (meaning full of poison), dangerous, mountainous, venomous, perilous, villainous Examples using free base words + apply suffixing rule: nerve + ous = nervous (drop the e before adding a vowel suffix), famous, adventurous fury + ous = furious (change the y to an i), envious, glorious, mysterious, studious various Keep the final e to make a soft g: courageous, outrageous ou- o: humorous, glamorous, vigorous Explore etymology e.g. tremendous, timorous, luminous, anxious, pompous, previous, ravenous serious, previous, obvious,	1. A dangerous storm blew across the coast last night. 2. Many snakes are highly venomous. 3. The famous explorer told us stories about his travels. 4. The kitten seemed nervous. 5. We followed the mysterious footprints through the forest. 6. The king wore a glorious crown covered in jewels. 7. The courageous firefighter rescued the puppy from the shed. 8. Her sense of humour is outrageous. 9. The glamorous actress looked stunning. 10. The timorous mouse darted to safety below ground.
4 5 6	Prefixes in- im- il- ir-	Morphological knowledge: Ensure understanding of the meaning of the prefixes in-, il-, im-, ir- (<i>not</i>) Prefixes are added to the beginning of root words without any changes in spelling. Orthographic knowledge: The first letter of the word dictates which prefix is used: • Before a root word starting with l, use il-. • Before a root word starting with m or p, use im-. • Before a root word starting with r, use ir-	inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible	1. The map was incorrect and led us along a <u>dangerous</u> path. 2. An inactive lifestyle is not healthy. 3. At night, it is illegal to ride a bike without lights. 4. His handwriting was illegible. 5. It was impossible to see the mountain through the thick fog. 6. Tom acts in a very immature way for his age. 7. The puppy was impatient to get outside. 8. The old bridge was irregular in shape and looked very wobbly. 9. The teacher said it was irresponsible to leave rubbish on the playground. 10. Avoid using irrelevant details in your report.

We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age- appropriate sentences for dictation
7	Statutory word list	Teach some words from the statutory word list Unstressed vowels	different, favourite, February, interest, library, ordinary, separate,	1. February is usually cold and wet. 2. The library is open every day except Sunday. 3. The rabbits were put in separate enclosures. 4. Her favourite colour is blue
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
9 10 11	suffix -ion	Morphological knowledge: Revise understanding of the meaning of the, suffix -ion Reinforce the suffixing rule already taught in Y2 and 3 - drop the final e to add a vowel suffix and apply this to words using the suffix -ion. Focus on the morphemes within the words used and how each contributes to its meaning. Some words use a free base and the meaning is clear e.g. confession, action, tension. In other words, etymological knowledge can be developed to help children understand the meaning in each part of the word e.g. ject means throw: injection: in + ject = throwing in, injection = the act of throwing in, reject: re + ject = throwing back. Rejection = the act of throwing something back.	Start with free base words with no change to the word when the suffix is added: Express + ion = expression discuss + ion = discussion confession, possession , injection, invention, rejection, projection, action, exception Move on to apply suffixing rules – drop the final e: confuse + ion = confusion tension, fusion, infusion, invention, inflation, completion, pollution	1. Our group had a discussion about the ending of the story. 2. The invention of the light bulb was a tremendous moment from history. 3. The man wore a startled expression . 4. The box held his most treasured possession . 5. The baby cried when the nurse gave the injection . 6. Tension filled the air. 7. The teacher tried to sort out the confusion .
	Word building using multiple suffixes: ate + ion	Explore how words can be built using multiple suffixes e.g. words ending in 'ation' (combining the suffixes ate + ion). These suffixes are used to change the word class i.e. they are added to verbs to form nouns. Revise suffixing rules and focus on the meaning of the morphemes: sense + ate + ion = sensation	Move on to look at words using ate + ion information, adoration, sensation, preparation, admiration, presentation	8. We shared information about dangerous weather in our reports. 9. The children made a presentation about poisonous creatures. 10. A strange, creeping sensation rose up his neck 11. She was filled with admiration for the famous singer.
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
13	Words with the /s/ sound spelt sc (Latin in origin)	Orthographical Knowledge: The Romans probably pronounced the sc 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 scene .	science, scene, scissors, muscle, disciple, fascinate	1. Science is my favourite subject. 2. The muscle in his arm was strong. 3. The play began with a dark scene . 4. She cut carefully because the scissors were sharp.

We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
14	Words with the /k/ sound spelt ch (Greek in origin)	Orthographical Knowledge:	school, chorus, chemist, Christmas, character, anchor	1. We had a lively discussion in school today. 2. The song has a catchy chorus . 3. The chemist sold us some <u>medicine</u> . The main character in our story is <u>courageous</u> .

Revision Week

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

16 17	Suffix -ion (added to the base mit, miss)	Etymological knowledge: Examine the root 'mit' (this is a bound base i.e. it needs to be joined by other morphemes to make a word) and its variant 'miss' which mean 'to send' (When a lightbulb emits light, it 'sends it out.' If you are out on a mission, you've been 'sent' to complete an act or a process) Morphological knowledge: Revise understanding of the meaning of the suffix -ion (<i>act or process</i>) when -ion is added to words ending in mit (e.g. permit), miss is used instead of mit (e.g. permit becomes permission)	emit: 'send out' omit: 'send away' permit: 'send through' submit: 'send under' commit: 'send together' <u>permit</u> – <u>permission</u> <u>transmit</u> – <u>transmission</u> <u>admit</u> – <u>admission</u>	1. Admission is free for children under five years old. 2. All children need a permission slip to go on the trip. 3. We were given permission to use the sports field. 4. The radio transmission stopped suddenly. 5. Emissions from a car must be checked. 6. My admission to the club made my parents proud.
18	Suffix -an -ian	Morphological knowledge: The suffix -ian is a variant of the suffix -an which means <i>person with a skill or belief or linked to</i> . The connecting vowel 'i' is used when the base noun ends in a consonant (this aids pronunciation and produces the 'sh' sound).	musician, electrician, politician, magician, mathematician, optician	1. The musician played a soft tune that helped everyone to relax. 2. Yesterday, a magician visited our school and performed an amazing card trick. 3. Today, the optician checked my eyes to see if I needed new glasses. 4. The electrician repaired the broken lights in the hall. 5. The politician gave a <u>presentation about pollution</u>. 6. Good mathematicians can solve puzzles quickly. 7. The mysterious guardian of the castle emerged from the tall tower.

Revision Week

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

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
20 21	Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	Orthographical Knowledge	league, tongue, synagogue, antique, unique, mosque	1. The football league starts next week. 2. She bought an antique chair for her room. 3. The tongue helps us taste food. 4. The mosque was full of people praying.
22	Statutory word list	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	1. We need to answer the teacher's question before the bell rings. 2. The builders will complete the new playground by next week. 3. Please check the calendar to see when our school trip is planned. 4. The guards stood at the gate to keep out intruders.

Revision Week

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

24 25 26	Prefixes	Morphological Knowledge: Prefixes are added to the beginning of words without any changes in spelling. Ensure understanding of the meaning of each prefix: anti- means 'against' auto- means 'self' or 'own' sub- means 'under' inter- means 'between' or 'among'	sub: subdivide, subheading, submarine, submerge inter: interact, interactive, intercity, international, interrelated (inter + related) anti: antiseptic, anti-clockwise, antidote auto: automatic, autograph, autobiography, automobile, autopilot, automatic	1. The doctor gave me an antiseptic wipe to clean the cut. 2. You need to be given an antidote if you are bitten by a venomous snake.. 3. The autograph on my poster is from a famous author. 4. Dad drove through the automatic car wash on Saturday. 5. Soundlessly, the submarine travelled through the ocean. 6. I used the subheadings to find the section I wanted. 7. Our class wrote an interactive quiz for the school fair. 8. The autopilot kept the plane steady during the long flight.
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Revision Week

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

28	Statutory word list	Teach some words from the statutory word list -ough letter string	enough, though, although, thought, through	1. Do you have enough information? 2. She finished the race even though she was very tired. 3. Tension filled the air as they walked through the crowd. 4. He thought carefully before <u>answering</u> the tricky question.
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We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
35	Statutory word list	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	1. Do you promise to help me with my homework later? 2. The purpose of the meeting was to plan our trip to the <u>library</u> . 3. Please remember to bring your PE kit tomorrow. 4. The magician performed a strange trick that seemed <u>impossible</u> . 5. The woman had great strength and knowledge .
36 37	Words with the /sh/ sound spelt ch (mostly French in origin)	Orthographical Knowledge	chef, chalet, machine, brochure, champagne, chauffeur	1. The chef cooked a delicious meal. 2. The small chalet was in a mountainous area.. 3. Without warning, the machine stopped working. 4. Do you have a brochure about that holiday resort?
38	Statutory word list	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,	1. I heard a peculiar noise coming from the back of the cave. 2. Can you imagine living in a castle with secret room? 3. It is very important to eat healthy food every day. 4. We often read stories together before bedtime.
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**

Words ending in 'tion/sion/ssion/cian' have been removed from the Y4 plan to ensure the integrity of our approach to teaching morphology. 'tion/sion/ssion/cian' do NOT exist as morphemes; therefore, we do not cover it within our Y4 curriculum. The suffixes –ion and –an/-ian are taught in Year 4).

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
1	Statutory word list	Teach some words from the statutory word list Revision from Y3/4 Add some individual common 'target words' as appropriate	familiar, identity, signature, symbol 'y' makes the 'i' as in 'bin' sound physical, symbol, system	1. Physical exercise can be tiring but it is good for you. 2. When the deal was agreed, he signed his name with a neat signature. 3. The symbol on the flag was bright red. 4. As she entered the room, she knew that there was something familiar about it.
2 3 4	Homophones or other words that are often confused.	<u>Examples</u> aisle : a gangway between seats (in a church, train, plane) isle : an island aloud : out loud allowed : permitted altar : a table-like piece of furniture in a church alter : to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal : to do with a bride at a wedding bridle : reins etc. for controlling a horse morning : before noon mourning : grieving for someone who has died cereal : made from grain (e.g. <i>breakfast cereal</i>) serial : adjective from the noun <i>series</i> – a succession of things one after the other desert : as a noun – a barren place (stress on first syllable); as a verb to abandon (stress on second syllable) dessert : (stress on second syllable) a sweet course after the main course of a meal	draft : noun – a first attempt at writing something; verb – to make the first attempt, to draw in someone (e.g. to draft in extra help) draught : a current of air. farther : further father : a male parent guessed : past tense of the verb <i>guess</i> guest : visitor heard : past tense of the verb <i>hear</i> herd : a group of animals led : past tense of the verb <i>lead</i> lead : present tense of that verb, or else a metal (<i>heavy as lead</i>) past : 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>) passed : past tense of the verb <i>pass</i> (e.g. <i>I passed him in the road.</i> not belong to you steel : metal wary : cautious weary : tired who's : contraction of <i>who is</i> or <i>who has</i> whose : belonging to someone (e.g. <i>Whose jacket is that?</i>)	I walked down the supermarket aisle looking for the milk. They spent the summer on a tiny isle surrounded by clear blue water. We are only allowed to use the drills when a teacher is present. He read the poem aloud so the whole class could hear it. The morning sun shone brightly through the classroom windows. The country was in mourning after the queen died. A camel can travel for days across the hot, dry desert . For dessert , we had chocolate cake. She could throw the ball farther than anyone else on the team. My father taught me how to ride a bike when I was five. I guessed the answer correctly even though I wasn't sure. We set an extra place at the table for our guest . She passed the ball quickly to her teammate during the match. We walked past the library on our way to school. Who's coming to the school play tonight? Do you know whose jacket is hanging on the peg?
5	Statutory word list	Teach some words from the statutory word list Add some individual common 'target words'	available, vegetable, vehicle, muscle	1. The new book will be available in the school library next week. 2. Eating green vegetables every day helps you stay healthy. 3. Regular exercise helps you build strong muscles in your arms and legs. 4. <u>Whose</u> vehicle is blocking the exit?

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
Revision Week s x2 (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
8 9 10	Suffix -ous	Morphological Knowledge: Revisit –ous (taught in Y4). Revise the meaning (full of) Build knowledge of words that follow a more complex rule - if the root word ends in e , the /sh/ sound is spelt as c + drop the e and add an i , e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . Explore a range of other words that use the –ous suffix. It might be useful to start with known words that use the –ion suffix and change the suffix to –ous e.g. suspicion – suspicious, infection – infectious	Begin by revising –ous rules taught is Y4: Words with a free base word: poison + ous = poisonous dangerous, mountainous, venomous Examples using free base words + apply suffixing rule: nerve + ous =nervous (drop the e before adding a vowel suffix), famous , adventurous fury + ous =furious (change the y to an i), envious , various Keep the final e to make a soft g: courageous, outrageous ou- o: humorous, glamorous, vigorous Extend to Y5 knowledge: if the sound is spelt as c + drop the e and add an i , vicious, gracious, spacious, malicious suspicious ambitious, cautious, fictitious, infectious, nutritious conscious, disastrous, marvellous, mischeivous	1. Ben felt nervous as he entered the darkened room. 2. Our experiment produced a hazardous mixture that we handled carefully. 3. Despite the danger, Shrek completed a courageous rescue. 4. The rainforest is full of marvellous plants and colourful creatures. 5. The vicious dog barked loudly at anyone who walked past the gate. 6. It was a malicious rumour, and it hurt people’s feelings. 7. The hall was so spacious that the whole school could fit inside. 8. As she entered, the famous actress looked gracious and stylish. 9. The cave was dark and mysterious , with shadows dancing on the walls. 10. Chicken pox is highly infectious .
11 12	Statutory word list	Teach some words from the statutory word list ‘c’ makes ‘s’ sound before ‘i’, ‘e’ and ‘y’	cemetery, convenience, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice.	1. The cemetery was quiet, peaceful and a place to think. 2. Food and water are necessary for life. 3. She made a big sacrifice for her family. The film was an excellent choice for the class.
Revision x2 Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
15 16 17	Suffixes -able -ible -ably -ibly	Morphological Knowledge: Teach the meaning of –able and –ible suffixes (<i>can be done</i>) The –able ending is far more common than the –ible ending. The –able ending is usually but not always used if a complete root word/free base can be heard before it. Orthographical Knowledge: 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 <i>cap</i> and <i>gap</i>) before the a of the –able ending. The –ible suffix is common if a complete root word can’t be heard before **There are always exception to look at <i>sensible</i>). Take the opportunity to explore morphemes within the words more fully so that the children gain knowledge of how the word is built from its meaning e.g. vise meaning ‘see’: <i>visible</i> = <i>vise</i> + <i>ible</i> (apply the suffixing rule and drop the e). Explore a range of words using the root ‘vise: visibility, vision, visual, visible, invisible, television, advise, visitor terr meaning ‘frighten’: terrible, terrify, terror, terrifying terrorist horr meaning ‘tremble, dread, shudder’: horror, horrible, horribly, horrific, horrify, horrid	dependable, comfortable, considerable, understandable, reasonable, enjoyable, reliable (the complete word <i>rely</i> is heard, but the y changes to i in accordance with the suffixing rule) adorable (the complete word <i>adore</i> is heard, but the e is dropped in accordance with the suffixing rule) changeable, noticeable possible/possibly, horrible/horrible, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	-able: 1. The class had an enjoyable trip to the museum. 3. The new classroom chair was surprisingly comfortable. 3. Sam proved he was a reliable friend by helping every day. 4. Be careful with the vase because it breakable. 5. The puppy looked adorable as it curled up in its basket. 6. The firefighter was remarkably brave during the rescue. 7. The children sat comfortably on the carpet for story time. 8. Is this outfit suitable for our school performance? -ible: 1. If everyone works together, it is possible to finish the project. 2. The view from the top of the hill was incredible. 3. The stars were clearly visible in the night sky. 4. Could we possibly finish the puzzle before lunchtime? 5. How did the creature move so invisibly through the forest? 6. The experiment went horribly wrong when the mixture overflowed. 7. Just as we started the match, the weather turned terrible.
18	Statutory word list	Teach some words from the statutory word list -ion words	competition, explanation, profession, pronunciation.	1. The competition was tough but fun. 2. He gave a clear explanation of the answer.

Revision x2 Weeks

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

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
21 22 23	Words with the /i:/sound spelt ei after c.	Orthographical Knowledge: 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)	1. <u>Graciously</u> , she received the prize for her work. 2. Incredibly, the ball hit the ceiling of the hall. 3. He tried to conceive a clever plan.
Revision x2 Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
26	Statutory word list	Teach some words from the statutory word list -ie are adjacent	soldier, sufficient, variety, ancient foreign (an exception to the pattern)	1. I include a variety of vegetables in my diet. 2. The soldier stood to attention. 3. Make sure that we have sufficient water for our journey. 4. The ancient box sat untouched in the corner of his room.
27 28 29	Suffix -al	Morphological Knowledge: Teach the meaning of the suffix -al – <i>action or process related to</i>	global, natural, personal, musical, magical exceptional, regional, political, logical, formal, functional, practical, seasonal. historical More challenging: official, special, artificial, partial, confidential, essential.	1. The frog returned to its natural habitat after the rain stopped. 2. The musical performance filled the hall with excitement. 3. Please keep your personal belongings in your tray. 4. We learned how seasonal changes <u>affect</u> plants and animals. 5. The class studied a historical event from the Tudor period. 6. The book told a magical story about a hidden kingdom. 7. The letter looked very official . 8. The envelope said, 'private and confidential'. 9. That morning, he shared a special message with his friend. 10. Completing the first step correctly is essential for success.
30 31	Statutory word list	Teach some words from the statutory word list Unstressed vowels	bruise, category, definite, desperate, dictionary, embarrass, environment, exaggerate, nuisance, parliament, privilege, secretary, vegetable	1. Are you concerned about what is happening to the environment ? 2. The class would not believe Sam because he tended to exaggerate . 4. He tried not to embarrass his friend. 4. The secretary answered the phone politely.

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
Revision x2 Weeks (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
34 35	Statutory word list	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule) Where appropriate. consider how etymological and morphological knowledge can support the children to learn the meaning and spelling of words in the list e.g. interrupt: Inter (<i>meaning between or within</i>) + rupt (<i>meaning to break or burst</i>) so when you interrupt, you break in between a person speaking, a conversation or an activity. Examine other words using the root 'rupt' and/or the prefix - inter	amateur, awkward, bargain, controversy, curiosity, develop, guarantee, harass, hindrance, identity, interfere, interrupt, neighbour, queue, recognise, restaurant	1. Unfortunately, the queue for the ride was very long. 2. He made a guarantee that the game would work. 3. The restaurant served incredibly tasty food. 4. She showed great curiosity about historical events. 5. The magical figure seemed awkward and embarrassed. 6. Are your neighbours friendly?
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.**

Words ending in 'tial/cial' and 'ious' have been removed from the Y5 plan to ensure the integrity of our approach to teaching morphology. 'tial/cial/ious' do NOT exist as morphemes; therefore, we do not cover it within our Y5 curriculum. The suffixes -ion and -ous are revised and understanding deepened and the suffix -al is taught .

Year 6

We ek	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
1 2	Statutory word list	Teach some words from the statutory word list	according, attached, criticise determined, equip (-ment, -ped), especially, frequently, immediate (-ly), (un) necessary, sincere (-ly)	1. We must act according to the rules. 2. She was determined to finish the race. 3. The box was securely attached to the wall.
3 4 5 6	Suffixes -ant -ent Suffixes -ance -ence	Morphological Knowledge: Teach the meaning of suffixes –ant and –ent (having a <i>quality or one who</i>) Show how the meaning of these words changes when the suffix is replaced by -ance or –ence (meaning <i>state, quality or concept</i>)	Quality: observant, expectant, hesitant, tolerant, radiant, brilliant, vibrant, vigilant One who: servant, accountant, defendant, assistant Quality: dependent, independent, frequent, confident, decent, absorbent, nutrient, persistent, insistent, urgent, violent, resilient hesitant --- hesitance tolerant --- tolerance assistant ---- assistance innocent --- innocence confident --- confidence etc	1. Thousands of brilliant stars lit up the night sky. 2. The vibrant sunset painted the sky with streaks of orange and pink 3. The boy was hesitant and worried that it was unsafe. 4. The shop assistant tidied up the display. 5. Is the defendant ready to hear the final judgement? 6. Frequent storms and violent waves battered the rocks. 7. As always, Jade felt confident . 8. “Is it urgent ?” he asked. 1. The crowd waited for the performance to begin. 2. Her confidence grew as she practised the speech. 3. The distance between the villages was greater than we expected. 4. The children showed great tolerance for each other. 5. Her brilliance in maths earned her a <u>special</u> award.
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				
8 9 10	Statutory word list	Teach some words from the statutory word list Double consonants	accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, immediate(-ly), occupy, occur, opportunity, recommend, suggest	1. The hotel tried to accommodate for the needs of its guests.. 2. Can you recommend a good book for me to read? 3. The letter was attached to the file. 4. Shall we communicate through email? 5. “I suggest that you stop that immediately ” the man said. 6. <u>Frequent</u> storms occur here in winter.

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
11 12 13 14	Homophones or other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se. <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. compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>Her scarf complemented her outfit.</i>) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) affect: usually a verb (e.g. <i>The weather may affect our plans.</i>) effect: 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>).	advice/advise device/devise licence/license practice/practise prophecy/prophecy eligible: suitable to be chosen or elected illegible: not legible (i.e. not readable) eliminate: get rid of/exclude illuminate: light up precede: go in front of or before proceed: go on principal: adjective – most important (e.g. <i>principal ballerina</i>); noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does	She gave her friend a lovely compliment about her new haircut. The blue cushions complement the sofa perfectly and make the room feel cosy. The plane began its slow descent towards the runway. One member of the council showed dissent by voting against the plan. Lack of sleep can affect your concentration in class. The effect of the storm was clear when we saw the fallen trees. The bus remained stationary at the stop. She packed her pencil case with all her new stationery for school. The principal of the school welcomed everyone to the assembly. Honesty is an important principle that helps people trust each other. My coach gave me helpful advice before the big match. Doctors often advise people to drink plenty of water. The smoke alarm is a safety device that warns us of danger. The prisoners worked together to devise a clever plan to escape.
15	Statutory word list	Teach some words from the statutory word list -words originating from other countries.	conscience, conscious, desperate, yacht.	1. He acted with a clear conscience. 2. That morning, the yacht set sail. 3. She was desperate to find her lost cat. 4. Ivan was conscious that he was not the only one trying to find the treasure
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				

Wee k	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
17 18 19	fer Suffixing rule for adding vowel suffixes to words ending in -fer.	Etymological Knowledge: Explicitly teach the meaning of the root word 'fer' (meaning <i>to bear or carry</i>) from Latin. Consider how morphemes contribute to the meaning of words e.g. <u>refer</u> – to carry back, <u>transfer</u> – to carry across, <u>prefer</u> – something that is carried before something else, <u>ferry</u> – carries/bears people across the water, a <u>ferris</u> wheel carries people around, <u>fertile</u> – carries much fruit etc Orthographical Knowledge: 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 Ensure the meanings of previously taught suffixes (-ed, -ing, -al) are revised	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	1. He referred to his notes <u>frequently</u> during his speech. 2. The teacher preferred the first answer. 3. She made a quick reference to the book. 4. The doctor made a referral to a specialist. 5. The player transferred to his new club after the summer. 6. You need to be <u>resilient</u> when you are a referee.

Revision Week

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

21 22	Use of the hyphen.	Hyphens are used to avoid ambiguity: An extra-large pizza .v. an extra large pizza (i.e. another/an extra one) The hyphen turns the words extra and large into a compound word extra-large (really big/over the usual) New numbers are formed e.g. by putting twenty and two together you form the compound word <i>twenty-two</i> Hyphens are also used with a word that has a prefix, where the pronunciation of the word would be affected e.g. re-enter (reenter) re-cover (recover has a different meaning) 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.	• extra-large • man-eating tiger • hot-pink brush re-enter, co-operate, co-own	1. Because I was hungry, I ordered an extra-large pizza. 2. Everyone warned her about the man-eating tiger that lived in the forest. 3. My sister's favourite colour is hot-pink. 4. Please re-enter your password carefully. 5. Ben referred twenty-two friends to join the club. 6. They agreed to co-operate on the project. 7. The two friends co-owned the cafe. 8. It was time to re-cover the shabby chair.
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Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
23 24 25	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word.)	Morphological Knowledge: There are many grapheme patterns that are grounded in meaning. Explore examples with the children e.g. wr comes from an old word 'wer', which means to turn or bend. Ensure teaching highlights the meaning of 'wer/wr' within the words Etymological Knowledge: Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, the k was sounded as /k/ and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.	gn –linked to teeth and biting: gnaw, gnash, gnashers, Gnasher (from the Beano comic) kn – sticking out: knob, knuckle, knot. knee wr– 'twist': write, written, wrote, wrong, wrap, wreath, wring, wrangle, wrinkle, wrist, wrestle, wrap (this pattern was covered in Y2 so this should be revision) doubt, island, lamb, solemn, thistle, knight	- The beaver began to gnaw through the thick branch to build its dam. - The angry troll would gnash his teeth whenever anyone tried to cross his bridge. - Nobody noticed the tiny gnome peeking out from behind the flowerpot. - The grumpy gnome began to gnash his teeth when the birds stole his berries. - In preparation for the battle, the knight wore heavy armour. - Can you knot the rope tightly so it does not come loose? - The door knob was stiff and wouldn't turn. - Why did the writer choose such a mysterious ending for the story? - Before they started the task, the children wrote their names at the top of the page. - She wrapped the gift neatly before placing it on the desk. That spring, there were <u>twenty-seven</u> lambs in the field. As usual, he doubted the answer was correct.
26	Statutory word list	Teach some words from the statutory word list 'i' before 'e' except after 'c' when the sound is 'ee'	achieve, convenience , mischievous (regional pronunciation, e.g. if use the 'ee' sound)	- She will achieve her goals with hard work. - The convenience store is open all night. - He tried not to be mischievous in class. - They will receive the parcel tomorrow.
Revision Week (Teacher assessment to be used to decide which rules and patterns previously taught need further input)				

Week	NC Spelling Rule	Guidance	Examples Statutory Word List in Red	Examples of age-appropriate sentences for dictation
28 29 30	Words containing the letter-string ough	Sight Knowledge: 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	1. Even though the sky looked stormy, we decided to continue our walk along the coast. 2. She paused for a moment and thought carefully before giving her answer. 3. The fox darted through the hedge. 4. His project was so thorough that the teacher used it as an example for the class. 5. Although the puzzle was tricky, the group worked together until they solved it. 6. We didn't have enough time to finish our <u>writing</u> before lunch. 7. The climb was tough , but reaching the top made it worthwhile. 8. A heavy bough snapped under the weight of the snow. 9. His loud cough echoed around the quiet classroom. 10. Have you brought enough money with you?
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.