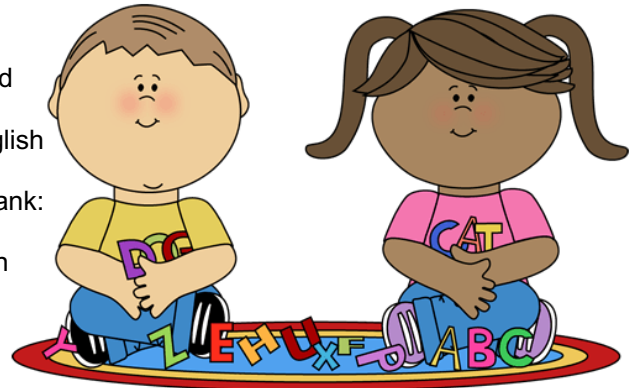


Our curriculum guide: Spelling

Date: reviewed regularly; see date in document label for most recent update

Introduction

This Curriculum Guide combines elements of evidence-informed spelling practice with our own principles for effective teaching. It relates to spelling, which forms part of the core subject of English in The National Curriculum (Department for Education, 2014). Some materials we use are taken and adapted from Spelling Bank: Lists of words and activities for the KS2 spelling objectives (Department for Education and Skills, 1999) – an old publication but comprehensive and well thought through.



We want Sphere Federation schools to be happy and healthy places to learn. (At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.) Spelling is a fundamental life skill and an essential part of the primary curriculum. It is closely linked to children's ability to communicate ideas clearly, develop confidence as writers and achieve success across all areas of learning: '...a place to learn' / '...a place to achieve'.

Research suggests that accurate spelling supports fluent writing by reducing the cognitive effort required to encode words, allowing children to focus more fully on composition of ideas. Secure spelling knowledge also strengthens reading, vocabulary development, morphological awareness and overall attainment in English.

In addition, secure spelling enables children to communicate effectively with their audience and develops confidence, independence and pride in their written work.

'Spelling is important because it facilitates reading. It is also closely connected to writing. If children have to think hard about how to spell words, they have less capacity to think about what they want to write.'

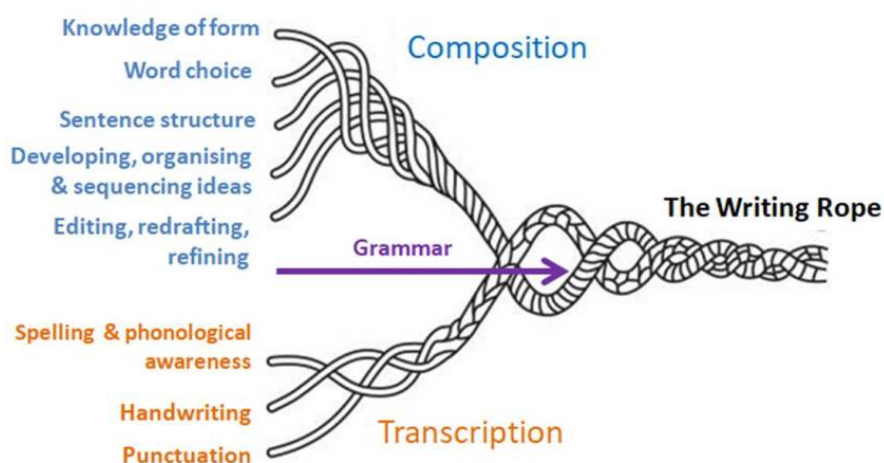
EEF, Improving Literacy in Key Stage 2 (2021)

In our schools, we believe that all children should develop secure spelling knowledge that enables them to write accurately, confidently and independently. We recognise that spelling is a developmental process which begins in the Early Years through phonological awareness and phonics, before progressing to the teaching of spelling patterns, morphology, etymology and the conventions of the English language throughout Key Stage 1 and 2.

Through consistent teaching, high expectations and regular opportunities to apply spelling knowledge across the curriculum, our aim is for every child to become an accurate, confident and independent speller who communicates effectively and take pride in the quality of their written work.

Writing skills summary

The skills of writing, including spelling and phonological awareness, are illustrated well in this 'writing rope':



Spelling: Key features

Whole school progression

Nursery	Children begin to develop an awareness of sounds in spoken language through songs, rhymes, stories and conversations. They explore sounds in words and begin to notice similarities and differences between words.
Reception	Children develop their phonological and phonemic awareness, learning to hear, identify and manipulate sounds in words. They begin to apply their growing knowledge of phonemes and graphemes to spell simple words and write labels, captions and sentences.
Year 1	Building on Reception, children develop their knowledge of phonemes and graphemes and learn common alternative spellings for sounds. They apply taught spelling patterns when writing and begin to learn common exception words and high-frequency words.
Year 2	Children consolidate their knowledge of phonics and apply increasingly complex spelling patterns. They learn common suffixes and how words change when suffixes are added, alongside common exception words and homophones. They begin to use their knowledge of word structure to support spelling.
Years 3 and 4	Through regular teaching and practice, children develop a wider range of spelling strategies. They learn to use prefixes, suffixes, roots, word families, homophones and common spelling patterns. Children are taught to recognise and apply spelling rules and patterns when spelling individual words and within longer pieces of writing.
Years 5 and 6	Children consolidate and extend their spelling knowledge, drawing increasingly on morphology, etymology and word structure. They develop strategies for spelling unfamiliar and irregular words and apply their knowledge of roots, prefixes, suffixes and word origins. Increasingly, children independently identify, investigate and correct spelling errors to develop accurate, fluent writing.

Our three core spelling rules

Embedded within our approach to the teaching of spelling are regular opportunities to consolidate the awareness and application of three spelling rules that underpin effective spelling.

stealthily *crazier* *funniest*

drop the 'y'
for an 'i'

beautiful **replied** **cities**

comma *bubble* *funny*

double up for
short vowel sounds

accommodation **dinner** *hopping*

CALCULATING *joking* *dancing*

drop the 'e'
for 'ing'

accommodating *dining* *hoping*

A 'typical' teaching sequence across a unit

Teaching Phase (week 1)			
1	Rapid recall <i>previous unit</i>	Teach teach the rule / pattern, link to grammar, link to previous learning, discuss word meanings, etymology, etc	Rapid recall <i>this lesson</i>
2	Rapid recall <i>previous unit</i>	Investigate matching, sorting, etc	Rapid recall <i>this lesson</i>
3	Rapid recall <i>previous year</i>	Generate find exceptions, create new words, think of common errors, spot errors	Rapid recall <i>this lesson</i>
4	Rapid recall <i>previous year</i>	Introduce teach / review the spelling list for the following week – definitions, tricky parts, syllable chunks etc	Rapid recall <i>this lesson</i>
Learning Phase (week 2)			
1	Rapid recall <i>previous cycle</i>	Practise Teacher models a practice strategy; children practise that strategy with words from word list	Rapid recall <i>this lesson</i>
2	Rapid recall <i>previous cycle</i>	Practise Teacher models a practice strategy; children practise that strategy with words from word list	Rapid recall <i>this lesson</i>
3	Rapid recall <i>this unit</i>	Practise Teacher models a practice strategy; children practise that strategy with words from word list	Rapid recall <i>this lesson</i>
4	Rapid recall <i>this unit</i>	Apply Children are tested on words from the spelling list. Scores are recorded on class tracker.	Reflect and Connect

This is a general guide. For example, some spelling units will need a longer teaching phase; this will mean the learning phase is shorter.

Termly sequence of learning: Years 3, 4

	Cycle A	Cycle B
Autumn 1	3 main spelling rules Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'	3 main spelling rules Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'
	Two syllable words containing double consonants <i>NLS Y4 T1 Objective 5</i>	Two syllable words containing double consonants <i>NLS Y4 T1 Objective 5</i>
	How the spelling of verbs alter when 'ing' is added <i>NLS Y3 T1 Objective 8</i>	Drop the 'y' for an 'i' <i>NLS Y5 T3 Objective 5</i>
Autumn 2	Homophones <i>NLS Y4 T1 Objective 6</i>	Homophones <i>NLS Y4 T1 Objective 6</i>
	Using knowledge of suffixes to generate new words from root words <i>NLS Y3 T2 Objective 14</i>	The spelling pattern 'le' <i>NLS Y3 T1 Objective 9</i>
	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>
Spring 1	Adding suffixes: tion, cian <i>NLS Y5 T2 Objective 8</i>	Adding prefixes: un, de, dis, re, pre <i>NLS Y3 T1 Objective 10</i>
	How words change when y is added <i>NLS Y3 T2 Objective 8 (2 of 2)</i>	Using knowledge of prefixes to generate new words from root words <i>NLS Y3 T1 Objective 11</i>
	Silent letters <i>NLS Y3 T2 Objective 10</i>	Basic rules for changing the spelling of nouns when s is added <i>NLS Y3 T2 Objective 9</i>
Spring 2	Words with common roots from other languages <i>NLS Y4 T3 Objective 7</i>	Prefixes taken from other languages <i>NLS Y5 T1 Objective 6</i>
	Apostrophes for contractions <i>NLS Y3 T3 Objective 11</i>	Apostrophes for contractions <i>NLS Y3 T2 Objective 15</i>
	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>
Summer 1	Its and it's <i>NLS Y4 T3 Objective 10</i>	Identify short words within longer words to aid spelling <i>NLS Y3 T3 Objective 8</i>
	Recognise and generate compound words <i>NLS Y3 T2 Objective 12</i>	Adding prefixes: mis, non, ex, co, anti <i>NLS Y3 T3 Objective 9</i>
	Regular verb endings: s, ed, ing <i>NLS Y4 T1 Objective 7</i>	Using knowledge of prefixes to generate new words from root words <i>NLS Y3 T3 Objective 10</i>
Summer 2	Irregular tense changes <i>NLS Y4 T1 Objective 8</i>	Adding suffixes: ful, ly, ive <i>NLS Y4 T3 Objective 8</i>
	Explore 'v' and 'k' within words <i>NLS Y4 T3 Objective 5 (1 of 2)</i>	Common plurals: s, es, ies <i>NLS Y5 T1 Objective 5 (1 of 2)</i>
	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>

Termly sequence of learning: Years 5, 6

	Cycle A	Cycle B
Autumn 1	3 main spelling rules Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'	3 main spelling rules Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'
	Two syllable words containing double consonants <i>NLS Y4 T1 Objective 5</i>	Two syllable words containing double consonants <i>NLS Y4 T1 Objective 5</i>
	Adding prefixes: in, im, ir, il <i>NLS Y5 T3 Objective 7</i>	How the spelling of verbs alter when 'ing' is added <i>NLS Y3 T1 Objective 8</i>
Autumn 2	Homophones <i>NLS Y4 T1 Objective 6</i>	Homophones <i>NLS Y4 T1 Objective 6</i>
	Homonyms <i>NLS Y3 T3 Objective 14</i>	Investigate compound words with obscure pronunciations <i>NLS Y4 T3 Objective 11</i>
	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>
Spring 1	Adding suffixes: ible, able <i>NLS Y4 T3 Objective 9</i>	Adding suffixes: sion, ssion, other <i>NLS Y5 T2 Objective 8</i>
	Words ending in vowels other than 'e' <i>NLS Y5 T1 Objective 4</i>	How words change when 'er' and 'est' are added <i>NLS Y3 T2 Objective 8 (1 of 2)</i>
	Explore common letter strings with different pronunciations <i>NLS Y5 T2 Objective 5</i>	Explore common letter strings: 'wa', 'wo', 'ss' <i>NLS Y4 T3 Objective 5 (2 of 2)</i>
Spring 2	Diminutives taken from other languages <i>NLS Y4 T3 Objective 12</i>	Root words, prefixes and suffixes taken from other languages <i>NLS Y6 T1 Objective 5</i>
	Plurals: changing 'f' to 'ves' <i>NLS Y5 T1 Objective 5 (2 of 2)</i>	Investigate the common rule 'l' before 'e' except after 'c' when the sound is 'ee' <i>NLS Y5 T3 Objective 5 (3 of 3)</i>
	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>	Review and consolidate <i>eg repeat a unit, use and apply, specific words</i>
Summer 1	Adding suffixes: ful <i>NLS Y5 T2 Objective 4 (1 of 3)</i>	Adding suffixes: al, ary, ic <i>NLS Y4 T1 Objective 9 (1 of 2)</i>
	Unstressed vowels in polysyllabic words <i>NLS Y5 T3 Objective 4</i>	Adding suffixes: when words end in 'f' <i>NLS Y4 T2 Objective 5</i>
	Adding suffixes: ship, hood, ness, ment <i>NLS Y4 T1 Objective 9 (2 of 2)</i>	Common letter strings: ough, ear, ight <i>NLS Y4 T3 Objective 6</i>
Summer 2	Adding suffixes: ate, ify, ise, tion, ity, ness <i>NLS Y4 T1 Objective 14</i>	Common letter strings: ou, au, ice <i>NLS Y4 T3 Objective 6</i>
	Adding prefixes: ad, af, al, a <i>NLS Y4 T2 Objective 7</i>	Adding suffixes: ly, ful <i>NLS Y4 T3 Objective 8</i>
	Identifying root word derivations <i>NLS Y5 T1 Objective 8</i>	Tricky spellings: 'ci', 'ce', 'cy' <i>NLS Y5 T2 Objective 4 (3 of 3)</i>

Weekly sequence of learning: Years 3,4 Cycle A

Autumn 1

Unit 1 Weeks 1 and 2

3 main spelling rules

Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'

stealthily crazier *funniest*

**drop the 'y'
for an 'i'**

beautiful replied **cities**

comma bubble *funny*

**double up for
short vowel sounds**

accommodation dinner *hopping*

calculating joking *dancing*

**drop the 'e'
for 'ing'**

accommodating dining *hoping*

Sphere-specific notes:

Display each core spelling rule

Note that there are some exceptions but each rule is >95% accurate

Unit 2 Weeks 3 and 4

Two syllable words containing double consonants

NLS Y4 T1 Objective 5

Contrasting words					
diner	dinner	writing	written	hoping	hopping
biter	bitter	taping	tapping	super	supper
coma	comma	pole	pollen	lady	laddy
Thematic words					
<i>Adjectives</i>	happy	messy	silly	jolly	funny
<i>Animals</i>	rabbit	puppy	kitten	otter	hippo
<i>Verbs</i>	grabbed	messed	kissed	bossed	fussed
<i>Cooking</i>	batter	butter	pepper	carrot	coffee
<i>Garden</i>	apple	willow	holly	cherry	berry
High-frequency words					
common	rotten	letter	tennis	better	happy
follow	sudden	stopped	swimming	penny	mummy
daddy	puppy	dinner	shopping	getting	silly
pillow	swallow	carry	summer	butter	cotton
funny	running	happy	sorry	written	kettle

Notes

- ◆ Double the letter after a short (rap) vowel in the middle of words.
- ◆ No words use **hh**, **jj**, **kk**, **qq**, **vv**, **ww**, **xx**.
- ◆ Some imported words use **cc** (*broccoli*, *cappuccino*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Note that there are some exceptions but each rule is >95% accurate

Teach explicitly how doubling up changes the meaning of the word and the sounds of the vowel (eg diner vs dinner, hoped vs hopped)

Explicitly teach, and practise counting, syllables – it's one of the most effective spelling strategies

Unit 2 Weeks 5 and 6

Adding prefixes: in, im, ir, il

NLS Y5 T3 Objective 7

in	im	ir	il	pro	sus
inactive	immature	irregular	illegal	proactive	suspect
indecent	immobile	irrational	illiterate	project	suspense
incapable	impractical	irresponsible	illegible	provide	suspicion
inconvenient	impossible	irresistible		produce	suspend
inattentive	improbable			propose	sustain
incredible	improper			proceed	
inverted	impatient			propeller	
inaccurate	impolite				

Notes

- ◆ **in** means 'not'.
- ◆ **ir** means 'not' – add to the beginning of words beginning with **r**, thus producing double **r**. Note several exceptions, however, e.g. *unreasonable*.
- ◆ **il** means 'not' – add to beginning of words beginning with **l**, thus producing double **l**. Note several exceptions, however, e.g. *dislike*, *unload*.
- ◆ **im** means 'not' – add to the beginning of words beginning with **m** and **p**. Note several exceptions, however, e.g. *unmade*, *displease*.
- ◆ **sus** – a version of **sub** meaning 'under', but the meaning has drifted from being 'under the spotlight' in *suspect* to being 'held up' in *suspend*.
- ◆ **pro** means 'ahead'.
- ◆ Note the double letters created when the prefix is added to words beginning with the same letter.
- ◆ Words containing the letter string conform to the rules even though they lack the root meaning, e.g. *illuminate*, *illustrate*, *irritate*, *irrigate*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Make sure children know and understand what a prefix is

Weekly Spelling Lists: Years 3,4 Cycle A

This is a guide. Teachers use their professional judgment to make changes ensuring there is a balance of the words sent home to learn. This includes words from the relevant statutory word lists, common words, common errors and words children may come across in units of learning. Content can be copied and pasted to homework sheets and web posts.

Autumn 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Three Main Spelling Rules Spelling rules: When adding a suffix, remember these three important spelling rules: • Double up after a short vowel sound. • Drop the y and change it to i. • Drop the e before adding -ing. This week's words: 1. beginning — double up 2. forgetting — double up 3. preferred — double up 4. happily — drop the y 5. happier — drop the y 6. carried — drop the y 7. making — drop the e 8. having — drop the e 9. writing — drop the e 10. believing — drop the e Remember: Double up: short vowel + one consonant → double the consonant <i>run → running</i> Drop the y: y → i before adding the suffix <i>happy → happier</i> Drop the e: drop the final e before adding -ing <i>write → writing</i> Can you explain which rule has been used in each word?	Two-Syllable Words Containing Double Consonants Spelling rule: Some two-syllable words contain double consonants. Look carefully at the middle of the word and listen for the short vowel sound. This week's words: 1. address 2. different 3. difficult 4. opposite 5. possible 6. occasion 7. occasionally 8. suppose 9. appear 10. disappear Remember: Look carefully for the double consonant in the middle of the word. For example: • different • difficult • opposite • possible Can you spot the double consonant in each word?	How the Spelling of Verbs Alters When '-ing' Is Added Spelling rule: When adding -ing to a verb, the spelling of the word may change. You may need to double the final consonant or drop the final e. This week's words: 1. begin → beginning 2. forget → forgetting 3. run → running 4. stop → stopping 5. get → getting 6. write → writing 7. make → making 8. have → having 9. take → taking 10. notice → noticing Remember: Double the consonant after a short vowel sound: • run → running • stop → stopping Drop the final e: • write → writing • make → making Can you explain what has happened to the spelling of each verb?

Weekly sequence of learning: Years 3,4 Cycle A

Autumn 2

Unit 1 Weeks 1 and 2

Homophones

NLS Y4 T1 Objective 6

were	where	we're	you	yew	ewe
their	they're	there	too	two	to

be	bee	see	sea	heard	herd
new	knew	no	know	might	mite
right	write	morning	mourning	place	plaice
through	threw	great	grate	eyes	ice
hole	whole	l	eye	for	four
are	our	in	inn	of	have

Sphere-specific notes:

Teach the meaning of the word 'homophone'.

Homo = same (Greek origin)

Phone = sounds (Greek origin)

Homophones are best taught in context where the meaning is distinguishable

Words must be 'tested' in context

Analogy within family groups is helpful (eg our, your; here, where, there)

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Using knowledge of suffixes to generate new words from root words

NLS Y3 T2 Objective 14

Some words as starting points for investigation

proud	like	sick	quiet	mind	glad
hope	kind	arm	room	thought	cold
nice	child	friend	doubt	sure	tune
home	care	fruit	life	lone	cheer
mist	time	hurt	rich	pain	shame
thirst	king	near	free	use	lone

Some useful suffixes

ship	ful	ness	ment	hood	less
er	est	ly	ish	dom	like

Notes

- ◆ The function of these suffixes is to change one part of speech into another, e.g. a noun to an adjective (*friend/friendly*).
- ◆ In some cases the root word needs modification before the suffix can be added, e.g. words ending in **y** and **e**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle A

This is a guide. Teachers use their professional judgment to make changes ensuring there is a balance of the words sent home to learn. This includes words from the relevant statutory word lists, common words, common errors and words children may come across in units of learning. Content can be copied and pasted to homework sheets and web posts.

Autumn 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Homophones Spelling rule: Homophones are words that sound the same but have different meanings and spellings. Use the meaning of the sentence to choose the correct spelling. This week's words: 1. there 2. their 3. they're 4. where 5. were 6. wear 7. hear 8. here 9. whose 10. who's Remember: Think about what the word means, not just how it sounds. For example: • Put it over there. • It is their book. • They're going home. • Can you use each word correctly in a sentence?	Using Knowledge of Suffixes to Generate New Words Spelling rule: A suffix is added to the end of a root word to create a new word. Think about the meaning of the root word and how the suffix changes it. This week's words: 1. helpful 2. careful 3. hopeful 4. fearless 5. quickly 6. slowly 7. happiness 8. kindness 9. enjoyment 10. agreement Remember: Root word + suffix = new word For example: • help + ful → helpful • quick + ly → quickly • happy + ness → happiness Can you identify the root word and suffix in each word?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. beginning — double up 2. happily — drop the y 3. writing — drop the e 4. different — double consonant 5. preferred — double up 6. their — homophone 7. careful — suffix 8. happiness — suffix 9. stopping — double up 10. they're — homophone Remember: Ask yourself.. • Do I need to double a consonant? • Does the y change to i? • Do I need to drop the e? • Is this a homophone? • What suffix has been added? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 3,4 Cycle A

Spring 1

Unit 1 Weeks 1 and 2

Adding suffixes: tion, cian
NLS Y5 T2 Objective 8

tion	cian
fiction	physician
fraction	optician
direction	magician
attention	politician
proportion	electrician
reduction	
mansion	
diction	

Notes

- ◆ **cian** – where words end in **c**; common in occupations.
- ◆ **tion** – the most common ending.
- ◆ **sion** – where the base word ends in **d/de** or **s/se** (e.g. *explode, confuse*).
- ◆ **ssion** – clear soft 'sh' sound.
- ◆ **ation** – long **a** is always followed by **tion**.
- ◆ **otion/ution/etion** – the base word usually contains the vowel, clearly pronounced.
- ◆ **ution** words are usually longer than three syllables; **usion** tends to be shorter.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

How words change when y is added
NLS Y3 T2 Objective 8 (2 of 2)

Typical words		Short word, short (rap) vowel		e words	
crisp	crispy	fun	funny	grease	greasy
smell	smelly	fur	furry	haze	hazy
cheek	cheeky	fat	fatty	laze	lazy
water	watery	run	runny	bone	bony
fuss	fussy	nut	nutty	smoke	smoky
full	fully	sun	sunny	stone	stony

Notes

- ◆ Most words just add **y**.
- ◆ Double the final consonant if it is preceded by a short (rap) vowel.
- ◆ Words ending in digraph **e** drop the **e** to add the **y**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Silent letters
NLS Y3 T2 Objective 10

List 1	List 2	List 3	List 4	List 5	List 6
knuckle	gnomes	write	rhyme	plumb	calf
knee	gnat	wrapper	rhubarb	dumb	half
knit	gnaw	wrong	wheat	numb	calm
knickers	gnu	wrist	whale	bomb	salmon
knob	gnash	wreck	when	tomb	chalk
knife	gnarled	wretch	whine	lamb	folk
knight		wrestle	rhino	thumb	yolk
knock		wrapper	honest	crumb	could
knot		wrinkle	chemist	debt	would
kneel		sword	whirl	doubt	should
know		answer			

Notes

- ◆ Silent **b** occurs after **m**, before **t**; silent **k** and silent **g** are found before **n**; silent **l** follows vowels **a**, **o** and **ou** – it produces a flat-sounding vowel; silent **w** often precedes **r**.
- ◆ The term 'silent letter' is perhaps misleading because **kn** is a digraph representing one phoneme in the same way that **th** or **es** do. Interestingly, however, most of the examples above have at some time in history been pronounced out loud, and have been silenced by fashion and language evolution. Changing pronunciation accounts for many unexpected aspects of the English spelling system.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Weekly Spelling Lists: Years 3,4 Cycle A

This is a guide. Teachers use their professional judgment to make changes ensuring there is a balance of the words sent home to learn. This includes words from the relevant statutory word lists, common words, common errors and words children may come across in units of learning. Content can be copied and pasted to homework sheets and web posts.

Spring 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Suffixes: '-tion', '-cian' Spelling rule: The /shun/ sound at the end of a word can be spelled in different ways. -tion is common, while -cian is often used for people whose job or role involves a particular skill. This week's words: 1. action 2. attention 3. education 4. information 5. invention 6. station 7. musician 8. electrician 9. magician 10. politician Remember: Listen carefully to the /shun/ sound and look at how it is spelled. • action • education • musician • electrician Can you spot whether the word ends in '-tion' or '-cian'?	How Words Change When 'Y' Is Added Spelling rule: Adding -y to the end of a word can change a noun into an adjective. Check carefully how the root word changes when -y is added. This week's words: 1. cloud → cloudy 2. rain → rainy 3. wind → windy 4. sun → sunny 5. noise → noisy 6. dirt → dirty 7. luck → lucky 8. health → healthy 9. mess → messy 10. sleep → sleepy Remember: Look carefully at the root word before adding -y. For example: • cloud + y → cloudy • noise + y → noisy • luck + y → lucky Can you identify the root word in each word?	Silent Letters Spelling strategy: Some words contain letters that we do not hear when we say the word. Look carefully for these silent letters. This week's words: 1. answer 2. build 3. caught 4. eight 5. island 6. knowledge 7. knee 8. learn 9. straight 10. though Remember: Don't always spell a word exactly as it sounds. For example: • answer • knowledge • knee • island Can you spot the silent letter in each word?

Weekly sequence of learning: Years 3,4 Cycle A

Spring 2

Unit 1 Weeks 1 and 2

Words with common roots from other languages
NLS Y4 T3 Objective 7

Words derived from other languages

from <i>dec</i> – ten decad decimal	from <i>annus</i> – year annual anniversary	from <i>manus</i> – hand manual manuscript
from <i>graphein</i> – write graph photograph	from <i>aqua</i> – water aquarium aqueduct	from <i>mort</i> – dead mortgage mortuary
from <i>mikros</i> – small microscope microlight	from <i>unus</i> – one unit union	from <i>roi</i> – king royal royalty
from <i>octo</i> – eight octagon octopus	from <i>insula</i> – island insulation peninsula	from <i>presse</i> – press express pressure
from <i>skopein</i> – to see telescope microscope	from <i>nun</i> – name noun announce	from <i>voix</i> – voice voice vocal
from <i>ge</i> – earth geology geography	from <i>specere</i> – to look spectator spectrum	from <i>bloc</i> – block blockage blockade
from <i>naus</i> – ship nausea nautical	from <i>dictare</i> – to say dictator dictionary	from <i>copie</i> – plenty copy photocopy

Notes

- ◆ Many roots are derived from other languages, Greek, Latin and French in particular. Investigation of these roots can make plain commonalities in spelling which phonology sometimes obscures (e.g. the link between *reign* and *sovereign*).
- ◆ See later objectives for further examples to stretch the able and interested.

Sphere-specific notes:

Make explicit reference to the three core spelling rules, if possible
Explicitly link to Latin learning

Unit 2 Weeks 3 and 4

Apostrophes for contractions
NLS Y3 T3 Objective 11

Typical words	Short word, short (rap) vowel	e words
crisp smell cheek water fuss full	crispy smelly cheeky watery fussy fully	fun funny fur furry fat fatty run runny nut nutty sun sunny
		grease greasy haze hazy laze lazy bone bony smoke smoky stone stony

Notes

- ◆ Most words just add **y**.
- ◆ Double the final consonant if it is preceded by a short (rap) vowel.
- ◆ Words ending in digraph **e** drop the **e** to add the **y**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate
eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules
See the statutory words lists to ensure coverage

Weekly Spelling Lists: Years 3,4 Cycle A

This is a guide. Teachers use their professional judgment to make changes ensuring there is a balance of the words sent home to learn. This includes words from the relevant statutory word lists, common words, common errors and words children may come across in units of learning. Content can be copied and pasted to homework sheets and web posts.

Spring 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Words with common roots from other languages Spelling rule/strategy: English has borrowed many words from other languages. Learning where a word comes from can help you understand its spelling and meaning. Many words we use today have roots in French, Latin and Greek. This week's words: 1. bicycle — Greek 2. telephone — Greek 3. photograph — Greek 4. history — Greek 5. centre — French 6. journey — French 7. government — French 8. important — Latin 9. special — Latin 10. natural — Latin Remember: Some common roots can help you understand words • bi- means <i>two</i>: <i>bicycle</i> • tele- means <i>far</i>: <i>telephone</i> • photo- means <i>light</i>: <i>photograph</i> • -graph means <i>writing or recording</i>: <i>photograph</i> Knowing a word's root and meaning can help you remember its spelling. Can you identify the language or root that each word comes from?	Apostrophes for Contractions Spelling rule: An apostrophe shows that letters have been left out when two words are shortened into one. This week's words: 1. can't 2. don't 3. didn't 4. couldn't 5. wouldn't 6. shouldn't 7. it's 8. they're 9. we're 10. I've Remember: The apostrophe shows where letters have been removed. For example: • cannot → can't • do not → don't • they are → they're Can you write the two original words for each contraction?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. information — '-tion' 2. musician — '-cian' 3. happily — suffix 4. knowledge — silent letter 5. island — silent letter 6. favourite — word origin 7. couldn't — contraction 8. they're — contraction/homophone 9. sunny — adding y 10. noisy — adding y Remember: Ask yourself... • What suffix has been added? • Can I hear all the letters? • Is there a silent letter? • Is this a contraction or homophone? • What has happened to the root word? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 3,4 Cycle A

Summer 1

Unit 1 Weeks 1 and 2

Its and it's

NLS Y4 T3 Objective 10

it's	its
------	-----

Notes

- ◆ *It's* = it is;
- ◆ *its* = belonging to it.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

This should be taught in context and tested in context (eg within a sentence)

Having only two words to learn means this can be explored in great depth

You might choose to spend one week on just it's and its and use the second week as a review / consolidate week

Unit 2 Weeks 3 and 4

Recognise and generate compound words

NLS Y3 T2 Objective 12

Useful base words	High-frequency words	Examples	Harder examples
sun	one	everyone	someone
time	woman	everybody	somebody
man	no	everything	something
play	any	nowhere	somewhere
mouth	some	no-one	
hand	where	nobody	
day	thing	nothing	
green	head	anywhere	
eye	every	anyone	
sand	out	anybody	
body	in	anything	
		churchyard	sideboard
		football	cupboard
		waistband	breakfast
		paintbrush	deadline
		upstairs	gunpowder
		bricklayer	windmill
		blackboard	bonfire
		weekend	dustbin
		earthworm	clockwise
		goalkeeper	grandmother
		playground	chambermaid

Notes

- ◆ Many compounds have historical roots to deduce or research (see final column).
- ◆ Compounds are two or three whole words that combine to make one.
- ◆ Compounds will most often be nouns.
- ◆ The spelling of the base words usually remains unchanged.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Regular verb endings: s, ed, ing

NLS Y4 T1 Objective 7

Typical of most words			Ending in consonant + y		
cooks	cooked	cooking	carries	carried	carrying
plays	played	playing	cries	cried	crying
invents	invented	inventing	marries	married	marrying
jumps	jumped	jumping	relies	relied	relying
looks	looked	looking	spies	spied	spying
shows	showed	showing	tries	tried	trying
works	worked	working	fries	fried	frying
Short vowels			Ending in hissing/buzzing sounds		
drags	dragged	dragging	touches	touched	touching
drops	dropped	dropping	washes	washed	washing
grabs	grabbed	grabbing	buzzes	buzzed	buzzing
hugs	hugged	hugging	hisses	hissed	hissing
shops	shopped	shopping	rushes	rushed	rushing
stops	stopped	stopping	fixes	fixed	fixing
Ending in e			fizzes	fizzed	fizzing
saves	saved	saving	wishes	wished	wishing
notes	noted	noting			
explores	explored	exploring			

Notes

- ◆ It is difficult to practise the future tense, not least because the future tense does not exist as such in English, but is formed in combination with other verbs (I will go, I am going to go).
- ◆ Most verbs simply add **s**, **ed** and **ing** to indicate tenses.
- ◆ When a single-syllable verb ends with a consonant preceded by a short vowel you double the final consonant when adding **ed** or **ing**.
- ◆ If a word ends in **e**, avoid the double **e** by dropping one as necessary.
- ◆ If a word ends in a consonant plus **y**, change **y** to **i** before adding **es** or **ed**, but to avoid creating a double **i**, keep the **y** in place for the adding of **ing**.
- ◆ If a word ends in a hissing or buzzing sound, add an **e** before the **s**. This makes it sayable, and helpfully creates an extra syllable.

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Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Weekly Spelling Lists: Years 3,4 Cycle A

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Summer 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
It's and Its Spelling rule: It's is a contraction of it is or it has. Its shows that something belongs to or is connected with something. This week's words: 1. it's raining 2. it's broken 3. it's been 4. its tail 5. its colour 6. its owner 7. it's important 8. its name 9. it's time 10. its shape Remember: Try replacing it's with it is or it has. • It's raining → It is raining ✓ • The dog wagged its tail → The dog wagged it is tail X Can you decide whether each example needs 'its' or 'it's'?	Recognise and Generate Compound Words Spelling strategy: A compound word is made by joining two words together to create a new word. This week's words: 1. football 2. playground 3. classroom 4. sunlight 5. raincoat 6. newspaper 7. blackberry 8. something 9. understand 10. birthday Remember: Look for the two smaller words inside the compound word. For example: • foot + ball → football • play + ground → playground • news + paper → newspaper Can you find the two words inside each compound word?	Regular Verb Endings: -s, -ed, -ing Spelling rule: Regular verbs change their endings to show tense or who is doing the action. Check the spelling of the root word when adding -s, -ed or -ing. This week's words: 1. walks 2. walked 3. walking 4. jumps 5. jumped 6. jumping 7. carries 8. carried 9. carries 10. carrying Remember: Check the root word before adding the ending. For example: • walk → walks • walk → walked • walk → walking • carry → carries • carry → carried Can you explain how the verb has changed?

Weekly sequence of learning: Years 3,4 Cycle A

Summer 2

Unit 1 Weeks 1 and 2

Irregular tense changes

NLS Y4 T1 Objective 8

blow	blew	think	thought	eat	ate
grow	grew	fight	fought	can	could
throw	threw	buy	bought	go	went
know	knew	take	took	is	was
sing	sang	shake	shook	are	were
ring	rang	wear	wore	have	had
drink	drank	tear	tore	does	did
begin	began	tell	told	get	got
feed	fed	sell	sold	hear	heard
meet	met	rise	rose	make	made
creep	crept	write	wrote	sit	sat
keep	kept	ride	rode	shoot	shot
sleep	slept	drive	drove	teach	taught
sweep	swept	speak	spoke	catch	caught
weep	wept	break	broke	bite	bit
find	found	give	gave	hide	hid
wind	wound	see	saw	send	sent
swim	swam	dig	dug	spend	spent
run	ran	slide	slid	bend	bent

Notes

- ◆ These irregular plural forms are survivals from Old English in which change of medial vowel was widely used to indicate change of tense. They are called 'strong' verbs in some textbooks.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

This should be taught in context and tested in context (eg within a sentence)

Having only two words to learn means this can be explored in great depth

You might choose to spend one week on just it's and its and use the second week as a review / consolidate week

Unit 2 Weeks 3 and 4

Explore 'v' and 'k' within words

NLS Y4 T3 Objective 5 (1 of 2)

v			k		
Beginning	Middle	End	Beginning	Middle	End
van	river	none	kick	broken	back
vase	novel		kill	shaken	dock
value	saved		keen	taken	kick
valley	wives		keep	tickle	trick
variety	caves		kept	pickle	work
vegetable	diver		kennel	choking	pork
verb	favour		kettle	stoked	tank
vein	given		kestrel	token	sink
veal	hover		kiss	crackle	wink
village	prevent		kit	stricken	walk
visit	liver		king	chuckle	talk
visa	savage		kerb	wrinkle	milk
visible	invent		kitten	ankle	lurk

Notes

- ◆ **v** – no words end in **v**, except colloquials, e.g. *gov*, *spiv*.
- ◆ **k** – often preceded by **l**, **r**, **n** and **c** at the ends of words – *wok* and *yak* are exceptional because the **k** is preceded by a vowel.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Weekly Spelling Lists: Years 3,4 Cycle A

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Summer 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Irregular Tense Changes Spelling rule: Some verbs do not follow the usual -ed pattern when we change them into the past tense. These are called irregular verbs and their spellings need to be learned. This week's words 1. go → went 2. come → came 3. begin → began 4. break → broke 5. choose → chose 6. draw → drew 7. drink → drank 8. drive → drove 9. know → knew 10. write → wrote Remember: Irregular verbs change their spelling rather than simply adding -ed. For example: • go → went • break → broke • know → knew Can you write each verb in both its present and past tense?	Explore 'V' and 'K' Within Words Spelling strategy: The letters v and k can appear in different positions and combinations within words. Look carefully at the spelling rather than relying only on the sound. This week's words: 1. adventure 2. average 3. every 4. evening 5. knowledge 6. kitchen 7. knock 8. knife 9. sketch 10. school Remember: Look carefully at where the v and k appear in each word. For example: • adventure • every • knowledge • knife Can you spot the different ways 'v' and 'k' are used?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. beginning — double up 2. happily — drop the y 3. receive — 'i' before e 4. information — '-tion' 5. knowledge — silent letter 6. it's — contraction 7. football — compound word 8. carried — verb/suffix 9. went — irregular tense 10. adventure — v pattern Remember: Don't just look at the whole word. Ask yourself... • What rule could help me? • Is there a suffix or prefix? • Is there a silent letter? • Is there a smaller word inside it? • Does the word follow a familiar pattern? • Is it a word I simply need to remember? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 3,4 Cycle B

Autumn 1

Unit 1 Weeks 1 and 2

3 main spelling rules

Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'

stealthily crazier *funniest*

**drop the 'y'
for an 'i'**

beautiful replied cities

comma bubble *funny*

**double up for
short vowel sounds**

accommodation dinner *hopping*

calculating joking dancing

**drop the 'e'
for 'ing'**

accommodating dining *hoping*

Sphere-specific notes:

Display each core spelling rule

Note that there are some exceptions but each rule is >95% accurate

Unit 2 Weeks 3 and 4

Two syllable words containing double consonants

NLS Y4 T1 Objective 5

Contrasting words					
diner	dinner	writing	written	hoping	hopping
biter	bitter	taping	tapping	super	supper
coma	comma	pole	pollen	lady	laddy
Thematic words					
<i>Adjectives</i>	happy	messy	silly	jolly	funny
<i>Animals</i>	rabbit	puppy	kitten	otter	hippo
<i>Verbs</i>	grabbed	messed	kissed	bossed	fussed
<i>Cooking</i>	batter	butter	pepper	carrot	coffee
<i>Garden</i>	apple	willow	holly	cherry	berry
High-frequency words					
common	rotten	letter	tennis	better	happy
follow	sudden	stopped	swimming	penny	mummy
daddy	puppy	dinner	shopping	getting	silly
pillow	swallow	carry	summer	butter	cotton
funny	running	happy	sorry	written	kettle

Notes

- ◆ Double the letter after a short (rap) vowel in the middle of words.
- ◆ No words use **hh, jj, kk, qq, vv, ww, xx**.
- ◆ Some imported words use **cc** (*broccoli, cappuccino*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Note that there are some exceptions but each rule is >95% accurate

Teach explicitly how doubling up changes the meaning of the word and the sounds of the vowel (eg diner vs dinner, hoped vs hopped)

Explicitly teach, and practise counting, syllables – it's one of the most effective spelling strategies

Unit 2 Weeks 5 and 6

Drop the 'y' for an 'i'

NLS Y5 T3 Objective 5

Adjectives					
happy	happiness	happier	happiest	happily	
pretty	prettiness	prettier	prettiest	prettily	
lazy	laziness	lazier	laziest	lazily	
hungry	hungriness	hungrier	hungriest	hungrily	
windy	windiness	windier	windiest	windily	
ready	readiness	readier	readiest	readily	
heavy	heaviness	heavier	heaviest	heavily	
empty	emptiness	emptier	emptiest	emptily	
Verbs					
supply	supplying	supplied	suppliant	supplier	
carry	carrying	carried	carrier	carriage	
marry	marrying	married	marriage		
try	trying	tried	trial		
ally	allying	allied	alliance		
vary	varying	varied	variety	variation	variable
reply	replying	replied	replicate	replication	replica

Notes

- ◆ **y** changes to **i** when you add the suffixes **ness, er, est, ed, ly**.
- ◆ An important exception is adding **ing** – it would be very odd to have a word containing a double **i**, and difficult to say.
- ◆ No other final letter changes when adding a suffix (though letters can double).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Note that there are some exceptions but each rule is >95% accurate

Make sure children know and understand what a suffix is

Weekly Spelling Lists: Years 3,4 Cycle B

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Autumn 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Three Main Spelling Rules Spelling rules: When adding a suffix, remember these three important spelling rules: • Double up after a short vowel sound. • Drop the y and change it to i. • Drop the e before adding -ing. This week's words: 1. beginning — double up 2. forgetting — double up 3. preferred — double up 4. happily — drop the y 5. happier — drop the y 6. carried — drop the y 7. making — drop the e 8. having — drop the e 9. writing — drop the e 10. believing — drop the e Remember Double up: short vowel + one consonant → double the consonant <i>run → running</i> Drop the y for an i: y → i before adding the suffix <i>happy → happier</i> Drop the e for ing: drop the final e before adding -ing <i>write → writing</i> Can you explain which rule has been used in each word?	Two-Syllable Words Containing Double Consonants Spelling rule: Some two-syllable words contain double consonants. Look carefully at the middle of the word and listen for the short vowel sound. This week's words: 1. address 2. different 3. difficult 4. opposite 5. possible 6. suppose 7. occasion 8. occasionally 9. appear 10. disappear Remember: Look carefully for the double consonant in the middle of the word. For example: • different • opposite • possible • occasion Can you spot the double consonant in each word?	Drop the 'Y' for an 'I' Spelling rule: When a word ends in y, we often change the y to i before adding a suffix. This week's words: 1. happily 2. happier 3. happiest 4. easily 5. easier 6. carried 7. worried 8. copied 9. tried 10. cried Remember: y → i before adding the suffix For example: • happy → happily • carry → carried • easy → easily Can you spot where the y has changed to an i?

Weekly sequence of learning: Years 3,4 Cycle B

Autumn 2

Unit 1 Weeks 1 and 2

Homophones

NLS Y4 T1 Objective 6

were	where	we're	you	yew	ewe
their	they're	there	too	two	to

be	bee	see	sea	heard	herd
new	knew	no	know	might	mite
right	write	morning	mourning	place	plaice
through	threw	great	grate	eyes	ice
hole	whole	l	eye	for	four
are	our	in	inn	of	have

Sphere-specific notes:

Teach the meaning of the word 'homophone'.

Homo = same (Greek origin)

Phone = sounds (Greek origin)

Homophones are best taught in context where the meaning is distinguishable

Words must be 'tested' in context

Analogy within family groups is helpful (eg our, your; here, where, there)

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

The spelling pattern 'le'

NLS Y3 T1 Objective 9

ckle	able	Double letter + le		cle	dle
chuckle	able	middle	ripple	uncle	candle
prickle	table	giggle	nettle	article	handle
tickle	vegetable	guzzle	bottle	cycle	needle
cackle	fable	toggle	muddle	icicle	noodle
trickle	cable	kettle	hobble	obstacle	poodle
pickle	reliable	cattle	puddle	miracle	bundle
	probable	stubble	cuddle	circle	
		little	wriggle	particle	
		bubble	rubble	cubicle	
		apple	nozzle	bicycle	
		ripple	sizzle		
		saddle	wobble		
		paddle	fiddle		

ble	ible	ple
double	sensible	example
trouble	responsible	dimple
bible	possible	simple
fable	horrible	crumple
humble	terrible	ample
tumble		sample
grumble		
rumble		

Notes

- ◆ **le** is much more common than **el** or **al**.
- ◆ It is easy to distinguish between **cel** and **cle** because the **c** is always soft in the former and hard in the latter. (Compare *parcel* and *particle*).
- ◆ The vast majority of **le** endings are preceded by letters which feature an ascender or descender.
- ◆ **al** words include *pedal, metal, cannibal, medal, petal*, and the **al** suffix appears in words like *medical* and *magical*.
- ◆ **el** was originally a suffix meaning *small*. Examples include *satchel, label, model, angel, parcel, quarrel, cancel, excel, channel, funnel* and *tunnel*.
- ◆ There are a huge number of other **le** words which are part of a split digraph, e.g. *sale, tale, whole, mile*, etc. These have been excluded from the list. This particular **le** ending does not produce an extra syllable in the way it does in the list above.

Sphere-specific notes:

Concentrate on the 'le' ending and not the difference between 'ible' and 'able' – this is a different unit

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle B

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Autumn 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Homophones Spelling rule: Homophones are words that sound the same but have different meanings and spellings. Use the meaning of the sentence to choose the correct spelling. This week's words: 1. there 2. their 3. they're 4. where 5. were 6. wear 7. here 8. hear 9. your 10. you're Remember: Think about what the word means, not just how it sounds. For example: • Put it over there. • It is their book. • They're going home. Can you use each word correctly in a sentence?	The Spelling Pattern 'le' Spelling rule: Many words end with the spelling pattern -le, often making an /əl/ sound. This week's words: 1. little 2. middle 3. possible 4. people 5. example 6. exercise 7. circle 8. complete 9. noticeable 10. comfortable Remember: Listen for the /əl/ sound at the end of the word and look carefully at how it is spelled. For example: • little • middle • possible • example Can you spot the 'le' pattern in each word?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. beginning — double up 2. preferred — double up 3. happily — drop the y 4. carried — drop the y 5. there — homophone 6. their — homophone 7. possible — 'le' 8. people — 'le' 9. weather — homophone 10. whether — homophone Remember: Don't just look at the whole word. Ask yourself: • Do I need to double a consonant? • Does the y change to i? • Is this a homophone? What does it mean? • Does the word end with the 'le' pattern? • What do I need to remember about this particular word? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 3,4 Cycle B

Spring 1

Unit 1 Weeks 1 and 2

Adding prefixes: un, de, dis, re, pre
NLS Y3 T1 Objective 10

un	de	dis	re	pre
unable	demist	dishearten	rebound	precaution
unwell	deform	dislike	rebuild	predict
unhappy	decamp	dislodge	recycle	previous
untidy	decode	disown	recall	premature
untrained	defuse	displease	refill	preface
unlucky	deflate	disqualify	reform	prefix
unpopular	debug	disappoint	retreat	prepare
unpick	de-ice	disagree	recede	
unseen	decompose	disappear	return	
unusual		disconnect	replace	
undo		dishonest	revisit	
untie		disinfect	replay	
unzip		disembark	rewrite	
unofficial		disobey	repay	

Notes

- ◆ The word *prefix* has the prefix **pre**, and can help in your definition.
- ◆ **un** means 'not'; **de** means 'making the opposite of'; **dis** means 'not', 'the opposite of'; **re** means 'again'; **pre** means 'before'.
- ◆ A hyphen sometimes appears between the prefix and the word, e.g. *de-ice*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Using knowledge of prefixes to generate new words from root words
NLS Y3 T1 Objective 11

un	dis	others
well	unwell	appear
tidy	untidy	disappear
usual	unusual	arm
certain	uncertain	disarm
friendly	unfriendly	agree
do	undo	disagree
able	unable	approve
selfish	unselfish	disapprove
seen	unseen	connect
kind	unkind	disconnect
pleasant	unpleasant	honest
popular	unpopular	dishonest
army	armies	compose
berry	berries	decompose
jelly	jellies	place
boy	boys	misplace
ray	rays	behave
delay	delays	misbehave
		possible
		impossible
		probable
		improbable
		regular
		irregular
		legal
		illegal
		sensitive
		insensitive
		visible
		invisible
		convenient
		inconvenient

Notes

- ◆ Just add the prefix – a no-nonsense rule. This accounts for the double **n** in *unnecessary* and the double **s** in *dissatisfied*.
- ◆ Useful for handwriting practice.
- ◆ Stressing the meaning of prefixes is a support for spelling and vocabulary.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Basic rules for changing the spelling of nouns when s is added
NLS Y3 T2 Objective 9

Words as starting points for investigation					
ash	ashes	box	boxes	brush	brushes
bush	bushes	church	churches	dish	dishes
glass	glasses	inch	inches	kiss	kisses
inch	inches	sandwich	sandwiches	tax	taxes
watch	watches	fox	foxes	witch	witches
game	games	rope	ropes	shoe	shoes
table	tables	time	times	tune	tunes
pen	pens	bean	beans	tick	ticks
cup	cups	pocket	pockets	school	schools
pond	ponds	window	windows	lip	lips
book	books	desk	desks	clasp	clasps
army	armies	party	parties	baby	babies
berry	berries	city	cities	fly	flies
jelly	jellies	penny	pennies	puppy	puppies
boy	boys	toy	toys	key	keys
ray	rays	display	displays	monkey	monkeys
delay	delays	day	days	donkey	donkeys

Notes

- ◆ Most words add **s**.
- ◆ Add **es** if the word ends in a hissing/buzzing/shushing sound. Another way to remember this is to add **es** if you can hear an extra syllable when you make it plural. (The **e** is added to make the plural easier on the tongue, putting a buffer between too many **s** sounds.)
- ◆ Words ending in **e** – just add **s**.
- ◆ Words ending in **y** – add **s** if the final letter is preceded by a vowel. If not, change the **y** to **i** and add **es**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle B

This is a guide. Teachers use their professional judgment to make changes ensuring there is a balance of the words sent home to learn. This includes words from the relevant statutory word lists, common words, common errors and words children may come across in units of learning. Content can be copied and pasted to homework sheets and web posts.

Spring 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Prefixes: un, de, dis, re, pre Spelling rule: A prefix is added to the beginning of a root word to make a new word. The spelling of the root word usually stays the same. This week's words 1. unusual 2. unfortunately 3. disappear 4. disobey 5. disagree 6. reappear 7. rebuild 8. remember 9. recently 10. perhaps Remember: Look for the prefix at the beginning of the word. For example: • un + usual → unusual • dis + appear → disappear • re + build → rebuild • Can you identify the prefix and the root word?	Using Prefixes to Generate New Words Spelling rule: Adding a prefix to a root word can change its meaning and create a new word. This week's words: 1. unhappy 2. unhelpful 3. unusual 4. disagree 5. disappear 6. disobey 7. reappear 8. rebuild 9. rewrite 10. reconsider Remember: Find the root word first, then identify the prefix. For example: • disagree → dis + agree • rebuild → re + build • unhappy → un + happy Can you think of another word using each prefix?	Changing Nouns When 'S' Is Added Spelling rule: Most nouns make a plural by adding -s, but some words need -es, while words ending in a consonant + y change to -ies. This week's words: 1. answers 2. groups 3. houses 4. pieces 5. addresses 6. buses 7. boxes 8. families 9. stories 10. countries Remember: Check the ending of the word before adding the plural ending. • group → groups • box → boxes • family → families Can you explain why each word has been changed in that way?

Weekly sequence of learning: Years 3,4 Cycle B

Spring 2

Unit 1 Weeks 1 and 2

Prefixes taken from other languages

NLS Y5 T1 Objective 6

auto	circum	bi	tele	trans
autograph	circumference	biceps	telephone	transmit
autopsy	circumnavigate	bisect	telegraph	transfer
automaton	circumstance	bicycle	telescope	transport
autobiography	circumvent	bifocals	television	transparent
automobile	circulate	bilingual	telepathy	translate
automatic	circus	biplane	telephoto	transatlantic
	circle		Tele Tubbies	transplant
	circular			

Notes

- ◆ **auto** means 'self'; **circum** means 'round', 'about'; **bi** means 'two' or 'twice'; **tele** means 'distant'; **trans** means 'across'.
- ◆ Use multicultural opportunities, drawing on other languages in the classroom.

Sphere-specific notes:

Make explicit reference to the three core spelling rules, if possible

Explicitly link to Latin learning

Unit 2 Weeks 3 and 4

Investigate the common rule 'l' before 'e' except after 'c' when the sound is 'ee'

NLS Y5 T3 Objective 5 (3 of 3)

ie			cei	ei (long a)	ei (other)
lie	chief	shield	ceiling	vein	weird
die	handkerchief	shriek	receive	rein	protein
pie	pierce	yield	receipt	reign	their
tie	field	niece	deceit	veil	either
thief	priest	relief	perceive	weigh	neither
belief	fierce	pier	conceit	freight	height
grief	mischief	patient		eight	heir
brief	quiet	view		neighbour	
piece	friend	ancient		sovereign	
review	medieval	glacier		foreign	
fiery	obedient	science			

Notes

- ◆ Most words use **ie**.
- ◆ **ie** is the only word-ending.
- ◆ **ei** is the only word-beginning.
- ◆ **c** is usually followed by **ei** (*science, glacier and ancient* are troublesome exceptions).
- ◆ The long **a** sound generally indicates **ei**. Note that the long **a** pronunciation has drifted a little over time, and is also influenced by accent.
- ◆ Other common **ei** words (see chart, final column) are best memorised by exception.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle B

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Spring 2

Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Prefixes taken from other languages Spelling rule/strategy: Some prefixes used in English come from Greek and Latin. Learning what a prefix means can help you understand, spell and create new words. This week's words: 1. autograph — auto- = self 2. automatic — auto- = self 3. circumnavigate — circum- = around 4. circumference — circum- = around 5. bicycle — bi- = two 6. bilingual — bi- = two 7. telephone — tele- = far 8. television — tele- = far 9. transport — trans- = across 10. transparent — trans- = across Remember: Learn the meaning of each prefix • auto- = self → <i>automatic, autograph</i> • circum- = around → <i>circumnavigate, circumference</i> • bi- = two → <i>bicycle, bilingual</i> • tele- = far → <i>telephone, television</i> • trans- = across → <i>transport, transparent</i> Can you identify the prefix, explain what it means and find another word containing it?	'I' Before 'E' Except After 'C' Spelling rule: A useful spelling rule is 'i' before 'e', except after 'c', when the sound is /ee/. This week's words: 1. believe 2. piece 3. field 4. chief 5. brief 6. thief 7. receive 8. deceive 9. ceiling 10. receipt Remember: 'i' before 'e': • believe • piece • chief • thief Except after 'c': • receive • deceive • ceiling • receipt Can you spot whether the 'i' comes before or after the 'e'?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. special — Latin etc. 2. important — Latin etc. 3. believe — 'i' before 'e' 4. receive — except after 'c' 5. unusual — adding a prefix 6. disappear — adding a prefix 7. rewrite — using prefixes to make a new word 8. preview — using prefixes to make a new word 9. families — changing a noun when 's' is added 10. addresses — changing a noun when 's' is added Remember: Don't just look at the whole word. Ask yourself: • Is there a word root or spelling pattern I recognise? • Does 'i' come before 'e', or is it after 'c'? • Is there a prefix at the beginning of the word? • What new word has the prefix helped me create? • How does the noun change when I make it plural? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 3,4 Cycle B

Summer 1

Unit 1 Weeks 1 and 2

Identify short words within longer words to aid spelling
NLS Y3 T3 Objective 8

Another	Something	Whatever	Father
a an no not other the he her	so some me met thin in thing	what hat hate at ate eve ever	fat at the her
Mother	Pretending	Constable	High-frequency words
moth other the he her	ten tend end ending tending din in	con on stable table stab tab able	that them then when want what where your friend

Notes

- ◆ Recognising words within words develops visual spelling strategies. It is important therefore that the words discovered have their letters appearing consecutively in the original word.
- ◆ Sometimes the words within words are roots which preserve their original meaning, e.g. *grand + mother*. Sometimes they are incidental.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Adding prefixes: mis, non, ex, co, anti
NLS Y3 T3 Objective 9

mis	non	ex	co	anti
misbehave miscalculate misplace miscount misdeal misfire misfortune mishear misinform misread mistake	non-stick non-stop non-smoker non-violent non-starter nonsense non-fiction non-drip	exit extend explode excursion exchange export exclaim external expel exterior exile	co-education coincidence co-operate co-star co-writer	antidote antibiotic antifreeze antiseptic anti-clockwise

Notes

- ◆ **mis** means 'wrong', 'false'; **non** means 'not', 'opposite of'; **ex** means 'out' or 'outside of'; **co** means 'joint', 'together'; **anti** means 'against'; **col/l, comm, corr** are based on **co** and have the same meaning.
- ◆ New hyphenated words are appearing all the time, especially in advertising.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Using knowledge of prefixes to generate new words from root words
NLS Y3 T3 Objective 10

Prefixes and meanings		More prefixes and meanings		Roots to work with	
re	again	pre	before	cool	sleep
de	undo	non	not	face	awaken
anti	against	inter	between	make	act
bi	two	ex	out of	dead	live
contra	against	un	not	grow	marine
in	not	sub	under	place	visit
ab	away from	mis	wrong	clean	write

Notes

- ◆ Remembering prefixes and their meanings helps both spelling and vocabulary.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle B

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Summer 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Identify Short Words Within Longer Words to Aid Spelling Spelling strategy: Sometimes a difficult word contains a shorter word that you already know. Finding it can help you remember how to spell the whole word. This week's words: 1. believe 2. business 3. calendar 4. different 5. important 6. interest 7. knowledge 8. remember 9. separate 10. straight Remember: Look inside a tricky word for a smaller word or familiar part. For example: • believe • business • calendar • remember Can you find a shorter word hiding inside each one?	Adding Prefixes: mis, non, ex, co, anti Spelling rule: Adding a prefix to the beginning of a root word creates a new word with a different meaning. This week's words: 1. misunderstand 2. misbehave 3. misplace 4. mislead 5. non-fiction 6. non-stop 7. ex-boyfriend 8. ex-president 9. co-operate 10. anti-clockwise Remember: Look carefully at the prefix and the root word. For example: • mis + understand → misunderstand • non + fiction → non-fiction • co + operate → co-operate Can you explain what each prefix means?	Using Prefixes to Generate New Words Spelling rule: Prefixes can be added to root words to create new words. Think about the meaning of the prefix to help you choose the right word. This week's words: 1. misunderstand 2. mislead 3. misbehave 4. non-fiction 5. non-stop 6. ex-president 7. co-operate 8. co-worker 9. anti-social 10. anti-clockwise Remember: Prefix + root word = new word For example: • mis + lead → mislead • non + fiction → non-fiction • anti + social → anti-social Can you generate three new words using one of these prefixes?

Weekly sequence of learning: Years 3,4 Cycle B

Summer 2

Unit 1 Weeks 1 and 2

Adding suffixes: ful, ly, ive
NLS Y4 T3 Objective 8

ful	ly	ive	tion	ic	ist
hopeful	quickly	explosive	correction	horrific	extremist
hurtful	secretively	corrosive	construction	photographic	machinist
wishful	thickly	expensive	production	terrific	violinist
beautiful	jokingly	relative	variation	allergic	artist
careful	strangely	narrative	resurrection	comic	balloonist
merciful	speedily	active	creation	energetic	instrumentalist
wonderful	normally	decorative	pollination	scientific	specialist
painful	wholly	furtive	examination	manic	novelist
thankful	curiously	massive	education	acidic	stockist

Notes

- ◆ **ful, ly** and **tion** are consonant suffixes. Generally, these consonant suffixes can be added without alteration to the base word, except for words ending in **y** which change to **i**. There are a few exceptions, e.g. *wholly*. Words ending in **t** drop the **t** before adding **tion**, e.g. *construction*. The underlying principle is to avoid an impossible glut of sounds in the mouth.
- ◆ **ive, ic** and **ist** are vowel suffixes. Before adding one of these vowel suffixes you must drop a final **e** or **y**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Common plurals: s, es, ies
NLS Y5 T1 Objective 5 (1 of 2)

Typical words		Hissing and buzzing words		Consonant + y words	
dog	dogs	hiss	hisses	city	cities
house	houses	bus	buses	try	tries
meal	meals	church	churches	lorry	lorries
balloon	balloons	dish	dishes	worry	worries
sister	sisters	lunch	lunches	cry	cries
school	schools	fox	foxes	baby	babies
day	days	box	boxes	party	parties
word	words	watch	watches	puppies	puppies
boy	boys	fish	fishes	lolly	lollies
girl	girls	patch	patches	jelly	jellies

Notes

- ◆ Most nouns add **s** in the plural.
- ◆ Nouns ending in hissing, buzzing or shushing sounds (**s/x/ch/sh**) add **es** in the plural. This adds a syllable and makes it easier to say.
- ◆ Nouns ending in consonant + **y** change **y** to **i** and add **es**. Compare nouns ending in vowel + **y** which simply add **s**.
- ◆ Several nouns ending in **o** add **es** in the plural. These tend to be older words, e.g. *potatoes*. Newer words like *patio* and *radio* add **s** in the plural.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate
eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 3,4 Cycle B

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Summer 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Suffixes: -ful, -ly, -ive Spelling rule: A suffix is added to the end of a root word to create a new word. Take care to check whether the spelling of the root word changes. This week's words: 1. beautiful 2. careful 3. helpful 4. useful 5. powerful 6. carefully 7. usually 8. finally 9. active 10. creative Remember: Look at the root word and the suffix. For example: • care + ful → careful • care + ful + ly → carefully • create + ive → creative Can you identify the root word and suffix in each word?	Common Plurals: -s, -es, -ies Spelling rule: Most words form their plural by adding -s. Some need -es, while words ending in a consonant + y usually change the y to i and add -es. This week's words: 1. answers 2. groups 3. friends 4. houses 5. addresses 6. buses 7. boxes 8. babies 9. families 10. countries Remember: Check how the word ends before making it plural. • answer → answers • bus → buses • baby → babies Can you explain which plural rule each word follows?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. beginning 2. beautiful 3. different 4. disappear 5. knowledge 6. couldn't 7. families 8. misunderstand 9. separate 10. straight Remember: Don't just look at the whole word. Ask yourself... • What rule could help me? • Is there a prefix or suffix? • Is there a shorter word inside it? • Is there a spelling pattern I recognise? • What do I need to remember about this particular word? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 5,6 Cycle A

Autumn 1

Unit 1 Weeks 1 and 2

3 main spelling rules

Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'

stealthily crazier *funniest*

**drop the 'y'
for an 'i'**

beautiful replied *cities*

comma bubble *funny*

**double up for
short vowel sounds**

accommodation dinner *hopping*

calculating joking *dancing*

**drop the 'e'
for 'ing'**

accommodating dining *hoping*

Sphere-specific notes:

Display each core spelling rule

Note that there are some exceptions but each rule is >95% accurate

Unit 2 Weeks 3 and 4

Two syllable words containing double consonants

NLS Y4 T1 Objective 5

Contrasting words					
diner	dinner	writing	written	hoping	hopping
biter	bitter	taping	tapping	super	supper
coma	comma	pole	pollen	lady	laddy
Thematic words					
<i>Adjectives</i>	happy	messy	silly	jolly	funny
<i>Animals</i>	rabbit	puppy	kitten	otter	hippo
<i>Verbs</i>	grabbed	messed	kissed	bossed	fussed
<i>Cooking</i>	batter	butter	pepper	carrot	coffee
<i>Garden</i>	apple	willow	holly	cherry	berry
High-frequency words					
common	rotten	letter	tennis	better	happy
follow	sudden	stopped	swimming	penny	mummy
daddy	puppy	dinner	shopping	getting	silly
pillow	swallow	carry	summer	butter	cotton
funny	running	happy	sorry	written	kettle

Notes

- ◆ Double the letter after a short (rap) vowel in the middle of words.
- ◆ No words use **hh, jj, kk, qq, vv, ww, xx**.
- ◆ Some imported words use **cc** (*broccoli, cappuccino*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Note that there are some exceptions but each rule is >95% accurate

Teach explicitly how doubling up changes the meaning of the word and the sounds of the vowel (eg diner vs dinner, hoped vs hopped)

Explicitly teach, and practise counting, syllables – it's one of the most effective spelling strategies

Unit 2 Weeks 5 and 6

Adding prefixes: in, im, ir, il

NLS Y5 T3 Objective 7

in	im	ir	il
inactive	immature	irregular	illegal
indecent	immobile	irrational	illiterate
incapable	impractical	irresponsible	illegible
inconvenient	impossible	irresistible	
inattentive	improbable		
incredible	improper		
inverted	impatient		
inaccurate	impolite		

Notes

- ◆ **in** means 'not'.
- ◆ **ir** means 'not' – add to the beginning of words beginning with **r**, thus producing double **r**. Note several exceptions, however, e.g. *unreasonable*.
- ◆ **il** means 'not' – add to beginning of words beginning with **l**, thus producing double **l**. Note several exceptions, however, e.g. *dislike, unload*.
- ◆ **im** means 'not' – add to the beginning of words beginning with **m** and **p**. Note several exceptions, however, e.g. *unmade, displease*.
- ◆ **sus** – a version of **sub** meaning 'under', but the meaning has drifted from being 'under the spotlight' in *suspect* to being 'held up' in *suspend*.
- ◆ **pro** means 'ahead'.
- ◆ Note the double letters created when the prefix is added to words beginning with the same letter.
- ◆ Words containing the letter string conform to the rules even though they lack the root meaning, e.g. *illuminate, illustrate, irritate, irrigate*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage
Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle A

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Autumn 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Three Main Spelling Rules Spelling rules: When adding a suffix, remember these three important spelling rules: • Double up after a short vowel sound. • Drop the y and change it to i. • Drop the e before adding -ing. This week's words: 1. beginning — double up 2. occurring — double up 3. committed — double up 4. copied — drop the y 5. happiest — drop the y 6. replied — drop the y 7. achieving — drop the e 8. developing — drop the e 9. improving — drop the e 10. believing — drop the e Remember Double up: short vowel + one consonant → double the consonant <i>occur → occurring</i> Drop the y: y → i before adding -ed, -er or -est <i>copy → copied</i> Drop the e: drop the final e before adding -ing <i>achieve → achieving</i> Can you explain which rule has been used in each word?	Two-Syllable Words with Double Consonants Spelling rule: Some two-syllable words contain double consonants. Look carefully at the middle of the word and listen for the short vowel sound. This week's words: 1. accommodate 2. aggressive 3. embarrass 4. exaggerate 5. immediate 6. necessary 7. opportunity 8. programme 9. recommend 10. success Remember Look carefully for the double consonant in the middle of the word. For example: • accommodate • aggressive • embarrass • success Can you spot the double consonant in each word?	How the Spelling of Verbs Alters When '-ing' Is Added Spelling rule: When adding -ing to a verb, the spelling of the word may change. You may need to double the final consonant, drop the final e, or make another spelling change. This week's words: 1. begin → beginning 2. refer → referring 3. occur → occurring 4. prefer → preferring 5. commit → committing 6. write → writing 7. notice → noticing 8. believe → believing 9. carry → carrying 10. travel → travelling Remember Double the consonant after a short vowel sound: • begin → beginning • refer → referring • commit → committing Drop the final e: • write → writing • notice → noticing • believe → believing Don't change the y: • carry → carrying Can you explain what has happened to the spelling of each verb?

Weekly sequence of learning: Years 5,6 Cycle A

Autumn 2

Unit 1 Weeks 1 and 2

Homophones

NLS Y4 T1 Objective 6

were	where	we're	you	yew	ewe
their	they're	there	too	two	to

be	bee	see	sea	heard	herd
new	knew	no	know	might	mite
right	write	morning	mourning	place	plaice
through	threw	great	grate	eyes	ice
hole	whole	l	eye	for	four
are	our	in	inn	of	have

Sphere-specific notes:

Teach the meaning of the word 'homophone'.

Homo = same (Greek origin)

Phone = sounds (Greek origin)

Homophones are best taught in context where the meaning is distinguishable

Words must be 'tested' in context

Analogy within family groups is helpful (eg our, your; here, where, there)

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Homonyms

NLS Y3 T3 Objective 14

Homonyms					Contrasting sounds
age	crane	letter	leaves	watch	bow
fit	club	spot	flat	dear	tear
train	bank	grate	table	jam	row
fat	light	snap	safe	arms	wind
rose	pop	warm	plain	wave	lead
form	tug	lead	plane	last	wound
ring	stand	race	float	bat	sow
sound	book	gum	foot	yard	read

Notes

- ◆ Homonyms lend themselves to the discussion of grammar, e.g. their relationship to other words in a sentence shows whether they are a verb, a noun or an adjective.

Sphere-specific notes:

Teach the meaning of the word 'homophone'.

Homo = same (Greek origin)

Nym = name (Greek origin – this is not, technically, accurate but it's widely accepted and feels age-appropriate)

Homonyms are best taught in context where the meaning is distinguishable

Words must be 'tested' in context

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle A

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Autumn 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Homophones Spelling rule: Homophones are words that sound the same but have different meanings and spellings. Use the meaning of the sentence to choose the correct spelling. This week's words: 1. affect 2. effect 3. advice 4. advise 5. practice 6. practise 7. principal 8. principle 9. stationary 10. stationery Remember: Think about what the word means, not just how it sounds. For example: • The weather can affect your mood. • The effect was surprising. • The headteacher is the principal. • A rule or belief is a principle. Can you use each word correctly in a sentence?	Homonyms Spelling rule: Homonyms are words that have the same spelling and pronunciation but different meanings. Use the context of the sentence to understand which meaning is intended. This week's words: 1. bark 2. bat 3. current 4. date 5. fair 6. match 7. park 8. point 9. ring 10. wave Remember: The same word can have different meanings. For example: • The dog began to bark. • The tree has rough bark. Can you write two different sentences for each word to show its different meanings?	Review and Consolidate Spelling strategy: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. committed — double up 2. necessary — double consonant 3. impossible — prefix 4. irrelevant — prefix 5. advice — homophone 6. effect — homophone 7. principal — homophone 8. current — homonym 9. stationery — homophone 10. occurred — double up Remember: Ask yourself... • Do I need to double a consonant? • Is there a prefix? • Is this a homophone? What does it mean? • Could this word have more than one meaning? • What do I need to remember about this particular word? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 5,6 Cycle A

Spring 1

Unit 1 Weeks 1 and 2

Adding suffixes: ible, able
NLS Y4 T3 Objective 9

ible	able
horrible	miserable
terrible	probable
responsible	adorable
possible	respectable
edible	forgivable
reversible	disposable
invincible	agreeable
indestructible	envious
susceptible	identifiable
	enjoyable
	valuable
	breakable
	reliable

Notes

- ◆ Final **e** deletion is common in the root word, e.g. *reversible*, *valuable*, *creation*.
- ◆ **able** endings are far more common than **ible** ones. A key to distinguishing between these endings is that dropping **able** leaves a generally recognisable word, e.g. *agreeable*; dropping **ible** usually leaves a stem, e.g. *legible*. If one can say 'I am able to...', then the word is usually **able**. **ible** usually follows words ending in **s**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Children must be aware of the root words and their meanings

Unit 2 Weeks 3 and 4

Words ending in vowels other than 'e'
NLS Y5 T1 Objective 4

LIST 1					
anacondas	corgis	haikus	patios	siestas	yoyos
areas	cuckoos	igloos	pianos	skis	zulus
armadillos	dahlias	jumbos	piccolos	sofas	zoos
bananas	dingos	kangaroos	piazzas	sombreros	
banjos	discos	kiwis	pizzas	solos	
bhajis	ecus	kimonos	pumas	sonatas	
bongos	emus	magnolias	radios	tattoos	
cameras	fiestas	matzos	risottos	tarantulas	
casinos	galas	oratorios	rotas	tombolas	
cellos	geckos	paellas	sambas	umbrellas	
chapattis	gnus	pagodas	samosas	violas	
concertos	gurus	pastas	saunas	visas	
LIST 2					
buffaloes	dominoes	heroes	torpedoes	vetoos	volcanoes
cargoes	echoes	haloes	mangoes	flamingoes	
LIST 3					
antennae	bacteria	criteria	fungi	phenomena	
macaroni	ravioli	spaghetti	tagliatelli	strata	

Notes

- ◆ Most nouns ending in **o** form their plural by adding **s**, especially musical terms, words recently introduced from other languages, abbreviations, and words ending in two vowels. There are some exceptions to this rule when **es** is added to form the plural (List 2).
- ◆ A few words keep the plural spelling of the original language (List 3). Some pasta terms are already plurals in Italian!
- ◆ Some of these words may be unknown to your class, but they have been included to serve a range of languages you may have in your classroom.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Explore common letter strings with different pronunciations
NLS Y5 T2 Objective 5

ight	ear	oo	ough	ie	our
right	pear	book	bough	lie	armour
fight	bear	boot	cough	pie	colour
light	rear	cook	dough	tie	favour
night	beard	food	enough	fried	honour
eight	search	foot	plough	lied	neighbour
weight	fear	good	though	tried	rumour
height	wear	hood	bought	niece	pour
freight	year	hook	brought	piece	your
tight	tear	hoot	drought	field	hour
	dear	look	sought	shield	flour
	near	loot	thought	grieve	
	learn	mood	wrought	thieves	
	earn	nook			
	yearn	pool			
	gear	rook			
	ear	root			
	hear	soot			
	heard	took			
	clear				
	hearth				
	earth				
	heart				

Notes

- ◆ This objective extends the earlier teaching that, just as a phoneme can be spelled in more than one way, the same spelling may represent more than one phoneme.
- ◆ Use the lists to demonstrate how:
 - ◆ pronunciation often depends on preceding and following sounds, e.g. an **e** before **igh** usually gives it a long 'ay' sound;
 - ◆ (**ie** list) **i** interacts with other letters as part of a phoneme (e.g. *thief*) when its sound is unpredictable, and as a modified **y** (e.g. *fried*) when its sound is always **i**;
 - ◆ Usage can also depend on dialect (the **our** list is useful here).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle A

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Spring 1

Unit 1 Weeks 1 and 2

Adding Suffixes: -ible, -able

Spelling rule:

The endings -ible and -able are often difficult to distinguish because they can make the same sound. Learn common words and look for familiar root words.

This week's words:

1. possible
2. visible
3. terrible
4. horrible
5. reliable
6. reasonable
7. comfortable
8. valuable
9. available
10. adorable

Remember: Listen for the /əl/ sound at the end, but don't rely only on how the word sounds.

- possible
- visible
- reliable
- available

Can you identify which words end in '-ible' and which end in '-able'?

Unit 2 Weeks 3 and 4

Words Ending in Vowels Other Than 'e'

Spelling strategy:

Some words end in a vowel other than e. These endings can be unusual because we may not expect a word to finish with a, i, o or u.

This week's words:

1. ski
2. taxi
3. spaghetti
4. broccoli
5. potato
6. tomato
7. photo
8. piano
9. menu
10. mosquito

Remember: Some words end in a vowel even though this is unusual in English.

For example:

- taxi
- photo
- piano
- menu

Can you identify the vowel at the end of each word?

Unit 2 Weeks 5 and 6

Common Letter Strings with Different Pronunciations

Spelling strategy:

The same letter string can make different sounds in different words. Look carefully at the spelling and learn common examples.

This week's words:

1. ough — though
2. ough — through
3. ough — enough
4. ough — thought
5. ea — bread
6. ea — break
7. ea — great
8. ow — show
9. ow — brown
10. ow — knowledge

Remember: Don't assume that the same letters will always make the same sound.

For example:

- though
- thought
- through
- enough

Can you group the words according to the sound made by the letter string?

Weekly sequence of learning: Years 5,6 Cycle A

Spring 2

Unit 1 Weeks 1 and 2

Diminutives taken from other languages

NLS Y4 T3 Objective 12

mini	ette	ling	micro	Adjectives	Curiosities
minicomputer	brunette	duckling	microscope	small	Itsy-bitsy
miniature	cigarette	dumpling	microfilm	little	teeny-weenie
miniskirt	majorette	gosling	microchip	tiny	junior
miniscule	kitchenette	sapling	microphone	less	baby
minibus		darling		reduced-	puss-cat
mini-beasts		weakling		low-	diddums
minimum				-kin	pocket-sized
Mini car				-nano	titch

Notes

- ◆ **ette** is from French, and can have the secondary connotation of being a female version, e.g. *usher*, *usherette*.
- ◆ **mini** comes from the Latin *minimus*, meaning 'small'.
- ◆ **micro** – Latin, meaning 'tiny'.
- ◆ Be careful with **ling**. It's from old English and can mean 'having a certain quality' as in *weakling*, as well as meaning 'little'.

Sphere-specific notes:

Make explicit reference to the three core spelling rules, if possible

Explicitly link to Latin learning

Do not teach the word 'cigarette'

Unit 2 Weeks 3 and 4

Plurals: changing 'f' to 'ves'

NLS Y5 T1 Objective 5 (2 of 2)

f and fe endings		Irregular plurals	
calf	calves	antenna	antennae
self	selves	goose	geese
thief	thieves	man	men
half	halves	woman	women
wolf	wolves	mouse	mice
knife	knives	louse	lice
loaf	loaves	die	dice
life	lives	tooth	teeth
scarf	scarves	child	children
wife	wives	formula	formulae

Notes

- ◆ Many nouns ending in **f** drop the **f** and add **ves** in the plural. There are exceptions. **ff** words just add **s**, for example.
- ◆ A number of nouns have unusual plurals. Some change the medial vowel (*goose/geese*); some have retained the plural form of the original language (**a** singular, **ae** plural is Latin).
- ◆ Several nouns ending in **o** add **es** in the plural. These tend to be older words, e.g. *potatoes*. Newer words like *patio* and *radio* add **s** in the plural.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle A

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Spring 2

Unit 1 Weeks 1 and 2

Diminutives taken from other languages

Spelling rule/strategy:

A diminutive is a word or word part that suggests something is small, little or younger. English has borrowed diminutive forms from other languages. Learning these can help you recognise and spell unfamiliar words.

This week's words:

1. miniature — mini- = small
2. minibus — mini- = small
3. minimum — mini- = small
4. kitchenette — -ette = small
5. brunette — -ette = small
6. duckling — -ling = young/small
7. gosling — -ling = young/small
8. microbe — micro- = very small
9. microscope — micro- = small
10. microchip — micro- = small

Remember: Learn the meaning of each diminutive

- mini- = small → *minibus, miniature*
- -ette = small → *kitchenette*
- -ling = young or small → *duckling, gosling*
- micro- = very small → *microbe, microscope*

Can you identify the diminutive and explain what it means?

Unit 2 Weeks 3 and 4

Plurals: Changing 'f' to 'ves'

Spelling rule:

Some nouns ending in -f or -fe change the f to v and add -es when they become plural.

This week's words:

1. calf → calves
2. half → halves
3. knife → knives
4. leaf → leaves
5. life → lives
6. loaf → loaves
7. self → selves
8. shelf → shelves
9. thief → thieves
10. wife → wives

Remember:

Change f → v and add -es:

- leaf → leaves
- knife → knives
- shelf → shelves

Can you spell the singular and plural forms of each word?

Unit 2 Weeks 5 and 6

Review and Consolidate

Spelling strategy:

Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you.

This week's words:

1. impossible — prefix
2. advice — homophone
3. bark — homonym
4. visible — -ible
5. valuable — -able
6. tomato — vowel ending
7. through — letter string
8. conscience — Latin etc.
9. leaves — f → ves
10. success — double consonant

Remember:

Ask yourself...

- What rule could help me?
- Is there a prefix or suffix?
- Is this a homophone or homonym?
- Is there an unusual letter string?
- Does the word have an unusual ending?
- Is there a root or word origin I recognise?

Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 5,6 Cycle A

Summer 1

Unit 1 Weeks 1 and 2

Adding suffixes: ful
NLS Y5 T2 Objective 4 (1 of 3)

Typical words					
hope	hopeful	fear	fearful	wake	wakeful
thank	thankful	harm	harmful	scorn	scornful
play	playful	shame	shameful	doubt	doubtful
boast	boastful	faith	faithful	colour	colourful
care	careful	hand	handful	mouth	mouthful

y words					
beauty	beautiful	plenty	plentiful	fancy	fanciful
pity	pitiful	mercy	merciful	bounty	bountiful

Notes

- ◆ Drop the **l** when adding **full**.
- ◆ Change **y** to **i** when adding **full**.
- ◆ Distinguish between 'a hand full of' and 'a handful of'. The first refers to the hand, the second refers to the quantity.
- ◆ **all** and **till** also drop the second **l** when they are affixed to other words, e.g. *always, until*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Unstressed vowels in polysyllabic words
NLS Y5 T3 Objective 4

abandoned	abominable	original	predict	familiar	carpet
animal	description	boundary	business	stationary	stationery
category	catholic	poisonous	centre	company	compromise
conference	offering	deafening	desperate	definite	definitely
dictionary	difference	different	doctor	prosperous	easily
explanatory	extra	factory	family	secretary	primary
flattery	smuggler	formal	freedom	frightening	general
generally	generous	Wednesday	heaven	hospital	separate
widening	interest	disinterest	interested	jewellery	voluntary
library	literacy	literate	illiterate	literature	lottery
marvellous	miserable	memorable	reference	messenger	prepare

Notes

- ◆ Draw children's attention to the high number of words that contain the **er** and **en** patterns.
- ◆ Children can be supported in remembering the different spellings for *stationary* and *stationery* by using the mnemonic 'buy stationery from the stationer'.
- ◆ Helpful tactics:
 - ◆ refer to root;
 - ◆ build the word up to detect prefixes and suffixes, and syllables;
 - ◆ refer to related words, e.g. *definite – finite*;
 - ◆ say words as they might sound, e.g. *Wed–nes–day*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Adding suffixes: ship, hood, ness, ment
NLS Y4 T1 Objective 9 (2 of 2)

ship	hood	ness	ment
membership	childhood	fairness	enjoyment
ownership	falsehood	kindness	employment
partnership	priesthood	tidiness	ornament
dictatorship	neighbourhood	loveliness	document
workmanship	fatherhood	silliness	management
championship	motherhood	nastiness	environment
craftsmanship	knighthood	wickedness	government
apprenticeship		childishness	replacement
fellowship		willingness	ointment
		fitness	statement
		worthlessness	movement
		carelessness	
		foolishness	
		left-handedness	
		absent-mindedness	

Notes

- ◆ **ship, hood, ness** and **ment** are simply added unless a final **y** needs to be changed to **i**.
- ◆ Roots are often hard to detect in this group of words.
- ◆ The language is full of suffixes which suggest a state of being.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Link to grammar: these are abstract nouns

Weekly Spelling Lists: Years 5,6 Cycle A

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Summer 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Suffixes: -ful Spelling rule: Adding -ful to a root word creates a new word, often describing something that is full of a particular quality. Remember that -ful has one l. This week's words: 1. beautiful 2. careful 3. successful 4. powerful 5. thoughtful 6. wonderful 7. peaceful 8. useful 9. harmful 10. grateful Remember: Add -ful to the root word. • care + ful → careful • success + ful → successful • thought + ful → thoughtful Remember: -ful has one l, even though full has two. Can you identify the root word and suffix in each word?	Unstressed Vowels in Polysyllabic Words Spelling strategy: In longer words, some vowels are unstressed, meaning they are difficult to hear clearly when we say the word. These vowels often cause spelling mistakes. This week's words: 1. definite 2. desperate 3. different 4. environment 5. government 6. interest 7. library 8. medicine 9. separate 10. temperature Remember: Don't rely only on what you can hear. Say the word slowly, break it into parts and check the vowels. For example: • definite — remember the i • separate — remember the a • environment — check each vowel carefully Can you identify the vowel sounds that are difficult to hear clearly?	Adding Suffixes: -ship, -hood, -ness, -ment Spelling rule: Adding -ship, -hood, -ness or -ment creates new words from root words. The suffix can change the meaning or grammatical role of the word. This week's words: 1. friendship 2. leadership 3. childhood 4. neighbourhood 5. happiness 6. darkness 7. kindness 8. agreement 9. development 10. government Remember: Look for the root word and suffix. For example: • friend + ship → friendship • child + hood → childhood • happy + ness → happiness • agree + ment → agreement Can you identify the root word and suffix in each word?

Weekly sequence of learning: Years 5,6 Cycle A

Summer 2

Unit 1 Weeks 1 and 2

Adding suffixes: ate, ify, ise, tion, ity, ness
NLS Y4 T1 Objective 14

Into verbs (ate, en, ify, ise)		Into nouns (tion, ity, ness)		Useful base words for activities	
pollen	pollinate	educate	education	clear	fertile
note	notify	dictate	dictation	deaf	light
elastic	elasticate	create	creation	solid	straight
medicine	medicate	simple	simplicity	quantity	glory
apology	apologise	able	ability	category	good
standard	standardise	pure	purity	loose	like
length	lengthen	stupid	stupidity	dark	flat
deep	deepen	hard	hardness	appetite	horror
dead	deadened	happy	happiness	class	poor
pure	purify	mad	madness	less	mobile

Notes

- ◆ One of the functions of a suffix is to change a part of speech; in this case a noun or an adjective into a verb and a verb or adjective into a noun.
- ◆ The main suffixes are listed above; others are: **efy** (*liquefy*) and **esce** (*effervesce*).
- ◆ Most words just add the suffix.
- ◆ When the root word already has a suffix, or it ends in **e** or **y**, it has to be removed before the new suffix can be added. Watch out, however, for words ending in **y** if you are adding **ness** – the **y** changes to **i**. Fortunately, the **i** is clearly pronounced.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Adding prefixes: ad, af, al, a
NLS Y4 T2 Objective 7

ad	af	al	a		
adjective	affix	almighty	aloft	another	asleep
adverb	affable	alone	aground	abide	awake
admire	affection	almost	afield	agliter	alive
advance	affect	already	aboard	abloom	alert
advise	affluent	always	away	afloat	ablaze
advent	afflict	altogether	astride	around	apart
addition	affirm	also			
adjoin		although			
adjacent					
adjust					

Notes

- ◆ **ad** means 'towards' – just add; **af** means 'tending towards' – double the **f**; **al** means 'all' + base word – drop one of the **ls**; **a** means 'in a state of' (words in the **a** list above have a sense of 'on' or 'in') – just add.
- ◆ Teach words within words, e.g. **an** + *other* = *another*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Identifying root word derivations
NLS Y5 T1 Objective 8

act	actor	action	activity	react	reaction
child	children	childhood	childlike	childish	childless
electric	electrical	electricity	electrician	electronic	electrocute
take	mistake	mistaken	overtaken	overtaking	partaking

assist	assistant	assistance	balance	imbalance	unbalanced
bore	boring	boredom	call	recall	calling
claim	reclaim	reclaimable	cover	discover	discovery
examine	examination	examiner	give	given	forgiveness
govern	governor	government	hand	handler	handicraft
hero	heroic	heroism	joy	joyful	enjoyment
light	lightning	delighted	machine	machinery	machinist
medic	medical	medication	obey	disobey	disobedient
operate	cooperate	cooperation	pack	packet	package
pain	painkiller	painstaking	pass	passage	passenger
prison	imprisoned	imprisonment	press	impress	depression
prove	approval	disapprove	public	publication	publicity
relate	relative	relation	shake	shakily	shaken

Note

- ◆ Encourage use of etymological dictionaries and thesauruses to support children in finding/spelling derivations of words and their origins.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle A

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Summer 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding suffixes: -ate, -ify, -ise, -tion, -ity, -ness Spelling rule/strategy: Suffixes can change the meaning or word class of a word. Learn the base word and notice how the ending changes it. Some suffixes make verbs, while others make nouns or describe a quality. This week's words: 1. communicate — -ate 2. appreciate — -ate 3. identify — -ify 4. simplify — -ify 5. recognise — -ise 6. criticise — -ise 7. explanation — -tion 8. variety — -ity 9. curiosity — -ity 10. happiness — -ness Remember: • -ate can make verbs: <i>communicate, appreciate</i>. • -ify can mean “make or become”: <i>simple</i> → <i>simplify</i>. • -ise often makes verbs: <i>critic</i> → <i>criticise</i>. • -tion, -ity and -ness commonly form nouns: <i>explain</i> → <i>explanation</i>, <i>curious</i> → <i>curiosity</i>, <i>happy</i> → <i>happiness</i>. Can you explain how the suffix changes the root word?	Adding prefixes: ad-, af-, al-, a- Spelling rule/strategy: Some words begin with prefixes that have developed from the same Latin prefix ad-, meaning “to” or “towards”. The spelling can change depending on the sound that follows. This week's words: 1. adjoin — ad- 2. adventure — ad- 3. affect — af- 4. affirm — af- 5. allocate — al- 6. allude — al- 7. arise — a- 8. arrive — a- 9. assist — a- 10. attract — a- Remember: The prefix ad- can change its spelling to make the word easier to say • ad- → <i>adjoin</i> • af- → <i>affect, affirm</i> • al- → <i>allocate, allude</i> • a- → <i>arise, arrive, assist, attract</i> Look beyond the first letter when spelling these words — think about their root and origin. Can you identify the prefix and root in each word?	Identifying root word derivations Spelling rule/strategy: Many difficult spellings become easier when you identify the root word or the word from which they were derived. Think about where the word has come from and look for a familiar word inside it. This week's words: 1. communication → communicate 2. recognition → recognise 3. explanation → explain 4. determination → determine 5. musician → music 6. physical → physics 7. curiosity → curious 8. convenience → convenient 9. successful → success 10. government → govern Remember: When a word looks difficult, ask... • What smaller word can I see inside it? • What is the root word? • Has the spelling changed when the ending was added? • Does knowing the word's origin help me spell it? For example: • <i>communicate</i> → communication • <i>recognise</i> → recognition • <i>curious</i> → curiosity • <i>govern</i> → government Can you find the root word in each of this week's spellings?

Weekly sequence of learning: Years 5,6 Cycle B

Autumn 1

Unit 1 Weeks 1 and 2

3 main spelling rules

Double up for short vowel sounds, drop the 'y' for an 'i', drop the 'e' for 'ing'

stealthily crazier *funniest*

**drop the 'y'
for an 'i'**

beautiful replied cities

comma bubble *funny*

**double up for
short vowel sounds**

accommodation hopping
dinner

CALCULATING dancing
joking

**drop the 'e'
for 'ing'**

accommodating hoping
dining

Sphere-specific notes:

Display each core spelling rule

Note that there are some exceptions but each rule is >95% accurate

Unit 2 Weeks 3 and 4

Two syllable words containing double consonants

NLS Y4 T1 Objective 5

Contrasting words

diner	dinner	writing	written	hoping	hopping
biter	bitter	taping	tapping	super	supper
coma	comma	pole	pollen	lady	laddy

Thematic words

<i>Adjectives</i>	happy	messy	silly	jolly	funny
<i>Animals</i>	rabbit	puppy	kitten	otter	hippo
<i>Verbs</i>	grabbed	messed	kissed	bossed	fussed
<i>Cooking</i>	batter	butter	pepper	carrot	coffee
<i>Garden</i>	apple	willow	holly	cherry	berry

High-frequency words

common	rotten	letter	tennis	better	happy
follow	sudden	stopped	swimming	penny	mummy
daddy	puppy	dinner	shopping	getting	silly
pillow	swallow	carry	summer	butter	cotton
funny	running	happy	sorry	written	kettle

Notes

- ◆ Double the letter after a short (rap) vowel in the middle of words.
- ◆ No words use **hh, jj, kk, qq, vv, ww, xx**.
- ◆ Some imported words use **cc** (*broccoli, cappuccino*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Note that there are some exceptions but each rule is >95% accurate

Teach explicitly how doubling up changes the meaning of the word and the sounds of the vowel (eg diner vs dinner, hoped vs hopped)

Explicitly teach, and practise counting, syllables – it's one of the most effective spelling strategies

Unit 2 Weeks 5 and 6

How the spelling of verbs alter when 'ing' is added

NLS Y3 T1 Objective 8

Typical words		Words ending in e		Words with short vowels	
help	helping	hope	hoping	hop	hopping
ask	asking	take	taking	run	running
see	seeing	write	writing	shut	shutting
do	doing	drive	driving	chat	chatting
spend	spending	decide	deciding	clap	clapping
go	going	make	making	shop	shopping
enjoy	enjoying	care	caring	plan	planning
lead	leading	stare	staring	rub	rubbing
pull	pulling	hate	hating	slip	slipping
look	looking	like	liking	fit	fitting
jump	jumping	smile	smiling	tip	tipping
meet	meeting	come	coming	bet	betting
say	saying	ride	riding	win	winning
try	trying	amaze	amazing	sit	sitting
walk	walking	raise	raising	slim	slimming

Notes

- ◆ Most words just add **ing**.
- ◆ Words ending in **e** drop the **e** to add **ing**.
- ◆ Words with a short vowel before the final letter double the final letter.

Sphere-specific notes:

Make explicit reference to the three core spelling rules – especially drop the e for ing

Note that there are some exceptions but each rule is >95% accurate

Teach how adding ing changes the verb to the progressive tense. In the progressive tense, we have an auxiliary verb (eg I **am running**.)

Weekly Spelling Lists: Years 5,6 Cycle B

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Autumn 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Three Main Spelling Rules Spelling rules: When adding a suffix, remember these three important spelling rules: • Double up after a short vowel sound. • Drop the y and change it to i. • Drop the e before adding -ing. This week's words: 11. beginning — double up 12. occurring — double up 13. committed — double up 14. copied — drop the y 15. happiest — drop the y 16. replied — drop the y 17. achieving — drop the e 18. developing — drop the e 19. improving — drop the e 20. believing — drop the e Remember Double up: short vowel + one consonant → double the consonant <i>occur</i> → <i>occurring</i> Drop the y: y → i before adding -ed, -er or -est <i>copy</i> → <i>copied</i> Drop the e: drop the final e before adding -ing <i>achieve</i> → <i>achieving</i> Can you explain which rule has been used in each word?	Two-Syllable Words with Double Consonants Spelling rule: Some two-syllable words contain double consonants. Look carefully at the middle of the word and listen for the short vowel sound. This week's words: 11. accommodate 12. aggressive 13. embarrass 14. exaggerate 15. immediate 16. necessary 17. opportunity 18. programme 19. recommend 20. success Remember Look carefully for the double consonant in the middle of the word. For example: • accommodate • aggressive • embarrass • success Can you spot the double consonant in each word?	How the Spelling of Verbs Alters When '-ing' Is Added Spelling rule: When adding -ing to a verb, the spelling of the word may change. You may need to double the final consonant, drop the final e, or make another spelling change. This week's words: 11. begin → beginning 12. refer → referring 13. occur → occurring 14. prefer → preferring 15. commit → committing 16. write → writing 17. notice → noticing 18. believe → believing 19. carry → carrying 20. travel → travelling Remember Double the consonant after a short vowel sound: • begin → beginning • refer → referring • commit → committing Drop the final e: • write → writing • notice → noticing • believe → believing Don't change the y: • carry → carrying Can you explain what has happened to the spelling of each verb?

Weekly sequence of learning: Years 5,6 Cycle B

Autumn 2

Unit 1 Weeks 1 and 2

Homophones

NLS Y4 T1 Objective 6

were	where	we're	you	yew	ewe
their	they're	there	too	two	to

be	bee	see	sea	heard	herd
new	knew	no	know	might	mite
right	write	morning	mourning	place	plaine
through	threw	great	grate	eyes	ice
hole	whole	l	eye	for	four
are	our	in	inn	of	have

Sphere-specific notes:

Teach the meaning of the word 'homophone'.

Homo = same (Greek origin)

Phone = sounds (Greek origin)

Homophones are best taught in context where the meaning is distinguishable

Words must be 'tested' in context

Analogy within family groups is helpful (eg our, your; here, where, there)

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Investigate compound words with obscure pronunciations

NLS Y4 T3 Objective 11

Easy compounds			Tricky and curious compounds		
windmill	weekend	everyone	cloakroom	cupboard	starboard
bedroom	outside	anybody	handkerchief	joystick	blackboard
football	blackbird	database	grandmother	popcorn	handbag
tablecloth	grasshopper	playground	goodnight	household	raspberry

A selection of base words

in	to	house	wards	hold	grand
out	good	cloak	night	land	lord
box	school	dust	god	bin	child
farm	home	any	yard	work	one
back	bath	no	room	thing	ground
star	moon	shine	burst	pot	time
post	man	light	tea	wife	son
bed	some	play	stead	where	side

Notes

- ◆ A compound word is a word made up from two or more other words. A characteristic of compounds is that they are almost always pronounced with the stress on the first word element. Solid compounds are written as a single word, hyphenated compounds are linked with a hyphen, e.g. *leg-iron*. Over time, the meaning of compound words has drifted, adding an historical interest, e.g. *cloakroom* has survived the arrival of coats instead of cloaks. The days of the week and words like *blackguard* often yield to historical research. *Biscuit* means 'twice-baked' in French. Thus, some apparently unreasonable spellings can be explained.
- ◆ Most compounds work by simply adding the two base words together without modification. If the first word ends in **y**, that will often change to **i**, e.g. *handicraft*.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Explicitly teach the etymology of words to aid understanding and spelling

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle B

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Autumn 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Homophones Spelling rule: Homophones are words that sound the same but have different meanings and spellings. Use the meaning of the sentence to choose the correct spelling. This week's words: 1. affect 2. effect 3. advice 4. advise 5. device 6. devise 7. practice 8. practise 9. principal 10. principle Remember Think about what the word means, not just how it sounds. For example: • The weather can affect your mood. • The effect was surprising. • The headteacher is the principal. • A rule or belief is a principle. Can you use each word correctly in a sentence?	Compound Words with Obscure Pronunciations Spelling rule: Some compound words are made from two familiar words, but their pronunciation may not be what you expect. Look for the smaller words within the longer word to help you spell it. This week's words: 1. cupboard 2. Wednesday 3. handkerchief 4. vegetable 5. comfortable 6. marvellous 7. business 8. desperate 9. restaurant 10. temperature Remember Don't always spell a word exactly as it sounds. Look for familiar parts within the word. For example: • cup + board → cupboard • hand + kerchief → handkerchief • bus + iness → business Can you find the smaller words or familiar parts hiding inside each word?	Review and Consolidate Spelling rule: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. accommodate 2. affect 3. business 4. conscience 5. necessary 6. opportunity 7. privilege 8. restaurant 9. separate 10. temperature Remember Don't just look at the whole word. Ask yourself: • What rule could help me? • Is there a familiar pattern? • Is there a shorter word inside it? • Does it sound different from how it is spelled? • Is this a word I simply need to remember? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 5,6 Cycle B

Spring 1

Unit 1 Weeks 1 and 2

Adding suffixes: sion, ssion, other
NLS Y5 T2 Objective 8

sion	ssion	other
extension	profession	
collision	session	
confusion	percussion	Venetian
exclusion	discussion	Ocean
transfusion	oppression	Asian
infusion	passion	Russian
explosion	mission	
corrosion	possession	

Notes

- ◆ **cian** – where words end in **c**; common in occupations.
- ◆ **tion** – the most common ending.
- ◆ **sion** – where the base word ends in **d/de** or **s/se** (e.g. *explode, confuse*).
- ◆ **ssion** – clear soft 'sh' sound.
- ◆ **ation** – long **a** is always followed by **tion**.
- ◆ **otion/ution/etion** – the base word usually contains the vowel, clearly pronounced.
- ◆ **ution** words are usually longer than three syllables; **usion** tends to be shorter.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

How words change when 'er' and 'est' are added
NLS Y3 T2 Objective 8 (1 of 2)

Typical words	e words
quick quicker quickest	nice nicer nicest
cold colder coldest	late later latest
long longer longest	close closer closest
tall taller tallest	ripe riper ripest
rich richer richest	rude ruder rudest

Short (rap) vowels	y words
big bigger biggest	happy happier happiest
hot hotter hottest	chilly chillier chilliest
thin thinner thinnest	funny funnier funniest
fat fatter fattest	crazy crazier craziest
	lucky luckier luckiest

Notes

- ◆ Most words just add **er** and **est**.
- ◆ Words ending in **e** drop the **e** and take the suffix.
- ◆ Words containing a short vowel before the final consonant double the consonant.
- ◆ Words ending in **y** change **y** to **i** to add the suffix.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Explicitly teach the grammar learning of comparative adjectives and superlative adjectives
Comparative adjectives compare two things (eg bigger, smaller, faster, slower)
Superlative adjectives compare three or more things (eg biggest, smallest, fastest, slowest)

Unit 2 Weeks 5 and 6

Explore common letter strings: 'wa', 'wo', 'ss'
NLS Y4 T3 Objective 5 (2 of 2)

wa	wo	ss
Beginning	Middle	Beginning
was	swamp	woman
wasp	swallow	wok
wander	dwarf	women
war	swat	won't
wag	swarm	would
warn	reward	wolf
want	swan	worry
wait	towards	woof
wage	beware	wound
wake		wonder
wave	End	work
wash	none	wobble
watch		woke
wax		wool
water		word
wallet		worm
		End
		guess
		process
		goodness
		likeness
		fuss
		discuss
		less
		possess
		helpless
		boss
		hiss
		miss
		kiss
		assess
		success
		pass

Notes

- ◆ **wa** – often makes a long flat 'a' sound. Short **a** is uncommon. **swa** is a common string. No examples at the ends of words.
- ◆ **wo** – vast majority of examples with **wo** at the beginning; *two* is the only example with **wo** ending. **sw** is about the only string which places it in the middle of words unless you count compound words such as *waxworks* or *roadworthy*.
- ◆ **ss** – common at the end of words because of the **ness** and **less** suffixes, but note it changes to a 'sh' sound when you add an **ion** or **ian** ending, e.g. *discuss/discussion*. No words begin with **ss**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle B

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Spring 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Suffixes: -sion, -ssion and Other Endings Spelling rule: Words ending in -sion or -ssion often come from root words ending in -d, -de, -se or -mit. Look carefully at the root word to help you choose the correct spelling. This week's words: 1. expression 2. discussion 3. possession 4. profession 5. permission 6. confession 7. expansion 8. extension 9. invention 10. communication Remember Think about the root word and listen carefully to the ending. For example: • express → expression • discuss → discussion • possess → possession • extend → extension Can you identify the root word and the ending in each word?	How Words Change When '-er' and '-est' Are Added Spelling rule: When adding -er or -est, the spelling of the root word may change. Check for doubling, dropping e, or changing y to i. This week's words: 1. bigger 2. biggest 3. happier 4. happiest 5. earlier 6. earliest 7. later 8. latest 9. larger 10. largest Remember Check the root word before adding -er or -est. For example: • big → bigger • happy → happier • large → larger Can you explain what has changed in each word?	Common Letter Strings: 'wa', 'wo', 'ss' Spelling strategy: Some letter strings can be tricky because the way they are pronounced is not always what we expect. Learn to recognise common patterns within words. This week's words: 1. quantity 2. quality 3. awkward 4. wander 5. wonder 6. knowledge 7. wrong 8. answer 9. possession 10. necessary Remember Look carefully at the letters, not just the sounds. For example: • wander • wonder • knowledge • possession Can you spot the common letter strings in each word?

Weekly sequence of learning: Years 5,6 Cycle B

Spring 2

Unit 1 Weeks 1 and 2

Root words, prefixes and suffixes taken from other languages

NLS Y6 T1 Objective 5

bi	two	bicycle	biped	binoculars	binary
aqua	water	aquarium	Aquarius	aquatic	aquaplane
aero	air	aeroplane	aerodrome	aeronauts	aerodynamic
super	greater	supernatural	Superman	supernova	superpower
micro	small	microscope	microfilm	microphone	microcosm
audi	hear	audible	audience	audition	auditorium
port	carry	transport	portable	import	export
trans	across	transport	transplant	transfer	transaction
prim	first	prime	primary	primrose	primate
auto	self	automatic	autograph	autobiography	automobile
phobia	fear	claustrophobia	arachnophobia	agoraphobia	xenophobia
ology	study	archaeology	biology	geology	zoology
tele	far off	telephone	television	teleport	telecom
graph	to write	autograph	telegraph	photograph	graphic
re	again	replay	reply	reconsider	repeat
pre	before	preview	prehistoric	previous	prevent

Sphere-specific notes:

Make explicit reference to the three core spelling rules, if possible

Explicitly link to Latin learning

Focus on words children are most likely to come across / use (eg autograph, bicycle) and not some of the more obscure words (eg agoraphobia, aerodrome)

Unit 2 Weeks 3 and 4

Investigate the common rule 'I' before 'e' except after 'c' when the sound is 'ee'

NLS Y5 T3 Objective 5 (3 of 3)

ie			cei	ei (long a)	ei (other)
lie	chief	shield	ceiling	vein	weird
die	handkerchief	shriek	receive	rein	protein
pie	pierce	yield	receipt	reign	their
tie	field	niece	deceit	veil	either
thief	priest	relief	perceive	weigh	neither
belief	fierce	pier	conceit	freight	height
grief	mischief	patient		eight	heir
brief	quiet	view		neighbour	
piece	friend	ancient		sovereign	
review	medieval	glacier		foreign	
fiery	obedient	science			

Notes

- ◆ Most words use **ie**.
- ◆ **ie** is the only word-ending.
- ◆ **ei** is the only word-beginning.
- ◆ **c** is usually followed by **ei** (*science, glacier* and *ancient* are troublesome exceptions).
- ◆ The long **a** sound generally indicates **ei**. Note that the long **a** pronunciation has drifted a little over time, and is also influenced by accent.
- ◆ Other common **ei** words (see chart, final column) are best memorised by exception.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Review and consolidate

eg repeat a unit, use and apply, specific words, common errors within the class

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle B

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Spring 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Root words, prefixes and suffixes taken from other languages Spelling rule/strategy: English has borrowed root words, prefixes and suffixes from many languages, particularly Latin, Greek and French. Understanding these parts can help you spell unfamiliar words and work out their meanings. This week's words: 1. transport — trans- = across 2. submarine — sub- = under 3. telephone — tele- = far 4. bicycle — bi- = two 5. autograph — auto- = self 6. microscope — micro- = small 7. audible — aud = hear 8. portable — port = carry 9. prediction — dict = say/tell 10. visible — vis = see Remember: Look for familiar word parts • trans- = across → <i>transport</i> • sub- = under → <i>submarine</i> • tele- = far → <i>telephone</i> • bi- = two → <i>bicycle</i> • -able = able to be → <i>audible, portable</i> • vis = see → <i>visible</i> When you meet an unfamiliar word, break it into its parts. Can you identify the root, prefix or suffix in each word and explain what it means?	'I' Before 'E' Except After 'C' Spelling rule: A useful spelling rule is 'i' before 'e', except after 'c', when the sound is /ee/. This week's words: 1. believe 2. belief 3. achieve 4. chief 5. field 6. piece 7. receive 8. deceive 9. ceiling 10. receipt Remember i before e: believe, achieve, chief except after c: receive, deceive, ceiling Can you spot whether the 'i' comes before or after the 'e'?	Review and Consolidate Spelling rule: Use everything you have learned. Before spelling each word, identify the rule or strategy that could help you. This week's words: 1. achieve 2. conscience 3. environment 4. exaggerate 5. immediately 6. necessary 7. possession 8. receive 9. restaurant 10. rhythm Remember Don't just look at the whole word. Ask yourself: • What rule could help me? • Is there a familiar letter string? • Is there a root word I recognise? • Does the word have an unusual pronunciation? • Is this a word I simply need to remember? Can you explain the strategy you used for each spelling?

Weekly sequence of learning: Years 5,6 Cycle B

Summer 1

Unit 1 Weeks 1 and 2

Adding suffixes: al, ary, ic
NLS Y4 T1 Objective 9 (1 of 2)

al	ary	ic
medical	stationary	historic
personal	February	organic
seasonal	dictionary	supersonic
exceptional	salary	atomic
occasional	revolutionary	specific
national	missionary	traffic
sensational	horrific	
additional	metallic	
	angelic	
	epidemic	
	rhythmic	

Notes

- ◆ **al, ary** and **ic** are vowel suffixes. Root words drop a final **e** or change **y** to **i** before taking the suffix.
- ◆ **al** often follows **on** and **ic**.
- ◆ **ary** – in some cases the root is not always obvious, e.g. *temporary* = *tempor(al)* + **ary**. Unstressed, it is often confused with **ery**. One approach is to seek out base words ending in **e** to indicate **ery**, e.g. *stationer* or *saddle*.
- ◆ Roots are often hard to detect in this group of words.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Adding suffixes: when words end in 'f'
NLS Y4 T2 Objective 5

F/ves	ff/s	Words ending in e
calf	cuff	knife
elf	cuffs	knives
half	staff	life
leaf	staffs	lives
loaf	sniff	safe
self	sniffs	saves
scarf	puff	wife
self	puffs	wives
shelf	stuff	believe
thief	stuffs	believes
wolf	cliff	glove
	cliffs	gloves
	surf	curve
	surfs	curves
	bluff	swerve
	bluffs	swerves
		Unusual words
		belief
		chiefs

Notes

- ◆ Most words ending in **f** change to **ves** in the plural.
- ◆ Words ending in **ff** add **s**.
- ◆ Words ending in **fe** use **ves**.
- ◆ Sometimes a **ves** ending indicates a change of word class from noun to verb, e.g. *belief* – *believe***ves**; *grief* – *grieve***ves**; *proof* – *prove***ves**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 5 and 6

Common letter strings: ough, ear, ight
NLS Y4 T3 Objective 6

ough	ear	ight
tough	bear	light
rough	hear	might
enough	wear	right
cough	learn	bright
trough	earn	sight
plough	hearth	tight
thought	dear	weight
though	dreary	freight
thorough	weary	height
through	fear	fight
	gear	night

Notes

- ◆ Note that accent and dialect have an impact on how words are pronounced in a locality.
- ◆ A feature of our sound-spelling system is that the same letter string can often be used to code more than one phoneme. In some cases the number of words involved is so small that they can be learned almost as isolates, e.g. there are only five words that end in **eight**. The most common sound is shared by *eight*, *weight* and *freight*; the other two words are *height* and *sleight*. Even the groups which are more numerous are within reasonable limits. For example, the group showing the greatest variety in the table above is *tough*, *through*, *trough*, *plough* and *thought*. Investigation will show that the number of common words that follow those models is quite small:
 - tough* – two cases (*tough*, *rough*);
 - through* – one case;
 - trough* – two cases (*trough*, *cough*);
 - plough* – two cases (*bough*, *plough*);
 - thought* – four cases (*bought*, *thought*, *nought*, *sought*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Weekly Spelling Lists: Years 5,6 Cycle B

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Summer 1		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Adding Suffixes: -al, -ary, -ic Spelling rule: Adding -al, -ary or -ic can turn a root word into an adjective. Look carefully at the root word and check whether its spelling changes. This week's words: 1. accidental 2. additional 3. occasional 4. physical 5. musical 6. necessary 7. ordinary 8. primary 9. specific 10. dramatic Remember Look for the root word and suffix. For example: • accident + al → accidental • music + al → musical • drama + tic → dramatic Can you identify the root word and suffix in each word?	Adding Suffixes: Words Ending in 'F' Spelling rule: When adding a suffix to a word ending in f, the spelling may change. Some words change f to v, while others keep the f. This week's words: 1. leaf → leaves 2. half → halves 3. knife → knives 4. life → lives 5. wife → wives 6. wolf → wolves 7. loaf → loaves 8. shelf → shelves 9. belief → beliefs 10. chief → chiefs Remember Some words change f → v: • leaf → leaves • knife → knives • shelf → shelves But some keep the f: • belief → beliefs • chief → chiefs Can you explain why each word changes or stays the same?	Common Letter Strings: 'ough', 'ear', 'ight' Spelling rule: Some common letter strings can represent different sounds. Learn to recognise the pattern while remembering that the pronunciation may change. This week's words: 1. though 2. although 3. thought 4. through 5. enough 6. heard 7. early 8. earth 9. straight 10. eight Remember The same letters can make different sounds. For example: • though • thought • through • enough Can you group the words by the sound the letter string makes?

Weekly sequence of learning: Years 5,6 Cycle B

Summer 2

Unit 1 Weeks 1 and 2

Common letter strings: ou, au, ice
NLS Y4 T3 Objective 6

ou	au	ice
out	aunt	practice
shout	sausage	notice
hour	haunt	police
pour	autumn	nice
yours	aura	spice
would	Laura	twice
mourn	sauce	mice
four	pause	rice
route	cause	dice
journey	because	apprentice
could	trauma	Alice

Notes

- ◆ Note that accent and dialect have an impact on how words are pronounced in a locality.
- ◆ A feature of our sound-spelling system is that the same letter string can often be used to code more than one phoneme. In some cases the number of words involved is so small that they can be learned almost as isolates, e.g. there are only five words that end in **eight**. The most common sound is shared by *eight*, *weight* and *freight*; the other two words are *height* and *sleight*. Even the groups which are more numerous are within reasonable limits. For example, the group showing the greatest variety in the table above is *tough*, *through*, *trough*, *plough* and *thought*. Investigation will show that the number of common words that follow those models is quite small:

tough – two cases (*tough*, *rough*);
through – one case;
trough – two cases (*trough*, *cough*);
plough – two cases (*bough*, *plough*);
thought – four cases (*bought*, *thought*, *nought*, *sought*).

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Unit 2 Weeks 3 and 4

Adding suffixes: ly, ful
NLS Y4 T3 Objective 8

ful	ly
hopeful	quickly
hurtful	secretively
wishful	thickly
beautiful	jokingly
careful	strangely
merciful	speedily
wonderful	normally
painful	wholly
thankful	curiously

Notes

- ◆ **ful**, **ly** and **tion** are consonant suffixes. Generally, these consonant suffixes can be added without alteration to the base word, except for words ending in **y** which change to **i**. There are a few exceptions, e.g. *wholly*. Words ending in **t** drop the **t** before adding **tion**, e.g. *construction*. The underlying principle is to avoid an impossible glut of sounds in the mouth.
- ◆ **ive**, **ic** and **ist** are vowel suffixes. Before adding one of these vowel suffixes you must drop a final **e** or **y**.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

Teach how the word class of the word changes when the suffix is added

Eg 'to hope' is a verb, 'hopeful' is an adjective
'quick' is usually an adjective, 'quickly' is an adverb

Ensure to make it clear that now all adverbs end in 'ly'

Unit 2 Weeks 5 and 6

Tricky spellings: 'ci', 'ce', 'cy'
NLS Y5 T2 Objective 4 (3 of 3)

ci					
cinema	cinnamon	circle	circuit	circular	circulation
circumference	circumstance	circus	incisor	cistern	citizen
city	accident	civil	decide	decision	decisive
decimal	incident	disciple	discipline	recite	recital
ce					
ceiling	celebrate	celebrity	celery	cell	cellar
cellophane	certain	cement	cemetery	census	cent
centenary	centigrade	centipede	recent	centre	century
cereal	ceremony	incense	certificate	deceased	deceit
December	decent	descend	discern	except	receive
cy					
cyanide	bicycle	cyclist	cyclone	cylinder	fancy
cynic	cynical	cypress	cyst	mercy	lacy

Notes

- ◆ **ci**, **ce** and **cy** usually soften the **c**.
- ◆ Exception for **ce** – Celt, Celtic – pronounced as Kelt, Keltic.

Sphere-specific notes:

Make explicit reference to the three core spelling rules

See the statutory words lists to ensure coverage
Make explicit reference to the three core spelling rules

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Summer 2		
Unit 1 Weeks 1 and 2	Unit 2 Weeks 3 and 4	Unit 2 Weeks 5 and 6
Common Letter Strings: 'ou', 'au', 'ice' Spelling rule: Some letter strings are pronounced in different ways. Learning common examples helps you recognise and remember tricky spellings. This week's words: 1. young 2. country 3. famous 4. dangerous 5. caught 6. because 7. ice 8. notice 9. practice 10. justice Remember Don't assume the same letters will always make the same sound. For example: • young • country • caught • notice Can you spot the letter string and say the sound it makes?	Adding Suffixes: -ly, -ful Spelling rule: Adding -ly or -ful can change the meaning or grammatical role of a word. Remember that full becomes -ful when it is used as a suffix. This week's words: 1. beautiful 2. careful 3. successful 4. powerful 5. thoughtful 6. carefully 7. fortunately 8. immediately 9. successfully 10. occasionally Remember Look carefully at the suffix. • care + ful → careful • careful + ly → carefully • success + ful → successful Remember: -ful has one l, even though full has two. Can you identify the root word and suffix in each word?	Tricky Spellings: 'ci', 'ce', 'cy' Spelling rule: The /s/ sound can be spelled in different ways, including ci, ce and cy. Look carefully at which spelling is used. This week's words: 1. special 2. social 3. official 4. centre 5. certain 6. recent 7. cycle 8. bicycle 9. fancy 10. privacy Remember The /s/ sound can be written in different ways: • ci → special • ce → centre • cy → cycle Can you spot how the /s/ sound is spelled in each word?