

# **PHONICS PROGRESSION DOCUMENT**

**Nursery – Year 6.**

## **Reading**

Luddenden CE School follows the [Letters and Sounds](#) scheme. It is a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers. This scheme is followed from Nursery to Year 2. Children in these year groups receive a daily phonics session as well as opportunities to embed learned knowledge through the curriculum. Children who do not pass the Phonics Screening Test in Year 1 will continue to receive phonics sessions or interventions suited to their needs.

Children in Reception to Year 1 will have a Tricky Word day each week where they focus on learning to read and spell the Tricky words appropriate to their current phonics phase. Tricky word learning is also a continuous process throughout the year.

## **Spelling**

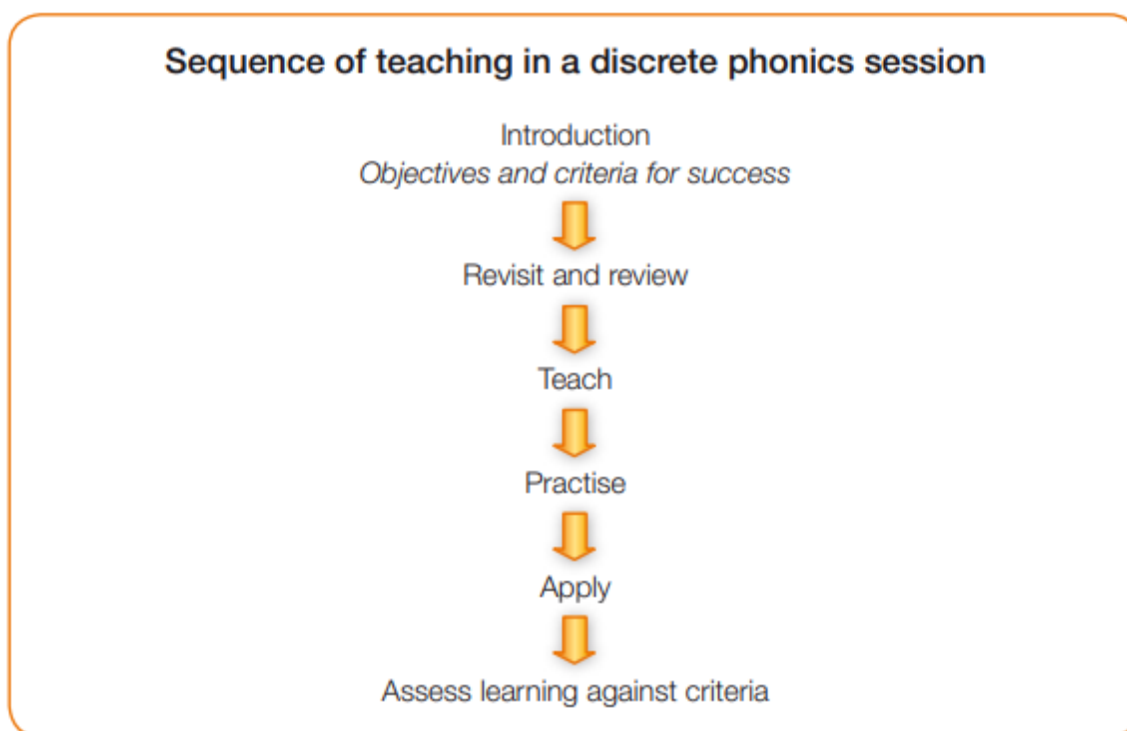
From Year 2 children who have passed the Phonics screening will begin Phase 6 through the Oxford Owl Read Write Inc Spelling scheme which maintains phonics as an underlying theme. Children will focus on a spelling rule and receive a daily 20 minute session designed to embed and consolidate learning over the course of the week. These sessions are supported by online resources and a dedicated workbook for each child.

Children in Year 1-6 will receive a set of spellings each week based on the spelling rule they have learnt that week plus 2-6 words from the Common Exception Word list for Key Stage 1 and from the National Curriculum spelling lists for KS2. This ensures coverage of all National Curriculum statutory requirements.

**It should be noted that the timings in this document are subject to change depending on the needs of the cohort and term lengths.**

## Teaching Methods

Teachers use the Introduce, Revisit, Teach, Practise, Apply sequence for teaching phonics as recommended by Letters and Sounds.



They use sound buttons for identifying individual graphemes in a word and hand movements to support children with segmenting and blending sounds to make words.

## **NURSERY/RECEPTION**

### **Phase 1**

Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Creative Development, where, for example, music plays a key part in developing children's language. Phase One contributes to the provision for Communication, Language and Literacy; it does not constitute the whole language provision.

The activities in Phase One are mainly adult led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. Meanwhile freely chosen activities are provided for children with the aim of embedding the Phase One adult-led activities in a language-rich provision that recognises the importance for play in their development.

### **Planning and progression**

Teachers provide daily speaking and listening activities that are well matched to children's developing abilities and interests, drawing upon observations and assessments to plan for progression and to identify children who need additional support. A rich and varied environment supports children's language learning through Phase One and beyond. Indoor and outdoor spaces are well planned so that they can be used flexibly.

Exploring the sounds in words occurs as opportunities arise throughout the course of the day's activities, as well as in planned adult-led sessions with groups and individual children. Children's curiosity in letter shapes and written words is encouraged throughout Phase One to help them make a smooth transition to Phase Two, when grapheme–phoneme correspondences are introduced.

There is no requirement that children should have mastered all the skills in Phase One (e.g. the ability to supply a rhyming word) before beginning Phase Two.

## RECEPTION

### Phase 2 - approximately 6 weeks

Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue as mentioned previously.

The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel consonant) and CVC (consonant vowel consonant) words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no, I, into

### Phase 3.- approximately 12 weeks

#### **Tricky words**

During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

he	you
she	they
we	all
me	are
be	my
was	her

### Phase 4 - approximately 4-6 weeks

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 44 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap (tr), string (str) and milk. (lk)

#### **Tricky words**

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said	some	one
have	come	when
like	were	out
so	there	what
do	little	

**R - Autumn 1 Phase 1 – Reception Baseline Assessments**

Week 1	Transition Week Aspect 1: General Sound Discrimination – Environmental Sounds
Week 2	Aspect 2: General Sound Discrimination – Instrumental Sounds
Week 3	Aspect 3: General Sound Discrimination –Body Percussion
Week 4	Aspect 4: Rhythm and Rhyme
Week 5	Aspect 5: Alliteration
Week 6	Aspect 6: Voice Sounds
Week 7	Aspect 7: Oral Blending and Segmenting

**R - Autumn 2 Phase 2**

Week 1	s, a, t, p
Week 2	i, n, m, d
Week 3	g, o, c, k
Week 4	ck, e, u, r
Week 5	h, b, f/ff, l/l
Week 6	ss
Week 7	Revisit taught Phase 2 sounds

**R - Spring 1 – Phase 3**

Week 1	j, v, w, f
Week 2	y, z, qu, ch,
Week 3	sh, th, ng, ai
Week 4	ee, igh, oa, oo
Week 5	ar, or, ur, ow
Week 6	oi, ear, air, ure, er
Week 7	Revisit taught Phase 3 sounds and assess.

**R - Spring 2 – Phase 3**

Week 1	Tricky Words - was, you, they, all
Week 2	Tricky Words - are, my, her
Week 3	Phase 4
Week 4	Phase 4
Week 5	Phase 4
Week 6	Phase 4
Week 7	Phase 4

The Summer Term in Reception is used to revisit any sounds that are not secure and to focus on reading and sentence writing.

## **YEAR ONE**

Phase 3 and 4 are taught during children's time in Reception and are re-visited throughout year 1.

Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase 5, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

### **Phase 5 - approximately 8 weeks.**

#### Tricky words

During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could



**Y1 - Autumn 1**

Week 1	Transition Week
Week 2	Recap Phase 3 gaps as indicated by Reception data <i>a are ask be</i>
Week 3	Recap Phase 3 gaps as indicated by Reception data <i>by come do friends</i>
Week 4	Recap Phase 3 gaps as indicated by Reception data <i>full go has he</i>
Week 5	Recap Phase 4 gaps as indicated by Reception data <i>here his house I</i>
Week 6	Recap Phase 4 gaps as indicated by Reception data <i>is love me my</i>
Week 7	Recap Phase 4 gaps as indicated by Reception data

**Y1 - Autumn 2**

Week 1	ay, ou, ie, ea <i>no of once one</i>
Week 2	oy, ir, ue, er <i>our pull push put</i>
Week 3	wh, ew, ph, ey <i>said says school she</i>
Week 4	oe, au <i>so some the there</i>
Week 5	a-e, e-e, i-e, o-e, u-e <i>they to today was</i>
Week 6	Mock Phonics Screening <i>we were where you</i>
Week 7	Revisit split digraphs

**Y1 - Spring 1 (usually a short term)**

Week 1	Alternative pronunciations i, o, c, g, u <i>your after again any</i>
Week 2	ow, ee, ie, er <i>bath beautiful because behind</i>
Week 3	a, y, ou, ch <i>both break busy child</i>
Week 4	Mock Phonics Screening <i>children Christmas class climb</i>
Week 5	Revisit unsecure Phase 5 sounds and assess <i>clothes cold could door</i>
Week 6	
Week 7	

**Y1 - Spring 2**

Week 1	Assess children for any gaps in learning <i>even every everybody eye</i>
Week 2	Revisit unsecure Phase 5 sounds and assess <i>fast father find floor</i>
Week 3	Mock Phonics Screening <i>gold grass great kind</i>
Week 4	Revisit unsecure Phase 5 sounds and assess <i>last many mind money</i>
Week 5	Revisit unsecure Phase 5 sounds and assess <i>most move Mr Mrs</i>
Week 6	Revisit unsecure Phase 5 sounds and assess <i>old only parents pass</i>
Week 7	Revisit unsecure Phase 5 sounds and assess

**Y1 - Summer 1 – Phonics Screening Check**

Week 1	Word reading practice using Phase 5 sounds.
Week 2	<b>Phonics Screening Week</b>
Week 3	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff, ll, ss, zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words <i>past path people plant</i>
Week 4	The <b>n</b> sound spelt <b>n</b> before <b>k</b> <i>poor pretty prove should</i>
Week 5	Division of words into syllables <i>steak sugar sure told</i>
Week 6	The <b>-ch</b> sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <i>water who whole wild would</i>
Week 7	The <b>v</b> sound at the end of words - the letter <b>e</b> needs to be added after the <b>v</b> .

**Y1 - Summer 2**

Week 1	Adding <b>s</b> and <b>es</b> to words (plural of nouns and the third person singular of verbs)
Week 2	Adding the endings <b>-ing, -ed</b> and <b>-er</b> to verbs where no change is needed to the root word
Week 3	Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word
Week 4	Words ending <b>-y</b> making the <b>ee</b> sound.
Week 5	The <b>k</b> sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .
Week 6	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word
Week 7	Compound words

## YEAR 2

Year 2 follow the Read, Write Inc Spelling Programme devised by Ruth Miskin. This programme follows a set of activities and tasks using online teaching resources which are supplemented by teacher guidance.

These activities and tasks are repeated through the programme so that over time children are able to focus on the skill being learnt as opposed to the activity itself.

It covers “all of the spelling requirements of the National Curriculum in England (September 2013.”

Children who have reached the required level in Phonics i.e. passed the Phonics Screening Check in Year 1 then they will begin this programme on entry to Year 2.

Children who scored highly, but did not pass the Phonics Screening Check (a score of 25-32) **and** secure in Phase 3 and 4 will begin this programme on entry to Year 2 but will receive a discrete phonics intervention alongside.

Children who scored less than 20 and **are not** secure in Phase 3 and 4 on the Phonics Screening Check will receive daily phonics lessons with Year 1.

Children are taught two of the Year 1 and 2 Common Exception Word as spellings each week and receive these as part of their spellings which are sent home.

**Y2 - Autumn 1 – Book 2a**

Week 1	Pre-programme activities – Year 1 spelling
Week 2	The <b>or</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b> <i>a are ask be</i>
Week 3	Soft <b>c</b> sound <i>by come do friends</i>
Week 4	Special Focus: <i>where, could, there, want, was, would, what</i>
Week 5	Adding the suffix <b>-y</b> to words ending in a short vowel and a consonant <i>full go has he</i>
Week 6	Adding the suffix <b>-y</b> to words ending in <b>e</b> <i>here his house l</i>
Week 7	Homophones <b>Assessment</b>

**Y2 - Autumn 2 Book 2a**

Week 1	Adding the suffix <b>-ly</b> to words to make adverbs <i>is love me my</i>
Week 2	The <b>n</b> sound spelt <b>kn</b> and <b>gn</b> <i>no of once one</i>
Week 3	Special Focus: <i>money, busy, people, half</i>
Week 4	The <b>igh</b> sound spelt <b>y</b> <i>our pull push put</i>
Week 5	Adding the suffix <b>-ing</b> to words ending in a short vowel and consonant <i>said says school she</i>
Week 6	Homophones <i>so the they to</i>
Week 7	Adding the suffix <b>-ing</b> to words ending ending in <b>e</b> or <b>ie</b> <b>Assessment</b>

Y2 - Spring 1 Book 2a	
Week 1	The <b>j</b> sound <i>today was we were</i>
Week 2	Contractions and Apostrophes <i>you your after again</i>
Week 3	The <b>o</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b> <i>any bath beautiful because</i>
Week 4	Adding the suffix <b>-ed</b> to words ending in 2 consonant letters and words ending in a short vowel and a consonant <i>behind both break busy</i>
Week 5	The <b>u</b> sound spelt <b>o</b> and the <b>or</b> sound spelt <b>ar</b> after <b>w</b> <i>child children Christmas class</i>
Week 6	Adding the suffix <b>-ed</b> swapping <b>y</b> for <b>i</b> (Swap, double or drop) <i>climb clothes cold could</i>
Week 7	Possessive apostrophes <b>Assessment</b>

Y2 - Spring 2 – Book 2b <b>KS1 SATS</b>	
Week 1	The <b>r</b> sound spelt <b>wr</b> <i>door even every everybody</i>
Week 2	Adding suffixes <b>-er</b> and <b>-est</b> to words where no change is needed; words ending in <b>e</b> <i>eye fast father find</i>
Week 3	Special Focus: <i>many, some, should, come, any, would</i>
Week 4	Adding suffixes <b>-er</b> and <b>-est</b> to words swapping <b>y</b> for <b>i</b> (Swap, double or drop) <i>floor gold grass great</i>
Week 5	Adding suffixes <b>-er</b> and <b>-est</b> to words swapping <b>y</b> for <b>i</b> doubling the consonant, where the root word ends in a short vowel plus consonant. (Swap, double or drop) <i>kind last many mind</i>
Week 6	Homophones <i>money most move Mr</i>
Week 7	The <b>ee</b> sound spelt <b>ey</b> <b>Assessment</b>

**Y2 - Summer 1 – Book 2b**

Week 1	Adding the suffix <b>-ness</b> to root words where no change is needed to the root word. <i>Mrs old only parents</i>
Week 2	Words ending in <b>-il</b> and words where <b>s</b> makes a <b>zh</b> sound – <i>pencil, fossil, treasure, revision</i>
Week 3	Adding the suffix <b>-ness</b> when swapping <b>y</b> for <b>i</b> (Swap, double or drop) <i>pass past path people</i>
Week 4	Words ending in <b>-le</b> <i>plant poor pretty prove</i>
Week 5	Homophones <i>should steak sugar sure</i>
Week 6	Words ending in <b>-el</b> <i>told water who whole wild</i>
Week 7	Words ending in <b>-al</b> <b>Assesment</b>

**Y2 - Summer 2 – Book 2b**

Week 1	The <b>ir</b> sound spelt <b>or</b> after <b>w</b> : <i>world, worst, password</i>
Week 2	Adding the suffix <b>-ful</b>
Week 3	Adding the suffix <b>-less</b>
Week 4	Contractions and apostrophes
Week 5	Adding the suffix <b>-ment</b>
Week 6	Adding the suffix <b>-tion</b>
Week 7	Adding the suffix <b>-es</b> Possessive apostrophes <b>Assessment</b>

## **YEAR 3**

Year 3 follow the Read, Write Inc Spelling Programme devised by Ruth Miskin. This programme follows a set of activities and tasks using online teaching resources which are supplemented by teacher guidance.

These activities and tasks are repeated through the programme so that over time children are able to focus on the skill being learnt as opposed to the activity itself.

It covers “all of the spelling requirements of the National Curriculum in England (September 2013.”

This programme is alternated each week with a week where children learn the words set out in the Year 3 and 4 National Curriculum spelling list. Spelling sent home will alternate between words related to the spelling rule learnt and the Spelling List words learnt.



**Y3 - Autumn 1**

Week 1	Adding the prefix <b>dis-</b> and <b>in-</b>
Week 2	Year 3/4 National curriculum spelling list <i>accident(ally) actual(ly) address appear arrive believe</i>
Week 3	Adding <b>im-</b> to root words beginning with <b>m</b> or <b>p</b>
Week 4	Year 3/4 National curriculum spelling list <i>bicycle breath breathe build calendar caught</i>
Week 5	Special Focus – <i>answer, island, February, length, strength, business/busy</i>
Week 6	Adding the suffix <b>-ous</b>
Week 7	Consolidation/Assessment

**Y3 - Autumn 2**

Week 1	Year 3/4 National curriculum spelling list <i>centre century certain circle complete consider</i>
Week 2	Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Week 3	Year 3/4 National curriculum spelling list <i>Decide describe different difficult disappear</i>
Week 4	Words ending in <b>-ture</b>
Week 5	Year 3/4 National curriculum spelling list <i>early earth eight/eighth enough exercise experience</i>
Week 6	Homophones
Week 7	Consolidation/Assessment

**Y3 - Spring 1**

Week 1	Year 3/4 National curriculum spelling list <i>experiment extreme famous favourite forward(s) fruit</i>
Week 2	Adding <b>-ation</b> to verbs to form nouns
Week 3	Year 3/4 National curriculum spelling list <i>grammar group guard guide heard heart</i>
Week 4	Words with the <b>c</b> sound spelt <b>ch</b>
Week 5	Year 3/4 National curriculum spelling list <i>height history imagine increase important interest</i>
Week 6	Words with the <b>sh</b> sound spelt <b>ch</b>
Week 7	Consolidation/Assessment

**Y3 - Spring 2**

Week 1	Special Focus – <i>the short i sounds spelt y</i>
Week 2	Year 3/4 National curriculum spelling list <i>knowledge learn library material medicine mention</i>
Week 3	Adding the suffix <b>-ion</b> to root words ending in <b>t</b> or <b>te</b>
Week 4	Year 3/4 National curriculum spelling list <i>minute natural naughty notice occasion(ally) often</i>
Week 5	Adding the suffix <b>-ian</b> to root words ending in <b>c</b> or <b>cs</b>
Week 6	Year 3/4 National curriculum spelling list <i>opposite ordinary particular peculiar perhaps popular</i>
Week 7	Consolidation/Assessment

**Y3 - Summer 1**

Week 1	Year 3/4 National curriculum spelling list <i>position possess(ion) possible potatoes pressure probably</i>
Week 2	Adding the prefix <b>re-</b>
Week 3	Year 3/4 National curriculum spelling list <i>promise purpose quarter question recent regular</i>
Week 4	Homophones
Week 5	Year 3/4 National curriculum spelling list <i>reign remember sentence separate special straight</i>
Week 6	Adding the prefix <b>anti-</b>
Week 7	Consolidation/Assessment

**Y3 - Summer 2**

Week 1	Year 3/4 National curriculum spelling list <i>strange strength suppose surprise therefore</i>
Week 2	Adding the prefix super-
Week 3	Year 3/4 National curriculum spelling list <i>therefore though although</i>
Week 4	Adding the prefix sub-
Week 5	Year 3/4 National curriculum spelling list <i>through various weight woman/women</i>
Week 6	Consolidation/Assessment
Week 7	Consolidation/Assessment

## **YEAR 4**

Year 4 follow the Read, Write Inc Spelling Programme devised by Ruth Miskin. This programme follows a set of activities and tasks using online teaching resources which are supplemented by teacher guidance.

These activities and tasks are repeated through the programme so that over time children are able to focus on the skill being learnt as opposed to the activity itself.

It covers "all of the spelling requirements of the National Curriculum in England (September 2013."

This programme is alternated each week with a week where children learn the words set out in the Year 3 and 4 National Curriculum spelling list. Spelling sent home will alternate between words related to the spelling rule learnt and the Spelling List words learnt.

**Y4 - Autumn 1**

Week 1	Adding the prefix <b>mis-</b> and revising <b>un-, dis-</b> and <b>in-</b>
Week 2	Year 3/4 National curriculum spelling list <i>accident(ally) actual(ly) address appear arrive believe</i>
Week 3	Words ending in <b>zhuh</b> spelt <b>-sure</b>
Week 4	Year 3/4 National curriculum spelling list <i>bicycle breath breathe build calendar caught</i>
Week 5	Special Focus –the short <b>u</b> sound spelt <b>ou</b>
Week 6	Adding the prefix <b>auto-</b>
Week 7	Consolidation/Assessment

**Y4 - Autumn 2**

Week 1	Year 3/4 National curriculum spelling list <i>centre century certain circle complete consider</i>
Week 2	Adding the suffix <b>-ly</b> (to adjectives to form adverbs)
Week 3	Year 3/4 National curriculum spelling list <i>Decide describe different difficult disappear</i>
Week 4	Adding the prefix <b>inter-</b>
Week 5	Year 3/4 National curriculum spelling list <i>early earth eight/eighth enough exercise experience</i>
Week 6	Homophones
Week 7	Consolidation/Assessment

**Y4 - Spring 1**

Week 1	Year 3/4 National curriculum spelling list <i>experiment extreme famous favourite forward(s) fruit</i>
Week 2	Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
Week 3	Year 3/4 National curriculum spelling list <i>grammar group guard guide heard heart</i>
Week 4	Words ending in <b>-ous</b>
Week 5	Year 3/4 National curriculum spelling list <i>height history imagine increase important interest February</i>
Week 6	Words with the <b>s</b> sound spelt <b>sc</b>
Week 7	Consolidation/Assessment

**Y4 - Spring 2**

Week 1	Special Focus – <i>possessive apostrophes with plural words</i>
Week 2	Year 3/4 National curriculum spelling list <i>knowledge learn library material medicine mention</i>
Week 3	Words ending in <b>zhun</b> spelt <b>-sion</b>
Week 4	Year 3/4 National curriculum spelling list <i>minute natural naughty notice occasion(ally) often</i>
Week 5	Adding <b>il-</b> and revising <b>un-, in-, mis-,</b> and <b>dis-</b>
Week 6	Year 3/4 National curriculum spelling list <i>opposite ordinary particular peculiar perhaps popular</i>
Week 7	Consolidation/Assessment

**Y4 - Summer 1**

Week 1	Year 3/4 National curriculum spelling list <i>position possess(ion) possible potatoes pressure probably</i>
Week 2	The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>gue</b>
Week 3	Year 3/4 National curriculum spelling list <i>promise purpose quarter question recent regular</i>
Week 4	Homophones
Week 5	Year 3/4 National curriculum spelling list <i>reign remember sentence separate special straight</i>
Week 6	Adding <b>ir-</b> to words beginning with <b>r</b>
Week 7	Consolidation/Assessment

**Y4 - Summer 2**

Week 1	Year 3/4 National curriculum spelling list <i>strange strength suppose surprise therefore</i>
Week 2	Adding the suffix <b>-ion</b>
Week 3	Year 3/4 National curriculum spelling list <i>therefore though although busy/business answer island</i>
Week 4	Adding the suffix <b>-ion</b>
Week 5	Year 3/4 National curriculum spelling list <i>through various weight woman/women length strength</i>
Week 6	Consolidation/Assessment
Week 7	Consolidation/Assessment

## **YEAR 5**

Year 5 follow the Read, Write Inc Spelling Programme devised by Ruth Miskin. This programme follows a set of activities and tasks using online teaching resources which are supplemented by teacher guidance.

These activities and tasks are repeated through the programme so that over time children are able to focus on the skill being learnt as opposed to the activity itself.

It covers “all of the spelling requirements of the National Curriculum in England (September 2013.)”

This programme is alternated each week with a week where children learn the words set out in the Year 5 and 6 National Curriculum spelling list. These replace the Special Focus – Orange Words units contained in the workbooks. Spelling sent home will alternate between words related to the spelling rule learnt and the Spelling List words learnt.



**Y5 - Autumn 1**

Week 1	Words with a silent letter b
Week 2	Year 5/6 National curriculum spelling list <i>accommodate accompany according achieve aggressive amateur</i>
Week 3	Words that contain the letter- string <b>ough</b>
Week 4	Year 5/6 National curriculum spelling list <i>ancient apparent appreciate attached available average</i>
Week 5	Words ending in <b>-ible</b>
Week 6	Year 5/6 National curriculum spelling list <i>awkward bargain bruise category cemetery committee</i>
Week 7	Consolidation/Assessment

**Y5 - Autumn 2**

Week 1	Special Focus – Homophones
Week 2	Year 5/6 National curriculum spelling list <i>communicate community competition conscience* conscious* controversy</i>
Week 3	Words ending in <b>-able</b>
Week 4	Year 5/6 National curriculum spelling list <i>convenience correspond criticise (critic + ise) curiosity definite desperate</i>
Week 5	Words with the silent letter t
Week 6	Year 5/6 National curriculum spelling list <i>determined develop dictionary disastrous embarrass environment</i>
Week 7	Consolidation/Assessment

**Y5 - Spring 1**

Week 1	Words ending <b>-ibly</b> and <b>-ably</b>
Week 2	Year 5/6 National curriculum spelling list <i>equip (-ped, -ment) especially exaggerate excellent existence explanation</i>
Week 3	Homophones and other words that are easily confused
Week 4	Year 5/6 National curriculum spelling list <i>familiar foreign forty frequently government guarantee</i>
Week 5	Words ending in <b>-ent</b>
Week 6	Year 5/6 National curriculum spelling list <i>harass hindrance identity immediate(ly) individual interfere</i>
Week 7	Consolidation/Assessment

**Y5 - Spring 2**

Week 1	Words ending in <b>-ence</b>
Week 2	Year 5/6 National curriculum spelling list <i>interrupt language leisure lightning marvellous mischievous</i>
Week 3	The <b>ee</b> sound spelt <b>ei</b>
Week 4	Year 5/6 National curriculum spelling list <i>muscle necessary neighbour nuisance occupy occur</i>
Week 5	Words ending in <b>-ent</b>
Week 6	Year 5/6 National curriculum spelling list <i>opportunity parliament persuade physical prejudice privilege</i>
Week 7	Consolidation/Assessment

**Y5 - Summer 1**

Week 1	Words ending <b>-ibly</b> and <b>-ably</b>
Week 2	Year 5/6 National curriculum spelling list <i>profession programme pronunciation queue recognise recommend</i>
Week 3	Homophones and other words that are easily confused
Week 4	Year 5/6 National curriculum spelling list <i>relevant restaurant rhyme rhythm sacrifice secretary</i>
Week 5	Words ending in <b>-ent</b>
Week 6	Year 5/6 National curriculum spelling list <i>shoulder signature sincere(ly) soldier stomach sufficient</i>
Week 7	Consolidation/Assessment

**Y5 - Summer 2**

Week 1	Words ending <b>-ant, -ance</b> and <b>-ancy</b>
Week 2	Year 5/6 National curriculum spelling list <i>suggest symbol system temperature thorough twelfth</i>
Week 3	Words ending in <b>shus</b> spelt <b>-cious</b>
Week 4	Year 5/6 National curriculum spelling list <i>variety vegetable vehicle yacht</i>
Week 5	Words ending in <b>shus</b> spelt <b>-tious</b>
Week 6	Words ending in <b>shul</b> spelt <b>-cial</b> or <b>-tial</b>
Week 7	Consolidation/Assessment

## **YEAR 6**

Year 6 follow the Read, Write Inc Spelling Programme devised by Ruth Miskin. This programme follows a set of activities and tasks using online teaching resources which are supplemented by teacher guidance.

**The Year 6 programme differs from other year groups as there is no new content taught. All work is revision, reinforcing previous learning.**

This programme is alternated each week with a week where children learn the words set out in the Year 5 and 6 National Curriculum spelling list. These replace the Special Focus – Orange Words units contained in the workbooks. Spelling sent home will alternate between words related to the spelling rule revision session and the Spelling List words learnt.

**Y6 - Autumn 1**

Week 1	Suffixes
Week 2	Year 5/6 National curriculum spelling list <i>accommodate accompany according achieve aggressive amateur</i>
Week 3	Words that contain the letter- string <b>ough</b>
Week 4	Year 5/6 National curriculum spelling list <i>ancient apparent appreciate attached available average</i>
Week 5	Suffixes – root words ending in a consonant plus <b>e</b>
Week 6	Year 5/6 National curriculum spelling list <i>awkward bargain bruise category cemetery committee</i>
Week 7	Consolidation/Assessment

**Y6 - Autumn 2**

Week 1	Suffixes – root words ending in <b>-le</b> or a consonant plus <b>y</b>
Week 2	Year 5/6 National curriculum spelling list <i>communicate community competition conscience* conscious* controversy</i>
Week 3	Homophones and other words that are easily confused
Week 4	Year 5/6 National curriculum spelling list <i>convenience correspond criticise (critic + ise) curiosity definite desperate</i>
Week 5	Suffixes <ul style="list-style-type: none"> <li>- beginning with vowel letters to words of more than one syllable (Y3/4)</li> <li>- beginning with vowel letters to words ending <b>-fer</b> (Y5/6)</li> </ul>
Week 6	Year 5/6 National curriculum spelling list <i>determined develop dictionary disastrous embarrass environment</i>
Week 7	Consolidation/Assessment

**Y6 - Spring 1**

Week 1	Suffixes - adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it. (previously Y2)
Week 2	Year 5/6 National curriculum spelling list <i>equip (-ped, -ment) especially exaggerate excellent existence explanation</i>
Week 3	The <b>sh</b> sound spelt <b>ti</b> or <b>ci</b>
Week 4	Year 5/6 National curriculum spelling list <i>familiar foreign forty frequently government guarantee</i>
Week 5	The <b>sh</b> sound spelt <b>si</b> or <b>ssi</b> (previously Y5)
Week 6	Year 5/6 National curriculum spelling list <i>harass hindrance identity immediate(ly) individual interfere</i>
Week 7	Consolidation/Assessment

**Y6 - Spring 2**

Week 1	Silent letters
Week 2	Year 5/6 National curriculum spelling list <i>interrupt language leisure lightning marvellous mischievous</i>
Week 3	<b>KS2 SATS WEEK</b>
Week 4	Year 5/6 National curriculum spelling list <i>muscle necessary neighbour nuisance occupy occur</i>
Week 5	The spellings <b>ei</b> and <b>ie</b> – words with these sounds after <b>c</b>
Week 6	Year 5/6 National curriculum spelling list <i>opportunity parliament persuade physical prejudice privilege</i>
Week 7	Consolidation/Assessment

**Y6 - Summer 1**

Week 1	The use of hyphens
Week 2	Year 5/6 National curriculum spelling list <i>profession programme pronunciation queue recognise recommend</i>
Week 3	Words ending in <b>-ible</b> and <b>-able</b>
Week 4	Year 5/6 National curriculum spelling list <i>relevant restaurant rhyme rhythm sacrifice secretary</i>
Week 5	Common Mistakes – homophones and other words
Week 6	Year 5/6 National curriculum spelling list <i>shoulder signature sincere(ly) soldier stomach sufficient</i>
Week 7	Consolidation/Assessment

**Y6 - Summer 2**

Week 1	Plural Nouns: Adding <b>-es</b> to nouns and verbs ending in <b>-y</b> (previously Year 2)
Week 2	Year 5/6 National curriculum spelling list <i>suggest symbol system temperature thorough twelfth</i>
Week 3	Plural Nouns – homophones and other words that are often confused.
Week 4	Year 5/6 National curriculum spelling list <i>variety vegetable vehicle yacht</i>
Week 5	Homophones and other words that are easily confused.
Week 6	Consolidation/Assessment
Week 7	Consolidation/Assessment