

PHONICS PROGRESSION DOCUMENT

Nursery – Year 6.

Reading

Luddenden CE School follows the Rising Stars Rocket Phonics 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. It does not follow the old phases used in Letters and Sounds. This scheme is followed from Reception to Year 1. Children in these year groups receive a daily phonics session as well as opportunities to embed learned knowledge through the curriculum. The scheme splits learning each GPC into two sections – segmenting and blending. Children who do not pass the Phonics Screening Test in Year 1 or who pass but with significant gaps 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

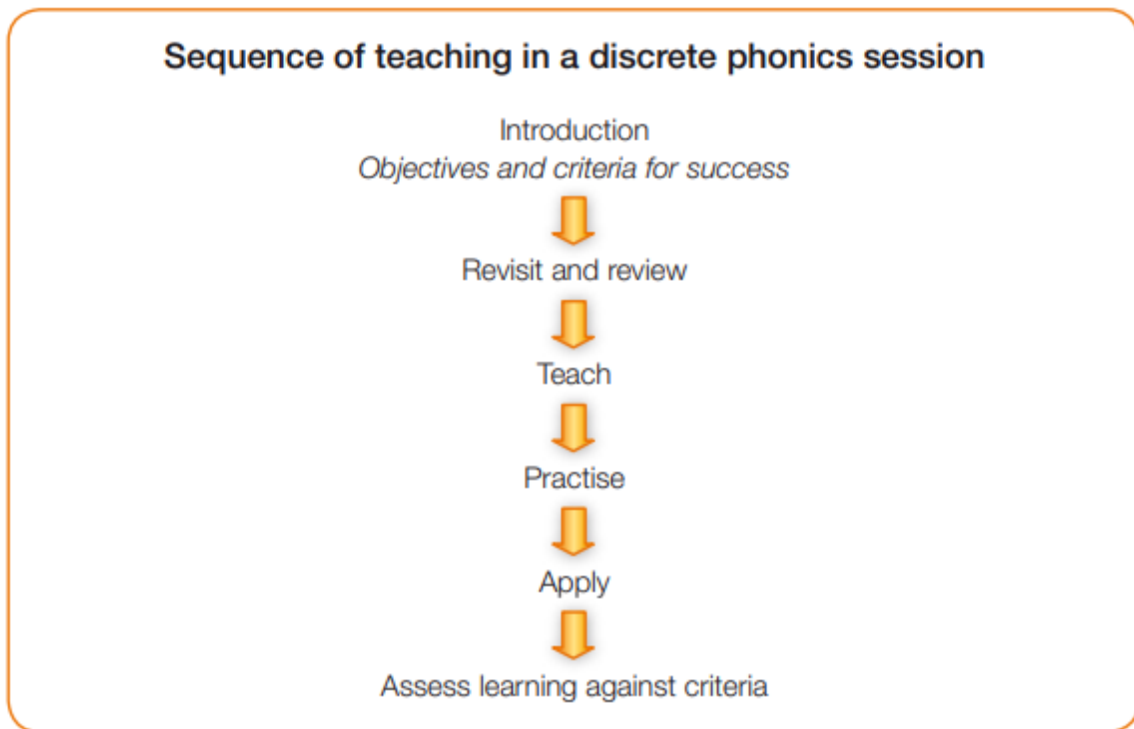
From Year 2 children who have passed the Phonics screening will begin Phase 6 through the Oxford Owl Read Write Inc Spelling scheme which maintains phonics as an underlying theme. Children will focus on a spelling rule and receive a daily 30 minute session designed to embed and consolidate learning over 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

Rocket Phonics uses the Introduce, Revisit, Teach, Practise, Apply sequence for teaching phonics.



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

As phonics are not statutory in Nursery settings, Rising Stars Rocket Phonics does not include the old Phase 1 from Letters and Sounds. As Phase 1 falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage, Luddenden CE School have decided to keep using this phase to give children in Nursery the best start to their phonics education. 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 1 contributes to the provision for Communication, Language and Literacy; it does not constitute the whole language provision.

The activities in Phase 1 are mainly adult led with the intention of teaching young children are based on important basic elements of the original 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 1 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

Weeks are numbered to match planning documents

R - Autumn – Reception Baseline Assessments	
Week 0	Transition Week Baseline Assessments
Week 1	GPCs: /s/ as s /a/ as a Tricky words/Spellings - none
Week 2	GPCs: /t/ as t /i/ as i Tricky words/Spellings - none
Week 3	GPCs /p/ as p /n/ as n Tricky words/Spellings - none
Week 4	GPCs: /m/ as m /d/ as d Tricky words/Spellings – l, the
Week 5	GPCs: /g/ as g /o/ as o Tricky words/Spellings – go, to
Week 6	GPCs: /c/ as c /k/ as k Tricky words/Spellings – no, into

R - Autumn	
Week 7	GPCs: /k/ as ck /e/ as e Tricky words/Spellings – the
Week 8	GPCs: /u/ as u /r/ as r Tricky words/Spellings – to
Week 9	GPCs: /h/ as h /b/ as b Tricky words/Spellings – l
Week 10	GPCs: /f/ as f and ff /l/ as l Tricky words/Spellings – go
Week 11	GPCs: /l/ as ll /s/ as ss Tricky words/Spellings – no
Week 12	GPCs: Introduce double letters, Introduce 2 syllable words Tricky words/Spellings – into
Week 13	GPCs: /j/ as j /v/ as v Tricky words/Spellings – he, she

R - Spring

Week 14	GPCs: /w/ as w /k+s/ as x Tricky words/Spellings – we, me
Week 15	GPCs: /y/ as y /z/ as z and zz Tricky words/Spellings – be, was
Week 16	GPCs: /z/ as s /k+w/ as qu Tricky words/Spellings – my, you
Week 17	GPCs: Consolidate j, v Consolidate w, x Tricky words/Spellings – her, they
Week 18	GPCs: Consolidate y, z, zz, Consolidate s, qu Tricky words/Spellings – all, are
Week 19	GPCs: /ch/ as ch /sh/ as sh Tricky words/Spellings – he, she
Week 20	GPCs: /th/ as th /n+g/ as ng Tricky words/Spellings – we, me

R - Spring

Week 21	GPCs: /ai/ as ai /ee/ as ee Tricky words/Spellings – be, was
Week 22	GPCs: /igh/ as igh /oa/ as oa Tricky words/Spellings – my, you
Week 23	GPCs: short /oo/ as oo long /oo/ as oo Tricky words/Spellings – her, they
Week 24	GPCs: Consolidate ch, sh, th Consolidate igh, oa Consolidate short oo, long oo Tricky words/Spellings – all, are
Week 25	GPCs: /ar/ as ar /or/ as or Tricky words/Spellings – some, one, said
Week 26	GPCs: /ur/ as ur /ou/ as ow Tricky words/Spellings – come, do, so
Week 27	GPCs: /oi/ as oi /eer/ as ear Tricky words/Spellings – were, when

R – Summer	
Week 28	GPCs: /air/ as air /y+oor/ as ure Tricky words/Spellings – have, there
Week 29	GPCs: schwa /uh/ as er Consolidate ar, or Consolidate ur, ow Tricky words/Spellings – out, like
Week 30	GPCs: Consolidate oi, ear Consolidate air, ure Consolidate er, ar Consolidate or, ur Tricky words/Spellings – little, what
Week 31	GPCs: /w/ as wh /f/ as ph Tricky words/Spellings – some, one, said
Week 32	GPCs: /ai/ as ay /ai/ as a-e Tricky words/Spellings – do, so
Week 33	GPCs: /ai/ as a /ee/ as e-e Tricky words/Spellings – were, when
Week 34	GPCs: /ee/ as ie /ee/ as ea Tricky words/Spellings – have, their

R – Summer	
Week 35	GPCs: Consolidate wh, ph Consolidate ay, a-e Tricky words/Spellings – out, like
Week 36	GPCs: Consolidate wh, ph Consolidate /ee/ as ie, /ee/ as ea Tricky words/Spellings – out, like
Week 37	
Week 38	
Week 39	

Remaining weeks in the Summer Term are used at the teachers discretion to address gaps.

YEAR ONE

Section 1 is taught during children's time in Reception and are revisited throughout year 1.

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

Weeks are numbered to reflect planning documents

Y1 - Autumn	
Week 0	Transition Week
Week 1	GPCs: /igh/ as i /igh/ as i-e Tricky words/Spellings – some, one, said, pint, bike
Week 2	GPCs: /igh/ as ie /igh/ as y Tricky words/Spellings – come, do, so, lied, cry
Week 3	GPCs: /oa/ as o-e /oa/ as ow Tricky words/Spellings – were, when, rope, bowl
Week 4	GPCs: /oa/ as oe /oa/ as o Tricky words/Spellings – have, their, goes, cold
Week 5	GPCs: /ee/ as y /ee/ as ey Tricky words/Spellings – out, like, silly, money
Week 6	GPCs: Consolidate l, i-e, ie Consolidate y, o-e Consolidate ow, oe, o Consolidate y, ey Tricky words/Spellings – little, what, rainbow, potatoes

Y1 - Autumn	
Week 7	GPCs: /y+oo/ as u short/oo/ as u Tricky words/Spellings – oh, their, tuba, push
Week 8	GPCs: /y+oo/ as u-e long/y+oo/ as u-e Tricky words/Spellings – people, cube, amused, flute, rude
Week 9	GPCs: /y+oo/ as ue long/oo/ as ue Tricky words/Spellings – Mr, Mrs, venue, tissue
Week 10	GPCs: /y+oo/ as ew long/oo/ as ew Tricky words/Spellings – looked, called, chew, mildew
Week 11	GPCs: /ur/ as er /ur/ as ir Tricky words/Spellings – asked, could, perch, twirl
Week 12	GPCs: /ou/ as ou /oi/ as oy Tricky words/Spellings – water, where, destroy, cloud
Week 13	GPCs: /or/ as au /or/ as aw Tricky words/Spellings – who, again, hauled, fawn

Y1 - Spring	
Week 14	GPCs: Introduce ou as /oa/ and long /oo/ and oul as short oo Introduce /ar/as a and al Tricky words/Spellings – thought, through,
Week 15	GPCs: Introduce /ur/ as ear and or Introduce /eer/ as eer and ere Tricky words/Spellings – many, laughed
Week 16	GPCs: Introduce /air/ as are, ear and ere Introduce /or/as al Tricky words/Spellings – because, any
Week 17	GPCs: Introduce /or/ as our Introduce /or/ as ore Tricky words/Spellings – eyes, friends
Week 18	GPCs: Introduce /or/ as oor Introduce /or/ as augh Tricky words/Spellings – once, please
Week 19	GPCs: Introduce /s/ as c Introduce /j/ as g Tricky words/Spellings – oh, their
Week 20	GPCs: Introduce /e/ as ea Introduce /s/ as se Tricky words/Spellings – people

Y1 - Spring	
Week 21	GPCs: Introduce /s/ as ce Introduce /k/ as ch Tricky words/Spellings – Mr, Mrs
Week 22	GPCs: Introduce /sh/ as ch Introduce /j/ as dge Tricky words/Spellings – looked, called
Week 23	GPCs: Introduce /j/ as ge Introduce /uh/ as o Tricky words/Spellings – asked, could
Week 24	GPCs: Consolidate c,g Consolidate ea, se, ce Consolidate ch, ch Consolidate dge, ge, o Tricky words/Spellings – water, where
Week 25	GPCs: Introduce /ul/ as le Introduce ed as /t/ and /d/ Tricky words/Spellings – oh, their
Week 26	GPCs: Introduce /m/ as mb Introduce /n/ as kn Tricky words/Spellings – people
Week 27	GPCs: Introduce /n/ as gn Introduce /r/ as wr Tricky words/Spellings – Mr, Mrs

Y1 - Summer – Phonics Screening Check

Week 28	GPCs: Introduce /ch/ as tch Introduce /zh/ as s, si and ge Tricky words/Spellings – looked, called
Week 29	Phonics Screening Week GPCs: Consolidate le, ed, mb, kn Tricky words/Spellings – asked, could
Week 30	GPCs: Consolidate gn, wr, tch; s,si,ge Tricky words/Spellings – where, water
Week 31	GPCs: Introduce /ch+u/ as ture Introduce /i/ as y Tricky words/Spellings – who, again
Week 32	GPCs: Introduce /s/ as sc Introduce /s/ as st Tricky words/Spellings – thought, through
Week 33	GPCs: Introduce /o/ as (w)a Introduce /sh/ as ti Tricky words/Spellings – many, laughed
Week 34	GPCs: Introduce /sh/ as ci Introduce /sh/ as ssi Tricky words/Spellings – because, any

Y1 - Summer

Week 35	GPCs: Consolidate ture, y, sc, st Tricky words/Spellings – eyes, friends
Week 36	GPCs: Consolidate (w)a, ti, ci, ssi Tricky words/Spellings – once please
Week 37	
Week 38	
Week 39	

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 or sound spelt a before l and ll <i>a are ask be</i>
Week 3	Soft c 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 -y to words ending in a short vowel and a consonant <i>full go has he</i>
Week 6	Adding the suffix -y to words ending in e <i>here his house l</i>
Week 7	Homophones Assessment

Y2 - Autumn 2 Book 2a

Week 1	Adding the suffix -ly to words to make adverbs <i>is love me my</i>
Week 2	The n sound spelt kn and gn <i>no of once one</i>
Week 3	Special Focus: <i>money, busy, people, half</i>
Week 4	The igh sound spelt y <i>our pull push put</i>
Week 5	Adding the suffix -ing 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 -ing to words ending ending in e or ie Assessment

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

Y2 - Spring 2 – Book 2b KS1 SATS	
Week 1	The r sound spelt wr <i>door even every everybody</i>
Week 2	Adding suffixes -er and -est to words where no change is needed; words ending in e <i>eye fast father find</i>
Week 3	Special Focus: <i>many, some, should, come, any, would</i>
Week 4	Adding suffixes -er and -est to words swapping y for i (Swap, double or drop) <i>floor gold grass great</i>
Week 5	Adding suffixes -er and -est to words swapping y for i 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 ee sound spelt ey

	Assessment
Y2 - Summer 1 – Book 2b	
Week 1	Adding the suffix -ness to root words where no change is needed to the root word. <i>Mrs old only parents</i>
Week 2	Words ending in -il and words where s makes a zh sound – <i>pencil, fossil, treasure, revision</i>
Week 3	Adding the suffix -ness when swapping y for i (Swap, double or drop) <i>pass past path people</i>
Week 4	Words ending in -le <i>plant poor pretty prove</i>
Week 5	Homophones <i>should steak sugar sure</i>
Week 6	Words ending in -el <i>told water who whole wild</i>
Week 7	Words ending in -al Assessment

Y2 - Summer 2 – Book 2b	
Week 1	The ir sound spelt or after w : <i>world, worst, password</i>
Week 2	Adding the suffix -ful
Week 3	Adding the suffix -less
Week 4	Contractions and apostrophes
Week 5	Adding the suffix -ment
Week 6	Adding the suffix -tion
Week 7	Adding the suffix -es Possessive apostrophes Assessment

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 dis- and in-
Week 2	Year 3/4 National curriculum spelling list <i>accident(ally) actual(ly) address appear arrive believe</i>
Week 3	Adding im- to root words beginning with m or p
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 -ous
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 -ly (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 -ture
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 -ation 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 c sound spelt ch
Week 5	Year 3/4 National curriculum spelling list <i>height history imagine increase important interest</i>
Week 6	Words with the sh sound spelt ch
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 -ion to root words ending in t or te
Week 4	Year 3/4 National curriculum spelling list <i>minute natural naughty notice occasion(ally) often</i>
Week 5	Adding the suffix -ian to root words ending in c or cs
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 re-
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 anti-
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 mis- and revising un-, dis- and in-
Week 2	Year 3/4 National curriculum spelling list <i>accident(ally) actual(ly) address appear arrive believe</i>
Week 3	Words ending in zhuh spelt -sure
Week 4	Year 3/4 National curriculum spelling list <i>bicycle breath breathe build calendar caught</i>
Week 5	Special Focus –the short u sound spelt ou
Week 6	Adding the prefix auto-
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 -ly (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 inter-
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 ay sound spelt ei, eigh, ey
Week 3	Year 3/4 National curriculum spelling list <i>grammar group guard guide heard heart</i>
Week 4	Words ending in -ous
Week 5	Year 3/4 National curriculum spelling list <i>height history imagine increase important interest February</i>
Week 6	Words with the s sound spelt sc
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 zhun spelt -sion
Week 4	Year 3/4 National curriculum spelling list <i>minute natural naughty notice occasion(ally) often</i>
Week 5	Adding il- and revising un-, in-, mis-, and dis-
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 c sound spelt -que and the g sound spelt gue
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 ir- to words beginning with r
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 -ion
Week 3	Year 3/4 National curriculum spelling list <i>therefore though although busy/business answer island</i>
Week 4	Adding the suffix -ion
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 ough
Week 4	Year 5/6 National curriculum spelling list <i>ancient apparent appreciate attached available average</i>
Week 5	Words ending in -ible
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 -able
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 -ibly and -ably
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 -ent
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 -ence
Week 2	Year 5/6 National curriculum spelling list <i>interrupt language leisure lightning marvellous mischievous</i>
Week 3	The ee sound spelt ei
Week 4	Year 5/6 National curriculum spelling list <i>muscle necessary neighbour nuisance occupy occur</i>
Week 5	Words ending in -ent
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 -ibly and -ably
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 -ent
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 -ant, -ance and -ancy
Week 2	Year 5/6 National curriculum spelling list <i>suggest symbol system temperature thorough twelfth</i>
Week 3	Words ending in shus spelt -cious
Week 4	Year 5/6 National curriculum spelling list <i>variety vegetable vehicle yacht</i>
Week 5	Words ending in shus spelt -tious
Week 6	Words ending in shul spelt -cial or -tial
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 ough
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 e
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 -le or a consonant plus y
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"> - beginning with vowel letters to words of more than one syllable (Y3/4) - beginning with vowel letters to words ending -fer (Y5/6)
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 -ed, -ing, -er and -est to a root word ending in -y 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 sh sound spelt ti or ci
Week 4	Year 5/6 National curriculum spelling list <i>familiar foreign forty frequently government guarantee</i>
Week 5	The sh sound spelt si or ssi (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	KS2 SATS WEEK
Week 4	Year 5/6 National curriculum spelling list <i>muscle necessary neighbour nuisance occupy occur</i>
Week 5	The spellings ei and ie – words with these sounds after c
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 -ible and -able
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 -es to nouns and verbs ending in -y (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