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| Year 1 |
| Autumn | Spring | Summer |
| **Spelling Rules**: The /ai/ and /ay/ digraphs. Usually found in the middle and end of words.**Spelling Rules**: The /oa/ /ow/ and /oe/ digraphs. Usually found in the middle and end of words. 28**Spelling Rules:** Long vowel sound /e/ spelled ee and ea. Usually found in the middle of words. Look and remember. **20/21****Spelling Rules:** Long vowel sound /e/ spelled ey and y, found at the end of words.**Spelling Rules:** The long vowel sound /i/ spelled ‘igh.’ This is usually found in the middle and he digraph ‘ie’ making the /aɪ / sound as in pie. **34/32****Spelling Rules:** The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/and the long vowel sounds ue and ew.**26/31****Spelling Rules:**  The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.**19****Spelling Rules:** The ’ou’ digraph. This digraph can be can be found at the beginning and in the middle of words. The only common English word ending in ‘ou’ is you.**29****Spelling Rules:**  The /or/ sound spelled with the digraphs or, aw or au. At the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au. **36.****Spelling Rules:** The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words and the vowel digraph er. In these words the sound is unstressed and found at the end of words. **23/24****Spelling Rules:** The /nk/ sound found at the end of words. This sound usually comes after a vowel.**6****Spelling Rules**: The /ck/ sound. This sound is usually spelled as ck and comes straight after a single vowel letter in short words.**5** | **Spelling Rules:** The /ai/ and /ay/ digraphs and the long vowel sound /a/ spelled with the split digraph a-e. Look and remember.14**Spelling Rules**: The /oa/ /ow/ and /oe/ digraphs and the long vowel sound /o/ spelled with the split digraph o\_e. **28/17****Spelling Rules:** The long vowel sound /i/ spelled ‘igh’ and the long vowel sound /i/ spelled with a split digraph i-e.**34/32/16****Spelling Rules:** The long vowel sound /oo/ as in Zoo, the long vowel sounds ue and ew and the The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words..**26/31/18****Spelling Rules:** Long vowel sound /e/ spelled ee and ea, usually found in the middle of words and spelled ey and y, found at the end of words.**20/21****Spelling Rule:** The long vowel sound /e/ spelled with the split digraph e-e. **15****Spelling Rules:** The /oy/ and /oi/ digraphs. Usually found in the middle and end of words.**Spelling Rules:** The /air/ sound spelled with ‘air’ ’ear’ or ‘are’ **37/39** **Spelling Rule**. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words. **22** **Spelling Rules:** The short vowel sound ‘oo’ as in foot.**27****Spelling Rules:** The ‘ow’ digraph. This digraph can make two different sounds like in ‘cow’ or in ‘blow.’**Spelling Rules:** The digraph ‘ie’ making the /ee/ sound. | **Spelling Rules:** The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words.**3****Spelling Rules:** The z sound spelled ‘zz’ usually comes straight after a single vowel in short words. There are exceptions which can be spelled with an ‘s’.**4****Spelling Rules:** The /f/ sound spelled ff usually following a single vowel.**1****Spelling Rules:** The /l/ sound spelled as ‘ll’ and usually comes straight after a single vowel in short words.**2****Phase 6****Spelling Rules:** Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as –s. If it forms an extra syllable, then it is spelled as –es.**9****Spelling Rules:** Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.**10****Spelling Rules:** The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.**Spelling Rules:** Divide words into syllables, e.g. *pocket.***Spelling Rules:** Spell compound words, e.g. *farmyard, bedroom.***Spelling Rule:** Add the prefix –un.**Spelling Rules:** Words with ’ph’ or ‘wh’ spellings­­­ |
| **Opportunities to practise segmenting and blending (phase 4) throughout ccvc, cccvc, cvcc etc…****Recap phase 3 throughout** Common exception words – Sight wordsResources  Spelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso.  | **Opportunities to practise segmenting and blending (phase 4) throughout ccvc, cccvc, cvcc etc…****Revisit and review phase 5 throughout** Common exception words – Sight wordsResources Spelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso.  | **Revisit and review phase 5 throughout** **Common exception words – Sight words**Resources  Spelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso.  |
| Year 2 |
| Autumn | Spring | Summer |
| **Spelling Rules:** Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as –s. If it forms an extra syllable, then it is spelled as –es. **(stage 1 9)****Spelling** **Rules:** Adding ‘s’ and ‘-es’ to nouns and verbs **Spelling Rules:** Adding ‘-es’ to nouns and verbs ending in ‘y.’**14****Spelling Rules:** Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on. **(stage 1 10)****Spelling Rules:** Adding ‘-ed’ to verbs. **Spelling Rules:** Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound.**21****Spelling Rules:** Adding ‘-ed’ to verbs ending in y. The y is changed to an i.**15****Spelling Rules:** Adding ‘ing’ to words ending in ‘e’ with a consonant before it. **17****Spelling Rules:** Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. **20****Spelling Rules:** Adding –er and –est to adjectives. **(stage 1 32)****Spelling Rules:** Adding ‘er’ to words ending in ‘e’ with a consonant before it. **19****Spelling Rules:** Adding ‘-er’ ‘est’ to words ending in y. The y is changed to an i.**16****Spelling Rules:** The long vowel ‘i’ spelled with a y at the end of words. **13****Spelling Rules:** The /ee/ sound spelled ‘–ey’ **25****Spelling Rules:** Words with the spelling ‘a’ after w and qu**. 26****Spelling Rules:** The /er/ sound spelled with o or ar. **27****Spelling Rules:** The ‘or’ sound spelled ’a’ before ll and ll **22****Spelling Rules:** Using syllables to segment words over phonemes**Spelling Rules:** Compound words eg. Breakfast, greenhouse**Spelling Rules:** The /r/ sound spelled ’wr’ at the beginning of words. **7** | **Spelling Rules:** The /s/ sound spelled c before e, i and y. **4****Spelling Rules:** The /j/ sound spelled with a g. **3****Spelling Rules:** The /n/ sound spelled kn and gn at the beginning of words. **5****Spelling Rules:** The short vowel sound ‘o.’ **23****Spelling Rules:** The suffixes ‘-ment’ and ‘-ness’ **29****Spelling Rules:** The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words. **30****Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings **31/32****Spelling Rules:** The /l/ or /ul/ sound spelled ’-le’ at the end of words. **8****Spelling Rules:** The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. **9****Spelling Rules:** The /l/ or /ul/ sound spelled ‘-al’ at the end of words. **10****Spelling Rules:** Words ending in ’-il.’ **11****Spelling Rules:** Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. **34****Spelling Rules:** Using syllables to segment words over phonemes**Spelling Rules:** Compound words eg. Breakfast, greenhouse**Spelling Rules:** The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.**1****Spelling Rules:** The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’**2** | **Spelling** **Rules:** Adding ‘s’ and ‘-es’ to nouns and verbs **Spelling Rules:** Adding ‘-es’ to nouns and verbs ending in ‘y.’**14****Spelling Rules:** Adding ‘-ed’ to verbs. **Spelling Rules:** Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound.**21****Spelling Rules:** Adding ‘-ed’ to verbs ending in y. The y is changed to an i.**15****Spelling Rules:** Adding ‘ing’ to words ending in ‘e’ with a consonant before it. **17****Spelling Rules:** Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. **20****Spelling Rules:** Adding –er and –est to adjectives. **(stage 1 32)****Spelling Rules:** Adding ‘-er’ ‘est’ to words ending in y. The y is changed to an i.**16****Spelling Rules:** Using syllables to segment words over phonemes**Spelling Rules:** Compound words eg. Breakfast, greenhouse**Spelling Rules:** Contractions – the apostrophe shows where a letter or letters would be if the words were written in full including the possessive apostrophe (singular), e.g. *the girl’s book*. **34****Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings **31/32****Spelling rules:** Adding the prefixes un- and dis- to words.**Spelling Rules:** The /z/ sound spelled s. **28** **Spelling Rules:** Words ending in ‘-tion.’ **33** |
| **Revisit Year 1 rules to consolidate prior learning**Revisit phase 5 graphemes throughout (root words)Revisit plural and past tense rules throughout**Common exception words learned throughout**ResourcesSpelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso. | **Revisit Year 1 rules to consolidate prior learning**Revisit phase 5 graphemes throughout (root words)Revisit plural and past tense rules throughout**Common exception words learned throughout**ResourcesSpelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso.  | **Revisit phase 5 graphemes throughout (root words)**Revisit plural and past tense rules throughout**Common exception words learned throughout**ResourcesSpelling Shed, Shakespeare spelling, No-nonsense spelling, phonics play, espresso. |
| after • again • any • because • behind • both • break • beautiful • bath • busy • child • children • climb • cold • could • clothes • class • Christmas • door • every • everybody • even • eye • fast • floor • find • father • gold • grass • great • half • hold • hour • improve • kind • last • most • mind • move many • money • Mr • Mrs • old • only • poor • pretty • past • pass • plant • path • people • parents • prove • steak • sure • sugar • should • told • wild • would • who • whole • water |
| Year 3 |
| Autumn | Spring | Summer |
| **Year 2 recap spellings:****Spelling Rules: Adding ‘s’ and ‘-es’ to nouns and verbs** **Spelling Rules: Adding ‘-es’ to nouns and verbs ending in ‘y.’ 14****Spelling Rules: Adding the endings – ing and –ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on. (stage 1 10)****Spelling Rules: Adding ‘-ed’ to verbs.** **Spelling Rules: Adding ‘–ed'’ to words of one syllable. The last letter is doubled to keep the short vowel sound.21****Spelling Rules: Adding ‘-ed’ to verbs ending in y. The y is changed to an i.15****Spelling Rules: Adding ‘ing’ to words ending in ‘e’ with a consonant before it. 17****Spelling Rules: Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 20****Year 3****Spelling Rules:** The /ow/ sound spelled ‘ou.’ Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 1**Spelling Rules:** The /u/ sound spelled ‘ou.’ This digraph is only found in the middle of words. 2**Spelling Rules:** The /l/ sound spelled ‘-al’ at the end of words. 19**Spelling Rules:** The /l/ sound spelled ‘-le’ at the end of words. 20 | **Spelling Rule:** The /i/ sound spelled with a ‘y.’ 3**Spelling Rules:** Words with endings that sound like /ze/ as in measure are always spelled with ‘-sure.’ 4 **Spelling Rules:** Words with endings that sound like /ch/ is often spelled –’ture’ unless the root word ends in (t)ch. 5**Spelling Rules:** Words with the prefix ’re-’ ‘re-’ means ‘again’ or ‘back.’ 7**Spelling Rules:** The prefix ’dis-’ which has a negative meaning. It often means ‘does not’ as in does not agree = disagree. 8**Spelling Rules:** The prefix ’mis-’ This is another prefix with negative meanings. 9**Spelling Rules:** Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 10**Spelling Rules:** Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled 11*Spelling Rules: Irregular past tense verbs, e.g. send/sent, hear/heard, think/thought**Spelling Rules: Irregular plurals, e.g. goose/geese, woman/women, potato/potatoes* | **Spelling Rules:** The long vowel /a/ sound spelled ‘ai’ 13**Spelling Rule:** The long /a/ vowel sound spelled ’ei.’ 14**Spelling Rules:** The long /a/ vowel sound spelled ’ey.’ 15**Spelling Rules:** Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 16**Spelling Rules:** Homophones – words which have the same pronunciation but different meanings and/or spellings. 17**Spelling Rules:** Adding the suffix ‘–ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’ 21**Spelling Rules:** Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘–ic.’ 22**Spelling Rules:** Adding the suffix –ly. Words which do not follow the rules. 23**Spelling Rules:** Words ending in ‘-er’ when the root word ends in (t)ch. 25**Spelling Rules:** Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language. 26**Spelling Rules:** Words ending with the /g/ sound spelled ‘–gue’ and the /k/ sound spelled ‘–que.’ These words are French in origin. 27**Spelling Rules:** Words with the /s/ sound spelled ’sc’ which is Latin in its origin. 28**Spelling Rules:** Homophones: Words which have the same pronunciation but different meanings and/or spellings. 29 |
| **Opportunities to practise:**Previous stage to address gaps  | **Opportunities to practise:**Previous stage to address gaps | **Opportunities to practise:**Previous stage to address gaps |
| accident(ally) • actual(ly) • address • answer • appear • arrive • believe • bicycle • breathe • build • busy • business • calendar • caught centre • century • certain • circle • complete • consider • continue • decide • describe • different • difficult • disappear • early • earth • eight • eighth • enough • exercise • experience famous • favourite • February • forward(s) • fruit • grammar • through • various • weight • woman • women • occasion(ally) • special |

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| Year 4 |
| Autumn | Spring | Summer |
| **Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 1**Spelling Rules:** Adding ‘-ly’ to to turn an adjective into an adverb when the final letter is ‘l.’ 10**Spelling Rules:** The prefix ’in-’ can mean both ‘not’ and ‘in’/’into.’ In these spellings the prefix ’in-’ means ‘not.’ 2**Spelling Rules:** Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ’ir-’ 3**Spelling Rules:** The prefix ‘sub-’ which means under or below. 4**Spelling Rules:** The prefix ‘inter-’ means between, amongst or during. 5**Spelling Rules:** The suffix ’-ation’ is added to verbs to form nouns. 7**Spelling Rules:** The suffix ’-ation’ is added to verbs to form nouns. 8**Spelling Rules:** Adding –ly to adverbs. Remembering words ending in ‘-y’ become ‘-ily’ and words ending in ‘–le’ become ‘–ly.’ 9 | **Spelling Rules:** Word with the ’sh’ sound spelled ch. These words are French in origin. 11**Spelling Rules:** Adding the suffix ‘–ion.’ When the root word ends in ’d,’ ‘de’ or ‘se’ then the suffix ’-ion’ needs to be ‘-sion.’ 13**Spelling Rules:** Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimesthere is no obvious root word though. 14**Spelling Rules:** The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. 15**Spelling Rules:** The ‘ee’ sound spelled with an ‘i.’ 16**Spelling Rules:** The suffix ‘-ous.’ If there is an ‘ee’ sound before the ’-ous’ ending, it is usually spelled as i, but a few words have e. 17**Spelling Rules:** The ‘au’ digraph 19**Spelling Rules:** The suffix ‘-ion’ when the root word ends in ‘t’ or ‘te’ then the suffix becomes ’-tion.’ 20*Spelling Rules: y in words spelt elsewhere than at the end, e.g. myth, gym, Egypt* | **Spelling Rules:** The suffix ‘-ion’ becomes ’-ssion’ when the root word ends in ’ss’ or ‘mit.’ 21**Spelling Rules:** The suffix ‘-cian’ used instead of ‘-sion’ when the root word ends in ’c’ or ‘cs’ 22**Spelling Rules:** Adding ‘-ly’ to create adverbs of manner. These adverbs describe how the verb is occurring. 23**Spelling Rules:** Homophones – words which have the same pronunciation but different meanings and/or spellings. 25**Spelling Rules:** The /s/ sound spelled c before ’i’ and ‘e’. 26**Spelling Rules:** Some words have similar spellings, root words and meanings. We call these word families. ’sol word family’ and ‘real word family’ 27**Spelling Rules:** Some words have similar spellings, root words and meanings. We call these word families. ’phon word family’ and ‘sign word family’ 28**Spelling Rules:** Prefixes – ’super-’ ‘anti’ and ‘auto.’ 29**Spelling Rules:** The prefix bi- meaning two. 30 |
| **Opportunities to practise:**Previous stage to address gaps  | **Opportunities to practise:**Previous stage to address gaps | **Opportunities to practise:**Previous stage to address gaps |
| although • group • guard • guide • heard • height • history • increase • important • interest • island • knowledge • learn • length • library • material • medicine • mention • natural • often • opposite • ordinary • particular • peculiar • perhaps • popular • position • possession • possible • potatoes • pressure • probably • promise • purpose • quarter • minute • question • recent • regular • reign • remember • sentence • separate • straight • strange • strength • suppose • surprise • therefore • though • thought |

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| Year 5 |
| Autumn | Spring | Summer |
| **Spellings Rules:** dis-, mis-**Spelling Rules:** re-, pre-**Spelling Rules:** over-**Spelling Rules:** Words ending in ‘-ious.’ 1**Spelling Rules:** Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘- cious.’ 2**Spelling Rules:** Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 3**Spelling Rules:** Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 4**Spelling Rules**: Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 5**Spelling Rules:** Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 7**Spelling Rules:** Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 8**Spelling Rules:** Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 9**Spelling Rules:** Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ 10 | **Spelling Rules:** Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably 11**Spelling Rules:** Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept, otherwise they would be said with their hard sounds as in cap and gap. 13**Spelling Rules:** Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 14**Spelling Rules:** Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. 15**Spelling Rules:** Words with ‘silent’ letters at the start. 16**Spelling Rules:** Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 17**Spelling Rules:** Words spelled with ’ie’ after c. 19**Spelling Rules:** Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 20 | **Spelling Rules:** Words containing the letter string ‘ough’ where the sound is /aw/. 21**Spelling Rules:** Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. 22**Spelling Rules:** suffixes –al, -ary, -ic**Spelling Rules:** Language of possibility. (Modal verbs) These words show the possibility that something has of occurring. 23**Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 25**Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 26**Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 27**Spelling Rules**: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 28**Spelling Rules:** These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.29Revision: |
| **Opportunities to practise:**Previous stage to address gaps  | **Opportunities to practise:**Previous stage to address gaps | **Opportunities to practise:**Previous stage to address gaps |
| accommodate • accompany • according • achieve • aggressive • amateur • ancient • apparent • appreciate • attached • available • average • awkward • bargain • bruise category • cemetery • committee • communication • community • competition • conscience • conscious controversy • dictionary • disastrous embarrass • environment • equipped • equipment • especially • exaggerate • excellence • existence • convenience • correspond • criticise • curiosity • definite • desperate • determined • develop • pronunciation queue • recognise • recommend • relevant • restaurant • rhyme • rhythm • sacrifice |

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| Year 6 |
| Autumn | Spring | Summer |
| 1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Challenge Words 6. Challenge Words 7. Challenge Words 8. Challenge Words 9. Challenge Words 10. Challenge Words 11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.  | 13. Spelling Rules: Adding the prefix ‘-over’ to verbs. 14. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’ 15. Spelling Rules: Words which can be nouns and verbs. 16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’ 17. Spelling Rules: Words with a ‘soft c’ spelled /ce/. 18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 19. Spelling Rules: Words with the /f/ sound spelled ph. 20. Spelling Rules: Words with origins in other countries 21. Spelling Rules: Words with unstressed vowel sounds. 22. Spelling Rules: Words with endings /shuhl/ after a vowel letter. 23. Spelling Rules: Words with endings /shuhl/ after a consonant letter. | 24. Spelling Rules: Words with the common letter string ’acc’ at the beginning of words. 25. Spelling Rules: Words ending in ’-ably.’ 26. Spelling Rules: Words ending in ’-ible’ 27. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. 28. Spelling Rules: Changing ‘-ent’ to ‘–ence.’ 29. Spelling Rules: -er, -or, -ar at the end of words. 30. Spelling Rules: Adverbs synonymous with determination. 31. Spelling Rules: Adjectives to describe settings 32. Spelling Rules: Vocabulary to describe feelings. 33. Spelling Rules: Adjectives to describe character 34. Grammar Vocabulary 35. Grammar Vocabulary 36. Mathematical Vocabulary |
| **Opportunities to practise:**Previous stage to address gaps  | **Opportunities to practise:**Previous stage to address gaps | **Opportunities to practise:**Previous stage to address gaps |
| familiar • foreign • forty • frequently • government • guarantee • harass • hindrance • identity • immediate(ly) • individual • interfere • interrupt • language • leisure • lightning • marvellous • mischievous • muscle • necessary • neighbour • nuisance • occupy • occur • opportunity • parliament • persuade • physical • prejudice • privilege • profession • programme • secretary • shoulder • signature • sincere(ly) • soldier • stomach • sufficient • suggest • explanation • symbol • system • temperature • thorough • twelfth • variety • vegetable • vehicle • yacht |