

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Bridge to Spelling: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Assess & Review Week - use assessment to reteach gaps	ASSESSMENT	How do I use the possessive apostrophe (singular possession)?
Week 2	Bridge to Spelling: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Why does 'c' make the sound /s/ in some words?	Assess & Review Week - use assessment to reteach gaps	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
Week 3	Bridge to Spelling: Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do I swap the 'y' for an 'i' when I add the suffix -es?	How can I spell the sound /zh/?	Assess & Review Week - use assessment to reteach gaps	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
Week 4	Bridge to Spelling: When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words have the spelling 'ey' for the sound /ee/?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Why do some longer words have the spelling 'ti' for /sh/?	ASSESSMENT
Week 5	Bridge to Spelling: Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Why do some words end -le, -al, -il or -el?	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	Why do some longer words have the spelling 'ti' for /sh/?	Assess & Review Week - use assessment to reteach gaps
Week 6	BRIDGE TO SPELLING ASSESSMENT PHASE 5 REVIEW ASSESSMENT	ASSESSMENT	ASSESSMENT	How can I show missing letters in a word?		Assess & Review Week - use assessment to reteach gaps
Week 7	Assess & Review Week - use assessment to reteach gaps	Assess & Review Week - use assessment to reteach gaps				Wicked Work Week
Week 8	Assess & Review Week - use					

	assessment to reteach gaps					
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Years 3-6 - spelling rules to be taught over 2 weeks - spelling test every fortnight

Green words are from the statutory word list

Purple words are from the non-statutory example words from the NC Appendix

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p>Year 1 &amp; 2 prior learning</p> <p>Adding -ed, -ing, -er and -est</p> <p>Teach explicitly</p>	<p>Y1 &amp; 2 prior learning</p> <p>Homophones &amp; near homophones</p> <p>Teach explicitly</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Teach explicitly</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>bicycle, myth, gym, Egypt, pyramid, mystery, syrup, crystal, lyrics, hymn</p> <p>Chn in Y1 learn 'c' making the /s/ sound in bicycle. They learn the 'al' digraph making /l/. They learn /y/ making /i/ and have read and spelt most of these words.</p>	<p>Double consonant statutory words</p> <p>accident address appear arrive different disappear opposite possible pressure</p>	<p>Prefixes: anti-, auto- and super-</p> <p>Teach explicitly</p>
Week 2	<p>Year 1 &amp; 2 prior learning</p> <p>Adding -ed, -ing, -er and -est</p> <p>Swap: dry drier driest</p> <p>Drop: Time timing timed</p> <p>Double: Fit fitter fittest</p> <p>Chn in Y1 learn suffixes also as part of the phonics scheme only when it does not change the spelling of the root word. Y2 do learn about swap, drop or doubling letters.</p>	<p>Y1 &amp; 2 prior learning</p> <p>Homophones &amp; near homophones</p> <p>fair/fare, grate/great, groan/grown, here/hear, heel/heal</p> <p>Chn in Y1 learn the trigraph 'are' making /air/. Split digraph 'a_e' in grate. Digraph 'ea' making /ai/. Trigraph 'ere' making /ear/.</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure</p> <p>Chn in Y1 learn 'ture' sounding like 'chuh' at the end of words. They learn 'su' making a /zh/ sound. This has schwa.</p>	<p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>bicycle, myth, gym, Egypt, pyramid, mystery, syrup, crystal, lyrics, hymn</p> <p>Chn in Y1 learn 'c' making the /s/ sound in bicycle. They learn the 'al' digraph making /l/. They learn /y/ making /i/ and have read and spelt most of these words.</p>	<p>The /ʌ/ sound spelt ou</p> <p>Teach explicitly</p>	<p>Prefixes: anti-, auto- and super-</p> <p>anti-: antiseptic, anticlockwise, antisocial</p> <p>auto-: autobiography, autograph</p> <p>super-: supermarket, superman, superstar</p>

Week 3	Year 1 & 2 prior learning  Teach explicitly	Suffix: -ly  Teach explicitly	The prefix 'mis-' and 'dis-'  Teach explicitly	Y1 & 2 prior learning  'ai' spelt 'ei' 'eigh' or 'ey'  Teach explicitly	The /ʌ/ sound spelt ou  young, touch, double, trouble, country, enough, cousin, rough, couple, enough  Chn in Y1 learn this digraph 'ou' making /u/ and have spelt and read some of these words. They learn the digraph 'ge' making the /j/ sound. The digraph 'le' making /l/.	Prefixes: re- sub- and inter-  Teach explicitly
Week 4	Year 1 & 2 prior learning  The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words  knock, know, knee, gnat, gnaw, write, written, wrote, wrong, wrap  Chn in Y1 learn the digraphs 'wr', 'kn' and 'gn' in their phonics lessons and have spelt and read all of these words.	Suffix: -ly  Adjective -> adverb sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exception - actual(ly)  Ends in y, changes to i happily, angrily	The prefix 'mis-' and 'dis-'  dis-: disappoint, disagree, disobey  mis-: misbehave, mislead, misspell (mis + spell)	'ai' spelt 'ei' 'eigh' or 'ey'  eight, eighth, weight, reign, vein, weigh, eight, neighbour, they, obey  Chn in Y1 learn these sounds as part of phonics. They have read and spelt these words.	Words ending with the /g/ sound spelt gue and the /k/ sound spelt -que (French in origin)  Teach explicitly	Prefixes: re- sub- and inter-  re-: redo, refresh, return, reappear, redecorate  sub-: subheading, submarine, submerge  Inter-: interact, interrelated
Week 5	Adding -es to nouns and verbs ending in -y  Teach explicitly	Suffix: -ly (these are exceptions to the suffix -ly starting with a consonant letter, so it is added straight on to most root words)  Teach explicitly	Statutory words  breath breathe build busy calendar centre century circle complete consider	Statutory words  popular potatoes promise quarter question recent remember sentence straight thought weight	Words ending with the /g/ sound spelt gue and the /k/ sound spelt -que (French in origin)  league, tongue, antique, unique, vague, fatigue, intrigue, rogue, technique, mosque, cheque	Prefixes: 'in- im-, il- and ir-'  Teach explicitly

Week 6	<p>Adding -es to nouns and verbs ending in -y</p> <p>fly/flies, try/tries, reply/replies, copy/copies, baby/babies</p>	<p>Suffix: -ly (these are exceptions to the suffix -ly starting with a consonant letter, so it is added straight on to most root words)</p> <p>-le to -ly gently, simply, humbly, nobly</p> <p>-ic to -ally basically, frantically, dramatically</p> <p>Exception - accident(ally)</p>	<p>Statutory words</p> <p>decide early Earth exercise experiment favourite forwards fruit group heart</p>	<p>Statutory words</p> <p>history important interest island learn length material minute often perhaps</p>		<p>Prefixes: 'in- im-, il- and ir-'</p> <p>inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p>
Week 7	<p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>Teach explicitly</p>	Consolidation				Consolidation
Week 8	<p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>enjoyment, sadness, careful, playful, hopeless, plainness, badly</p> <p>Exceptions to the rule: happiness, plentiful, happily</p>					

Year 4	Autumn 1 - Recap of Year 3	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	<p>Recap from Y3: 'ai' spelt 'ei' 'eigh' or 'ey'</p> <p>eight, eighth, weight, reign, vein, weigh, eight, neighbour, they, obey</p> <p>Chn in Y1 learn these sounds as part of phonics. They have read and spelt these words.</p>	<p>Homophones &amp; near homophones</p> <p>Teach explicitly</p>	<p>Endings which sound like /ʒen/ -sion</p> <p>Teach explicitly</p> <p>Chn in Y1 learn the digraph 'si' making the /zh/ sound.</p>	<p>Suffix: -ous</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>Teach explicitly</p>	<p>Double consonant statutory words:</p> <p>business difficult grammar occasion occasionally possess possession suppose</p>	<p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Teach explicitly</p>
Week 2	<p>Recap from Y3: 'ai' spelt 'ei' 'eigh' or 'ey'</p> <p>eight, eighth, weight, reign, vein, weigh, eight, neighbour, they, obey</p> <p>Chn in Y1 learn these sounds as part of phonics. They have read and spelt these words.</p>	<p>Homophones &amp; near homophones</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break</p> <p>Chn in Y1 learn c making /c/ and /s/. They learn /a/ making /or/. Digraph 'aw'. Split digraph 'a_e' in brake. Digraph 'ea' making /ai/. They learn /y/ making /ee/, /igh/ and /i/.</p>	<p>Endings which sound like /ʒen/ -sion</p> <p>division, invasion, confusion, decision, collision, television, explosion, suspension, erosion, permission</p> <p>Chn in Y1 learn the digraph 'si' making the /zh/ sound.</p>	<p>Suffix: -ous</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Teach explicitly</p>	<p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>science, scene, discipline, fascinate, crescent, scissors, muscle, scenery, ascent, descent</p> <p>Chn in Y1 learn this rule and have spelt and read some of these words. They learn 'e_e' split digraph in scene. Split digraph 'a_e' in fascinate. Digraph 'le' making /l/.</p>
Week 3	<p>Recap from Y3: The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>bicycle, myth, gym, Egypt, pyramid, mystery, syrup, crystal, lyrics, hymn</p>	<p>Endings which sound like /ʃən/ spelt -tion</p> <p>Teach explicitly</p>	<p>Endings which sound like /ʃən/ spelt -ssion, -cian</p> <p>Teach explicitly</p>	<p>Suffix: -ous</p> <p>-our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>Teach explicitly</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener,</p>	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Teach explicitly</p>

	Chn in Y1 learn 'c' making the /s/ sound in bicycle. They learn the 'al' digraph making /l/. They learn /y/ making /i/ and have read and spelt most of these words.				limiting, limited	
Week 4	<p>Recap from Y3: The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>bicycle, myth, gym, Egypt, pyramid, mystery, syrup, crystal, lyrics, hymn</p> <p>Chn in Y1 learn 'c' making the /s/ sound in bicycle. They learn the 'al' digraph making /l/. They learn /y/ making /i/ and have read and spelt most of these words.</p>	<p>Endings which sound like /ʃən/ spelt -tion</p> <p>invention, injection, action, hesitation, completion</p> <p>Chn in Y1 learn the digraph 'ti' making /sh/</p>	<p>Endings which sound like /ʃən/ spelt -ssion, -cian</p> <p>expression, discussion, confession, permission, admission</p> <p>musician, electrician, magician, politician, mathematician</p> <p>Chn in Y1 learn the trigraph 'ssi' and the digraph 'ci' making the /sh/ sound. The letter 'a' and 'o' has schwa.</p>	<p>Suffix: -ous</p> <p>-our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>vigorous, courageous, outrageous</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p> <p>serious, obvious, curious, hideous, spontaneous, courteous</p>	<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Teach explicitly</p>	<p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Scheme, chorus, chemist, echo, character, orchid, mechanic, ache, anchor, chaos</p> <p>Chn in Y1 learn this rule in phonics and have spelt and read many of these words. The /er/ and /or/ at the end of anchor and character have schwa, making an 'uh' sound. They learn the 'e_e' split digraph in scheme.</p>
Week 5	<p>Recap from Y3: Suffix: -ly</p> <p>Adjective -&gt; adverb sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exception - actual(ly)</p> <p>Ends in y, changes to i happily, angrily</p>	<p>Suffix: -ation</p> <p>Teach explicitly</p>	<p>Statutory words:</p> <p>actual answer believe caught certain continue describe extreme experience regular</p>	<p>Statutory words:</p> <p>medicine mention natural naughty notice ordinary particular peculiar position probably</p>	<p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Chef, chalet, machine, brochure, parachute, chute, ricochet</p> <p>Chn in Y1 learn /ch/ making /sh/ and have spelt and read most of these words.</p>	<p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Teach explicitly</p>
Week 6	<p>Recap from Y3: Suffix: -ly</p> <p>Adjective -&gt; adverb</p>	<p>Suffix: -ation</p> <p>information, adoration, sensation, preparation,</p>	<p>Statutory words:</p> <p>February guard guide heard height imagine</p>	<p>Statutory words:</p> <p>separate special strange strength</p>		<p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>science, scene, discipline, fascinate, crescent,</p>

	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exception - actual(ly)</p> <p>Ends in y, changes to i happily, angrily</p>	<p>admiration, dedication, sensation, medication, complication</p> <p>Chn in Y1 learn the digraph 'ti' making /sh/.</p>	<p>increase knowledge library purpose</p>	<p>surprise therefore though through although woman/women</p>		<p>scissors, muscle, scenery, ascent, descent</p> <p>Chn in Y1 learn this rule and have spelt and read some of these words. They learn 'e_e' split digraph in scene. Split digraph 'a_e' in fascinate. Digraph 'le' making /l/.</p>
Week 7	<p>Recap from Y3: Suffix: -ly (these are exceptions to the suffix -ly starting with a consonant letter, so it is added straight on to most root words)</p> <p>-le to -ly gently, simply, humbly, nobly</p> <p>-ic to -ally basically, frantically, dramatically</p> <p>Exception - accident(ally)</p>	Consolidation				Consolidation
Week 8	<p>Recap from Y3: Suffix: -ly (these are exceptions to the suffix -ly starting with a consonant letter, so it is added straight on to most root words)</p> <p>-le to -ly gently, simply, humbly, nobly</p> <p>-ic to -ally basically, frantically, dramatically</p>					

	Exception - accident(ally)					
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Year 5	Autumn 1 - Recap of Year 3/4	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Recap from Y4: Suffix: -ous (all rules)  Teach explicitly	Homophones and other words that are often confused  Teach explicitly	Words containing the letter-string ough  Teach explicitly	Words with the /i:/ sound spelt ei after c  Teach explicitly	Double consonant statutory words:  accommodate according aggressive attached committee communicate community embarrass especially occur occupy programme recommend suggest	Words ending in -ant, -ance/-ancy  Teach explicitly
Week 2	Recap from Y4: Suffix: -ous  Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.  famous, various tremendous  -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.  vigorous, courageous, outrageous  If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few	Homophones and other words that are often confused  advice/advise device/devise licence/license practice/practise prophecy/prophesy	Words containing the letter-string ough  bought, thought, nought, brought, fought enough, cough, dough through, thorough	Words with the /i:/ sound spelt ei after c  deceive, conceive, receive, perceive, ceiling  Exceptions: protein, caffeine, either, neither, seize	Words ending in -ably and -ibly  Teach explicitly	Words ending in -ant, -ance/-ancy  observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)

	words have e.  obvious, curious, hideous, spontaneous					
Week 3	Recap from Y4:  Suffixes: -ation, -tion, -ssion, -sion, -cian  Teach explicitly	Endings which sound like / əs/ ʃ spelt -cious or -tious  Teach explicitly	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Words ending in -able and -ible  Teach explicitly	Words ending in -ably and -ibly  dependably, comfortably, understandably, reasonably, enjoyably, reliably, changeably, noticeably, forcibly, legibly	Words ending in -ent, -ence/-ency  Teach explicitly
Week 4	Recap from Y4:  Suffixes: -ation, -tion, -ssion, -sion, -cian  preparation, admiration, hesitation, completion, musician, electrician, confusion, decision, expression, discussion	Endings which sound like / əs/ ʃ spelt -cious or -tious  vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  doubt, island, lamb, solemn, thistle, knight, thumb, salmon, knife, know	Words ending in -able and -ible  adorable, applicable, considerable, tolerable, possible, horrible, visible, incredible, sensible, terrible	Adding suffixes beginning with vowel letters to words ending in -fer  Teach explicitly	Words ending in -ent, -ence/-ency  innocent, innocence, frequent, frequency, confident, confidence, obedient, obedience, independent, independence
Week 5	Recap from Y4:  Words with the /ʃ/ sound spelt ch (mostly French in origin)  Teach explicitly	Endings which sound like /ʃəl/  Teach explicitly	Statutory words:  achieve ancient average bruise competition convenience curiosity definite desperate	Statutory words:  Muscle nuisance persuade physical recognise relevant rhyme rhythm	Adding suffixes beginning with vowel letters to words ending in -fer  referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference	Use of the hyphen  Teach explicitly
Week 6	Recap from Y4:  Words with the /ʃ/ sound spelt ch (mostly	Endings which sound like /ʃəl/  official, special,	Statutory words:  develop environment equip (-ped, -ment)	Statutory words:  sacrifice shoulder signature stomach		Use of the hyphen  co-ordinate, re-enter, co-operate, co-own,

	<p>French in origin)</p> <p>Chef, chalet, machine, brochure, parachute, chute, ricochet</p> <p>Chn in Y1 learn /ch/ making /sh/ and have spelt and read most of these words.</p>	<p>artificial, partial, confidential, essential, social, crucial, beneficial, substantial</p>	<p>explanation familiar forty guarantee identity interfere lightning</p>	<p>symbol system twelfth variety vegetable</p>		<p>re-employ, non-fiction, non-slip, non-stick, non-stop</p>
Week 7	<p>Recap from Y3:</p> <p>Prefixes: 'in- im-, il- and ir-'</p> <p>Teach explicitly</p>	Consolidation				Consolidation
Week 8	<p>Prefixes: 'in- im-, il- and ir-'</p> <p>inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p>					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Recap from Y5:  Endings which sound like / əs/ ʃ spelt -cious or -tious  Teach explicitly	Homophones and other words that are often confused  Teach explicitly	Recap from Y3:  The suffix -ly  Teach explicitly	Homophones and other words that are often confused  Teach explicitly	Double consonant statutory words:  Accompany apparent appreciate correspond exaggerate excellent harass immediate(ly) interrupt marvellous opportunity profession sufficient necessary	Use of the hyphen  Teach explicitly
Week 2	Recap from Y5:  Endings which sound like / əs/ ʃ spelt -cious or -tious  vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Homophones and other words that are often confused  passed/past aisle/isle guessed/guest led/lead compliment/complement	Recap from Y3:  The suffix -ly  Adjective -> adverb sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) Exception - actual(ly)  Ends in y, changes to i happily, angrily	Homophones and other words that are often confused  principle/principal stationary/stationery whose/who's steal/steel desert/dessert	Suffix: -ous  -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.  Teach explicitly	Use of the hyphen  co-ordinate, re-enter, co-operate, co-own, re-employ, non-fiction, non-slip, non-stick, non-stop
Week 3	Recap from Y5:  Endings which sound like /ʃəl/  Teach explicitly	Recap from Y2:  Adding -es to nouns and verbs ending in -y  Teach explicitly	Recap from Y4:  Suffix: -ous  Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.	Words with the /i:/ sound spelt ei after c  Teach explicitly	Suffix: -ous  -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.  vigorous, courageous, outrageous	Words ending in -able and -ible  Teach explicitly

			Teach explicitly		If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.  serious, obvious, curious, hideous, spontaneous, courteous	
Week 4	Recap from Y5:  Endings which sound like /ʃəl/  official, special, artificial, partial, confidential, essential, social, crucial, beneficial, substantial	Adding -es to nouns and verbs ending in -y  flies, tries, replies, copies, babies, carries, tidies, denies, worries, pennies, trophies, parties	Suffix: -ous  Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.  poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous	Words with the /i:/ sound spelt ei after c  deceive, conceive, receive, perceive, ceiling  Exceptions: protein, caffeine, either, neither, seize	Words with the /s/ sound spelt sc (Latin in origin)  Teach explicitly	Words ending in -able and -ible  adorable, applicable, considerable, tolerable, possible, horrible, visible, incredible, sensible, terrible
Week 5	Recap from Y5:  Words containing the letter-string ough  Teach explicitly	Recap from Y2:  The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  Teach explicitly	Statutory words: amateur available awkward bargain category cemetery conscience* conscious* controversy	Statutory words: individual language leisure mischievous neighbour parliament prejudice privilege pronunciation queue	Words with the /s/ sound spelt sc (Latin in origin)  science, scene, discipline, fascinate, crescent, scissors, muscle, scenery, ascent, descent  Chn in Y1 learn this rule and have spelt and read some of these words. They learn 'e_e' split digraph in scene. Split digraph 'a_e' in fascinate. Digraph 'le' making /l/.	Words ending in -ably and -ibly  Teach explicitly
Week 6	Recap from Y5:  Words containing the letter-string ough  bought, thought, nought, brought,	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	Statutory words: criticise (critic + ise) determined dictionary disastrous existence foreign frequently government hindrance	Statutory words: restaurant secretary sincere(ly) soldier temperature thorough vehicle yacht		Words ending in -ably and -ibly  dependably, comfortably, understandably, reasonably, enjoyably, reliably, changeably,

	fought enough, cough, dough through, thorough	badge, edge, bridge, fudge, huge, change, charge, village, gem, giant, magic, energy				noticeably, forcibly, legibly
Week 7	Recap from Y5:  Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Consolidation				Consolidation
Week 8	Recap from Y5:  Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  doubt, island, lamb, solemn, thistle, knight, thumb, salmon, knife, know					