

Year 5 and 6 Spelling Progression - Autumn Term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u> (from Appendix 1 of the N.C)																																
<u>Week 1</u>	<u>c as in ice</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">cemetery</td> <td style="width: 50%;">nuisance</td> </tr> <tr> <td>criticise</td> <td>sacrifice</td> </tr> <tr> <td>excellent</td> <td>sincere</td> </tr> <tr> <td>existence</td> <td>sincerely</td> </tr> <tr> <td>necessary</td> <td>hindrance</td> </tr> </table>	cemetery	nuisance	criticise	sacrifice	excellent	sincere	existence	sincerely	necessary	hindrance	<u>Recap Year 3/4 prefixes dis-, mis-</u> <u>Prefix dis-</u> e.g. disappoint, disagree, disobey <u>Prefix mis-</u> e.g. misbehave, mislead, misspell NB – Prefixes dis- and mis- have negative meanings																						
cemetery	nuisance																																	
criticise	sacrifice																																	
excellent	sincere																																	
existence	sincerely																																	
necessary	hindrance																																	
<u>Week 2</u>	<u>y as in happy</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">accompany</td> <td style="width: 50%;">frequently</td> </tr> <tr> <td>category</td> <td>identity</td> </tr> <tr> <td>cemetery</td> <td>immediately</td> </tr> <tr> <td>community</td> <td>necessary</td> </tr> <tr> <td>controversy</td> <td>opportunity</td> </tr> <tr> <td>curiosity</td> <td>secretary</td> </tr> <tr> <td>dictionary</td> <td>sincerely</td> </tr> <tr> <td>especially</td> <td>variety</td> </tr> </table>	accompany	frequently	category	identity	cemetery	immediately	community	necessary	controversy	opportunity	curiosity	secretary	dictionary	sincerely	especially	variety	<u>Recap Year 3/4 prefixes in-, il-, im-, ir-</u> <u>Prefix in-</u> e.g. inactive, incorrect <u>Prefix il-</u> e.g. illegal, illegible <u>Prefix im-</u> e.g. perfect/imperfect <u>Prefix ir-</u> e.g. relevant/irrelevant NB - The prefix in- can mean both ‘not’ and ‘in/’into’ NB - If the root word starts with ‘l’, in- becomes il- e.g. legal/illegal, legible/illegible NB - If the root word starts with ‘m’ or ‘p’, in- becomes im- e.g. mature/immature, possible/impossible, patient/impatient NB - If the root word starts with ‘r’ in- becomes ir- e.g. regular/irregular, responsible/irresponsible																
accompany	frequently																																	
category	identity																																	
cemetery	immediately																																	
community	necessary																																	
controversy	opportunity																																	
curiosity	secretary																																	
dictionary	sincerely																																	
especially	variety																																	
<u>Week 3</u>	<u>ea as in leaf</u> <u>ie as in field</u> <u>e e as in athlete</u> <u>and alternatives</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">achieve</td> <td style="width: 50%;"></td> </tr> <tr> <td>appreciate</td> <td></td> </tr> <tr> <td>frequently</td> <td></td> </tr> <tr> <td>immediately</td> <td></td> </tr> <tr> <td>mischievous</td> <td></td> </tr> <tr> <td>vehicle</td> <td></td> </tr> </table>	achieve		appreciate		frequently		immediately		mischievous		vehicle		<u>Recap Year 3/4 prefixes re-, sub-, inter-</u> <u>Prefix re-</u> e.g. fresh/refresh, do/redo <u>Prefix sub-</u> e.g. subheading, subdivide, submerge <u>Prefix inter-</u> e.g. fresh/refresh, do/redo NB – re- means ‘again’ or ‘back’ NB – sub- means ‘under’ NB – inter- means ‘between’ or ‘among’																				
achieve																																		
appreciate																																		
frequently																																		
immediately																																		
mischievous																																		
vehicle																																		
<u>Week 4</u>	<u>f as in fish</u> <u>ff as in huff and puff</u> <u>ph as in photo</u> <u>gh as in laugh</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">foreign</td> <td style="width: 33%;">frequently</td> <td style="width: 33%;">interfere</td> </tr> <tr> <td>familiar</td> <td>definite</td> <td>profession</td> </tr> <tr> <td>forty</td> <td></td> <td></td> </tr> </table>	foreign	frequently	interfere	familiar	definite	profession	forty			<u>Recap Year 3/4 prefixes super-, anti-, auto-</u> <u>Prefix super-</u> e.g. superman, superstar <u>Prefix anti-</u> e.g. antisocial, anticlockwise <u>Prefix auto-</u> autograph, autobiography NB – super- means ‘above’ NB – anti- means ‘against’ NB – auto- means ‘self’ or ‘own’																							
foreign	frequently	interfere																																
familiar	definite	profession																																
forty																																		
<u>Week 5</u>	<u>i e as in slide</u> <u>i as in find</u> <u>igh as in fight</u> <u>and alternatives</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">criticise</td> <td style="width: 50%;">rhyme</td> </tr> <tr> <td>identity</td> <td>sacrifice</td> </tr> <tr> <td>lightening</td> <td>variety</td> </tr> <tr> <td>recognise</td> <td></td> </tr> </table>	criticise	rhyme	identity	sacrifice	lightening	variety	recognise		<u>Recap of Y3/4 Homophones (weeks 5 and 6)</u> - <i>Non statutory Y3/4 examples</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">accept/except</td> <td style="width: 33%;">groan/grown</td> <td style="width: 33%;">missed/mist</td> </tr> <tr> <td>affect/effect</td> <td>here/hear</td> <td>peace/piece</td> </tr> <tr> <td>ball/bawl</td> <td>heel/heal/he’ll</td> <td>plain/plane</td> </tr> <tr> <td>berry/bury</td> <td>knot/not</td> <td>rain/rein/reign</td> </tr> <tr> <td>brake/break</td> <td>mail/male</td> <td>scene/seen</td> </tr> <tr> <td>fair/fare</td> <td>main/mane</td> <td>weather/whether</td> </tr> <tr> <td>grate/great</td> <td>meat/meet</td> <td>whose/who’s</td> </tr> <tr> <td></td> <td>medal/meddle</td> <td></td> </tr> </table>	accept/except	groan/grown	missed/mist	affect/effect	here/hear	peace/piece	ball/bawl	heel/heal/he’ll	plain/plane	berry/bury	knot/not	rain/rein/reign	brake/break	mail/male	scene/seen	fair/fare	main/mane	weather/whether	grate/great	meat/meet	whose/who’s		medal/meddle	
criticise	rhyme																																	
identity	sacrifice																																	
lightening	variety																																	
recognise																																		
accept/except	groan/grown	missed/mist																																
affect/effect	here/hear	peace/piece																																
ball/bawl	heel/heal/he’ll	plain/plane																																
berry/bury	knot/not	rain/rein/reign																																
brake/break	mail/male	scene/seen																																
fair/fare	main/mane	weather/whether																																
grate/great	meat/meet	whose/who’s																																
	medal/meddle																																	
<u>Week 6</u>	<u>Revision and consolidation</u>																																	

Year 5 and 6 Spelling Progression - Autumn Term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u> (from Appendix 1 of the N.C)																															
<u>Week</u> <u>1</u>	<u>er as in farmer/mixer</u> <u>ar as in collar</u> <u>or as in doctor</u> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">average</td> <td style="width: 33%;">government</td> <td style="width: 33%;">opportunity</td> </tr> <tr> <td>amateur</td> <td>guarantee</td> <td>persuade</td> </tr> <tr> <td>cemetery</td> <td>immediately</td> <td>recommend</td> </tr> <tr> <td>competition</td> <td>interfere</td> <td>restaurant</td> </tr> <tr> <td>controversy</td> <td>interrupt</td> <td>secretary</td> </tr> <tr> <td>desperate</td> <td>leisure</td> <td>temperature</td> </tr> <tr> <td>exaggerate</td> <td>marvellous</td> <td>thorough</td> </tr> <tr> <td>familiar</td> <td>neighbour</td> <td>soldier</td> </tr> </table>	average	government	opportunity	amateur	guarantee	persuade	cemetery	immediately	recommend	competition	interfere	restaurant	controversy	interrupt	secretary	desperate	leisure	temperature	exaggerate	marvellous	thorough	familiar	neighbour	soldier	<u>Words ending in –ant, –ance, ancy</u> <i>e.g. observant/observance</i> <i>e.g. hesitant/hesitancy</i> NB - Use –ant and –ancel–ancy if there is a related word with /a/ e or /ai/ sound in the right position <i>e.g. substantial/subst<u>ance</u> expectation/expect<u>ant</u></i> NB - Words that end in –ation are often a clue <i>e.g. observ<u>ation</u>/expect<u>ation</u></i> NB - There are many words, however, where the above guidance does not help. These words just have to be learnt <i>e.g. obedient/obedience, assistant/assistance</i>							
average	government	opportunity																															
amateur	guarantee	persuade																															
cemetery	immediately	recommend																															
competition	interfere	restaurant																															
controversy	interrupt	secretary																															
desperate	leisure	temperature																															
exaggerate	marvellous	thorough																															
familiar	neighbour	soldier																															
<u>Week</u> <u>2</u>	<u>e as in egg</u> <u>ea as in head</u> <u>and alternatives</u> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">aggressive</td> <td style="width: 33%;">equipment</td> <td style="width: 33%;">leisure</td> </tr> <tr> <td>cemetery</td> <td>equipped</td> <td>necessary</td> </tr> <tr> <td>correspond</td> <td>especially</td> <td>prejudice</td> </tr> <tr> <td>desperate</td> <td>exaggerate</td> <td>recommend</td> </tr> <tr> <td>develop</td> <td>excellent</td> <td>restaurant</td> </tr> <tr> <td>embarrass</td> <td>existence</td> <td>secretary</td> </tr> <tr> <td>environment</td> <td>explanation</td> <td>temperature</td> </tr> <tr> <td>equip</td> <td>identity</td> <td>vegetable</td> </tr> </table>	aggressive	equipment	leisure	cemetery	equipped	necessary	correspond	especially	prejudice	desperate	exaggerate	recommend	develop	excellent	restaurant	embarrass	existence	secretary	environment	explanation	temperature	equip	identity	vegetable	<u>Words ending in –ent, ence, ency</u> <i>e.g. innocent/innocence</i> <i>e.g. frequent/frequency</i> NB - Use –ent and –ence–ency after soft c (/s/ sound), soft g sound) and qu , or if there is a related word with a clear /e/ sound in the right position <i>e.g. confident/confidence</i> NB - There are many words, however, where the above guidance does not help. These words just have to be learnt <i>e.g. independent/independence</i>							
aggressive	equipment	leisure																															
cemetery	equipped	necessary																															
correspond	especially	prejudice																															
desperate	exaggerate	recommend																															
develop	excellent	restaurant																															
embarrass	existence	secretary																															
environment	explanation	temperature																															
equip	identity	vegetable																															
<u>Week</u> <u>3</u>	<u>Spelling with mnemonics set A</u> Rhythm (Rhythm helps your two hips move)	<u>Consolidation of words ending in –ant, –ance, ancy, –ent, –ence, –ency</u> See above rules																															
<u>Week</u> <u>4</u>	Rhyme (Rhyming helps your mind exercise) Necessary (one collar, two sleeves) Queue (ue twins are in the queue) Awkward (pronounce ‘ar’ to help remember) Environment (pronounce ‘ron’ to help remember) Government (pronounce ‘n’ to help remember) Parliament (pronounce ‘a’ to help remember)																																
<u>Week</u> <u>5</u>	<u>eigh as in eight</u> <u>a e as in cake</u> <u>a as in baby</u> <u>eig as in reign</u> <u>aigh as in straight</u> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">ancient</td> <td style="width: 33%;">communicate</td> <td style="width: 33%;">explanation</td> </tr> <tr> <td>appreciate</td> <td>exaggerate</td> <td>neighbour</td> </tr> <tr> <td>available</td> <td></td> <td></td> </tr> </table>	ancient	communicate	explanation	appreciate	exaggerate	neighbour	available			<u>Adding suffixes beginning with vowel letters to words ending in –fer</u> NB - The r is doubled if the –fer is still stressed when the ending is added <i>e.g. referring, referred, referral, preferring, preferred, transferring, transferred</i> NB - The r is not doubled if the –fer is no longer stressed <i>e.g. reference, referee, preference, transference</i>																						
ancient	communicate	explanation																															
appreciate	exaggerate	neighbour																															
available																																	
<u>Week</u> <u>6</u>	<u>ere as in sphere</u> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">interfere</td> <td style="width: 50%;"></td> </tr> <tr> <td>sincere</td> <td></td> </tr> </table>	interfere		sincere		<u>Homophones (weeks 6 and 7)</u> - Non statutory Y5/6 examples <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">aisle/isle</td> <td style="width: 33%;">descent/dissent</td> <td style="width: 33%;">precede/proceed</td> </tr> <tr> <td>aloud/allowed</td> <td>desert/dessert</td> <td>principal/principle</td> </tr> <tr> <td>affect/effect</td> <td>draft/draught</td> <td>prophet/profit</td> </tr> <tr> <td>altar/alter</td> <td>farther/father</td> <td>stationary/</td> </tr> <tr> <td>ascent/assent</td> <td>guessed/guest</td> <td>stationery</td> </tr> <tr> <td>bridal/bridle</td> <td>heard/herd</td> <td>steal/steel</td> </tr> <tr> <td>cereal/serial</td> <td>led/lead</td> <td>wary/weary</td> </tr> <tr> <td>compliment/</td> <td>morning/mourning</td> <td>whose/who’s</td> </tr> <tr> <td>complement</td> <td>past/passed</td> <td></td> </tr> </table>	aisle/isle	descent/dissent	precede/proceed	aloud/allowed	desert/dessert	principal/principle	affect/effect	draft/draught	prophet/profit	altar/alter	farther/father	stationary/	ascent/assent	guessed/guest	stationery	bridal/bridle	heard/herd	steal/steel	cereal/serial	led/lead	wary/weary	compliment/	morning/mourning	whose/who’s	complement	past/passed	
interfere																																	
sincere																																	
aisle/isle	descent/dissent	precede/proceed																															
aloud/allowed	desert/dessert	principal/principle																															
affect/effect	draft/draught	prophet/profit																															
altar/alter	farther/father	stationary/																															
ascent/assent	guessed/guest	stationery																															
bridal/bridle	heard/herd	steal/steel																															
cereal/serial	led/lead	wary/weary																															
compliment/	morning/mourning	whose/who’s																															
complement	past/passed																																
<u>Week</u> <u>7</u>	<u>Revision and consolidation</u>																																

Year 5 and 6 Spelling Progression - Spring term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>																																																			
<u>Week 1</u>	<u>i as in ill</u> <u>y as in gym</u> <u>ui as in build</u>	<u>Endings which are spelled –cious or –tious</u> e.g. precious, delicious, ambitious, cautious NB - If the root word ends in –ce , the sound is usually spelt as c – e.g. <i>vice/vicious, grace/gracious, space/spacious, malice/malicious</i> . NB - exception: <i>anxious</i>																																																			
<u>Week 2</u>	<u>or as in fork</u> <u>aw as in saw</u>	<u>Endings which are spelled –cial or -tial</u> e.g. official, special, artificial, partial, confidential, essential NB - –cial is common after a vowel letter, but there are some exceptions e.g. official, special, artificial NB - –tial is common after a consonant letter, but there are some exceptions e.g. partial, confidential, essential <u>Exceptions:</u> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).																																																			
<u>Week 3</u>	<u>3 syllable words (easy to spell when segmented)</u>	<u>Consolidation of –cious, -tious, -cial, -tial</u> <u>(weeks 3 and 4)</u>																																																			
<u>Week 4</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">ac-cord-ing</td> <td style="width: 33%;">de-term-ined</td> <td style="width: 33%;">occ-u-py</td> </tr> <tr> <td>ap-pa-rent</td> <td>de-vel-op</td> <td>phy-sic-al</td> </tr> <tr> <td>av-er-age</td> <td>em-bar-rass</td> <td>rec-og-nise</td> </tr> <tr> <td>comm-it-tee</td> <td>e-quip-ment</td> <td>rec-omm-end</td> </tr> <tr> <td>corr-es-pond</td> <td>fre-quent-ly</td> <td>end</td> </tr> <tr> <td>crit-i-cise</td> <td>gov-ern-ment</td> <td>sac-rif-ice</td> </tr> <tr> <td>def-in-ite</td> <td>in-ter-rupt</td> <td>sig-nat-ure</td> </tr> <tr> <td>des-per-ate</td> <td></td> <td>ve-hic-le</td> </tr> </table>	ac-cord-ing	de-term-ined	occ-u-py	ap-pa-rent	de-vel-op	phy-sic-al	av-er-age	em-bar-rass	rec-og-nise	comm-it-tee	e-quip-ment	rec-omm-end	corr-es-pond	fre-quent-ly	end	crit-i-cise	gov-ern-ment	sac-rif-ice	def-in-ite	in-ter-rupt	sig-nat-ure	des-per-ate		ve-hic-le	See above rules																											
ac-cord-ing	de-term-ined	occ-u-py																																																			
ap-pa-rent	de-vel-op	phy-sic-al																																																			
av-er-age	em-bar-rass	rec-og-nise																																																			
comm-it-tee	e-quip-ment	rec-omm-end																																																			
corr-es-pond	fre-quent-ly	end																																																			
crit-i-cise	gov-ern-ment	sac-rif-ice																																																			
def-in-ite	in-ter-rupt	sig-nat-ure																																																			
des-per-ate		ve-hic-le																																																			
<u>Week 5</u>	<u>l as in lollipop</u> <u>ll as in bell</u> <u>le as in purple</u> <u>el as in camel</u>	<u>Homophones (weeks 5 and 6)</u> - <i>Non statutory Y5/6 examples</i>																																																			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">available</td> <td style="width: 33%;">language</td> <td style="width: 33%;">shoulder</td> </tr> <tr> <td>develop</td> <td>leisure</td> <td>sincerely</td> </tr> <tr> <td>especially</td> <td>lightening</td> <td>soldier</td> </tr> <tr> <td>excellent</td> <td>marvellous</td> <td>symbol</td> </tr> <tr> <td>explanation</td> <td>muscle</td> <td>twelfth</td> </tr> <tr> <td>familiar</td> <td>parliament</td> <td>vegetable</td> </tr> <tr> <td>frequently</td> <td>physical</td> <td>vehicle</td> </tr> <tr> <td>immediately</td> <td>privilege</td> <td></td> </tr> </table>	available	language	shoulder	develop	leisure	sincerely	especially	lightening	soldier	excellent	marvellous	symbol	explanation	muscle	twelfth	familiar	parliament	vegetable	frequently	physical	vehicle	immediately	privilege		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">aisle/isle</td> <td style="width: 33%;">descent/dissent</td> <td style="width: 33%;">past/passed</td> </tr> <tr> <td>aloud/allowed</td> <td>desert/dessert</td> <td>precede/proceed</td> </tr> <tr> <td>affect/effect</td> <td>draft/draught</td> <td>principal/principle</td> </tr> <tr> <td>altar/alter</td> <td>farther/father</td> <td>prophet/profit</td> </tr> <tr> <td>ascent/assent</td> <td>guessed/guest</td> <td>stationary/</td> </tr> <tr> <td>bridal/bridle</td> <td>heard/herd</td> <td>stationery</td> </tr> <tr> <td>cereal/serial</td> <td>led/lead</td> <td>steal/steel</td> </tr> <tr> <td>compliment/</td> <td>morning/mourning</td> <td>wary/weary</td> </tr> <tr> <td>complement</td> <td></td> <td>whose/who's</td> </tr> </table>	aisle/isle	descent/dissent	past/passed	aloud/allowed	desert/dessert	precede/proceed	affect/effect	draft/draught	principal/principle	altar/alter	farther/father	prophet/profit	ascent/assent	guessed/guest	stationary/	bridal/bridle	heard/herd	stationery	cereal/serial	led/lead	steal/steel	compliment/	morning/mourning	wary/weary	complement		whose/who's
available	language	shoulder																																																			
develop	leisure	sincerely																																																			
especially	lightening	soldier																																																			
excellent	marvellous	symbol																																																			
explanation	muscle	twelfth																																																			
familiar	parliament	vegetable																																																			
frequently	physical	vehicle																																																			
immediately	privilege																																																				
aisle/isle	descent/dissent	past/passed																																																			
aloud/allowed	desert/dessert	precede/proceed																																																			
affect/effect	draft/draught	principal/principle																																																			
altar/alter	farther/father	prophet/profit																																																			
ascent/assent	guessed/guest	stationary/																																																			
bridal/bridle	heard/herd	stationery																																																			
cereal/serial	led/lead	steal/steel																																																			
compliment/	morning/mourning	wary/weary																																																			
complement		whose/who's																																																			
<u>Week 6</u>	<u>Revision and consolidation</u>																																																				

Year 5 and 6 Spelling Progression - Spring term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>																																																			
<u>Week 1</u>	<p>t as in tennis</p> <p>Alternative pronunciations for t</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">accommodate</td> <td style="width: 50%;">existence</td> </tr> <tr> <td>amateur</td> <td>government</td> </tr> <tr> <td>ancient</td> <td>guarantee</td> </tr> <tr> <td>apparent</td> <td>parliament</td> </tr> <tr> <td>appreciate</td> <td>pronunciation</td> </tr> <tr> <td>attached</td> <td>restaurant</td> </tr> <tr> <td>category</td> <td>secretary</td> </tr> <tr> <td>committee</td> <td>signature</td> </tr> <tr> <td>communicate</td> <td>stomach</td> </tr> <tr> <td>competition</td> <td>sufficient</td> </tr> <tr> <td>community</td> <td>system</td> </tr> <tr> <td>controversy</td> <td>twelfth</td> </tr> <tr> <td>curiosity</td> <td>yacht</td> </tr> <tr> <td>dictionary</td> <td></td> </tr> <tr> <td>environment</td> <td></td> </tr> </table>	accommodate	existence	amateur	government	ancient	guarantee	apparent	parliament	appreciate	pronunciation	attached	restaurant	category	secretary	committee	signature	communicate	stomach	competition	sufficient	community	system	controversy	twelfth	curiosity	yacht	dictionary		environment		<p>Words ending in -able/-ably</p> <p><i>e.g. adorable/adorably, considerable/considerably</i></p> <p>NB - The -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>NB - As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p><i>e.g. adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</i></p> <p>NB - If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending <i>e.g. changeable, noticeable</i></p> <p>NB - The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. <i>e.g. dependable (depend), comfortable (comfort) understandable (understand), reasonable (reason), enjoyable (enjoy), reliable (rely - but the y changes to i in accordance with the rule)</i></p>																					
accommodate	existence																																																				
amateur	government																																																				
ancient	guarantee																																																				
apparent	parliament																																																				
appreciate	pronunciation																																																				
attached	restaurant																																																				
category	secretary																																																				
committee	signature																																																				
communicate	stomach																																																				
competition	sufficient																																																				
community	system																																																				
controversy	twelfth																																																				
curiosity	yacht																																																				
dictionary																																																					
environment																																																					
<u>Week 2</u>	<p>'zh' and alternatives for 'sh'</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">competition</td> <td style="width: 50%;">profession</td> </tr> <tr> <td>conscience</td> <td>pronunciation</td> </tr> <tr> <td>conscious</td> <td>shoulder</td> </tr> <tr> <td>leisure</td> <td>sufficient</td> </tr> </table>	competition	profession	conscience	pronunciation	conscious	shoulder	leisure	sufficient	<p>Words ending in -ible/-ibly</p> <p><i>e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly,</i></p> <p>NB - The -ible/-ibly endings are less common</p> <p>NB - The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard <i>e.g. sensible/sensibly</i></p>																																											
competition	profession																																																				
conscience	pronunciation																																																				
conscious	shoulder																																																				
leisure	sufficient																																																				
<u>Week 3</u>	<p>s as in snake</p> <p>ss as in cross</p> <p>se as in house</p> <p>ce as in dance</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">bruise</td> <td style="width: 33%;">harass</td> <td style="width: 33%;">sacrifice</td> </tr> <tr> <td>aggressive</td> <td>mischievous</td> <td>secretary</td> </tr> <tr> <td>controversy</td> <td>nuisance</td> <td>soldier</td> </tr> <tr> <td>correspond</td> <td>persuade</td> <td>stomach</td> </tr> <tr> <td>desperate</td> <td>physical</td> <td>sufficient</td> </tr> <tr> <td>disastrous</td> <td>profession</td> <td>suggest</td> </tr> <tr> <td>embarrass</td> <td>recognise</td> <td>system</td> </tr> <tr> <td>especially</td> <td>restaurant</td> <td>symbol</td> </tr> <tr> <td>existence</td> <td></td> <td></td> </tr> </table>	bruise	harass	sacrifice	aggressive	mischievous	secretary	controversy	nuisance	soldier	correspond	persuade	stomach	desperate	physical	sufficient	disastrous	profession	suggest	embarrass	recognise	system	especially	restaurant	symbol	existence			<p><u>Consolidation of words ending in -able, -ably, -ible, -ibly</u></p> <p><u>(weeks 3 and 4)</u></p> <p style="text-align: center;">See above rules</p>																								
bruise	harass	sacrifice																																																			
aggressive	mischievous	secretary																																																			
controversy	nuisance	soldier																																																			
correspond	persuade	stomach																																																			
desperate	physical	sufficient																																																			
disastrous	profession	suggest																																																			
embarrass	recognise	system																																																			
especially	restaurant	symbol																																																			
existence																																																					
<u>Week 4</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">bruise</td> <td style="width: 33%;">harass</td> <td style="width: 33%;">sacrifice</td> </tr> <tr> <td>aggressive</td> <td>mischievous</td> <td>secretary</td> </tr> <tr> <td>controversy</td> <td>nuisance</td> <td>soldier</td> </tr> <tr> <td>correspond</td> <td>persuade</td> <td>stomach</td> </tr> <tr> <td>desperate</td> <td>physical</td> <td>sufficient</td> </tr> <tr> <td>disastrous</td> <td>profession</td> <td>suggest</td> </tr> <tr> <td>embarrass</td> <td>recognise</td> <td>system</td> </tr> <tr> <td>especially</td> <td>restaurant</td> <td>symbol</td> </tr> <tr> <td>existence</td> <td></td> <td></td> </tr> </table>	bruise	harass	sacrifice	aggressive	mischievous	secretary	controversy	nuisance	soldier	correspond	persuade	stomach	desperate	physical	sufficient	disastrous	profession	suggest	embarrass	recognise	system	especially	restaurant	symbol	existence																											
bruise	harass	sacrifice																																																			
aggressive	mischievous	secretary																																																			
controversy	nuisance	soldier																																																			
correspond	persuade	stomach																																																			
desperate	physical	sufficient																																																			
disastrous	profession	suggest																																																			
embarrass	recognise	system																																																			
especially	restaurant	symbol																																																			
existence																																																					
<u>Week 5</u>	<p><u>Double consonant digraphs</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">accommodate</td> <td style="width: 33%;">communicate</td> <td style="width: 33%;">marvellous</td> </tr> <tr> <td>accompany</td> <td>community</td> <td>necessary</td> </tr> <tr> <td>according</td> <td>correspond</td> <td>occupy</td> </tr> <tr> <td>aggressive</td> <td>embarrass</td> <td>occur</td> </tr> <tr> <td>apparent</td> <td>excellent</td> <td>opportunity</td> </tr> <tr> <td>appreciate</td> <td>harass</td> <td>programme</td> </tr> <tr> <td>attached</td> <td>immediately</td> <td>sufficient</td> </tr> <tr> <td>committee</td> <td>interrupt</td> <td>suggest</td> </tr> </table>	accommodate	communicate	marvellous	accompany	community	necessary	according	correspond	occupy	aggressive	embarrass	occur	apparent	excellent	opportunity	appreciate	harass	programme	attached	immediately	sufficient	committee	interrupt	suggest	<p><u>Homophones (weeks 5 and 6)</u></p> <p>- <i>Non statutory Y5/6 examples</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">aisle/isle</td> <td style="width: 33%;">descent/dissent</td> <td style="width: 33%;">past/passed</td> </tr> <tr> <td>aloud/allowed</td> <td>desert/dessert</td> <td>precede/proceed</td> </tr> <tr> <td>affect/effect</td> <td>draft/draught</td> <td>principal/principle</td> </tr> <tr> <td>altar/alter</td> <td>farther/father</td> <td>prophet/profit</td> </tr> <tr> <td>ascent/assent</td> <td>guessed/guest</td> <td>stationary/</td> </tr> <tr> <td>bridal/bridle</td> <td>heard/herd</td> <td>stationery</td> </tr> <tr> <td>cereal/serial</td> <td>led/lead</td> <td>steal/steel</td> </tr> <tr> <td>compliment/</td> <td>morning/mourning</td> <td>wary/weary</td> </tr> <tr> <td>complement</td> <td></td> <td>whose/who's</td> </tr> </table>	aisle/isle	descent/dissent	past/passed	aloud/allowed	desert/dessert	precede/proceed	affect/effect	draft/draught	principal/principle	altar/alter	farther/father	prophet/profit	ascent/assent	guessed/guest	stationary/	bridal/bridle	heard/herd	stationery	cereal/serial	led/lead	steal/steel	compliment/	morning/mourning	wary/weary	complement		whose/who's
accommodate	communicate	marvellous																																																			
accompany	community	necessary																																																			
according	correspond	occupy																																																			
aggressive	embarrass	occur																																																			
apparent	excellent	opportunity																																																			
appreciate	harass	programme																																																			
attached	immediately	sufficient																																																			
committee	interrupt	suggest																																																			
aisle/isle	descent/dissent	past/passed																																																			
aloud/allowed	desert/dessert	precede/proceed																																																			
affect/effect	draft/draught	principal/principle																																																			
altar/alter	farther/father	prophet/profit																																																			
ascent/assent	guessed/guest	stationary/																																																			
bridal/bridle	heard/herd	stationery																																																			
cereal/serial	led/lead	steal/steel																																																			
compliment/	morning/mourning	wary/weary																																																			
complement		whose/who's																																																			
<u>Week 6</u>	<p><u>Revision and consolidation</u></p>																																																				

Year 5 and 6 Spelling Progression - Summer term 1

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>					
<u>Week 1</u>	<u>4 syllable words (easy to spell when segmented)</u>	<u>Words with the letter string 'ough'</u> <u>(weeks 1 and 2)</u>					
<u>Week 2</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">ac-com-mod-ate ap-pre-ci-ate cat-e-gor-y com-mun-ic-ate com-pet-i-tion con-tro-ver-sy dic-tion-ar-y</td> <td style="width: 50%; padding: 5px;">en-vi-ron-ment ex-ag-ger-ate ex-plan-a-tion in-ter-f-ere temp-er-at-ure veg-et-a-ble</td> </tr> </table>	ac-com-mod-ate ap-pre-ci-ate cat-e-gor-y com-mun-ic-ate com-pet-i-tion con-tro-ver-sy dic-tion-ar-y	en-vi-ron-ment ex-ag-ger-ate ex-plan-a-tion in-ter-f-ere temp-er-at-ure veg-et-a-ble	<i>e.g. rough, cough, through, thorough, plough, bought</i> NB - ough is one of the trickiest spellings in English. It can be used to spell a number of different sounds. e.g. ought/bought/thought/nought/brought/fought e.g. rough/tough/enough e.g. cough e.g. though/although/dough e.g. through e.g. thorough/borough e.g. plough/bough			
ac-com-mod-ate ap-pre-ci-ate cat-e-gor-y com-mun-ic-ate com-pet-i-tion con-tro-ver-sy dic-tion-ar-y	en-vi-ron-ment ex-ag-ger-ate ex-plan-a-tion in-ter-f-ere temp-er-at-ure veg-et-a-ble						
<u>Week 3</u>	<u>Split digraphs</u>	Reduced spelling programme during this time due to SATS (Year 5 focus only)					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">accommodate appreciate communicate</td> <td style="width: 50%; padding: 5px;">criticise recognise sacrifice</td> </tr> </table>		accommodate appreciate communicate	criticise recognise sacrifice			
accommodate appreciate communicate	criticise recognise sacrifice						
<u>Week 4</u>	<u>Trigraphs</u>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">amateur conscious foreign interfere leisure</td> <td style="width: 50%; padding: 5px;">neighbour signature soldier temperature <u>yacht</u></td> </tr> </table>	amateur conscious foreign interfere leisure	neighbour signature soldier temperature <u>yacht</u>				
amateur conscious foreign interfere leisure	neighbour signature soldier temperature <u>yacht</u>						
<u>Week 5</u>	<u>Silent graphemes</u>	<u>Homophones (week 5 and 6)</u>					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">achieve aggressive amateur ancient bargain bruise conscious definite desperate environment foreign</td> <td style="width: 50%; padding: 5px;">government leisure muscle nuisance parliament persuade queue twelfth vehicle yacht</td> </tr> </table>	achieve aggressive amateur ancient bargain bruise conscious definite desperate environment foreign	government leisure muscle nuisance parliament persuade queue twelfth vehicle yacht	- <i>Non statutory Y5/6 examples</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/ complement</td> <td style="width: 33%; padding: 5px;">descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning</td> <td style="width: 33%; padding: 5px;">past/passed precede/proceed principal/principle prophet/profit stationary/ stationery steal/steel wary/weary whose/who's</td> </tr> </table>	aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/ complement	descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning	past/passed precede/proceed principal/principle prophet/profit stationary/ stationery steal/steel wary/weary whose/who's
achieve aggressive amateur ancient bargain bruise conscious definite desperate environment foreign	government leisure muscle nuisance parliament persuade queue twelfth vehicle yacht						
aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/ complement	descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning	past/passed precede/proceed principal/principle prophet/profit stationary/ stationery steal/steel wary/weary whose/who's					
<u>Week 6</u>	<u>Revision and consolidation</u>						

Year 5 and 6 Spelling Progression - Summer term 2

	<u>Statutory Spellings</u>	<u>Spelling rules/patterns</u>														
<u>Week 1</u>	<p style="text-align: center;"><u>Adjacent consonants with 'r' as the second consonant</u></p> <table border="1" style="width: 100%;"> <tr> <td>aggressive</td> <td>prejudice</td> </tr> <tr> <td>bruise</td> <td>privilege</td> </tr> <tr> <td>controversy</td> <td>profession</td> </tr> <tr> <td>criticise</td> <td>programme</td> </tr> <tr> <td>disastrous</td> <td>pronunciation</td> </tr> <tr> <td>frequently</td> <td>sacrifice</td> </tr> <tr> <td>hindrance</td> <td>secretary</td> </tr> </table>	aggressive	prejudice	bruise	privilege	controversy	profession	criticise	programme	disastrous	pronunciation	frequently	sacrifice	hindrance	secretary	<p style="text-align: center;"><u>Words with silent letters</u></p> <p><i>e.g. doubt, island, lamb, solemn, thistle, knight</i></p> <p>NB – Some of these silent letters are learnt as discrete sounds in KS1 e.g. mb (climb), st (listen), kn (knock)</p> <p>NB - Some letters, which are no longer sounded, used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>
aggressive	prejudice															
bruise	privilege															
controversy	profession															
criticise	programme															
disastrous	pronunciation															
frequently	sacrifice															
hindrance	secretary															
<u>Week 2</u>	<p style="text-align: center;"><u>Alternative pronunciations for 'g' and changes when included in a digraph or trigraph</u></p> <table border="1" style="width: 100%;"> <tr> <td>aggressive</td> <td>guarantee</td> </tr> <tr> <td>average</td> <td>language</td> </tr> <tr> <td>bargain</td> <td>programme</td> </tr> <tr> <td>category</td> <td>recognise</td> </tr> <tr> <td>exaggerate</td> <td>suggest</td> </tr> <tr> <td>foreign</td> <td>vegetable</td> </tr> <tr> <td>government</td> <td></td> </tr> </table>	aggressive	guarantee	average	language	bargain	programme	category	recognise	exaggerate	suggest	foreign	vegetable	government		<p style="text-align: center;"><u>Words with ei using the rule i before e except after 'c'</u></p> <p><i>e.g. deceive, conceive, receive, perceive, ceiling</i></p> <p>NB - The 'i before e except after c' rule applies to words where the sound spelt by ei is /ee/</p> <p>NB - Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an /igh/ sound).</p>
aggressive	guarantee															
average	language															
bargain	programme															
category	recognise															
exaggerate	suggest															
foreign	vegetable															
government																
<u>Week 3</u>	<p style="text-align: center;"><u>Alternative graphemes for vowel phonemes</u></p> <table border="1" style="width: 100%;"> <tr> <td>yacht</td> <td>foreign</td> </tr> <tr> <td>amateur</td> <td>nuisance</td> </tr> <tr> <td>awkward</td> <td>thorough</td> </tr> </table>	yacht	foreign	amateur	nuisance	awkward	thorough	<p style="text-align: center;"><u>Words with a hyphen</u></p> <p><i>e.g. re-enter, co-operate</i></p> <p>NB - Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one e.g. re-enter, co-ordinate, co-own, co-operate</p>								
yacht	foreign															
amateur	nuisance															
awkward	thorough															
<u>Week 4</u>	<p style="text-align: center;"><u>Four letters making one sound</u></p> <table border="1" style="width: 100%;"> <tr> <td>queue</td> </tr> <tr> <td>thorough</td> </tr> </table>	queue	thorough	<p style="text-align: center;"><u>Nouns with –ce and verbs with –se</u></p> <p><i>e.g. advice/advise, device/devise, licence/license, practice/practise</i></p> <p>NB - Nouns end in –ce and verbs end in –se.</p> <p><i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p>												
queue																
thorough																
<u>Week 5</u>	<u>Revision and consolidation</u>	<u>Revision and consolidation</u>														
<u>Week 6</u>	<u>Revision and consolidation</u>	<u>Revision and consolidation</u>														