

Brookvale Primary School Spelling Overview



Spelling Structure Overview

Objectives that are in teal are a statutory requirement and individual words highlighted teal are from non-statutory example words and their exceptions (+statutory words list for Y3/4 & Y5/6). The additional words and sets (in black) either reinforce the rule/ pattern being taught; revise previously visited spelling rules from lower year groups or practise common exception words (with an asterisk). Each set of spellings contains 10 words linked to the objective.

Spelling Rules are taught explicitly in every year group during two, twenty-minute sessions each week. Spelling is taught using the approach of: **Review, Teach, Practise, Apply**. Teachers select a wide range of words (not from weekly lists) to teach and reinforce spelling rules. Children are then given a set of words, corresponding to their weekly teaching, to practise at home. These words are tested the following week in a formal spelling test, with scores collated to inform teaching, learning and intervention. Teachers must also assess whether or not children can use newly acquired spellings in the correct context and as part of grammatically accurate sentence (both in spoken and written language).

Year 1: Autumn Term 1

Sequence of Learning

Week 1: The sounds /f/ and /s/, spelt 'ff' and 'ss'

Week 2: The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'

Week 3: Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word

Week 4: The sound spelt n before g 'ng' The sound spelt n before k 'nk'

Week 5: The sound /ch/ spelt 'ch' The sound /ch/ spelt -'tch'

Week 6: The sound v The /v/ sound at the end of words spelt with 've'

Week 7: Common Exception Words + Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
off	well	hunting	bank	chip	van	Set words from Week 1-6) plus the following common exception words) the a do to
puff	pull*	hunted	think	chick	vet	
sniff	full*	hunter	honk	catch	visit	
miss	wall	buzzing	sunk	fetch	have	
hiss	buzz	buzzed	wink	kitchen	live	
less	fizz	buzzer	bunk	notch	give	
if	back	jumping	sing	hutch	love*	
us	stick	jumped	string	rich	glove	
bus	flick	jumper	hang	much	above	
yes	pal	cracker	long	such	nerve	

Year 1: Autumn Term 2

Sequence of Learning

Week 1: The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.

Week 2: The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.

Week 3: The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word)

Week 4: The sound /ee/ spelt 'e' and with the vowel digraph 'ee'

Week 5: The vowel digraph 'ea'

Week 6: The vowel digraph 'ie' making the /igh/ and / ee/ sounds

Week 7: Common Exception Words + Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
rain	play	goal	me*	sea	lie	Set words from Week 1-6) plus the following common exception words) is his has I you he me she
wait	way	coach	she*	dream	tie	
train	stay	own	we*	meat	pie	
paid	today*	snow	be*	each	cried	
afraid	says*	grow	he*	scream	tried	
oil	boy	toe	see	read	dried	
join	toy	goes	tree	head	chief	
coin	enjoy	go*	green	bread	field	
point	annoy	no*	meet	meant	thief	
soil	royal	so*	week	instead	shield	

Year 1: Spring 1

Sequence of Learning

Week 1: The trigraph igh

Week 2: The vowel digraph 'ar'

Week 3: The vowel digraph 'er' (unstressed) 'er' (stressed)

Week 4: The vowel digraph 'ir', 'ur'

Week 5: Adding -er and -est to adjectives where no change is needed to the root word

Week 6: Days of the Week/Common Exception Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
right	car	better	girl	grander	Monday	Set words from Week 1-6) plus the following common exception words) we no go so are
bright	start	under	bird	grandest	Tuesday	
light	park	summer	shirt	fresher	Wednesday	
night	arm	winter	first	freshest	Thursday	
fright	garden	sister	third	quicker	Friday	
tight	artist	rubber	turn	quickest	Saturday	
high	star	her	hurt	taller	Sunday	
I*	are*	term	church	tallest	there*	
by*	were*	verb	burst	slower	here*	
my*	our*	person	burn	slowest	they*	

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Year 1: Spring 2

Sequence of Learning

Week 1: The sound /k/ spelt with 'k' not 'c', before e, i and y
Week 2: The split vowel digraphs 'a-e' and 'e-e'
Week 3: The split vowel digraphs 'i-e' 'o-e'
Week 4: The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'
Week 5: The vowel digraph 'oo' – very few words have oo at the end
Week 6: The sounds /oo/ and /yoo/ spelt with 'ue' 'ew'
Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Kent	made	five	June	food	blue	Within this assess & review week, use the Year 1 Spring 2 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
sketch	came	ride	rule	pool	clue	
kit	same	like	rude	moon	true	
skin	take	time	flute	soon	rescue	
frisky	safe	side	use	zoo	drew	
skill	date	home	tube	book	new	
risky	lake	those	tune	took	few	
kettle	these	woke	huge	foot	grew	
kilt	theme	hope	cute	wood	flew	
king	complete	hole	cube	good	threw	

Year 1: Summer 1						
Sequence of Learning						
Week 1: The vowel digraphs 'ow' and 'ou'						
Week 2: Words ending with the sound /e/ spelt with 'y'						
Week 3: The vowel digraph 'or' and the vowel trigraph 'ore'						
Week 4: The vowel digraphs 'aw' and 'au'						
Week 5: The vowel trigraph 'air' and 'are'						
Week 6: The vowel trigraph 'ear'						
Week 7: Review Week						
Set Spelling Lists						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

now	very	for	saw	air	dear	<p>Within this assess & review week, use the Year 1 Summer 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.</p>
how	happy	short	draw	fair	hear	
brown	funny	born	yawn	pair	beard	
down	party	horse	crawl	hair	near	
town	family	morning	claw	chair	year	
out	dizzy	more	author	bare	clear	
about	smelly	score	August	dare	fear	
mouth	silly	before	dinosaur	care	bear	
sound	jolly	wore	astronaut	share	wear	
	sunny	shore	your*	scared		

<p>Year 1: Summer 2</p>
<p>Sequence of Learning</p> <p>Week 1: New consonant spelling 'ph' and 'wh'</p> <p>Week 2: Adding the prefix -un without any change to the spelling of the root word</p> <p>Week 3: Adding s and es to words</p> <p>Week 4: Compound words</p> <p>Week 5: Read words with contractions (Word reading - English)</p> <p>Week 6: Common Exception Words</p> <p>Week 7: Review Week</p>
<p>Set Spelling Lists</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
dolphin	unhappy	cats	football	I'm	of*	Within this assess & review week, use the Year 1 Summer 2 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
alphabet	undo*	dogs	playground	I'll	said*	
phonics	unload	spends	farmyard	we'll	was*	
elephant	unfair	rocks	bedroom	she'll	has*	
when	unlock	school*s	blackberry	you'll	come*	
where*	unwrap	friend*s	lighthouse*	they'll	one*	
which	unzip	thanks	sometimes	we're	once*	
wheel	untidy	catches	bathroom	you're	ask*	
while	unwell	push*es	classroom	he's	your*	
	unkind	fetches	teatime	they're		

Year 2: Autumn Term 1
<p>Sequence of Learning</p> <p>Week 1: The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>Week 2: The sounds /r/ spelt 'wr' at the beginning of words</p> <p>Week 3: The sound /s/ spelt 'c' before e, i and y</p> <p>Week 4: The sound /j/ spelt with '-dge' and '-ge' at the end of words</p> <p>Week 5: The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u</p> <p>Week 6: Common Exception Words</p> <p>Week 7: Review Week</p>
Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
knock	write	race	badge	gem	door*	Within this assess & review week, use the provided Year 2 Autumn Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
know	written	ice	edge	giant	floor*	
knee	wrote	cell	bridge	magic	again*	
knitting	wrong	city	dodge	giraffe	wild*	
knife	wrap	fancy	fudge	energy	children*	
gnat	wrist	face	age	jacket	climb*	
gnaw	wreck	space	huge	jar	parents*	
gnash	wrestle	bicycle	change	jog	most*	
gnome	wriggle	circle	charge	join	only*	
gnarled	wren	spicy	village	adjust	both*	

Year 2: Autumn Term 2
Sequence of Learning
<p>Week 1: The sound /l/ spelt with '-le' at the end of words</p> <p>Week 2: The sound /l/ spelt with '-el' at the end of words</p> <p>Week 3: The sound /l/ spelt with '-il' and '-al' at the end of words</p> <p>Week 4: The sound /igh/ spelt with '-y' at the end of words</p> <p>Week 5: Adding -ies to nouns and verbs ending in -y</p> <p>Week 6: Common Exception Words</p> <p>Week 7: Review Week</p>

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
table	camel	pencil	cry	flies	find*	Within this assess & review week, use the provided Year 2 Autumn Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
apple	tunnel	fossil	fly	tries	mind*	
bottle	squirrel	nostril	dry	replies	behind*	
little	travel	pupil	try	copies	old*	
middle	towel	metal	reply	babies	cold*	
able	tinsel	pedal	sly	carries	gold*	
wobble	bagel	capital	shy	cries	hold*	
multiple	hazel	hospital	terrify	dries	told*	
dazzle	vowel	animal	sky	marries	every*	
riddle	jewel	oval	multiply	families	everybody*	

Year 2: Spring 1

Sequence of Learning

Week 1: Adding -ed, -er and -est to a word ending in -y with a consonant before it

Week 2: Adding -ing to a word ending in -y with a consonant before it

Week 3: Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Week 4: Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel

Week 5: The sound /or/ spelt 'a' before l or ll

Week 6: Common Exception Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
copier	copying	hiking	patting	all	fast*	Within this assess & review week, use the provided Year 2 Spring Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
copied	crying	hiked	patted	ball	last*	
happier	replying	hiker	humming	call	father*	
happiest	marrying	nicer	hummed	walk	class*	
cried	carrying	nicest	dropping	talk	grass*	
replied	flying	shiny	dropped	always	pass*	
tried	trying	being	sadder	small	plant*	
dried	drying	hining	saddest	wall	path*	
driest	skiing	scary	runner	fall	bath*	
funnier	taxiing	scaring	runny	altogether	people*	

Year 2: Spring 2

Sequence of Learning

Week 1: The sound /u/ spelt with 'o'

Week 2: The sound /ee/ spelt with '-ey'

Week 3: The /o/ sound spelt with 'a' after w and qu

Week 4: The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w

Week 5: The sound /zh/ spelt 's'

Week 6: Common Exception Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
other	key	want	word	television	even*	Within this assess & review week, use the provided Year 2 Spring Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
mother	donkey	watch	work	treasure	break*	
brother	monkey	wander	worm	usual	steak*	
nothing	chimney	quantity	world	division	great*	
Monday	valley	squash	worth	vision	move*	
money*	trolley	quality	worst	pleasure	prove*	
cover	turkey	squabble	war	measure	improve*	
honey	hockey	squad	warm	occasion	sure*	
discover	parsley	quad	towards	usually	sugar*	
wonder	journey	quarrel	ward	leisure	eye*	

Year 2: Summer 1

Sequence of Learning

Week 1: The suffixes –ment, -ness and -ful

Week 2: The suffixes –less and –ly

Week 3: Words ending in -tion

Week 4: Contractions

Week 5: The possessive apostrophe

Week 6: Common Exception Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
enjoyment	badly	station	can't	Megan's	any*	Within this assess & review week, use the provided Year 2 Summer Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
sadness	hopeless	fiction	didn't	Ravi's	many*	
careful	penniless	motion	hasn't	the girl's	clothes*	
playful	happily	national	could*n't	the *child's	water*	
plainness	lovely	section	it's	the man's	pretty*	
argument	joyless	addition	would*n't	the woman's	Christmas*	
merriment	slowly	subtraction	should*n't	the school's	beautiful*	
happiness	quickly	potion	wasn't	a dog's	busy*	
plentiful	careless	option	Mr*	a teacher's	poor*	
cheerful	fearless	introduction	Mrs*	Gus'	kind*	

Year 2: Summer 2

Sequence of Learning

Week 1: Homophones and near homophones

Week 2: Homophones and near homophones

Week 3: Homophones and near homophones and Conjunctions

Week 4: Months of the year/ time

Week 5: Months of the year/ time

Week 6: Question words and SPaG terms

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
there	be	night	January	November	who*	Within this assess & review week, use the provided Year 2 Summer Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
their	bee	knight	February	December	why	
they're	quite	blue	March	after*	what	
here	quiet	blew	April May	past*	how	
hear	bare	hole	June	hour*	which	
see	bear	whole*	July	half*	where	
sea	one	because*	August	minute	when	
to	won	so	September	quarter	adjective	
too	son	that	October	month	adverb	
two	sun	or		second	verb	

Year 3: Autumn Term 1

Sequence of Learning

Week 1: Words with the long /e/ / sound spelt with ei

Week 2: Words with the long /e/ / sound spelt with ey

Week 3: Words with the long /e/ / sound spelt with ai

Week 4: Words with / / sound spelt with ear

Week 5: Homophones

Week 6: Homophones & near homophones

Week 7: Review Week**Set Spelling Lists**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
eight	hey	straight	earth	here	berry	Within this assess & review week, use the provided Year 3 Autumn Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
eighth	they	campaign	early	hear	bury	
eighty	obey	contain	learn	heel	brake	
weight	grey	brain	heard	heal	break	
neighbour	prey	faint	earn	main	meet	
vein	whey	waist	pearl	mane	meat	
veil	survey	claim	search	mail	ball	
beige	convey	praise	unearth	male	bawl	
sleigh	disobey	complaint	earl	knot	fair	
freight	purvey	afraid	rehearse	not	fare	

Year 3: Autumn 2**Sequence of Learning**

Week 1: Creating adverbs using the suffix -ly (no change to root word)

Week 2: Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)

Week 3: Creating adverbs using the suffix -ly (root word ends in 'le')

Week 4: Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')

Week 5: Creating adverbs using the suffix -ly (exceptions to the rules)

Week 6: Statutory Spelling Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
kindly	happily	gently	basically	truly	believe	Within this assess & review week, use the provided Year 3 Autumn Term, 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
quickly	angrily	simply	frantically	duly	appear	
safely	lazily	humbly	dramatically	wholly	often	
rudely	easily	nobly	magically	fully	group	
sweetly	busily	horribly	tragically	daily	breath	
strongly	greedily	terribly	comically	publicly	continue	
bravely	messily	possibly	actually	dryly	arrive	
secretly	wearily	incredibly	accidentally	slyly	women	
finally	cheekily	comfortably	occasionally	shyly	describe	
usually	clumsily	probably	eventually	coily	height	

Year 3: Spring 1

Sequence of Learning

Week 1: Words with short /i/ sound spelt with 'y'

Week 2: Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)

Week 3: Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)
Week 4: Creating negative meanings using prefix mis
Week 5: Creating negative meanings using prefix dis
Week 6: Words with a /k/ sound spelt with 'ch'
Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
myth	gardener	forgetting	misspell	dislike	scheme	Within this assess & review week, use the provided Year 3 Spring Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
gym	gardening	forgotten	mislead	disobey	chorus	
Egypt	limited	beginning	mistreat	discolour	echo	
pyramid	limiting	beginner	misbehave	discover	character	
mystery	offering	preferred	mistrust	disappear	ache	
hymn	offered	preferring	misprint	dishonest	chaos	
system	benefited	occurred	misuse	disallow	stomach	
symbol	benefiting	occurring	misplace	disbelieve	chemistry	
lyric	focused	forbidden	misheard	disapprove	orchestra	
typical	focusing	committed	misread	discontinue	technology	

Year 3: Spring 2

Sequence of Learning

Week 1: Homophones & Near Homophones

Week 2: Homophones & Near Homophones

Week 3: Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')

Week 4: Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'

Week 5: Words with a /sh/ sound spelt with 'ch'

Week 6: Statutory Spellings and Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
grate	scent	bicycle	league	chef	address	Within this assess & review week, use the provided Year 3 Spring Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
great	sent	binary	plague	chalet	busy	
grown	vain	bisect	rogue	machine	business	
groan	vein	bilingual	vague	brochure	heart	
plain	rode	biannual	fatigue	crochet	fruit	
plane	road	reappear	unique	ricochet	breathe	
peace	steel	redecorate	antique	parachute	strange	
piece	steal	reapply	mosque	moustache	complete	
rain	waist	repay	cheque	champagne	extreme	
reign	waste	rebuild	technique	chute	forwards	

Year 3: Summer 1

Sequence of Learning

Week 1: Words ending in -ary

Week 2: Words with a short /u/ sound spelt with 'o'

Week 3: Words with a short /u/ sound spelt with 'ou'

Week 4: Word families based on common words, showing how words are related in form and meaning

Week 5: Word families based on common words, showing how words are related in form and meaning

Week 6: Word families based on common words, showing how words are related in form and meaning

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
library	woman	enough	instruct	scope	press	Within this assess & review week, use the provided Year 3 Summer Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
February	wonder	young	structure	telescope	suppress	
dictionary	month	touch	construction	microscope	express	
boundary	govern	double	instruction	horoscope	compress	
salary	brother	trouble	instructor	periscope	impress	
summary	another	country	unit	inspect	prevent	
primary	shovel	courage	union	spectator	invent	
secondary	above	rough	united	respect	venture	
ordinary	Monday	tough	universe	perspective	adventure	
necessary	discover	cousin	university	spectacles	eventful	

Year 3: Summer 2

Sequence of Learning

Week 1: Words ending in the suffix -al

Week 2: Words ending with an /zher/ sound spelt with 'sure'
Week 3: Words ending with a /cher/ sound spelt with 'ture'
Week 4: Words ending with a /cher/ sound spelt as 'ture'
Week 5: Silent Letters Revision
Week 6: Silent Letters Revision
Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
natural	treasure	creature	lecture	island	build	Within this assess & review week, use the provided Year 3 Summer Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
occasional	measure	picture	literature	answer	guide	
actual	pleasure	nature	mature	write	guard	
accidental	enclosure	furniture	miniature	wrapper	wheat	
medical	closure	capture	mixture	knife	whale	
national	leisure	culture	moisture	knock	honest	
capital	exposure	moisture	sculpture	thumb	whirl	
vocal	pressure	future	signature	doubt	gnome	
sensational	composure	gesture	temperature	half	gnaw	
personal	fissure	structure	texture	calm	surprise	

Year 4: Autumn Term 1

Sequence of Learning

Week 1: Words with /aw/ spelt with augh and au

Week 2: Adding the prefix in- (meaning 'not' or 'into')

Week 3: Adding the prefix im- (before a root word starting with 'm' or 'p')

Week 4: Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')

Week 5: Homophones & near homophones

Week 6: Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
caught	Inactive	immature	Illegal	medal	division	Within this assess & review week, use the provided Year 4 Autumn Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
naughty	incorrect	immeasurable	illegible	meddle	invasion	
taught	inaccurate	impossible	illogical	missed	confusion	
daughter	insecure	immortal	illiterate	mist	decision	
autumn	indefinite	imperfect	illicit	scene	collision	
clause	incomplete	impatient	irregular	seen	television	
cause	infinite	immovable	irrelevant	board	revision	
astronaut	inedible	impolite	irresponsible	bored	erosion	
applaud	inability	important	irrational	which	inclusion	
author	indecisive	improper	irresistible	witch	explosion	

Sequence of Learning

Week 1: Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

Week 2: Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')

Week 3: Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)

Week 4: Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')

Week 5: Words with 'ough' to make a long /o/, /oo/ or /or/ sound

Week 6: Statutory Spellings Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
expansion	expression	invention	musician	though	interest	Within this assess & review week, use the provided Year 4 Autumn Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
extension	discussion	injection	politician	although	experiment	
comprehension	confession	action	electrician	dough	potatoes	
tension	permission	question	magician	through	favourite	
corrosion	admission	mention	mathematician	breakthrough	imagine	
supervision	transmission	attraction	dietician	thought	material	
fusion	possession	translation	statistician	bought	promise	
conclusion	profession	devotion	technician	brought	opposite	
persuasion	depression	position	clinician	fought	minute	
suspension	impression	solution	beautician	ought	increase	

Sequence of Learning

Week 1: Homophones & Near Homophones

Week 2: Homophones & Near Homophones

Week 3: Nouns ending in the suffix -ation

Week 4: Nouns ending in the suffix -ation

Week 5: Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')

Week 6: Plural Possessive Apostrophes with plural words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
accept	cereal	Information	creation	submerge	girls'	Within this assess & review week, use the provided Year 4 Spring Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
except	serial	adoration	radiation	subheading	boys'	
affect	check	sensation	indication	submarine	babies'	
effect	cheque	preparation	ventilation	subordinate	parents'	
aloud	through	education	relegation	subway	teachers'	
allowed	threw	location	dedication	superman	women's	
weather	draft	exaggeration	demonstration	supervise	men's	
whether	draught	concentration	abbreviation	supersede	children's	
whose	stares	imagination	translation	superpower	people's	
who's	stairs	organisation	vibration	superhuman	mice's	

Year 4: Spring 2

Sequence of Learning

Week 1: Words with the /s/ sound spelt with 'sc'

Week 2: Words with a 'soft c' spelt with 'ce'

Week 3: Words with a 'soft c' spelt with 'ci'

Week 4: Word families based on common words, showing how words are related in form and meaning

Week 5: Word families based on common words, showing how words are related in form and meaning

Week 6: Statutory Spellings and Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
science	centre	circle	phone	solve	length	Within this assess & review week, use the provided Year 4 Spring Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
crescent	century	decide	phonics	solution	strength	
discipline	certain	medicine	microphone	insoluble	purpose	
fascinate	recent	exercise	telephone	dissolve	history	
scent	experience	special	homophone	solvent	different	
scissors	sentence	cinema	real	sign	difficult	
ascent	notice	decimal	reality	signature	separate	
descent	celebrate	accident	realistic	assign	suppose	
scientist	ceremony	city	unreal	design	therefore	
scenery	certificate	citizen	realisation		knowledge	

Year 4: Summer 1

Sequence of Learning

Week 1: Adding the prefix inter- (meaning 'between' or 'among')

Week 2: Adding the prefix anti- (meaning 'against')

Week 3: Adding the prefix auto- (meaning 'self' or 'own')

Week 4: Adding the prefix ex- (meaning 'out')

Week 5: Adding the prefix non- (meaning 'not')

Week 6: Words ending in -ar/ -er

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
interact	antiseptic	autograph	exit	non-stick	calendar	Within this assess & review week, use the provided Year 4 Summer Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
interfere	anticlockwise	autobiography	extend	non-stop	grammar	
intercity	antisocial	automatic	explode	non-starter	regular	
international	antidote	autofocus	excursion	non-smoker	particular	
intermediate	antibiotic	autocorrect	exchange	nonsense	peculiar	
internet	antivenom	autopilot	export	non-fiction	popular	
intergalactic	anti-ageing	autorotate	exclaim	non-drip	consider	
interrupt	antifreeze	automobile	expel	non-violent	remember	
intervene	antiperspirant	autonomy	external	non-profit	quarter	
interlude	antigravity	autocue	exterior	non-believer	integer	

Year 4: Summer 2

Sequence of Learning

Week 1: Adding the suffix -ous (No change to root word)

Week 2: Adding the suffix -ous (No definitive root word)

Week 3: Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')

Week 4: Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')

Week 5: Adverbials of frequency and possibility

Week 6: Adverbials of manner

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
dangerous	tremendous	various	famous	regularly	awkwardly	Within this assess & review week, use the provided Year 4 Summer Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
poisonous	enormous	furious	nervous	occasionally	frantically	
mountainous	jealous	glorious	ridiculous	frequently	curiously	
joyous	serious	victorious	carnivorous	usually	obediently	
synonymous	hideous	mysterious	herbivorous	rarely	carefully	
hazardous	fabulous	humorous	porous	perhaps	rapidly	
riotous	curious	glamorous	adventurous	maybe	unexpectedly	
perilous	anxious	vigorous	courageous	certainly	deliberately	
momentous	obvious	odorous	outrageous	possibly	hurriedly	
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly	

Year 5: Autumn Term 1

Sequence of Learning

Week 1: Words with endings that sound like /shuhs/ spelt with –cious

Week 2: Words with endings that sound like /shuhs/ spelt with –tious or -ious

Week 3: Words with the short vowel sound /i/ spelt with y

Week 4: Words with the long vowel sound /i/ spelt with y

Week 5: Homophones & near homophones

Week 6: Homophones & near homophones

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
vicious	ambitious	symbol	apply	past	farther	Within this assess & review week, use the provided Year 5 Autumn Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
gracious	cautious	mystery	supply	passed	father	
spacious	fictitious	lyrics	identify	proceed	guessed	
malicious	infectious	oxygen	occupy	precede	guest	
precious	nutritious	symptom	multiply	aisle	heard	
conscious	contentious	physical	rhyme	isle	herd	
delicious	superstitious	system	cycle	aloud	led	
suspicious	pretentious	typical	python	allowed	lead	
atrocious	anxious	crystal	hygiene	affect	mourning	
ferocious	obnoxious	rhythm	hyphen	effect	morning	

Year 5: Autumn Term 2

Sequence of Learning

Week 1: Words with 'silent' letters

Week 2: Words with 'silent' letters

Week 3: Modal verbs

Week 4: Words ending in 'ment'

Week 5: Adverbs of possibility and frequency

Week 6: Statutory Spelling Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
doubt	wrestle	can	equipment	certainly	vegetable	Within this assess & review week, use the provided Year 5 Autumn Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
lamb	wrapper	could	environment	definitely	vehicle	
debt	island	may	government	possibly	bruise	
thumb	aisle	might	parliament	perhaps	soldier	
solemn	debris	must	enjoyment	probably	stomach	
autumn	mortgage	shall	document	frequently	recommend	
column	Christmas	should	management	often	leisure	
knight	yacht	will	movement	occasionally	privilege	
knuckle	guarantee	would	replacement	rarely	occur	
knot	guilty	ought	statement	always	neighbour	

Year 5: Spring 1

Sequence of Learning

- Week 1:** Creating nouns using -ity suffix
- Week 2:** Creating nouns using -ness suffix
- Week 3:** Creating nouns using -ship suffix
- Week 4:** Homophones & Near Homophones
- Week 5:** Homophones & Near Homophones
- Week 6:** Homophones & Near Homophones
- Week 7:** Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
community	happiness	membership	stationary	alter	principal	Within this assess & review week, use the provided Year 5 Spring Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
curiosity	hardness	ownership	stationery	altar	principle	
ability	madness	partnership	steal	ascent	profit	
visibility	nastiness	dictatorship	steel	assent	prophet	
captivity	silliness	championship	wary	bridal	descent	
activity	tidiness	craftsmanship	weary	bridle	dissent	
eternity	childishness	fellowship	who's	cereal	desert	
flexibility	willingness	apprenticeship	whose	serial	dessert	
possibility	carelessness	citizenship	fate	compliment	draft	
sensitivity	foolishness	sponsorship	fete	complement	draught	

Year 5: Spring 2

Sequence of Learning

Week 1: Words with an /or/ sound spelt 'or'

Week 2: Words with /or/ sound spelt 'au'

Week 3: Convert nouns or adjectives into verbs using the suffix -ate

Week 4: Convert nouns or adjectives into verbs using the suffix -ise

Week 5: Convert nouns or adjectives into verbs using the suffix -ify

Week 6: Convert nouns or adjectives into verbs using the suffix -en

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
forty	pause	pollinate	criticise	amplify	blacken	Within this assess & review week, use the provided Year 5 Spring Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
scorch	cause	captivate	advertise	solidify	brighten	
absorb	sauce	activate	capitalise	signify	flatten	
decorate	fraud	motivate	finalise	falsify	lengthen	
afford	launch	communicate	equalise	glorify	mistaken	
enormous	author	medicate	fertilise	notify	straighten	
category	August	elasticate	terrorise	testify	shorten	
tornado	Applaud	hyphenate	socialise	purify	thicken	
according	astronaut	alienate	visualise	intensify	tighten	
opportunity	restaurant	validate	vandalise	classify	toughen	

Year 5: Summer 1

Sequence of Learning

Week 1: Words containing the letter string 'ough'

Week 2: Words containing the letter string 'ough'

Week 3: Adverbials of time

Week 4: Adverbials of place

Week 5: Words with an /ear/ sound spelt 'ere'

Week 6: Statutory Spelling Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
though	plough	yesterday	nearby	sincere	amateur	Within this assess & review week, use the provided Year 5 Summer Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
although	bough	tomorrow	everywhere	interfere	ancient	
dough	drought	later	nowhere	sphere	bargain	
doughnut	brought	immediately	inside	adhere	muscle	
through	bought	earlier	downstairs	severe	queue	
cough	wrought	eventually	outside	persevere	recognise	
trough	thought	recently	upstairs	atmosphere	twelfth	
rough	ought	previously	underneath	mere	profession	
tough	borough	finally	behind	hemisphere	develop	
enough	thorough	lately	somewhere	austere	harass	

Year 5: Summer 2

Sequence of Learning

Week 1: Unstressed vowels in polysyllabic words

Week 2: Adding verb prefixes de- and re-

Week 3: Adding verb prefix over-

Week 4: Convert nouns or verbs into adjectives using suffix -ful

Week 5: Convert nouns or verbs into adjectives using suffix -ive

Week 6: Convert nouns or verbs into adjectives using suffix -al

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
definite	deflate	overthrow	boastful	attractive	musical	Within this assess & review week, use the provided Year 5 Summer Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
desperate	deform	overturn	faithful	creative	political	
literate	decode	overslept	doubtful	addictive	accidental	
secretary	decompose	overcook	fearful	assertive	mathematical	
stationary	defuse	overreact	thankful	abusive	functional	
dictionary	recycle	overtired	beautiful	cooperative	tropical	
Wednesday	rebuild	overcoat	pitiful	exhaustive	bridal	
familiar	rewrite	overpaid	plentiful	appreciative	central	
original	replace	overlook	fanciful	offensive	global	
animal	revisit	overbalance	merciful	expressive	industrial	

Year 6: Autumn Term 1

Sequence of Learning

Week 1: Ambitious Synonyms: Adjectives

Week 2: Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy

Week 3: Adjectives ending in -ant into nouns ending in -ance/ -ancy

Week 4: Adjectives ending in -ent into nouns ending in -ence/ -ency

Week 5: Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.

Week 6: Hyphens: To join compound adjectives to avoid ambiguity

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
aggressive	advice	observant	innocent	co-operate	man-eating	Within this assess & review week, use the provided Year 6 Autumn Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
hostile	advise	observance	innocence	co-ordinate	little-used	
awkward	device	expectant	decent	co-own	rock-bottom	
obstinate	devise	expectancy	decency	co-author	wide-eyed	
desperate	licence	hesitant	excellent	re-enter	pig-headed	
frantic	license	hesitancy	excellence	re-educate	tight-fisted	
disastrous	practice	tolerant	confident	re-examine	cold-hearted	
calamitous	practise	tolerance	confidence	re-evaluate	stone-faced	
marvellous	prophecy	relevant	existent	re-energise	green-eyed	
spectacular	prophecy	relevance	existence	re-elect	short-tempered	

Year 6: Autumn Term 2

Sequence of Learning

Week 1: Words ending in -able

Week 2: Words ending in -able

Week 3: Words ending in -ably

Week 4: Word families based on common words, showing how words are related in form and meaning

Week 5: Word families based on common words, showing how words are related in form and meaning

Week 6: Creating diminutives using prefixes micro- or mini-

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
applicable	adorable	adorably	temperature	suggest	minibus	Within this assess & review week, use the provided Year 6 Autumn Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
tolerable	valuable	valuably	temper	digest	miniscule	
operable	advisable	believably	temperament	congestion	minibeast	
considerable	believable	considerably	tempered	gesture	minicab	
dependable	desirable	tolerably	variety	gestation	minimum	
comfortable	excitable	changeably	vary	lightning	minimise	
reasonable	knowledgeable	noticeably	variation	daylight	microscope	
perishable	likeable	dependably	varied	enlighten	microchip	
breakable	changeable	comfortably	variable	twilight	microphone	
fashionable	noticeable	reasonably	variance	limelight	microwave	

Year 6: Spring Term 1

Sequence of Learning

- Week 1:** Adding suffixes beginning with vowel letters to words ending in -fer
- Week 2:** Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)
- Week 3:** Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)
- Week 4:** Word families based on common words, showing how words are related in form and meaning
- Week 5:** Word families based on common words, showing how words are related in form and meaning
- Week 6:** Statutory Spelling Challenge Words
- Week 7:** Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
referring	siege	deceive	commit	interrupt	attached	Within this assess & review week, use the provided Year 6 Spring Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
referred	niece	conceive	committee	interfere	available	
referral	grief	receive	transmit	intercept	average	
reference	chief	perceive	submit	interject	competition	
referee	fiend	ceiling	commitment	intertwine	conscience	
preferring	shriek	receipt	emit	interim	controversy	
preferred	believe	protein	permit	internal	correspond	
preference	achieve	caffeine	intermittent	intersperse	embarrass	
transferring	convenience	seize	omit	interloper	especially	
transference	mischievous	neither	unremitting	interest	exaggerate	

Year 6: Spring Term 2

Sequence of Learning

Week 1: Words with endings which sound like /shuhl/ after a vowel letter

Week 2: Words with endings which sound like /shuhl/ after a consonant letter

Week 3: Words with a 'soft c' spelt /ce/

Week 4: Word families based on common words, showing how words are related in form and meaning

Week 5: Word families based on common words, showing how words are related in form and meaning

Week 6: Statutory Spelling Challenge Words

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
official	partial	cemetery	accommodate	signature	foreign	Within this assess & review week, use the provided Year 6 Spring Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
special	confidential	certificate	accompany	assign	apparent	
artificial	essential	celebrate	access	design	appreciate	
social	substantial	necessary	accuse	designate	persuade	
racial	torrential	deceased	accost	significant	individual	
crucial	sequential	December	accrue	resignation	language	
facial	potential	Sacrifice	accuracy	resign	sufficient	
beneficial	spatial	hindrance	accomplish	insignificant	determined	
superficial	martial	nuisance	accumulate	assignment	explanation	
antisocial	influential	prejudice	accentuate	signal	pronunciation	

Year 6: Summer 1

Sequence of Learning

Week 1: Word families based on common words, showing how words are related in form and meaning

Week 2: Words that can be nouns and verbs

Week 3: Words that can be nouns and verbs

Week 4: Words with a long /o/ sound spelt 'ou' or 'ow'

Week 5: Words ending in -ible

Week 6: Words ending in -ibly

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
programme	challenge	produce	shoulder	Possible	possibly	Within this assess & review week, use the provided Year 6 Summer Term 1 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
telegram	protest	present	smoulder	horrible	horribly	
hologram	broadcast	reason	mould	terrible	terribly	
diagram	benefit	silence	poultry	visible	visibly	
grammar	charge	support	soul	incredible	incredibly	
grammatical	function	transport	shallow	sensible	sensibly	
parallelogram	influence	surprise	window	forcible	forcibly	
monogram	interest	scratch	blown	legible	legibly	
	object	freeze	known	responsible	responsibly	
	damage	balance	thrown	reversible	reversibly	

Year 6: Summer 2

Sequence of Learning

Week 1: Synonyms & Antonyms

Week 2: Synonyms & Antonyms

Week 3: Synonyms & Antonyms

Week 4: Synonyms & Antonyms

Week 5: Synonyms & Antonyms

Week 6: Synonyms & Antonyms

Week 7: Review Week

Set Spelling Lists

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
bellowed	immense	ecstatic	deafening	Scorching	ambled	Within this assess & review week, use the provided Year 6 Summer Term 2 Dictation Passages and the Spot the Mistake self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
screeched	vast	joyial	piercing	searing	tottered	
squealed	gigantic	exultant	blaring	sizzling	strolled	
shrieked	gargantuan	elated	ear-piercing	blistering	staggered	
squawked	mammoth	delighted	raucous	sweltering	sauntered	
whispered	miniature	despondent	silent	chilly	sprinted	
murmured	miniscule	forlorn	tranquil	frozen	raced	
breathed	insignificant	dejected	inaudible	arctic	darted	
sighed	microscopic	woeful	unobtrusive	bitter	dashed	
muttered	petite	dismal	peaceful	wintry	galloped	