







Session	Details
<b>Set it up</b> 	<div data-bbox="1822 142 1944 256">   ST ANTHONY'S VC ACADEMY </div> REVISIT spellings from 5 weeks ago in low stakes quiz – have they remembered? Introduce the words (choose 6 from the week's list include pink words) What do they mean? Can we use them in sentences? Is there a spelling pattern/rule? Write them down in journals.
<b>Phonics</b> 	Remind children about phonemes/graphemes/digraphs and how we demarcate them with dots and dashes. Chn to dot and dash root spelling words and some with prefixes and suffixes as appropriate. Talk about anything they have noticed. How might this help us to remember the spelling?
<b>Everything Changes</b> 	Explore how the spellings may change in different contexts: <ul style="list-style-type: none"> <li>- Made plural</li> <li>- Change of tense</li> <li>- Additional of prefix/suffix to change word class or meaning</li> <li>- Swap, double or drop?</li> </ul> Chn to practise changing the words (or not). Make sure to talk about any exceptions.
<b>Let's Practise</b> 	Time to practise using the words in sentences. <ul style="list-style-type: none"> <li>- Choose and insert the right word into sentence</li> <li>- MTYT listen to sentence and then write it down (good way to revisit core spellings too!)</li> <li>- Short burst writing including spellings</li> </ul>
<b>Let's Remember</b> 	Low stake quiz of spelling words. Chn to make note of any incorrect spellings in journals to refer to when applying in their work.

## KS2 Core Spellings!

After  
Again  
Although  
Answer  
Any  
Are  
Beautiful  
Because  
Believe  
Certain  
Children  
Could  
Different  
Eight  
Enough  
Every  
February  
Friend  
Half

Has  
Here  
Hear  
Hour  
learn  
minute  
money  
Mr  
Mrs  
My  
Of  
Off  
Once  
Our  
People  
Probably  
Quarter  
Said  
School

Should  
Some  
Special  
There  
Their  
They're  
Though  
Through  
To  
Too  
Was  
with  
Were  
Where  
Who  
Whole  
Would  
You  
your

## Y3 Spelling Progression: Autumn 1

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Review Week
Words with the long /ay/ sound spelt with ei	Words with the long /ay/ sound spelt with ey	Words with the long /ay/ sound spelt with ai	Words with /air /sound spelt with ear	Homophones & near homophones	Homophones & near homophones	
<p><b>Eight</b></p> <p><b>Eighth</b></p> <p>Eighty</p> <p><b>Weight</b></p> <p>Neighbour</p> <p>Vein</p> <p>Veil</p> <p>Beige</p> <p>Sleigh</p> <p>freight</p>	<p>Hey</p> <p>They</p> <p>Obey</p> <p>Grey</p> <p>Prey</p> <p>Whey</p> <p>Survey</p> <p>Convey</p> <p>Disobey</p> <p>purvey</p>	<p><b>Straight</b></p> <p>Campaign</p> <p>Contain</p> <p>Brain</p> <p>Faint</p> <p>Waist</p> <p>Claim</p> <p>Praise</p> <p>Complaint</p> <p>afraid</p>	<p><b>Earth</b></p> <p><b>Early</b></p> <p><b>Learn</b></p> <p><b>Heard</b></p> <p>Earn</p> <p>Pearl</p> <p>Search</p> <p>Unearth</p> <p>Earl</p> <p>rehearse</p>	<p>Here</p> <p>Hear</p> <p>Heel</p> <p>Heal</p> <p>Main</p> <p>Mane</p> <p>Mail</p> <p>Male</p> <p>Knot</p> <p>not</p>	<p>Berry</p> <p>Bury</p> <p>Brake</p> <p>Break</p> <p>Meet</p> <p>Meat</p> <p>Ball</p> <p>Bawl</p> <p>Fair</p> <p>fare</p>	<p>Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed.</p>

# Y3 Spelling Progression:

## Autumn 2

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
Kindly Quickly Safely Rudely Sweetly Strongly Bravely Secretly Finally usually	Happily Angrily Lazily Easily Busily greedily messily wearily cheekily clumsily	Gently Simply Humbly Nobly Horribly Terribly possibly incredibly comfortably probably	basically frantically dramatically magically tragically comically actually accidentally occasionally eventually	truly duly wholly fully daily publicly dryly slyly shyly coily	believe appear often group breath continue arrive women  describe height	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y3 Spelling Progression:

## Spring 1

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
Myth Gym Egypt Pyramid Mystery Hymn System Symbol Lyric typical	Gardener Gardening Limited Limiting Offering Offered Benefited Benefiting Focused focusing	Forgetting Forgotten Beginning Beginner Preferred Preferring Occurred Occurring Forbidden committed	Misspell Mislead Mistreat Misbehave Mistrust Misprint Misuse Misplace Misheard misread	Dislike Disobey Discolour Discover Disappear Dishonest Disallow Disbelieve Disapprove discontinue	Scheme Chorus Echo Character Ache Chaos Stomach Chemistry Orchestra technology	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y3 Spelling Progression:

## Spring 2

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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 Challenge Words	Week 7 Review Week
grate great grown groan plain plane peace piece rain reign	Scent Sent Vain Vein Rode Road Steel Steal Waist waste	Bicycle Biplane Bisect bilingual biannual reappear redecorate reapply repay rebuild	league plague rogue vague fatigue unique antique mosque cheque technique	chef chalet machine brochure crochet ricochet parachute moustache champagne chute	address busy business heart fruit breathe strange complete extreme forwards	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y3 Spelling Progression:

## Summer 1

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
Library	woman	Enough	Instruct	Scope	Press	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
February	wonder	Young	structure	telescope	Suppress	
dictionary	month	Touch	construction	microscope	Express	
boundary	govern	Double	instruction	horoscope	Compress	
salary	brother	Trouble	instructor	periscope	Impress	
	another	Country	unit	inspect	Prevent	
Summary	shovel	Courage	union	spectator	Invent	
	above	Rough	united	respect	Venture	
primary	Monday	Tough	universe	perspective	Adventure	
	discover	cousin	university	spectacles	eventful	
secondary						
ordinary						
necessary						

# Y3 Spelling Progression:

## Summer 2

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zhuh/ sound spelt with 'sure'	Week 3 Words ending with a /chuh/ sound spelt with 'ture'	Week 4 Words ending with a /chuh/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision	Week 7 Review Week
natural occasional actual accidental medical national capital vocal sensational personal	treasure measure pleasure enclosure closure leisure exposure pressure composure fissure	creature picture nature furniture capture culture moisture future gesture structure	lecture literature fracture miniature mixture puncture sculpture signature temperature texture	island answer write wrapper knife knock thumb doubt half calm	build guide guard wheat whale honest whirl  gnome gnaw surprise	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed



# Y4 Spelling Progression:

## Autumn 1

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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 and near- homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 7 Review Week
Caught	Inactive	Immature	Illegal	Medal	Division	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
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	

# Y4 Spelling Progression:

## Autumn 2

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
Expansion	Expression	Invention	Musician	Though	Interest	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
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	

# Y4 Spelling Progression:

## Spring 1

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Week 1 Homophones and Near Homophones	Week 2 Homophones and 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 'over')	Week 6 Plural possessive Apostrophes with plural words	Week 7 Review Week
Accept	Cereal	Information	Creation	Submerge	Girls'	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
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	

# Y4 Spelling Progression:

## Spring 2

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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 Challenge Words	Week 7 Review Week
Science Crescent Discipline Fascinate Scent Scissors Ascent Descent Scientist scenery	Centre Century Certain Recent Experience Sentence Notice Celebrate Ceremony certificate	Circle Decide Medicine Exercise Special Cinema Decimal Accident City citizen	Phone Phonics Microphone Telephone Homophone Real Reality Realistic Unreal realisation	Solve Solution Insoluble Dissolve Solvent Sign Signature Assign Design signal	Length Strength Purpose History Different Difficult Separate Suppose Therefore knowledge	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y4 Spelling Progression:

## Summer 1

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

<b>Week 1</b> <b>Adding the prefix</b> <b>inter- (meaning</b> <b>between or</b> <b>among)</b>	<b>Week 2</b> <b>Adding the prefix</b> <b>anti- (meaning</b> <b>against)</b>	<b>Week 3</b> <b>Adding the prefix</b> <b>auto- (meaning</b> <b>self or own)</b>	<b>Week 4</b> <b>Adding the prefix</b> <b>ex- (meaning</b> <b>'out')</b>	<b>Week 5</b> <b>Adding the prefix</b> <b>non- (meaning</b> <b>'not')</b>	<b>Week 6</b> <b>Words ending in -</b> <b>ar/-er</b>	<b>Week 7</b> <b>Review Week</b>
Interact	Antiseptic	Autograph	Exit	Non-stick	Calendar	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
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	Autopsy	Exclaim	Non-drip	Consider	
Interrupt	Anti-freeze	Automobile	Expel	Non-violent	Remember	
Intervene	Antiperspirant	Autonomy	External	Non-profit	Quarter	
interlude	antigravity	autocue	exterior	Non-believer	integer	

# Y4 Spelling Progression:

## Summer 2

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1 Adding the suffix -ous (no change to root word)	Week 2 Adding the suffix -ous (no definite 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
Dangerous Poisonous Mountainous Joyous Synonymous Hazardous Riotous Perilous Momentous scandalous	Tremendous Enormous Jealous Serious Hideous Fabulous Curious Anxious Obvious gorgeous	Various Furious Glorious Victorious Mysterious Humorous Glamorous Vigorous Odorous rigorous	Famous Nervous Ridiculous Carnivorous Herbivorous Porous Adventurous Courageous Outrageous advantageous	Regularly Occasionally Frequently Usually Rarely Perhaps Maybe Certainly Possibly probably	Awkwardly Frantically Curiously Obediently Carefully Rapidly Unexpectedly Deliberately Hurriedly reluctantly	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y5 Spelling Progression:

## Autumn 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
vicious gracious spacious malicious precious <b>conscious</b> delicious suspicious atrocious ferocious	ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious	<b>symbol</b> mystery lyrics  oxygen symptom <b>physical</b> <b>system</b> typical crystal <b>rhythm</b>	apply supply identify <b>occupy</b> multiply  <b>rhyme</b>  cycle  python hygiene hyphen	past passed proceed precede aisle isle aloud allowed affect effect	Farther Father Guessed Guest Heard Herd Led Lead mourning morning	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y5 Spelling Progression:

## Autumn 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
Doubt Lamb Debt thumb solemn autumn column knight knuckle knot	wrestle wrapper island aisle debris mortgage castle yacht guarantee guilty	Can could may  might must shall should will  would ought	equipment environment government parliament enjoyment document management movement replacement statement	certainly definitely possibly perhaps probably frequently often occasionally rarely always	vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed



# Y5 Spelling Progression:

## Spring 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
community	happiness	membership	stationary	alter	principal	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed
curiosity	hardness	ownership	stationery	altar	principle	
ability	madness	partnership	steal steel	ascent	profit	
visibility	nastiness	dictatorship	wary	assent	prophet	
captivity	silliness	championship	weary	bridal	descent	
activity	tidiness	craftsmanship	who's	bridle	dissent	
eternity	childishness	fellowship	whose	cereal	desert	
flexibility	willingness	apprenticeship	fate	serial	dessert	
possibility	carelessness	citizenship	fete	compliment	draft	
sensitivity	foolishness	sponsorship		complement	draught	

## Y5 Spelling Progression: Spring 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
<b>forty</b> scorch absorb decorate afford enormous <b>category</b> tornado <b>according</b> <b>opportunity</b>	pause cause sauce fraud launch author August applaud astronaut <b>restaurant</b>	pollinate captivate activate motivate <b>communicate</b> medicate elasticate hyphenate alienate validate	<b>criticise</b> advertise capitalise finalise equalise fertilise terrorise socialise visualise vandalise	amplify solidify signify falsify glorify notify testify purify intensify classify	blacken brighten flatten lengthen mistaken straighten shorten thicken tighten toughen	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y5 Spelling Progression:

## Summer 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

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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
though although dough doughnut through cough trough rough tough enough	plough bough drought brought bought wrought thought ought borough thorough	yesterday tomorrow later immediately earlier eventually recently previously finally lately	nearby everywhere nowhere inside downstairs outside upstairs underneath behind somewhere	sincere interfere sphere adhere severe persevere atmosphere mere hemisphere austere	amateur ancient bargain muscle queue recognise twelfth profession develop harass	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y5 Spelling Progression:

## Summer 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list.

The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

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
<b>definite</b> desperate literate <b>secretary</b> stationary <b>dictionary</b> Wednesday  <b>familiar</b> original animal	deflate deform decode decompose defuse recycle rebuild rewrite replace revisit	overthrow overturn overslept overcook overreact overtired overcoat overpaid overlook overbalance	boastful faithful doubtful fearful thankful beautiful pitiful plentiful fanciful merciful	attractive creative addictive assertive abusive cooperative exhaustive appreciative offensive expressive	musical  political accidental mathematical functional tropical bridal central global industrial	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y6 Spelling Progression:

## Autumn 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

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
aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular	advice advise device devise licence license practice practise prophecy prophecy	observant observance expectant expectancy hesitant hesitancy tolerant tolerance relevant relevance	innocent innocence decent decency excellent excellence confident confidence existent existence	co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect	man-eating  little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y6 Spelling Progression:

## Autumn 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

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
applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable	adorable valuable advisable believable desirable excitable knowledgeable likeable changeable noticeable	adorably valuably believably considerably tolerably changeably noticeably dependably comfortably reasonably	temperature temper temperament tempered variety vary variation varied variable variance	suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight	minibus miniskirt miniscule minibeast minicab minimum microscope microchip microphone microwave	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y6 Spelling Progression:

## Spring 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

<b>Week 1</b> Adding suffixes beginning with vowel letters to words ending in -fer	<b>Week 2</b> Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<b>Week 3</b> Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<b>Week 4</b> Word families based on common words, showing how words are related in form and meaning	<b>Week 5</b> Word families based on common words, showing how words are related in form and meaning	<b>Week 6</b> Statutory Spelling Challenge Words	<b>Week 7</b> Review Week
referring referred referral reference referee preferring preferred preference transferring transference	siege niece grief chief fiend shriek believe <b>achieve</b> <b>convenience</b> <b>mischievous</b>	deceive conceive receive perceive ceiling receipt protein caffeine seize neither	commit <b>committee</b> transmit submit commitment emit permit intermittent omit unremitting	<b>interrupt</b> <b>interfere</b> intercept interject intertwine interim internal intersperse interloper interest	<b>attached</b> <b>available</b> <b>average</b> <b>competition</b> <b>conscience</b> <b>controversy</b> <b>correspond</b> <b>embarrass</b> <b>especially</b> <b>exaggerate</b>	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y6 Spelling Progression:

## Spring 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

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
official special artificial social racial crucial facial beneficial superficial antisocial	partial confidential essential substantial torrential sequential potential spatial martial influential	cemetery  certificate celebrate necessary deceased December  sacrifice hindrance nuisance prejudice	accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate	signature assign design designate significant resignation resign insignificant assignment signal	foreign apparent appreciate persuade individual language sufficient determined explanation pronunciation	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed



## Y6 Spelling Progression:

### Summer 1

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

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
<b>programme</b> telegram hologram diagram grammar grammatical parallelogram monogram programmer program	challenge protest broadcast benefit charge function influence interest object damage	produce present reason silence support transport surprise scratch freeze balance	<b>shoulder</b> smoulder mould poultry soul shallow window blown known thrown	possible horrible terrible visible incredible sensible forcible legible responsible reversible	possibly horribly terribly visibly incredibly sensibly forcibly legibly responsibly reversibly	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed

# Y6 Spelling Progression:

## Summer 2

Objectives that are in **pink** are a Y5/Y6 statutory requirement and individual words highlighted **pink** are from the Y5/Y6 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y5/Y6 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014.

<b>Week 1</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 2</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 3</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 4</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 5</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 6</b> <b>Synonyms &amp; Antonyms</b>	<b>Week 7</b> <b>Review Week</b>
bellowed screeched squealed shrieked squawked whispered murmured breathed sighed muttered	immense vast gigantic gargantuan mammoth miniature miniscule insignificant microscopic petite	ecstatic jovial exultant elated delighted despondent forlorn dejected woeful dismal	deafening piercing blaring ear- piercing raucous silent tranquil inaudible unobtrusive peaceful	scorching searing sizzling blistering swelterin g chilly frozen arctic bitter wintry	ambled tottered strolled staggered sauntered sprinted raced darted dashed galloped	Within this week, use the assessments to revisit any of the words/sounds from the half term that may need further time to embed