



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Curriculum Implementation: Phonics and Spelling Progression

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with <i>-s /s/</i> added at the end (hats sits) • words ending in <i>s /z/</i> (his) and with <i>-s /z/</i> added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in <i>-ing</i>, compound words • words with <i>s /z/</i> in the middle • words with <i>-s /s/ /z/</i> at the end • words with <i>-es /z/</i> at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: <i>-ing, -ed /t/, -ed /d/ /ed/, -est</i> 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCV CCVCC • words ending in suffixes: <i>-ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est</i> • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Year 2

Term	Spelling Lists	Common Exception Words (Reading and Spelling)
Autumn Term 1	<ol style="list-style-type: none"> 1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds. 2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’ 3. The /j/ sound spelled with a g. 4. The /s/ sound spelled c before e, i and y. 5. The /n/ sound spelled kn and gn at the beginning of words. 6. Challenge Words 	<p>/or/ door, floor, poor, water</p> <p>/o/ because</p> <p>/oa/ most, only, both, old, cold, gold, hold, told</p> <p>/igh/ find, kind, mind, behind, child, wild, climb, eye</p> <p><u>Homophones/near homophones</u></p> <p>there, they’re their</p>
Autumn Term 2	<ol style="list-style-type: none"> 7. The /r/ sound spelled ‘wr’ at the beginning of words. 8. The /l/ or /ul/ sound spelled ‘-le’ at the end of words. 9. The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. 10. The /l/ or /ul/ sound spelled ‘-al’ at the end of words. 11. Words ending in ‘-il.’ 12. Challenge Words 	<p>/ar/ half, father</p> <p>/a/ or /ar/ after, fast, last, past, class, grass, plant, path, bath</p> <p>/oul/ could, should, would (<u>include contractions</u>)</p> <p>/s/ Christmas</p> <p>Mr, Mrs</p> <p><u>Homophones/near homophones</u></p> <p>here, hear, one, won, to, two, to</p>
Spring Term 1	<ol style="list-style-type: none"> 13. Words where ‘y’ makes an /igh/ sound 14. Adding ‘-es’ to nouns and verbs ending in ‘y.’ 15. Adding ‘-ed’ to words ending in y. The y is changed to an i 16. Adding ‘-er’ and ‘-est’ to words ending in y. The y is changed to an i. 17. Adding ‘ing’ to words ending in ‘e’ with a consonant before it. 18. Challenge Words 	<p>/ee/ even, people, money</p> <p>/ay/ great, steak, break</p> <p>/oo/ move, prove, improve, beautiful, who</p> <p>/h/ whole, (who)</p> <p><u>Possessive apostrophe for singular nouns</u></p>
Spring Term 2	<ol style="list-style-type: none"> 19. Adding ‘er’, ‘-est’ and ‘-ed’ to words ending in ‘e’ with a consonant before it. 20. Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 21. Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound. 22. The ‘or’ sound spelled ‘a’ before ll and ll 23. Words where ‘o’ makes an /u/ sound. 24. Challenge Words 	<p>/er/ every, everybody</p> <p>/e/ children, again, any, many</p> <p>/i/ pretty, busy, (beautiful)</p> <p>/ow/ hour</p> <p>/z/ clothes, (busy)</p> <p>/th/(clothes)</p>

		<p>/sh/ sugar, sure, /air/ parents</p>
<p>Summer Term 1</p>	<p>25. The /ee/ sound spelled ‘-ey’ 26. Words with the spelling ‘a’ after w and qu. 27. Words where ‘or’ and ‘ar’ make an /ee/or/or sound. 28. The /z/ sound spelled s. 29. The suffixes ‘-ment’ and ‘-ness’ 30. The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.</p>	<p>Revision and consolidation of common exception words</p> <p><u>Possessive apostrophe for singular nouns</u></p>
<p>Summer Term 2</p>	<p>31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings 32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 33. Words ending in ‘-tion.’ 34. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. 35. The possessive apostrophe (singular) 36. Challenge Words</p>	<p><u>Revision of Homophones taught so far plus:</u></p> <p>bare, bear, sun, son, be, bee, blue, blew, night, knight, quite, quiet</p> <p>Revision and consolidation of common exception words</p>

Year 3

Term	Sounds	Statutory Word List
Autumn Term 1	<ol style="list-style-type: none"> 1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch. 6. Challenge words 	<p><i>other words:</i> complete, consider, continue, early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history</p> <p><u>Homophones:</u> here, hear, heel, heal, he'll</p> <p>Recap there, their, they're</p> <p>Recap <u>Plural words</u></p>
Autumn Term 2	<ol style="list-style-type: none"> 7. Words with the prefix 're-' 're-' means 'again' or 'back.' 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. The prefix 'mis-' This is another prefix with negative meanings. 10. Adding suffixes where '-ing' and 'ed' are added to multisyllabic words. 11. Adding suffixes beginning with vowel letters to words of more than one syllable. 12. Challenge words 	<p><i>/ay/ spelled ei, eigh, ey:</i> eight, eighth, reign, weight</p> <p><i>/igh/ spelled ei:</i> height</p> <p><u>Homophones:</u> not, knot, male, mail, medal, meddle</p> <p>Recap where, were, we're</p> <p>Recap <u>Possessive apostrophes for singular nouns</u></p>
Spring Term 1	<ol style="list-style-type: none"> 13. The long vowel /a/ sound spelled 'ai' 14. The long /a/ vowel sound spelled 'ei.' 15. The long /a/ vowel sound spelled 'ey.' 16. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb. 17. Homophones – words which have the same pronunciation but different meanings and/or spellings. 18. Challenge Words 	<p><i>/n/ spelled kn:</i> knowledge, knowledgeable</p> <p><i>Suffixes –ly and –ally:</i> accidentally, actually, occasionally, probably (plus root words accident, actual, occasion)</p> <p><u>Homophones:</u> accept, except, affect, effect, ball, bawl, berry, bury</p> <p><u>Possessive apostrophes for singular and plural words</u></p>
Spring Term 2	<ol style="list-style-type: none"> 19. The /l/ sound spelled '-al' at the end of words. 20. The /l/ sound spelled '-le' at the end of words. 21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 23. Adding the suffix –ly to words which do not follow the rules. 24. Challenge Words 	<p><i>Split digraphs:</i> arrive, decide, describe, extreme, guide, surprise</p> <p><u>Homophones:</u> break, brake, fair, fare, great, grate, groan, grown</p> <p><u>Possessive apostrophes for singular and plural words</u></p>

<p style="text-align: center;">Summer Term 1</p>	<p>25. Words ending in ‘-er’ when the root word ends in (t)ch. 26. Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language. 27. Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin. 28. Words with the /s/ sound spelled ‘sc’ which is Latin in its origin. 29. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 30. Challenge Words</p>	<p><i>Unstressed vowels:</i> different, favourite, February, interest, library, ordinary, separate</p> <p><i>Other words:</i> breath, breathe, strange</p> <p><u>Homophones:</u> main, mane, meat, meet, missed, mist, piece, peace</p>
<p style="text-align: center;">Summer Term 2</p>	<p>31. The suffix ‘-sion’ pronounced /ʒən/ 32. Revision of spelling rules learned this year. 33. Revision of spelling rules learned this year. 34. Revision of spelling rules learned this year. 35. Revision of spelling rules learned this year. 36. Revision of spelling rules learned this year.</p>	<p><i>Words with double consonants:</i> address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, possible, pressure, suppose</p>

Year 4

Term	Sounds	Statutory Word List
<p style="text-align: center;">Autumn Term 1</p>	<ol style="list-style-type: none"> 1. Words that are homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Words with the prefixes 'in-' prefix becomes 'il-, im- and ir'. 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words 	<p><i>/i/ spelled u:</i> busy business</p> <p><i>Words with prefixes:</i> disappear, disbelieve, rebuild, reposition</p> <p><i>Same words without prefixes:</i> appear, believe, build, position</p> <p><u>Homophones:</u></p> <p>rain, rein, reign, whose, who's, weather, whether</p> <p><u>Recap Plural words</u></p>
<p style="text-align: center;">Autumn Term 2</p>	<ol style="list-style-type: none"> 7. The suffix '-ation' is added to verbs to form nouns. 8. The suffix '-ation' is added to verbs to form nouns. 9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' 11. Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 	<p><i>other words:</i> imagine, important, increase, island, learn, length, material, minute, natural, often, particular, peculiar</p> <p><u>Homophones:</u></p> <p>recap there, they're, their</p> <p>where, wear,</p> <p>where, were, we're</p> <p><u>Recap Possessive apostrophes for singular nouns</u></p>
<p style="text-align: center;">Spring Term 1</p>	<ol style="list-style-type: none"> 13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 14. Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16. The 'ee' sound spelled with an 'i.' 17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 	<p><i>tion and sion suffixes:</i> mention, occasion, position, possession (possess), question</p> <p><i>ous endings:</i> famous, various</p> <p><i>other words:</i> answer, build, calendar</p> <p><u>Homophones:</u></p> <p>plain, plane, seen, scene</p> <p><u>Recap Possessive apostrophes for plural nouns</u></p>
<p style="text-align: center;">Spring Term 2</p>	<ol style="list-style-type: none"> 19. The 'au' digraph makes an /or/ sound. 20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' 21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 23. Words that are adverbs of manner. 	<p><i>ough:</i> enough, though, although, thought, through</p> <p><i>augh:</i> caught, naughty</p> <p><u>Homophones:</u></p>

	24. Challenge Words	weight, wait, ate, eight Recap Possessive apostrophes for singular and plural nouns
Summer Term 1	25. Homophones – words which have the same pronunciation but different meanings and/or spellings. 26. The /s/ sound spelled c before 'i' and 'e'. 27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 29. Prefixes – 'super-' 'anti' and 'auto.' 30. The prefix bi- meaning two.	/s/ spelled c before i and e: bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent, sentence, special
Summer Term 2	32. Challenge Words 33. Words containing an apostrophe for possession. 34. Revision – of spelling rules learned this year. 35. Revision – of spelling rules learned this year. 36. Revision – of spelling rules learned this year.	<i>other words:</i> perhaps, popular, potatoes, promise, purpose, quarter, regular, remember, straight, strength, surprise, therefore, woman, women

Year 5

Term	Sounds	Statutory Word List
<p align="center">Autumn Term 1</p>	<ol style="list-style-type: none"> 1. Words ending in ‘-ious.’ 2. Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ 3. Ending ‘-cial’. After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 4. Ending ‘-tial’. After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 5. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 6. Challenge words 	<p><i>Suffix -ous:</i> disastrous, marvellous, mischievous</p> <p><i>// spelled le:</i> available, vegetable, vehicle, muscle</p> <p><i>Suffix –tion:</i> competition, dictionary, explanation, profession, pronunciation</p> <p><u>Homophones:</u></p> <p>farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed</p> <p><u>Recap</u> Possessive apostrophes for singular and plural nouns</p>
<p align="center">Autumn Term 2</p>	<ol style="list-style-type: none"> 7. Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 8. Words ending in ‘-ance.’ ‘-ancy’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 9. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ . 11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably 12. Challenge Words 	<p><i>/s/ spelled c before e, i and y:</i> cemetery, conscience, conscious, criticise, especially, excellent, existence, hindrance, necessary, prejudice, sacrifice sincere(ly), sufficient, appreciate, ancient, nuisance</p> <p><u>Homophones:</u></p> <p>advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</p> <p><u>Recap</u> Possessive apostrophes for singular and plural nouns</p>

<p>Spring Term 1</p>	<p>13. Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.</p> <p>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p> <p>15. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled.</p> <p>16. Words with 'silent' letters at the start.</p> <p>17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>18. Challenge Words</p>	<p><i>i before e</i>: achieve, convenience, mischievous</p> <p><i>adjacent ie</i>: soldier, sufficient, variety, ancient</p> <p><i>not adjacent ie</i>: foreign</p> <p><i>Short i spelled y</i>: physical, symbol, system</p> <p><u>Homophones</u>:</p> <p>precede, proceed, principal, principle, profit, prophet, stationary, stationery</p> <p><u>Recap Possessive apostrophes for singular and plural nouns</u></p>
<p>Spring Term 2</p>	<p>19. Words spelled with 'ie' after c.</p> <p>20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p> <p>21. Words containing the letter string 'ough' where the sound is /or/</p> <p>22. Words containing the letter string 'ough' .</p> <p>23. Adverbs of possibility. These words show the possibility that something has of occurring.</p> <p>24. Challenge Words</p>	<p><i>Words with unstressed vowels</i> : accommodate, bruise, category, cemetery, definite, desperate, dictionary, embarrass, environment, exaggerate, government, marvellous, nuisance, parliament, privilege, secretary, vegetable</p> <p><u>Homophones</u>:</p> <p>steal, steel, wary, weary, who's whose,</p>
<p>Summer Term 1</p>	<p>25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</p> <p>26. These words are homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>27. These words are homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>30. Challenge Words</p>	<p><i>Words with prefixes and suffixes</i>: according, attached, criticise, determined, equipment, equipped, especially, frequently, immediate, immediately, necessary, unnecessary, sincere, sincerely</p> <p><u>Homophones</u>:</p> <p>ascent, assent, aloud, allowed, affect, effect, cereal, serial</p>
<p>Summer Term 2</p>	<p>31. 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.</p> <p>32. Challenge Words</p> <p>33. Revision of spelling rules learned this year.</p> <p>34. Revision of spelling rules learned this year.</p> <p>35. Revision of spelling rules learned this year.</p> <p>36. Revision of spelling rules learned this year.</p>	<p><i>Words with double consonants</i>: accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, embarrass, exaggerate, excellent, immediate, immediately, interrupt, occupy, occur, opportunity, programme, recommend, suggest</p> <p><u>Homophones</u>:</p> <p>altar, alter, aisle, isle, bridal, bridle, compliment, complement</p>

Year 6

Term	Sounds	Statutory Word List
Autumn Term 1	<ol style="list-style-type: none"> 1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Challenge Words 6. Challenge Words 	<p><u>Homophones:</u> compliment, complement, dissent, descent</p>
Autumn Term 2	<ol style="list-style-type: none"> 7. Challenge Words 8. Challenge Words 9. Challenge Words 10. Challenge Words 11. Spelling Rules: Words with the short vowel sound /i/ spelled y 12. Spelling Rules: Words with the long vowel sound /i/ spelled with ay. 	<p><i>Other words:</i> harass, hindrance, identity, individual, interfere, interrupt, language, leisure, lightning</p> <p><u>Homophones:</u> Desert, dessert, draft, draught</p>
Spring Term 1	<ol style="list-style-type: none"> 13. Adding the prefix –over 14. Spelling Rules: Words with the suffix ful 15. Spelling Rules: Words that can be nouns and verbs 16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’ 17. Spelling Rules: Words with a ‘soft c’ spelled /ce/. 18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite 	<p><u>Homophones:</u> Desert, dessert, draft, draught</p>
Spring Term 2	<ol style="list-style-type: none"> 19. Spelling Rules: Words with a /f/ sound spelled ‘ph’ 20. Spelling Rules: Words with origins in other countries and languages. 21. Spelling Rules: Words with unstressed vowel sounds. 22. Spelling Rules: Words with endings /shuhl/ spelled –cial. 23. Spelling Rules: Words with endings /shuhl/ spelled –tial. 24. Spelling Rules: Words with the common letter string ‘acc’ at the beginning of words. 	<p>Revision, consolidation and application.</p>
Summer Term 1	<ol style="list-style-type: none"> 25. Spelling Rules: Words with the suffix -ably 26. Spelling Rules: Words ending in ‘-ible’ 27. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. 28. Spelling Rules: Words ending in –ent or –ence. 29. Spelling Rules: Words ending in -er, -or, -ar. 30. Adverbs synonymous with determination. 	<p>Revision, consolidation and application.</p>
Summer	<ol style="list-style-type: none"> 31. Spelling Rules: Adjectives to describe settings 32. Spelling Rules: Vocabulary to describe feelings. 33. Spelling Rules: Adjectives to describe character 	<p>Revision, consolidation and application.</p>

Term 2	34. Grammar Vocabulary 35. Grammar Vocabulary 36. Mathematical Vocabulary	
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