



LAMBOURN C of E PRIMARY SCHOOL

ENGLISH: SPELLING CURRICULUM

Intent

Our goal is to equip children with a range of skills and approaches to tackle the spelling of unfamiliar words. We aim to engage our children in the love of words and through this, give them confidence to communicate and use words effectively.

Through their developing knowledge of phonemes, graphemes and common exception words, our younger children will learn to spell unknown words. As they move through the curriculum, our children will learn common spelling rules, as well as morphological and etymological structures. They will be taught how to review, edit and re-draft their work, checking for the accuracy of spellings. Our children will be taught the alphabet and ways to use dictionaries and thesauri to further not own their spelling but also their vocabulary and use of language.

Implementation

Our learning is based on the Statutory Framework for the Early Years Foundation Stage - 2021.

EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage document*, Department for Education, 2021, and the supporting guidance: *Development Matters in the Early Years Foundation Stage (EYFS)*, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interrelated curriculum, but most notably in 'Writing'.

Y1-Y6

In our curriculum plans we have outlined the progression of knowledge in a black font, and skills in blue. Key skills and knowledge are revisited and embedded in order to secure a mastery of skills, concepts and understanding. There also opportunities for pupils to apply these skills to other subject areas in order to embed and master their learning. For example, the words taught during spelling are expected to be spelt correctly across all areas of the curriculum.

Spelling is taught daily as part of the Read, Write Inc phonics programme (in F2 – Y2) as the children learn to apply their phonic skills into writing.

Spelling is taught three times a week in Y3 – Y6, following the No Nonsense Spelling Programme.

Throughout the school, the teaching of spelling skills, knowledge and understanding is applied across all subject areas, as applicable. We expect pupils to apply their learning when writing in other subject areas.

In spelling work, our vulnerable learners, including SEND, are supported through a multi-sensory method to learn spellings. Teachers and teaching assistants provide additional support, including resources such as word mats as needed, in order to help them learn to become independent writers.

'Let your light shine'

Extension activities are provided as part of interactive, responsive teaching, across all subject areas; this includes compositional activities compositional writing, where there are natural opportunities for children to extend themselves.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for words and spelling. We aim for our pupils to show high aspirations so they aim for accuracy in their independent writing.

The final outcome for all spelling units is for children to spell the learnt words correctly in their writing, across all subject areas. This can be a supported piece of work, if the learner is still at the emerging start of writing, or it can be an independent task, if this learning is at the point of being mastered. The long term plans identify opportunities for pupils to apply their learning to other areas of the curriculum – to provide additional evidence of mastery.

Spelling assessments take place three times a year. These take the form of summative tests.

The English Subject Leader reviews the impact of the English curriculum at least once a term, reporting findings and any recommendations to SLT.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

EYFS

We teach children to link sounds and letters and to begin to read and write. They learn to spell common irregular words; they are also taught to use their phonic knowledge to spell regular, decodable words. Children are given access to a wide range of reading materials (books, poems, and other written materials) to support their learning and ignite their interest in words, reading and writing.

The following are some of the main stages of development that inform the roots for the development of the spelling curriculum in Key Stage One and Key Stage Two. Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (birth to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

3 & 4-year-olds will be learning to:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Write some or all of their name

Children in reception will be learning to:

Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year One

Letter Strings	Homophones and Silent Letters
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'Let your light shine'

<p>Spell words containing phonemes already taught in Read, Write, Inc.</p> <p>Know the /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <i>ff</i>, <i>ll</i>, <i>ss</i>, <i>zz</i> and <i>ck</i> if they come straight after a single vowel letter in short words (<i>off</i>, <i>well</i>, <i>miss</i>, <i>buzz</i>, <i>back</i>).</p> <p>Know the /ŋ/ sound spelt <i>n</i> before <i>k</i> (<i>bank</i>, <i>think</i>, <i>honk</i>, <i>sunk</i>).</p> <p>Know the /f/ and /w/ sounds can be spelt as <i>ph</i> and <i>wh</i> (<i>dolphin</i>, <i>alphabet</i>, <i>phonics</i>, <i>elephant</i>, <i>when</i>, <i>where</i>, <i>which</i>, <i>wheel</i>, <i>while</i>).</p> <p>Know the /tʃ/ sound is usually spelt as <i>tch</i> if it comes straight after a single vowel letter (<i>catch</i>, <i>fetch</i>, <i>kitchen</i>, <i>notch</i>, <i>hutch</i>).</p> <p>Apply all of the above to your own writing.</p>	<p>Not taught in Year One</p>
<p>Vocabulary: <i>vowel</i>, <i>consonant</i>, see above words</p>	
<p><u>Outcome</u> Graphemes used accurately in independent writing.</p>	
<p>Spelling Rules</p>	<p>Editing / Proofreading</p>
<p>Know English words hardly ever end with the letter <i>v</i>, so if a word ends with a /v/ sound, the letter <i>e</i> usually needs to be added after the 'v' (<i>have</i>, <i>live</i>, <i>give</i>). Apply to own writing.</p> <p>Spell compound words.</p>	<p>Use a simple word bank to check and edit spellings.</p> <p>Chant the alphabet (in preparation for dictionary work in Year 3).</p>
<p>Vocabulary: <i>compound</i></p>	<p>Vocabulary: <i>word bank</i>, <i>edit</i>, <i>alphabet</i></p>
<p><u>Outcome</u> Spelling rules applied to independent writing.</p>	<p><u>Outcome:</u> With support, pupil is able to proofread and edit independent work Supported knowledge of the alphabet</p>
<p>Prefixes / Suffixes / Roots</p>	<p>Statutory List</p>
<p>Divide words into syllables.</p> <p>Spell words with the following prefixes and suffixes: <i>-s</i> or <i>-es</i>, <i>un-</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> (where no change is needed in the spelling of the root word)</p>	<p>By the end of the year, know how to spell the following common exception words: <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</i></p>
<p>Vocabulary: <i>syllables</i>, <i>prefix</i>, <i>suffix</i>, <i>root word</i></p>	<p>Vocabulary: see above words</p>

'Let your light shine'

Outcome

Prefixes and suffixes used in independent writing

Outcome

Common exception words are correctly spelt in independent writing.

Year Two

Letter Strings

Homophones and Silent Letters

'Let your light shine'

<p>Spell words containing phonemes already taught in Read, Write, Inc.</p> <p>Know the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i>, <i>i</i> and <i>y</i> (<i>badge</i>, <i>edge</i>, <i>bridge</i>, <i>dodge</i>, <i>fudge</i> <i>age</i>, <i>huge</i>, <i>change</i>, <i>charge</i>, <i>bulge</i>, <i>village gem</i>, <i>giant</i>, <i>magic</i>, <i>giraffe</i>, <i>energy jacket</i>, <i>jar</i>, <i>jog</i>, <i>join</i>, <i>adjust</i>).</p> <p>Know the /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i> (<i>race</i>, <i>ice</i>, <i>cell</i>, <i>city</i>, <i>fancy</i>).</p> <p>Know the /l/ or /əl/ sound spelt <i>-le</i> at the end of words (<i>table</i>, <i>apple</i>, <i>bottle</i>, <i>little</i>, <i>middle</i>).</p> <p>Know the /l/ or /əl/ sound spelt <i>-el</i> at the end of words (<i>camel</i>, <i>tunnel</i>, <i>squirrel</i>, <i>travel</i>, <i>towel</i>, <i>tinsel</i>).</p> <p>Know the /l/ or /əl/ sound spelt <i>-al</i> at the end of words (<i>metal</i>, <i>pedal</i>, <i>capital</i>, <i>hospital</i>, <i>animal</i>).</p> <p>Know the /aɪ/ sound spelt <i>-y</i> at the end of words (<i>cry</i>, <i>fly</i>, <i>dry</i>, <i>try</i>, <i>reply</i>, <i>July</i>).</p> <p>Know the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i> (<i>all</i>, <i>ball</i>, <i>call</i>, <i>walk</i>, <i>talk</i>, <i>always</i>).</p> <p>Know the /ʌ/ sound spelt <i>o</i> (<i>other</i>, <i>mother</i>, <i>brother</i>, <i>nothing</i>, <i>Monday</i>).</p> <p>Know the /i:/ sound spelt <i>-ey</i> (<i>key</i>, <i>donkey</i>, <i>monkey</i>, <i>chimney</i>, <i>valley</i>).</p> <p>Know the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i> (<i>want</i>, <i>watch</i>, <i>wander</i>, <i>quantity</i>, <i>squash</i>).</p> <p>Know the /ɜ:/ sound spelt <i>or</i> after <i>w</i> (<i>word</i>, <i>work</i>, <i>worm</i>, <i>world</i>, <i>worth</i>).</p> <p>Know the /ɔ:/ sound spelt <i>ar</i> after <i>w</i> (<i>war</i>, <i>warm</i>, <i>towards</i>).</p> <p>Know the /ɜ:/ sound spelt <i>s</i> (<i>television</i>, <i>treasure</i>, <i>usual</i>).</p> <p>Be able to apply all the above to your own writing</p>	<p>Know the difference in meaning between homophones (<i>there/their/they're</i>, <i>here/hear</i>, <i>quite/quiet</i>, <i>see/sea</i>, <i>bare/bear</i>, <i>one/won</i>, <i>sun/son</i>, <i>to/too/two</i>, <i>be/bee</i>, <i>blue/blew</i>, <i>night/knight</i>)</p> <p>Know the /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words (<i>knock</i>, <i>know</i>, <i>knee</i>, <i>gnat</i>, <i>gnaw</i>).</p> <p>Know the /r/ sound spelt <i>wr</i> at the beginning of words (<i>write</i>, <i>written</i>, <i>wrote</i>, <i>wrong</i>, <i>wrap</i>).</p> <p>Be able to apply all of the above to your own writing.</p>
<p>Vocabulary: see above words</p>	<p>Vocabulary: <i>silent</i>, <i>homophone</i>, see above words</p>

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<p><u>Outcome</u> Graphemes applied to independent writing.</p>	<p><u>Outcome</u> Homophones used correctly in independent writing.</p>
<p>Spelling Rules</p>	<p>Editing / Proofreading</p>
<p>Spell by segmenting words into phonemes and represent these by graphemes.</p> <p>Correctly form contractions, using an apostrophe to show where a letter or letters would be if the words were written in full.</p> <p>Correctly spell singular possessive nouns, using an apostrophe to indicate possession.</p>	<p>Use a word bank to check and edit spellings.</p> <p>Sort words into alphabetical order and play alphabet games (in preparation for dictionary work in Year 3).</p>
<p>Vocabulary: <i>segment, contractions, apostrophe, singular, possessive</i></p>	<p>Vocabulary: <i>alphabetical order</i></p>
<p><u>Outcome</u> Learning applied to independent writing.</p>	<p><u>Outcome</u> Pupil proofreads and edit independent work, using word banks Independent knowledge of the alphabet</p>
<p>Prefixes / Suffixes / Roots</p>	<p>Statutory List</p>
<p>Add –es to nouns and verbs ending in –y to make them plural (<i>flies, tries, replies, copies, babies, carries</i>).</p> <p>Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (<i>copied, copier, happier, happiest, cried, replied, copying, crying, replying</i>).</p> <p>Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter Be able to add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter and double the last consonant letter of the root word to keep the /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’) (<i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>).</p> <p>Spell words with the following suffixes: –ment, –ness, –ful, –less, –ly</p> <p>Correctly spell words ending in –tion (<i>station, fiction, motion, national, section</i>)</p>	<p>By the end of the year, spell the following common exception words in own writing:</p> <p><i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></p>
<p>Vocabulary: plural, see above words</p>	<p>Vocabulary: see above words</p>
<p><u>Outcome</u> Suffixes used accurately in independent writing</p>	<p><u>Outcome</u> Common exception words are correctly spelt in independent writing.</p>

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Year Three

Letter Strings	Homophones and Silent Letters
<p>Know words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i> (<i>vein, weigh, eight, neighbour, they, obey</i>).</p> <p>Know words ending with the /g/ sound spelt –<i>gue</i> and the /k/ sound spelt –<i>que</i> (French in origin) (<i>league, tongue, antique, unique</i>).</p> <p>Know words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin) (<i>chef, chalet, machine, brochure</i>).</p> <p>Know words with the /k/ sound spelt <i>ch</i> (Greek in origin) (<i>scheme, chorus, chemist, echo, character</i>).</p> <p>Be able to apply all the above to your own writing.</p>	<p>Know the difference in meaning between homophones and be able to spell them correctly (<i>are / eight, brake/break, grate/great, here/hear, son / sun, weight / wait</i>)</p>
Vocabulary: see above words	Vocabulary: see above words
<p><u>Outcome</u> Graphemes used correctly independent writing.</p>	<p><u>Outcome</u> Homophones used correctly in independent writing.</p>
Spelling Rules	Editing / Proofreading
<p>Know how to spell to spell words that use apostrophes for contraction.</p> <p>Know the /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words (<i>myth, gym, Egypt, pyramid, mystery</i>).</p> <p>Be able to apply all of the above to your own writing.</p>	<p>Use classroom room displays and word banks to proofread and edit own work.</p> <p>With support, use the first two or three letters of a word to check its spelling in a dictionary.</p>
Vocabulary: see above words	Vocabulary: <i>proofread, dictionary</i>
<p><u>Outcome</u> Learning applied to independent writing.</p>	<p><u>Outcome</u> Pupil independently proofreads and edits own work, using word banks and classroom displays.</p>
Prefixes / Suffixes / Roots	Statutory List

<p>Know the suffixes: <i>s es er ed ing</i> and be able to use them in words (revision)</p> <p>Know the suffixes: <i>ful, ly, less</i></p> <p>Spell words with the following prefixes and know how they change the meaning of a word: <i>dis, un</i> (revision), <i>mis, re, sub, tele, auto, super</i></p> <p>Be able to apply all of the above to your own writing.</p>	<p>Know how to spell: <i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest,</i></p>
	<p><i>island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore. though/although, thought, through, various, weight woman/women.</i></p>
<p>Vocabulary: see above prefixes and suffixes</p>	<p>Vocabulary: see above words</p>
<p><u>Outcome</u> Prefixes and suffixes used in independent writing</p>	<p><u>Outcome</u> Above words correctly spelt in independent writing.</p>

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Year Four

Letter Strings	Homophones and Silent Letters
<p>Know the letter string: <i>sure</i> (<i>treasure, measure</i>)</p> <p>Know the /ʌ/ sound spelt ou (<i>young, touch, double, trouble, country</i>).</p> <p>Know words with the /s/ sound spelt sc (Latin in origin) (<i>science, scene, discipline, fascinate, crescent</i>).</p> <p>Apply all of the above to your own writing.</p>	<p>Know the difference in meaning between homophones and spell them correctly <i>accept/except, affect/effect, ball/bawl, berry/bury, fair/fare, groan/grown, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's.</i></p>
Vocabulary: see above words	Vocabulary: see above words
<p><u>Outcome</u> Spell graphemes correctly in independent writing</p>	<p><u>Outcome</u> Correct homophone used in independent writing.</p>
Spelling Rules	Editing / Proofreading
<p>Spell words with endings sounding like /ʒə/ or /tʃə/ (<i>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</i>).</p> <p>Correctly spell plural possessive nouns, using an apostrophe to indicate possession.</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>
Vocabulary: see above words	Vocabulary:
<p><u>Outcome</u> Spelling rules are allied to independent writing.</p>	<p><u>Outcome</u> Pupil independently proofreads and edits own work, using a dictionary</p>
Prefixes / Suffixes / Roots	Statutory List

<p>Know the following prefixes and be able to use them in words: <i>in-, im-, ir-, -inter, -anti, -il</i></p> <p>Be able to add suffixes beginning with vowel letters to words of more than one syllable (<i>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</i>)</p> <p>Be able to spell words with the following suffixes and know how they change the meaning of a word: <i>-tion, -sion, -ssion, -cian, -ous</i></p>	<p>Confidently spell the following words in your own writing: <i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore,</i></p>
	<p><i>though/although, thought, through, various, weight, woman/women.</i></p>
<p>Vocabulary: see above words</p>	<p>Vocabulary: see above words</p>
<p><u>Outcome</u> Prefixes and suffixes used in independent writing</p>	<p><u>Outcome</u> Above words confidently spelt correctly in independent writing.</p>

Year Five

Letter Strings	Homophones and Silent Letters
<p>Know words containing the letter-string <i>ough</i> (<i>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</i>) and spell in your own writing.</p>	<p>Know words with 'silent' letters (<i>doubt, island, lamb, solemn, thistle, knight</i>).</p> <p>Know the difference in meaning between homophones and be able to spell them correctly (<i>advice/advise device/devise licence/license practice/practise prophecy/prophesy</i>).</p> <p>Be able to apply all of the above to your own writing.</p>
Vocabulary: see above words	Vocabulary: see above words
<p><u>Outcome</u> Letter string spelt correctly in independent writing.</p>	<p><u>Outcome</u> Homophones spelt correctly in independent writing.</p>
Spelling Rules	Editing / Proofreading

<p>Know words with the /i:/ sound spelt ei after c (<i>deceive, conceive, receive, perceive, ceiling</i>) and be able to use in your own writing.</p> <p>Know (re-visit) plurals adding 's' 'es' and 'ies' and be able to use in your own writing.</p> <p>Be able to use apostrophe for possession. (re-visit)</p>	<p>Proof-read own work for spelling inaccuracies</p> <p>With support, use a dictionary to support the learning of root words and editing own work.</p> <p>Use an etymological dictionary to explore words</p> <p>Spell words associated with personal spelling lists. Proofread focusing on words from personal spelling lists.</p>
Vocabulary: see above words	Vocabulary: <i>etymological</i>
<p><u>Outcome</u> Learning applied to independent writing.</p>	<p><u>Outcome</u> Pupil independently proofreads and edits own work</p>
Prefixes/ Suffixes/ Roots	Statutory List
<p>Use hyphens to join a prefix to a root word.</p> <p>Know the endings—<i>able</i> and <i>–ible</i> as well as <i>–ably</i> and <i>–ibly</i> (<i>adorable/adorable, applicable/applicably, considerable/considerably, tolerable/tolerably, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i>) and use in your own writing.</p> <p>Build words from root words.</p>	<p>Know how to spell: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity,</i></p>
<p>Use etymological and etymological strategies for spelling.</p> <p>Spell problem suffixes commonly mis-spelt in children's work</p>	<p><i>immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i></p>
Vocabulary: <i>hyphen</i> , see above words	Vocabulary: see above words
<p><u>Outcome</u> Learning applied to independent writing.</p>	<p><u>Outcome</u> Words correctly spelt in independent writing.</p>

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Year Six

Letter Strings	Homophones and Silent Letters
<p>Know the word endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i> (<i>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</i>).</p> <p>Know endings which sound like /ʃəl/ (<i>official, special, artificial, partial, confidential, essential</i>).</p> <p>Use all the above in your own writing.</p> <p>Vocabulary: see above words</p>	<p>Know how to spell homophones: 'ce' 'se'; <i>draught, draft, descent, dissent</i> and use in your own writing.</p> <p>Vocabulary: see above words</p>

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<u>Outcome</u> Endings spelt correctly in independent writing.	<u>Outcome</u> Homophones spelt correctly in independent writing.
Spelling Rules	Editing / Proofreading
Apply previously learnt spelling rules to independent writing	Proof-read own work for spelling inaccuracies Use a dictionary to support the learning of root words and editing own work
Vocabulary:	Vocabulary:
<u>Outcome</u> Spelling rules applied to independent writing.	<u>Outcome</u> Pupils independently use the above resources to proofread and edit independent work.
Prefixes / Suffixes/ Roots	Statutory List
Be able to add suffixes beginning with vowel letters to words ending in <i>-fer</i> (<i>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</i>). Know the endings <i>-ant, -ance/-ancy, -ent, -ence/-ency</i> (<i>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</i>) and use in your own writing.	Confidently spell in your own writing: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol,</i>
	<i>system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>
Vocabulary: see above words	Vocabulary: see above words
<u>Outcome</u> Above prefixes and suffixes used in independent work.	<u>Outcome</u> Above words confidently spelt correctly in independent writing

‘Let your light shine’

'Let your light shine'