

Wool CE Primary Spelling and Handwriting Objective Overview

This overview shows the statutory requirements in **pink**. The black objectives either practice a statutory spelling rule, revise spelling rules from previous year groups or relate to a word, sentence or punctuation objective from the English Appendix 1 of the National Curriculum 2014.

For **EYFS** and Year 1, the spelling objectives are covered by the Read Write Inc phonics progression map (see separate document for further details). Once pupils are secure in the RWI spelling objectives they should then move onto the spelling objectives outlined below:

EYFS

Note: Progression onto set 3 sounds is dependant on the cohort.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1 *Review previous sounds weekly.	Teach New: m, a, s, d, t, ss	Teach New: i, n, p, g, σ	Teach New: c, k, u, b, ck	Teach New: f, e, l, h, ff, ll	Teach New: sh, r, j, v, y	Teach New: w, th, z, ch, qu,	Teach New: x, ng, nk, Assess set 1 sounds and blending.
By the end of Autumn 1 children should:	Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Give meaning to the marks they make when drawing, painting, or writing. Can write some recognisable letters, focusing on those in their name.						
Autumn 2	Review set 1 sounds	Review set 1 sounds	Review set 1 sounds	Review set 1 sounds	Review set 1 sounds	Review set 1 sounds	Review set 1 sounds Assess set 1 sounds and blending.
By the end of Autumn 2 children should:	Develop a tripod grip. Form lower case letters correctly using the RWI rhymes Form capital letters Show the difference in size between lower case and upper case letters Write their own name.						
Spring 1	Review set 1 sounds Teach New: ay, ee, igh, ow,	Review set 1 sounds Teach New: oo, oo, ar, or	Review set 1 sounds Teach New: air, ir, ou, oy	Review set 1 sounds Assess set 2 sounds And blending	Review set 1 sounds Recap set 2 sounds Focus on gaps	Review set 1 sounds Recap set 2 sounds	

By the end of spring 1 children should:	Use the correct starting point for letter families. Understand that letters have different types of lines.						
Spring 2	Review set 1 sounds Review set 2 sounds	Review set 1 sounds Review set 2 sounds	Review set 1 sounds Review set 2 sounds	Review set 1 sounds Review set 2 sounds	Review set 1 sounds Review set 2 sounds	Review set 1 sounds Review set 2 sounds	
By the end of spring 2 children should:	Separate words with spaces Write common exception words. – a, the, I, no, of, my, he, put. Write a caption that can be read by others.						
Summer 1	Teach new set 3 sounds if ready ea, oi, a-e, i-e, o-e,	Teach new set 3 sounds if ready u-e, aw, are, ur, er,	Teach new set 3 sounds if ready ow, ai, oa, ew, ire	Teach new set 3 sounds if ready ear, ure	Assess set 1,2,3 sounds and blending.	Review set 1, 2, 3 sounds	Review set 1, 2, 3 sounds
By the end of summer 1 children should:	Form recognisable letters, following the RWI programme and using the RWI associated phrases when forming each letter. Write the common exception words - be, are, you, said, come, your						
Summer 2	Review set 1, 2, 3 sounds	Review set 1, 2, 3 sounds	Review set 1, 2, 3 sounds	Review set 1, 2, 3 sounds	Review set 1, 2, 3 sounds Assess set 1, 2, 3 sounds and blending.	Review set 1, 2, 3 sounds	
By the end of summer 2 children should:	Develop the foundations of a handwriting style which is fast, accurate and efficient. Write recognisable letters, most of which are correctly formed. ELG Write simple phrases and sentences that can be read by others. ELG Spell words by identifying sounds in them and representing the sounds with a letter/s. ELG						

Year 1 / 2 Year 2 pupils should only progress onto joined handwriting objectives once they are secure in the Year 1 handwriting standards.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	The sound /n/ spelt 'kn' and (less often) 'gn' at the beginning of words	The sound /r/ spelt 'wr' at the beginning of words.	The sound /s/ spelt 'c' before e, i and y	The sound /j/ spelt with '-dge' and '-ge' at the end of words	The sound /j/ often spelt with 'g' before e, I and y The sound /j/ always spelt with 'j' before a, o and u	Common exception words	Review Week
Suggested words:	knock know knee knitting knife gnat gnaw gnash gnome gnarled	write written wrote wrong wrap wrist wreck wrestle wriggle wren	race ice cell city fancy face space bicycle circle spicy	badge edge bridge dodge fudge age huge change charge village	gem giant magic giraffe energy jacket jar jog join adjust	door floor again wild children climb parents most only both	
Y1 By the end of Autumn 1 children should	Form digits 0 to 9 Teach New: kn, wh, ph Review: air, ir, ou, oy, ph, oo, oo, ar, or, ay, ee, igh, ow, sh, ch, ss, th, qu, ng, nk						
Y2	Review of Year 1 objectives.						
Autumn 2	The sound /l/ spelt with '-le' at the end of words	The sound /l/ spelt with '-el' at the end of words	The sound /l/ spelt with '-il' and '-al' at the end of words	The sound /igh/ spelt with '-y' at the end of words	Adding -ies to nouns and verbs ending in -y	Common exception words	Review Week
Suggested words:	table apple bottle little middle able wobble multiple dazzle riddle	camel tunnel squirrel travel towel tinsel bagel hazel vowel jewel	pencil fossil nostril pupil metal pedal capital hospital animal oval	cry fly dry try reply sly shy terribly sky multiply	flies tries replies copies babies carries cries dries marries families	find, mind, Christmas, old, cold, gold, hold, told, every, everybody	
Y1 By the end of Autumn 2 children should:	Form all lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters of correct size Teach New: ea, oi, a-e, i-e, o-e, u-e, e-e, aw Review: air, ir, ou, oy ar, or, ph						

<p>Y2 By the end of Autumn 2 children should:</p>	<p>Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. Use spacing between words that reflects the size of the letters.</p>						
<p>Spring 1</p>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it</p>	<p>Adding -ing to a word ending in -y with a consonant before it</p>	<p>Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel</p>	<p>The sound /or/ spelt 'a' before l or ll</p>	<p>Common exception words</p>	<p>Review Week</p>
<p>Suggested words:</p>	<p>copier copied happier happiest cried replied tried dried driest funnier</p>	<p>copying crying replying marrying carrying flying trying drying skiing taxiing</p>	<p>hiking hiked hiker nicer nicest shiny being shining scary scaring</p>	<p>patting patted humming hummed dropping dropped sadder saddest runner runny</p>	<p>all ball call walk talk always small wall fall altogether</p>	<p>fast, last, father, class, grass, pass, plant, path, bath, people</p>	
<p>Y1 By the end of Spring 1 children should</p>	<p>Use spacing between words that reflects the size of the letters. Teach New: are, ur, er, ow, ai, oa, ew, ue, ie, Review: ea, oi, a-e, i-e, o-e, u-e, aw, air, ir, ou, oy, ar, or, ph Practising diagonal join, no ascender (ai, ay, ime, ine, op, oy) Introducing diagonal join, no ascender to an anticlockwise letter (id, ig, nd, ld, ng)</p>						
<p>Y2</p>	<p>When Year 1 objectives are secure (Spring Term) Introducing diagonal join to ascender (at, all) Practising diagonal join to ascender (th, ch, cl) Introducing diagonal join, no ascender (in, im, cr, tr, dr) Practising diagonal join, no ascender (lp, mp, ee) Practising diagonal join, no ascender (ai, ay, ime, ine, op, oy) Introducing diagonal join, no ascender to an anticlockwise letter (id, ig, nd, ld, ng)</p>						
<p>Spring 2</p>	<p>The sound /u/ spelt with 'u'</p>	<p>The sound /ee/ spelt with '-ey'</p>	<p>The /o/ sound spelt with 'a' after w and qu</p>	<p>The stressed /er/ spelt with 'or' after wand the sound /or/ spelt 'ar' after w</p>	<p>The sound /zh/ spelt 's'</p>	<p>Common exception words</p>	<p>Review Week</p>

Suggested words:	other mother brother nothing Monday money* cover honey discover wonder	key donkey monkey chimney valley trolley turkey hockey parsley journey	want watch wander quantity squash quality squabble squad quad quarrel	word work worm world worth worst war warm towards ward	television treasure usual division vision pleasure measure occasion usually leisure	even, break, steak, great, move, prove, improve, sure, sugar, eye	
Y1 By the end of Spring 2 children should	Use spacing between words that reflects the size of the letters Teach New: are, ur, er, ow, ai, oa, ew, ue, ie, Review: ea, oi, a-e, i-e, o-e, u-e, aw, air, ir, ou, oy, ar, or, ph						
Y2	Diagonal join to ascender in words: -eel / -eet / -eek / -ilk Practising diagonal join, no ascender, in words: a_e Practising diagonal join, no ascender, to an anticlockwise letter in words: -ice, -ide (dice, ride) Practising horizontal join, no ascender, in words: -ow, ou, oi, oy Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode Practising horizontal join, to ascender ole, obe, ook, ool						
Summer 1	The suffixes -ment, -ness and -ful	The suffixes -less and -ly	Words ending in - tion	Contractions	The possessive apostrophe	Common exception words	Review Week
Suggested words:	enjoyment sadness careful playful plainness argument merriment happiness plentiful cheerful	badly hopeless penniless happily lovely joyless slowly quickly careless fearless	station fiction motion national section addition subtraction potion option introduction	can't didn't hasn't could*n't it's would*n't should*n't wasn't Mr Mrs	Megan's Ravi's the girl's the *child's the man's the woman's the school's a dog's a teacher's Gus'	any, many, clothes, water, pretty, behind, beautiful, busy, poor, kind	
Y1 By the end of summer 1 children should	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Teach New: ire, ear, ure, tion, tious/cious, au, Review: ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph, are, ur, er, ow, ai, oa, ew						
Y2	Practising diagonal join to r: ir, ur,er Practising horizontal join to r: or, oor Introducing horizontal join from r to ascender: irt, url, irt Introducing horizontal join from r:ere Practising joining to and from r: air Introducing diagonal join to s: dis Introducing horizontal join to s: ws Introducing diagonal join from s to ascender: sh Introducing diagonal join from s, no ascender: si, su, se, sp, sm,						

	Introducing horizontal join from r to an anticlockwise letter: rs						
Summer 2	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones Conjunctions	Months of the year/time	Months of the year/time	Question words: SPaG terms:	Review Week
Suggested words:	there their they're here hear see sea to too two	be bee quite quiet bare bear one won son sun	night knight blue blew hole whole* because* so that or	January February March April May June July August September October	November December after* past* hour* half* minute quarter month second	who* why what how which where when adjective adverb verb	
Y1 By the end of summer 2 children should:	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Teach New: ire, ear, ure, tion, tious/cious, au Review: ea, oi, a-e, i-e, o-e, u-e, aw air, ir, ou, oy ar, or, ph, are, ur, er, ow, ai, oa, ew						
Y2	Practising diagonal join to an anticlockwise letter: ea, ear Introducing horizontal join to and from f to ascender: ft, fl Introducing horizontal join from f, no ascender: fu, fr Capital letter practice: height of ascenders and capitals. Practising joining in spellings and common exception words. Use diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined.						

Word List: Year 2

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

Year 3/4 (year A – 2024/25):

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Words with the long /ei/ sound spelt with 'ei'	Words with the long /ei/ sound spelt with 'ey'	Words with the long /ei/ sound spelt with 'ai'	Words with /ur / sound spelt with 'ear'	Homophones and near homophones	Homophones and near homophones	Review Week
Suggested words:	eight eighth eighty weight neighbour vein veil beige sleigh freight	hey they obey grey prey whey survey convey disobey purvey	Straight campaign contain brain faint waist claim praise complaint afraid	Earth early learn heard earn pearl search unearth earl rehearse	here hear heel heal main mane mail male knot not	berry bury brake break meet meat ball bawl fair fare	
Y3 & 4 By the end of Autumn 1 children should:	Revise diagonal and horizontal joins from Year 2 Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc) Revising joins in a word: le, ing, ei, ey, ai, ear, au, augh, im, il, sion						
Autumn 2	Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in '-le')	Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory spelling challenge words	Review Week
Suggested words:	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 coyly	believe appear often group breath continue arrive women describe height	
Y3 & 4 By the end of Autumn 2 children should:	Understand which letters, when adjacent to one another, are best left un-joined Revising joins in a word: un, de, dis, Practice joins to and from r: re, pre, f and ff Revising joins: qu, ly, tion, cian, ough Practise relative size and consistency: -ly, less, -ful -ally,						

Spring 1	Words with short /i/ sound spelt with 'y'	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)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final syllable consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'	Review Week
Suggested words:	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	
Y3 & 4 By the end of Spring 1 children should:	<p>Ensure that the downstrokes of letters are parallel and equidistant.</p> <p>Introduce joining b and p: diagonal join, no ascender, bi, bu, pi, pu</p> <p>Practising joining b and p: diagonal join (no ascender) to an anticlockwise letter ba, bo, pa, po</p> <p>Practising joining b and p: diagonal join to ascender, bl, ph</p> <p>Practice joins: er, ed, ing, <u>mis</u>, <u>dis</u>, <u>ch</u>, ation, sub, super</p>						
Spring 2	Homophones and near homophones	Homophones and near homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	Words with a /sh/ sound spelt with 'ch'	Statutory spellings challenge words	Review Week
Suggested words:	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	
Y3 & 4 By the end of Spring 2 children should:	<p>Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Practise relative size and consistency:</p> <p>-ly, less, -ful -ally, -ous</p> <p>-tion, sion, sion, cian</p> <p>Speed and fluency practice: bi, re, gue, que, sc, ce, ci</p>						

Summer 1	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Review Week
Suggested words:	Library February dictionary boundary salary summary primary secondary ordinary necessary	Woman wonder month govern brother another shovel above Monday discover	Enough young touch double trouble country courage rough tough cousin	Instruct structure construction instruction instructor unit union united universe university	Cope telescope microscope horoscope periscope inspect spectator respect perspective spectacles	Press suppress express compress impress prevent invent venture adventure eventful	
Y3 & 4 By the end of Summer 2 children should:	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Practise relative size and consistency: ey, eigh -gue -ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous</p> <p>Revision of joining with: f / ff, j, k and break letter x</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line)</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3 / 4</p>						
Summer 2	Words ending in the suffix -al	Words ending with an /zhu/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent letters revision	Silent letters revision	Review Week
Suggested words:	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	
Y3 & 4 By the end of Summer 2 children should:	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Practise relative size and consistency: ey, eigh -gue -ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous</p> <p>Revision of joining with: f / ff, j, k and break letter x</p> <p>Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line)</p> <p>Practice joins through spelling practice of high frequency wordlist for Year 3 / 4</p>						

Year 3/4 (year B - 2023/24):

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Words with /aw/ spelt with 'augh' and 'au'	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones and near homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Review Week
Suggested words:	caught naughty taught daughter autumn clause cause astronaut applaud author	inactive incorrect inaccurate insecure indefinite incomplete infinite inedible inability indecisive	immature immeasurable impossible immortal imperfect impatient immovable impolite important- improper	illegal illegible illogical illiterate illicit irregular irrelevant irresponsible irrational irresistible	medal meddle missed mist scene seen board bored which witch	division invasion confusion decision collision television revision erosion inclusion explosion	
Y3 & 4 By the end of Autumn 1 children should:	Revise diagonal and horizontal joins from Year 2 Revising joins in a word: long vowel phonemes (ea, ey, ee, igh, ow, ou, oo, ai, ay, eigh etc) Revising joins in a word: le, ing, ei, ey, ai, ear, au, augh, im, il, sion						
Autumn 2	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /σ/, /σσ/ or /σr/ sound	Statutory spellings challenge words	Review Week
Suggested words:	expansion extension comprehension tension corrosion supervision fusion conclusion persuasion suspension	expression discussion confession permission admission transmission possession profession depression impression	invention injection action question mention attraction translation devotion position solution	musician politician electrician magician mathematician dietician statistician technician clinician beautician	though although dough through breakthrough thought bought brought fought ought	interest experiment potatoes favourite imagine material promise opposite minute increase	
Y3 & 4 By the end of Autumn 2 children should:	Understand which letters, when adjacent to one another, are best left un-joined Revising joins in a word: un, de, dis, Practice joins to and from r: re, pre, f and ff Revising joins: qu, ly, tion, cian, ough Practise relative size and consistency: -ly, less, -ful -ally,						

Spring 1	Homophones and near homophones.	Homophones and near homophones.	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural possessive apostrophes with plural words	Review Week
Suggested words:	accept except affect effect aloud allowed weather whether whose who's	cereal serial check cheque through threw draft draught stares stairs.	information adoration sensation preparation education location exaggeration concentration imagination organisation	creation radiation indication ventilation relegation dedication demonstration abbreviation translation vibration	submerge subheading submarine subordinate subway superman supervise supersede superpower superhuman	girls' boys' babies' parents' teachers' women's men's children's people's mice's	
Y3 & 4 By the end of Spring 1 children should:	Ensure that the downstrokes of letters are parallel and equidistant Introduce joining b and p: diagonal join, no ascender, bi, bu, pi, pu Practising joining b and p: diagonal join (no ascender) to an anticlockwise letter ba, bo, pa, po Practising joining b and p: diagonal join to ascender, bl, ph Practice joins: er, ed, ing, mis, dis, ch, ation, sub, super						
Spring 2	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spellings challenge words	Review Week
Suggested words:	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	
Y3 & 4 By the end of Spring 2 children should:	Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch Practise relative size and consistency: -ly, less, -ful -ally, -ous -tion, sion, sion, cian Speed and fluency practice: bi, re, gue, que, sc, ce, ci						
Summer 1	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/-er	Review Week

Suggested words:	interact interfere intercity international intermediate internet intergalactic interrupt intervene interlude	antiseptic anticlockwise antisocial antidote antibiotic antivenom anti-ageing antifreeze antiperspirant antigravity	autograph autobiography automatic autofocus autocorrect autopilot autorotate automobile autonomy autocue	exit extend explode excursion exchange export exclaim expel external exterior	non-stick non-stop non-starter non-smoker nonsense non-fiction non-drip non-violent non-profit non-believer	calendar grammar regular particular peculiar popular consider remember quarter integer	
Y3 & 4 By the end of Summer 2 children should:	Summer 1 & 2 Increase the legibility, consistency and quality of their handwriting Practise relative size and consistency: ey, eigh -gue -ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous Revision of joining with: f / ff, j, k and break letter x Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line) Practice joins through spelling practice of high frequency wordlist for Year 3 / 4						
Summer 2	Adding the suffix ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix - ous (Wording ending in 'y' become 'i' and words ending in 'our' become 'or')	Adverbials of frequency and possibility	Adverbials of manner	Review Week
Suggested words:	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	
Y3 & 4 By the end of Summer 2 children should:	Summer 1 & 2 Increase the legibility, consistency and quality of their handwriting Practise relative size and consistency: ey, eigh -gue -ue sc ch, ary, ou, al, sure, ture, inter, anti, auto, ex, non, ar, er, ous Revision of joining with: f / ff, j, k and break letter x Revising capitals children find tricky: Z, Q, J, P (ensure they sit correctly on the line) Practice joins through spelling practice of high frequency wordlist for Year 3 / 4						

Word List: Years 3 and 4

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
though/although
thought
through
various
weight
woman/women

Year 5/6 (year A – 2024/25):

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Words with endings that soundlike /shuhs/ spelt with '-cious'	Words with endings that soundlike /shuhs/ spelt with '-tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones andnear homophones	Homophones andnear homophones	Review Week
Suggested words:	vicious gracious spacious malicious precious conscious delicious suspicious atrocious ferocious	ambitious cautious fictitious infectious nutritious contentious superstitious pretentious anxious obnoxious	symbol mystery lyrics oxygen symptom physical system typical crystal rhythm	apply supply identify occupy multiply rhyme cycle python hygiene hyphen	past passed proceed precede aisle isle aloud allowed affect effect	farther father guessed guest heard herd led lead mourning morning	
Year 5 & 6 By the end of Autumn 2 children should:	Autumn 1 & 2 Practise diagonal and horizontal joins to write letters of relative size and consistency Practise handwriting in line with spellings <ul style="list-style-type: none"> - cious -tious -ant, -ance, -ent, -ence -ment -able, -ably, -ible, -ibly 						
Autumn 2	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutory spelling challenge words	Review Week
Suggested words:	doubt lamb debt thumb solemn autumn column knight knuckle knot	wrestle wrapper island aisle debris mortgage Christmas 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	
Year 5 & 6 By the end of Autumn 2 children should:	Autumn 1 & 2 Practise diagonal and horizontal joins to write letters of relative size and consistency Practise handwriting in line with spellings <ul style="list-style-type: none"> - cious -tious -ant, -ance, -ent, -ence -ment -able, -ably, -ible, -ibly 						

Spring 1	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Review Week
Suggested words:	community, curiosity, ability, visibility, captivity, activity, eternity, flexibility, possibility, sensitivity	happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness	membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship	stationary, stationery, steal, steel, wary, weary, who's, whose, fate, fete	alter, altar, ascent, assent, bridal, bridle, cereal, serial, compliment, complement	principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught	
Year 5 & 6 By the end of Spring 2 children should:	<p>Spring 1 & 2</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> -ity, -ness, -ship - fer hyphens: co-, re- ie/ ei or, au, ate, ise, ify, en cial, tial <p>Practise Year 5 / 6 statutory words using fluent joins</p>						
Spring 2	Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en	Review Week
Suggested words:	forty, scorch, absorb, decorate, afford, enormous, category, tornado, according, opportunity	pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, restaurant	pollinate, captivate, activate, motivate, communicate, medicate, elasticate, hyphenate, alienate, validate	criticise, 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	

<p>Year 5 & 6 By the end of Spring 2 children should:</p>	<p>Spring 1 & 2 Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and decide whether or not to join specific letters Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • -ity, -ness, -ship – fer • hyphens: co-, re- • ie/ ei • or, au, ate, ise, ify, en • cial, tial <p>Practise Year 5 / 6 statutory words using fluent joins</p>						
<p>Summer 1</p>	<p>Words containing the letter string 'ough'</p>	<p>Words containing the letter string 'ough'</p>	<p>Adverbials of time</p>	<p>Adverbials of place</p>	<p>Words with an /ear/ soundspelt 'ere'</p>	<p>Statutory spelling challenge words</p>	<p>Review Week</p>
<p>Suggested words:</p>	<p>though although dough doughnut through cough trough rough tough enough</p>	<p>plough bough drought brought bought wrought thought ought borough thorough</p>	<p>yesterday tomorrow later <i>immediately</i>, earlier eventually recently previously finally lately</p>	<p>nearby everywhere nowhere inside downstairs outside upstairs underneath behind somewhere</p>	<p><i>sincere interfere</i> sphere adhere severe persevere atmosphere mere hemisphere austere</p>	<p><i>amateur ancient bargain muscle queue recognise twelfth profession develop harass</i></p>	
<p>Year 5 & 6 By the end of Summer 2 children should:</p>	<p>Summer 1 & 2 Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • ough, ere, ow, ou, • de-, re-, over- • -ful, -ive, -al • -ible, -ibly <p>Write legibly Year 5 / 6 statutory words using fluent joins Choosing different fonts / print for different purposes – emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p>						
<p>Summer 2</p>	<p>Unstressed vowels in polysyllabic words</p>	<p>Adding verb prefixes de and re-</p>	<p>Adding verb prefix over-</p>	<p>Convert nouns or verbs into adjectives using the suffix -ful</p>	<p>Convert nouns or verbs into adjectives using the suffix -ive</p>	<p>Convert nouns or verbs into adjectives using the suffix -al</p>	<p>Review Week</p>

<p>Suggested words:</p>	<p><i>definite</i> desperate literate <i>secretary</i> stationary, <i>dictionary</i> Wednesday, <i>familiar</i> original animal</p>	<p>deflate deform decode decompose defuse recycle rebuild rewrite replace revisit</p>	<p>overthrow overturn overslept overcook overreact overtired overcoat overpaid overlook overbalance</p>	<p>boastful faithful doubtful fearful thankful beautiful pitiful plentiful fanciful merciful</p>	<p>attractive creative addictive assertive abusive cooperative exhaustive appreciative offensive expressive</p>	<p>musical political accidental mathematical functional tropical bridal central global industrial</p>	
<p>Year 5 & 6 By the end of Summer 2 children should:</p>	<p>Summer 1 & 2 Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • ough, ere, ow, ou, • de-, re-, over- • -ful, -ive, -al • -ible, -ibly <p>Write legibly Year 5 / 6 statutory words using fluent joins</p> <p>Choosing different fonts / print for different purposes – emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p> <p>From Eng planning CLP:</p> <ul style="list-style-type: none"> • To increase speed when writing legibly and fluently. To use diagonal and horizontal joining strokes throughout independent writing in a legible, fluent and speedy way. • To decide whether or not to join specific letters. <p>To make decisions about what standard of handwriting is appropriate for a particular task.</p> <ul style="list-style-type: none"> • To choose which shape of letter to use when given choices. To choose the writing implement that is best suited for a task. <p>To recognise when to use a non-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form, headlines).</p>						

Year 5/6 (year B – 2023/24):

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Ambitious Synonyms: Adjectives	Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Adjectives ending in -ant into nouns ending in -ance/-ancy	Adjectives ending in -ent into nouns ending in -ence/-ency	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel	Hyphens: To join compound adjectives to avoid ambiguity	Review Week
Suggested words:	aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular	advice advise device advise licence license practice practise prophecy prophesy	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	
Year 5 & 6 By the end of Autumn 2 children should:	Autumn 1 & 2 Practise diagonal and horizontal joins to write letters of relative size and consistency Practise handwriting in line with spellings <ul style="list-style-type: none"> -cious -tious -ant, -ance, -ent, -ence -ment -able, -ably, -ible, -ibly . 						
Autumn 2	Words ending in -able	Words ending in -able	Words ending in -ably	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Creating diminutives using prefixes micro- or mini-	Review Week
Suggested words:	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 minuscule minibeast minicab minimum microscope microchip microphone microwave	

Year 5 & 6 By the end of Autumn 2 children should:	Autumn 1 & 2 Practise diagonal and horizontal joins to write letters of relative size and consistency Practise handwriting in line with spellings <ul style="list-style-type: none"> - cious -tious -ant, -ance, -ent, -ence -ment -able, -ably, -ible, -ibly . 						
Spring 1	Adding suffixes beginning with vowel letters to words ending in -fer	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spelling challenge words	Review Week
Suggested words:	referring referred referral reference referee preferring preferred preference transferring transference	siege niece grief chief fiend shriek believe achieve convenience mischievous	deceive conceive receive perceive ceiling receipt protein caffeine seize neither	commit committee transmit submit commitment emit permit intermittent omit unremitting	interrupt interfere intercept interject intertwine interim internal intersperse interloper interest	attached available average competition conscience controversy correspond embarrass especially exaggerate	
Year 5 & 6 By the end of Spring 2 children should:	Spring 1 & 2 Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given choices and decide whether or not to join specific letters Practise handwriting in line with spellings <ul style="list-style-type: none"> -ity, -ness, -ship - fer hyphens: co-, re- ie/ ei or, au, ate, ise, ify, en cial, tial Practise Year 5 / 6 statutory words using fluent joins						
Spring 2	Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt '-cial'	Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt '-tial'	Words with a 'soft c' spelt /ce/	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spelling challenge words	Review Week

Suggested words:	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 woeeful dismal	deafening piercing blaring ear-piercing raucous silent tranquil inaudible unobtrusive peaceful	scorching searing sizzling blistering sweltering chilly frozen arctic bitter wintry	ambled tottered strolled staggered sauntered sprinted raced darted dashed galloped	
Year 5 & 6 By the end of Summer 2 children should:	<p>Summer 1 & 2</p> <p>Practise handwriting in line with spellings</p> <ul style="list-style-type: none"> • ough, ere, ow, ou, • de-, re-, over- • -ful, -ive, -al • -ible, -ibly <p>Write legibly Year 5 / 6 statutory words using fluent joins</p> <p>Choosing different fonts / print for different purposes – emails, posters, filling out a form, ALL CAPITALS, labelling diagram, algebra etc.</p> <p>From Eng planning CLP:</p> <ul style="list-style-type: none"> • To increase speed when writing legibly and fluently. To use diagonal and horizontal joining strokes throughout independent writing in a legible, fluent and speedy way. • To decide whether or not to join specific letters. <p>To make decisions about what standard of handwriting is appropriate for a particular task.</p> <ul style="list-style-type: none"> • To choose which shape of letter to use when given choices. To choose the writing implement that is best suited for a task. <p>To recognise when to use a non-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form, headlines).</p>						

Word List: Years 5 and 6

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
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht