













Welton Primary School Overview of Spelling Units



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 Spelling units	<p>Learning words 1 (inc lots of Phase 5c revision)</p>  <p>Document: Year 2 Learning Words 1</p> <p><u>Sample Words</u></p> <ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y (hedge, gem, rage) (Letters and sounds Ph 5c) (SZ Y2 T1 Sets 1, 2 and 3) The /s/ sound spelt c before e, i and y (race, space, city, cell) (SZ Y2 T1 Set 4) The /n/ sound spelt kn and (less often) gn at the beginning of words (knight, gnat) (SZ Y2 T1 Set 5) The /r/ sound spelt wr at the beginning of words (wrap, wring) (SZ Y2 T1 Set 6) The /aɪ/ sound spelt y at the end of words (cry, fly, July) (SZ Y2 T1 set 11) The /ɔ : / sound spelt a before l and ll (ball, call, walk) (SZ Y2 T2 Set 4) The /ʌ/ sound spelt o (other) (SZ Y2 T2 Set 5) The /i: / sound spelt ey (key, donkey) (SZ Y2 T2 Set 6) The /ʒ / sound spelt s (treasure, usual) (SZ Y2 T2 Set 8) <p>(Letters and Sounds ph 6 pg 187-188)</p>	<p>Vowel Suffixes 1</p>  <p>Document: Year 2 Vowel Suffixes 1</p> <p><u>Sample Words and resources</u></p> <ul style="list-style-type: none"> Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, padded, humming, hummed, sadder, saddest, runner, runny) (SZ Y2 T2 Set 3) Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word (Y1 SZ T1 Set 9) Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it. (hiking, hiked, hiker, nicer, nicest, shiny) (SZ Y2 T2 Set 2) <p>(Letters and sounds pg 170-174, 189-191)</p> <p>(support for spelling Y3 pgs 43– 46)</p>	<p>More suffixes</p>  <p>Document: Year 2 More Suffixes</p> <p><u>Sample words and resources</u></p> <ul style="list-style-type: none"> Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs) (Y1 SZ T1 Set 8) Adding -es to nouns and verbs ending in y (flies, tries, replies, babies) (Y2 SZ T1 Set 12) Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (copied, happier, cried...but copying, crying, replying) (SZ Y2 T2 Set 1) The suffixes -ment, -ness, -ful, -less and -ly (enjoyment, sadness, including exceptions—words ending in y when there are two syllables y changes to i: merriment, happiness, etc) (SZ Y2 T2 Set 9) <p>Letters and sounds pg 170-174, 189-191</p> <p>Support for spelling Y4 pg 56</p> <p>Support for spelling Y3 pgs 40-42</p>	<p>Letter strings 1</p>  <p>Document: Year 2 Letter Strings 1</p> <p><u>Sample words and resources</u></p> <ul style="list-style-type: none"> Words ending in tion (station, fiction, section) The /l/ or /ə/ sound spelt le at the end of words (table, apple, middle) (SZ Y2 T1 Set 7) The /l/ or /ə/ sound spelt el at the end of words (camel, tunnel, squirrel) (SZ Y2 T1 Set 8) The /l/ or /ə/ sound spelt al at the end of words (metal, pedal, capital) (SZ Y2 T1 Set 9) Words ending il (pencil, fossil, nostril) (SZ Y2 T1 Set 10) The /ɜ: / sound spelt or after w (word, work, worm) (SZ Y2 T2 Set 7b) The /ɔ : / sound spelt ar after w (warm, ward) The /o/ sound spelt a after a w or qu (watch, squash) (SZ Y2 T2 Set 7a) <p>Letters and sounds ph6 pg 187 and 188</p> <p>Support for spelling Y3 pgs 33-36</p>	<p>Apostrophes 1</p>  <p>Document: Year 2 Apostrophes 1</p> <p><u>Sample Words and Resources</u></p> <ul style="list-style-type: none"> Apostrophes for contractions (can't, didn't, hasn't) (SZ Y2 T2 Set 10) The possessive apostrophe (singular nouns) (Megan's, Ravi's, The girl's) (SZ Y2 T2 Set 11) <p>(Support for spelling Year 4 pgs 65— 67)</p>	<p>Homophones 1</p>  <p>Document: Year 2 Homophones 1</p> <p><u>Sample Words and Resources</u></p> <ul style="list-style-type: none"> Homophones and near-homophones (there, their, they're, bare/bear, quite/quiet) (SZ Y2 T3 Sets 1-5)
Year 2 Need to Know Words	<p>Having a Go At Unfamiliar Words</p>  <p>Explore strategies for having a go at spelling words independently.</p> <p>Letters and sounds pg 175-177</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182</p> <p>Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182</p> <p>Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182</p> <p>Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182</p> <p>Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182</p> <p>Support for Spelling pgs 108-111</p>



Welton Primary School Overview of Spelling Units

Guidance for Need to know words:

- Select 14 words for each unit in addition to a selection of up to 10 cross curricular words to be used across the current half term topic or pre-teach for following half term topic.
- Ensure children have the opportunity to apply spelling of words across the curriculum.
- Of the selected words, complete a cold spell assessment and focus on teaching and practising the words that the majority of children find tricky.
- Create words banks of the target words to support those children who are unable to fully access the spelling of these words at this time.













Non-statutory Word List Year 2

door, floor, poor, find, kind, mind, behind, child, children*, wild, climb, (SZ Y2 T3 Set 6) most, only, both, old, cold, gold, hold, told, (SZ Y2 T3 Set 7) great, break, steak, after, fast, last, past, father, class, grass, pass, plant, path, bath, (SZ Y2 T3 Set 8) sure, sugar, eye, could, should, would, who, whole, any, many, (SZ Y2 T3 Set 9) clothes, busy, people, pretty, beautiful, water, again, half, money, move, (SZ Y2 T3 Set 10) Mr, Mrs, parents, Christmas, hour, prove, improve, because, every, everybody, even,

Useful Subject Knowledge : Knowledge of the spelling system to be applied as Phase 6 phonics : Support for spelling Appendix 1 : pages 105—107

Welton Primary School Overview of Spelling Units



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 Spelling units	<p>Learning words 2 (inc lots of Phase 5c revision)</p>  <ul style="list-style-type: none"> The /i/ sound spelt y elsewhere than at the end of words (as needed) (<i>myth, gym, Egypt, pyramid, mystery</i>) (SZ Y3 T1 Set 9) The /ʌ/ sound spelt ou (as needed) (<i>young, touch, double, trouble, country</i>) (SZ Y3 T2 Set 1) Words with the /ei/ sound spelt ei, eigh or ey. (<i>prey, vein, weight</i>) (SZ Y4 T2 Set 8) Revisit specific spelling from Year 2 (rules from Year 2—Learning Words 1) and phase 5c as needed (best bet rules). (Letters and Sounds ph 5c pgs 144-147) 	<p>Vowel Suffixes 2</p>  <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (-ing, -en, -er, -ed, -ation) <ul style="list-style-type: none"> If the last syllable is stressed and ends in a single consonant preceded by a single vowel letter, the final consonant is doubled: (<i>forgetting, forgotten, beginner, preferred</i>) (SZ Y3 T1 Set 7) If the last syllable is unstressed the final consonant letter is not doubled: (<i>gardening, limited, gardener</i>) (SZ Y3 T1 Set 8) 	<p>Prefixes</p>  <ul style="list-style-type: none"> Revision from Y1 - Adding the prefix un- (Y1 SZ T3 Set 11) Adding dis- and mis- and the negative meaning of these. (<i>disappointment, disagree, misbehave, misspell, mislead</i>) (SZ Y3 T2 Set 2) Adding in- and the meaning of “not” and “in/into”. (<i>inactive, incorrect, inland</i>) (SZ Y3 T2 Set 2) The prefix re- meaning “again” or “back” (<i>redo, refresh, return, redecorate</i>) (SZ Y3 T2 Set 4) The prefix sub- meaning “under” (<i>subdivide, subheading, submerge</i>) (SZ Y3 T2 Set 4) The prefix de- meaning do the opposite (<i>defrost, deflate, decrease</i>) The prefix pre- meaning “before” (<i>precook, prepay</i>) The prefix anti- meaning “against” (<i>antiseptic, anticlockwise</i>) (SZ Y3 T2 Set 7) <p>(Support for spelling Year 2 pgs 26-28, Year 3 pgs 49-51)</p>	<p>Homophones 2</p>  <ul style="list-style-type: none"> Homophones and near-homophones (<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, 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>) (SZ Y4 T2 Sets 1 and 2, Y4 T3 Set 9) <p>(Support for spelling Year 4 pgs 53-55)</p>	<p>Irregular Verbs</p>  <ul style="list-style-type: none"> Regular and Irregular verbs—ensure English genre contains examples of irregular verbs for children to collect and practise (eg <i>catch/caught, buy/bought, think/thought, run/ran, see/saw, write/wrote</i> etc.) <p>(Support for spelling Year 3 pgs 36-40)</p>	<p>Unsounded Consonants</p>  <ul style="list-style-type: none"> Revisit unsounded consonants (phase 5c letters and sounds and Year 2 spelling guidance Learning Words 2) (<i>gn, kn, wr, mb</i>) Words with the /s/ sound spelt sc (Latin in origin) (<i>science, discipline, fascinate, scene, crescent</i>) (SZ Y4 T1 Set 7) <p>(Support for spelling Year 4 pgs 59-62)</p>
Year 3 Need to Know Words	<p>Having a Go At Unfamiliar Words</p>  <p>Explore strategies for having a go at spelling words independently. (see guidance in Year 2—including prefixes/suffixes/homophones and letter strings) (Y3 SZ T1 Sets 1,2,3) Letters and sounds pg 175-177</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>



Welton Primary School Overview of Spelling Units

Guidance for Need to know words:

- Select 11 words for each unit in addition to a selection of up to 10 cross curricular words to be used across the current half term topic or pre-teach for following half term topic.
- Ensure children have the opportunity to apply spelling of words across the curriculum.
- Of the selected words, complete a cold spell assessment and focus on teaching and practising the words that the majority of children find tricky.
- Create words banks of the target words to support those children who are unable to fully access the spelling of these words at this time.














Year 3 Word List (statutory)

address, answer, appear, arrive, breath, breathe, bicycle, build, busy, calendar, complete, consider, continue, caught, decide, describe, different, difficult, early, earth, eight, eighth exercise, experiment, extreme, February, forward, forwards, fruit, group, heard, heart, history, important, increase, interest, island, learn, perhaps, popular, quarter, question, reign, remember, straight, strange, promise, regular, weight, often, length, strength, natural,

Useful Subject Knowledge : Knowledge of the spelling system to be applied as Phase 6 phonics (Year 2 spelling and revisit in Year 3) : Support for spelling Appendix 1 : pages 105—107

Welton Primary School Overview of Spelling Units



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 Spelling units	Learning words 3  <ul style="list-style-type: none"> The /k/ sound spelt ch (Greek in origin) (<i>scheme, chorus, chemist, echo, character</i>) (SZ Y3 T3 Set 9) Words with the //j/ sound spelt ch (mostly French in origin) (<i>chef, chalet, machine, brochure</i>) (SZ Y4 T1 Set 5) Words with the /g/ sound spelt gue and the /k/ sound spelt que (French in origin). (<i>league, tongue, antique, unique</i>) (SZ Y4 T1 Set 6) Revisit specific spelling from Year 3 - letter patterns and strings (including /s/ spelt sc—Latin in origin) 	Even More Suffixes  <ul style="list-style-type: none"> Adding the suffix –ation (previous rules still apply) (<i>information, sensation, preparation</i>) (SZ Y3 T2 Set 8, Y4 T3 Set 5) Adding the suffix –ly added to an adjective to form an adverb (previous rules still apply—consonant suffix, added to most root words with no change) (<i>sadly, completely, usually</i>) (including exceptions : <ul style="list-style-type: none"> If the root word ends in _y with a consonant before it, the y is changed to an I but only if it is more than one syllable. (<i>happily, angrily</i>) If the root word ends in le, it is changed to ly (<i>gently, simply</i>) If the root word ends in _ic, –ally is added (except in the word publicly) (<i>basically, specifically</i>) The words truly, duly, wholly (SZ Y3 T3 Set 1) Adding the suffix –ous (meaning full of) (<i>poisonous, dangerous, famous</i>), (including exceptions : (SZ Y3 T3 Sets 4 and 5, SZ Y4 T3 Set 4)) <ul style="list-style-type: none"> our changed to or before –ous, (<i>humorous, vigorous, glamorous</i>) the final e of the root word should be kept if the soft g sound is to be kept (<i>courageous, outrageous</i>) If there is an /i:/ (ee) sound before the –ous, it is usually spelt I, but a few words have e. (<i>serious, obvious, hideous, spontaneous</i>) <p>(Support for spelling Year 4 pgs 62—65, 67-70 and Year 5 pages 79 -85,)</p>	Prefixes  <ul style="list-style-type: none"> The prefix inter- meaning “between” or “among” (<i>interact, intercity, international, interrelated</i>) (SZ Y3 T2 Set 5) The prefix super- meaning “above” (<i>supermarket, superman, superstar</i>) (SZ Y3 T2 Set 5) The prefix auto- meaning “self” or “own” (<i>autobiography, redeco-rate</i>) (SZ Y3 T2 Set 6) Revisit the prefix in– and look at exceptions : <ul style="list-style-type: none"> Before a root word beginning with l, in becomes il (<i>illegal, illegible</i>) Before a root word beginning with m or p, in becomes im (<i>immortal, impossible</i>) Before a root word beginning with r, in becomes ir (<i>irregular, irrelevant</i>) <p>(SZ Y3 T2 Set 3, Y4 T2 Sets 2 and 3)</p> <p>(Support for spelling Year 5 pgs 79-81)</p>	Letter Strings 2  <ul style="list-style-type: none"> Words with endings sound- ing /ʒə/ (always spelt sure) or /tʃə/ (usually spelt –ture, but could be a root word ending with ch and the er added) (<i>measure, treasure, creature, adventure</i>) (SZ Y3 T3 Set 2) Words with endings sound- ing /ʒən/ - spelt - sion (<i>division, invasion, confusion</i>) (SZ Y3 T3 Set 3, SZ T3 Set 3) Words with endings sound- ing /ʒən/ - spelt - sion, - tion, -sion, -cian (<i>expression, permission, extension, expansion, musician, invention</i>) (SZ Y3 T3 Sets 6,7 and 8) (SZ Y4 T3 Sets 6,7,8) 	Apostrophes 2  <ul style="list-style-type: none"> Possessive apostrophe with plural words. The apostrophe is placed after the plural form of the word –s is not added if the plural already ends in –s, but is added if the plural does not already end in –s. (<i>children’s, girls’, babies’</i>) (SZ Y4 T1 Set 9) Singular proper nouns ending in and use the ‘s suffix. (<i>Cyprus’s</i>) <p>(Support for spelling Year 3)</p>	Unstressed Vowels  <ul style="list-style-type: none"> Investigate polysyllabic words with unstressed vowels (schwa) (<i>different, favourite, library, ordinary, probably, purpose, separate</i>) <p>Support for spelling Year 5 pgs 71—73</p> <p>Plural Revision</p>  <ul style="list-style-type: none"> Investigate spelling patterns related to the formation of plurals (using prior words from Y3 and 4 spelling work) <p>Support for spelling pg 56—59. Including irregular plurals and plurals of words ending f and fe</p>
Year 4 Need to Know Words	Having a Go At Unfamiliar Words  <p>Explore strategies for having a go at spelling words independently using strategies, rules and spelling patterns taught in Years 2 and 3 (See also Support for spelling pg 89—92)</p>	HFW/Cross-curricular Words  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	HFW/Cross-curricular Words  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	HFW/Cross-curricular Words  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	HFW/Cross-curricular Words  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	HFW/Cross-curricular Words  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>














Welton Primary School Overview of Spelling Units

Guidance for Need to know words:

- Select 11 words for each unit in addition to a selection of up to 10 cross curricular words to be used across the current half term topic or pre-teach for following half term topic.
- Ensure children have the opportunity to apply spelling of words across the curriculum.
- Of the selected words, complete a cold spell assessment and focus on teaching and practising the words that the majority of children find tricky.
- Create words banks of the target words to support those children who are unable to fully access the spelling of these words at this time.

Word List Year 4 (statutory)

accident, accidentally, actual, actually, believe, business, centre, century, certain, circle, disappear, experience, famous, favourite, guard, guide, height, imagine, knowledge, library, material, medicine, mention, minute, naughty, notice, occasionally, opposite, ordinary, position, possess, possession, probably, purpose, sentence, special, therefore, various, women, woman, through, although, thought, though, enough, potatoes, separate, suppose, particular, peculiar, pressure, grammar, occasion

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5 Spelling units	<p>Learning words 4 (inc. unsounded consonants)</p>  <ul style="list-style-type: none"> Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word.) (doubt, island, lamb, solemn, thistle, knight) SZ Y5 T3 Set 2 Ideas for strategies : <ul style="list-style-type: none"> Link to related words where the silent letter can be heard. Use rhymes of related words to make links between groups of words. Pronounce the silent element of words. Revise specific elements of prior year groups as needed. (SZ Y5 T1 Set 1 and 2 , Y5 T2 Sets 1) 	<p>Letter Strings 3</p>  <ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt -cious or -tious. (If the root word ends in -ce the sound is usually spelt as a c (eg grace, gracious) Exception: anxious (vicious, precious, conscious, ambitious, cautious. Fictitious, nutritious) (sZ Y5 T1 Sets 3 and 4 Y6 Term 1 sets 3 and 4)) Endings which sound like /ʃəl/. -cial is common after a vowel letter (official, special, artificial) and -tial after a consonant letter (partial, confidential, essential) , but there are exceptions (initial, financial, commercial, provincial—clues from spelling of root words) (sZ Y5 T1 Sets 5 and 6, Y6 Term 1 Set 6) Words ending in -ant, -ance/ancy, -ent, -ence/ency : (SZ Y5 T1 Sets 7,8,9) <ul style="list-style-type: none"> Use -ant and -ance/ancy if there is a related word with the /a/ or /ai/ sound in the correct position (-ation endings often a clue) (observant, observance (observation), substance (substantial)) Use -ent and -ence/ency after a soft c, soft g and qu or if there is a related word with a clear /e/ sound. (innocent, innocence, decent, decency, frequent, frequency) Some words fall outside of these guidelines and just need to be learnt. (assistant, assistance, obedient, obedience, independent, independence) 	<p>Homophones 3</p>  <ul style="list-style-type: none"> Homophones and other words that are often confused - noun and verb forms of words (nouns end -ce and verbs end -se) (device/devise, advice/advise, licence/license, practice/practise, prophecy/prophesy) SZ Y5 T3 Set 5) Further homophones (see Appendix) SZ Y5 T3 Sets 3,4,7, (revisit), set 9 Y6 T1 set 7, T2 sets 1 and 3, T3 Set 3) <p>NB : If any of these are not covered in Year 5, these should be revisited in Term 6 as appropriate or communicated with Year 6 teachers .</p>	<p>Building Words 1</p>  <ul style="list-style-type: none"> Revise all know rules for adding suffixes : Look back at Years 2,3,4 spelling guidance to revisit, discuss and practise rules. (vowel suffixes, following consonants, vowels etc (SZ Y6 T2 Sets 4 to 9, T3 Set 5) Revise all know rules for adding prefixes: Look back at Years 2,3,4 spelling guidance to revisit, discuss and practise rules. (eg un, im, re, auto, de, dis, mis etc.) 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. (.referring, referred, referral, preferring, preferred, transferring, transferred) The -r is not doubled if the -fer is no longer stressed. (reference, referee, preference, transference) (SZ Y5 T2 Set 7) Become familiar with words that don't follow the learned rules for applying suffixes and prefixes. (See also Support for spelling pgs 79—85) 	<p>Using Dictionaries and Spell Checkers</p>  <ul style="list-style-type: none"> Know techniques (and some of the pitfalls) for successfully using tools such as dictionaries, spell checkers, predictive text to support spelling. (This can also be linked to more work on homophones) Link to using “Word” etc. 	<p>Assessment and Revision</p> <ul style="list-style-type: none"> Content of unit to be linked to class needs following on from assessment.
Year 5 Need to Know Words	<p>Having a Go At Unfamiliar Words</p>  <p>Explore strategies for having a go at spelling words independently using strategies, rules and spelling patterns taught in Years 2 ,3 and 4 (See also Support for spelling pg 89—92)</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>



Welton Primary School Overview of Spelling Units

Guidance for Need to know words:

- Select 12 words for each unit in addition to a selection of up to 10 cross curricular words to be used across the current half term topic or pre-teach for following half term topic.
- Ensure children have the opportunity to apply spelling of words across the curriculum.
- Of the selected words, complete a cold spell assessment and focus on teaching and practising the words that the majority of children find tricky.
- Create words banks of the target words to support those children who are unable to fully access the spelling of these words at this time.

Word List Year 5 (statutory)

achieve, aggressive, ancient, apparent, appreciate, attached, average, awkward, bargain, bruise, category, communicate, community, competition, convenience, criticise, curiosity, definite, desperate, determined, develop, disastrous, environment, equip, equipment, equipped, especially, excellent, existence, explanation, familiar, forty, frequently, government, identity, immediate, immediately, individual, interrupt, language, lightning, marvellous, neighbour, nuisance, occupy, persuade, physical, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, secretary, shoulder, suggest, symbol, system, twelfth, vegetable











Welton Primary School Overview of Spelling Units



<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p>	<p>Statutory requirements</p> <p>Homophones and other words that are often confused (continued)</p>	<p>Rules and guidance (non-statutory)</p> <p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>Example words (non-statutory)</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 6 Spelling units</p>	<p>Learning new words and unstressed vowels</p>  <ul style="list-style-type: none"> • Polysyllabic words with unstressed vowels (schwa) (eg <i>con-ference, secre-tary, refer-ence, desper-ate</i>) SZ Y6 T3 Set 2 and 4 • Revise specific elements of prior year groups as needed—particularly Year 4 Term 6. <p>Support for spelling Year 6 pages 95-97</p>	<p>Letter Strings 3</p>  <ul style="list-style-type: none"> • Words ending in able and ible (see NC for English page 19 for overview of rules, including following a soft c and soft g sound) (<i>adorable/adorably (adoration), possible, possibly, horrible, horribly, changeable, noticeable</i>) (sz Y5 T2 sets 2,3,4, 5, 6, SZ Y6 T1 sets 8 and 9) • Words ending in ably and ibly (see NC for English page 19 for overview of rules, including following a soft c and soft g sound) (<i>adorably, horribly</i>) • Words with the /i:/ sound spelt ei after c (<i>deceive, conceive, receive, perceive, ceiling</i>) including exceptions to the rule. (<i>protein, caffeine, seize</i>) (SZ Y5 T2 Set 9) • Words containing the letter string ough including the alternatives for pronunciations (<i>ought, bought, rough, tough, cough, though, dough, through, thorough, borough, plough, bough</i>) (sz Y5 T2 Set 9) <p>Support for spelling Year 5 pages 74 –76 (letter strings ough)</p>	<p>Building Words 2</p>  <ul style="list-style-type: none"> • Use of the hyphen (<i>co-ordinate, re- enter, co-operate, co-own</i>) SZ Y5 T2 Set 8) • Using suffixes, prefixes and root words to build and transform words (morphology and etymology) <p>Support for spelling Year 6 pages 97-100 and pages 102-104)</p>	<p>Word families and letter strings</p>  <ul style="list-style-type: none"> • Use word families, knowledge of word origins and spelling patterns to spell unfamiliar words. <p>Support for spelling Year 5 pgs 85-87, Year 6 pages 100 - 102 and revisit pages 102-104)</p>	<p>Assessment and Revision</p> <ul style="list-style-type: none"> • Content of unit to be linked to class needs following on from assessment. 	<p>Assessment and Revision</p> <ul style="list-style-type: none"> • Content of unit to be linked to class needs following on from assessment.
<p>Year 6 Need to Know Words</p>	<p>Having a Go At Unfamiliar Words</p>  <p>Explore strategies for having a go at spelling words independently using strategies, rules and spelling patterns taught in Years 2 ,3 , 4 and 5 (See also Support for spelling pg 89—92)</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>	<p>HFW/Cross-curricular Words</p>  <p>Letters and sounds Pg 178-182 Support for Spelling pgs 108-111</p>



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Guidance for Need to know words:

- Select 14 words for each unit in addition to a selection of up to 10 cross curricular words to be used across the current half term topic or pre-teach for following half term topic.
- This will allow a revision element to take place in the Summer term as needed
- Ensure children have the opportunity to apply spelling of words across the curriculum.
- Of the selected words, complete a cold spell assessment and focus on teaching and practising the words that the majority of children find tricky.
- Create words banks of the target words to support those children who are unable to fully access the spelling of these words at this time.

Word List Year 6 (statutory)

accommodate, accompany, according, amateur, available, cemetery, committee, conscience, conscious, controversy, correspond, embarrass, exaggerate, foreign, guarantee, harass, hindrance, interfere, leisure, mischievous, muscle, necessary, occur, opportunity, parliament, prejudice, privilege, rhyme, rhythm, sacrifice, signature, sincere, sincerely, soldier, stomach, sufficient, temperature, thorough, variety, vehicle, yacht