

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
<b>Week 1</b> <b>Spelling Test on Date:</b>	<b>Week 2</b> <b>Spelling Test on Date:</b>	<b>Week 3</b> <b>Spelling Test on Date:</b>	<b>Week 4</b> <b>Spelling Test on Date:</b>	<b>Week 5</b> <b>Spelling Test on Date:</b>	<b>Week 6</b> <b>Spelling Test on Date:</b>
<b>Rule:</b> 'le' ending  When you add ' <b>le</b> ', the 'l' is a <b>loser</b> - it won't help protect lonely <b>vowels</b> from the 'e'! If the vowel is alone, it still needs two other <b>consonants</b> to protect it! <i>buble &gt; bubble</i> <i>sadle &gt; saddle</i> BUT... some words NEED the vowel to say its name so we DON'T double the consonant. <i>table rifle title bible</i>	<b>Rule:</b> Contractions  When we write the contraction, an apostrophe goes in the place of the missing letters. i.e. he will > he'll  <b>WATCH OUT:</b> some words change completely! will not > won't shall not > shan't	<b>Rule:</b> Suffixes after a 'y'  Choice for adding suffixes to words ending in 'y': <b>CHANGE IT</b> or <b>KEEP IT!</b> <i>dry &gt; dries play &gt; played</i> Usually <b>CHANGE IT:</b> the 'y' changes to an 'i'  If there is a <b>vowel</b> before the 'y', <b>KEEP IT</b>  If you add the 'ing' suffix <b>always</b> KEEP the 'y'. <i>try &gt; tried stray &gt; strays silly &gt; silliness</i>	<b>Rule:</b> Less, ment, ful and ness suffixes  Suffixes are added to the end of a <b>root word</b> . <i>endless movement</i>  For <b>root words</b> ending in 'y': <b>CHANGE IT</b> or <b>KEEP IT!</b> <b>See previous week</b>  <b>less:</b> without <b>ment:</b> action / process <b>ful:</b> full of <b>ness:</b> state of being	<b>Rule:</b> 'ly' suffix  Usually just add ' <b>ly</b> ' to the end of the <b>root word</b> . Sadly quickly properly ...Including when the <b>root word</b> ends in 'e'. Widely gravely bravely BUT... if a <b>root word</b> ends in 'le', delete the 'e' and add 'ly'. i.e gently If a <b>root word</b> ends in 'y' remember: <b>CHANGE IT</b> or <b>KEEP IT!</b> <b>See previous week</b>	<b>Rule:</b> Split Digraph Make sure you know the sounds the vowels make - a, e, l, o, u.  The 'e' can jump over one consonant to make one vowel say its name - <i>not-note tap-tape cub-cube</i>  How do we say words like <i>give</i> and <i>have</i> ?
<ol style="list-style-type: none"> <li>Couple</li> <li>Angle</li> <li>Trickle</li> <li>Struggle</li> <li>Gobble</li> <li>Wriggle</li> <li>Cradle</li> <li>Noble</li> <li>Fable</li> <li>Sidle</li> </ol> <b>EXCEPTIONS</b> Some words have silent letters. E.g. 'isle', 'muscle', castle, whistle.  'triple' and 'treble' do not have a double consonant.  Some words end in 'el' or 'al'. E.g. towel, travel, metal, animal, total. A few words end in 'il'. E.g. pencil, fossil.	<ol style="list-style-type: none"> <li>Did not</li> <li>Does not</li> <li>Should not</li> <li>They are</li> <li>We are</li> <li>You have</li> <li>Could have</li> <li>We would</li> <li>Who will</li> <li>They will</li> </ol> <b>EXCEPTIONS</b> 'Will not' and 'shall not' change to 'won't' and 'shan't'. Some contracted forms could come from more than one expanded form (e.g. he's could be 'he is' or 'he has'). The choice will depend on the context.	<p style="text-align: center;"><b>VERBS</b></p> <ol style="list-style-type: none"> <li>Marry</li> <li>Supply</li> <li>Reply</li> <li>Destroy</li> <li>Employ</li> </ol> <p style="text-align: center;"><b>ADJECTIVES</b></p> <ol style="list-style-type: none"> <li>Moody</li> <li>Pretty</li> </ol> <p style="text-align: center;"><b>NOUNS</b></p> <ol style="list-style-type: none"> <li>Family</li> <li>Library</li> <li>Holiday</li> </ol> <b>EXCEPTIONS</b> Never change the 'y' to an 'i' before adding 'ing' - however 'skiing' and 'taxiing' both already end in 'i' and do have double 'i' when 'ing' is added. ( <b>NOTE:</b> some words may fit more than one word class.)	<p style="text-align: center;"><b>LESS</b></p> <ol style="list-style-type: none"> <li>Mercy</li> <li>Fear</li> <li>Speech</li> </ol> <p style="text-align: center;"><b>MENT</b></p> <ol style="list-style-type: none"> <li>Govern</li> <li>Punish</li> <li>Invest</li> </ol> <p style="text-align: center;"><b>FUL</b></p> <ol style="list-style-type: none"> <li>Success</li> <li>Peace</li> </ol> <p style="text-align: center;"><b>VERBS</b></p> <ol style="list-style-type: none"> <li>Aware</li> <li>Empty</li> </ol> <b>EXCEPTIONS</b> Some root words with one syllable keep the 'y' before a suffix. E.g. shyness, dryness Some words can take more than one of these suffixes. E.g. joyless, joyful. Some of these root words can also take several suffixes at the same time. E.g. peacefulness, carelessness	<ol style="list-style-type: none"> <li>Sudden</li> <li>Recent</li> <li>Absolute</li> <li>General</li> <li>Occasional</li> <li>Potential</li> <li>Steady</li> <li>Icy</li> <li>Steady</li> <li>Day</li> </ol> <b>EXCEPTIONS</b> For words ending in 'll' just add 'y'. E.g. full > fully. For words ending in 'ic' usually add 'ally'. E.g. basically, automatically. <b>EXP:</b> publicly. <ol style="list-style-type: none"> <li>Very few words keep the 'y' before 'ly'. E.g. shyly, cooly.</li> </ol>	<ol style="list-style-type: none"> <li>At / ate</li> <li>Can / cane</li> <li>Mad / made</li> <li>Cap / cape</li> <li>Hid / hide</li> <li>Fin / fine</li> <li>Rip / ripe</li> <li>Hop / hope</li> <li>Not / note</li> <li>Them / theme</li> </ol> <b>EXCEPTIONS</b> Words ending in 've' where the vowel does not say its name (e.g. have)  Words with 'u_e' making the 'oo' sound (e.g. rude)  Words with 'o_e' making the short 'u' sound (e.g. glove)

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<p><b>Rule:</b> 'ee' sound spelt 'y'</p> <p>What sound does the 'y' make at the end? <i>happy / frosty / sleepy / muddy</i> The 'y' acts like an 'e'! It can jump over <u>one consonant</u> to make <u>one vowel</u> say its name! Double the <u>consonant</u> to protect a <u>lonely vowel</u>! <i>grubby / fluffy</i> The 'y' cannot jump over <u>two consonants</u> - the vowel is <u>already safe</u>! <i>pushy / tricky / grumpy</i></p>	<p><b>Rule:</b> 'oy' and 'oi'</p> <p>You usually use 'oy' at the <u>end</u> of a <u>root word</u> i.e. toy</p> <p>You usually use 'oi' <u>at the beginning</u> or in the <u>middle</u> of a <u>root word</u>. i.e. coin</p> <p><b>HOWEVER</b> use 'oy' before a <u>vowel</u>... otherwise it will look strange! i.e. royal</p>	<p><b>Rule:</b> 'ed' suffix rule</p> <p>When you add '<u>ed</u>', the 'e' can jump over <u>one consonant</u> to make <u>one vowel</u> say its name! i.e. <u>sob-sobed</u> Double the consonant to protect lonely vowels! <b>REMEMBER: VC - double me!</b> i.e. <u>sob-sobbed</u> Some words are <b>REGULAR</b> - just add 'ed'. The 'e' can't jump over two consonants! i.e. <u>stamp-stamped</u></p>	<p><b>Rule:</b> 'er', 'est' suffix</p> <p>When you add '<u>er</u>' or '<u>est</u>', the 'e' can jump over <u>one consonant</u> to make <u>one vowel</u> say its name! i.e. hot-hoter Double the consonant to protect lonely vowels! <b>REMEMBER: VC - double me!</b> hot-hotter Double the consonant to protect lonely vowels! <b>REMEMBER: VC - double me!</b> i.e. cold-colder</p>	<p><b>Rule:</b> 'j' ending</p> <p>How is the 'j' sound spelt at the end of these words? fridge large verge When you add '<u>ge</u>', the 'e' can jump over <u>one consonant</u> to make <u>one vowel</u> say its name. The 'd' defends lonely vowels! i.e. frige-fridge The 'd' defends lonely vowels! i.e. sledge BUT... some words NEED the vowel to say its name so we DON'T defend it. i.e. page, wage, huge</p>	<p><b>Rule:</b> Double 's', 'f', 'l', 'z' and 'k' spelt 'ck'</p> <p>'f', 'l', 's', 'z' and 'k' sounds are usually spelt 'ff', 'll', 'ss', 'zz' and 'ck' if they are straight after a <u>single vowel</u> in a one beat (monosyllabic) word.</p> <p><b>NOTE:</b> Some high frequency words like 'yes', 'if' and 'us' do not follow this rule.</p>
<ol style="list-style-type: none"> <li>1. Stroppy</li> <li>2. Fussy</li> <li>3. Muddy</li> <li>4. Funny</li> <li>5. Smoky</li> <li>6. Dreamy</li> <li>7. Sticky</li> <li>8. Greedy</li> <li>9. Weary</li> <li>10. Oily</li> </ol> <p><b>EXCEPTIONS</b> Some words have a 'y' after a single vowel and single consonant even though the vowel <u>does not</u> say its name E.g. body, copy Some words end in the 'ee' sound spelt 'ey', E.g. monkey, money, valley, turkey, journey Some words end in 'y' making the 'i' sound E.g. cry, apply</p>	<ol style="list-style-type: none"> <li>1. Annoy</li> <li>2. Employ</li> <li>3. Joint</li> <li>4. Noise</li> <li>5. spoil</li> <li>6. Avoid</li> <li>7. Choice</li> <li>8. Ointment</li> <li>9. Royalty</li> <li>10. Voyage</li> </ol> <p><b>EXCEPTIONS</b> The 'oy' sound is usually spelt 'oy' at the end of the <u>root word</u>. This may not be the end of the word as a whole if <u>suffixes</u> are used. E.g. enjoyment, destroying.</p>	<p>Two vowels look after each other! i.e. float-floated</p> <p><u>Root words</u> ending in 'e' are <b>CHEAT-E!</b> - Just add 'd'! i.e. hope-hoped</p> <ol style="list-style-type: none"> <li>1. Clapped</li> <li>2. Webbed</li> <li>3. Stopped</li> <li>4. Added</li> <li>5. Dreamed</li> <li>6. Smiled</li> <li>7. Loved</li> <li>8. Joked</li> <li>9. Freed</li> <li>10. Cubed</li> </ol> <p><b>EXCEPTIONS</b> Some consonants never double: w, x, y. E.g. <u>slowed</u>, <u>boxed</u>, <u>played</u></p>	<p>Two vowels look after each other! i.e. green-greener</p> <p><u>Root words</u> ending in 'e' are <b>CHEAT-E!</b> Add 'r'/'st'! i.e. blue-bluer</p> <ol style="list-style-type: none"> <li>1. Biggest</li> <li>2. Redder</li> <li>3. Wettest</li> <li>4. Brighter</li> <li>5. Lightest</li> <li>6. Cheapest</li> <li>7. Braver</li> <li>8. Strangest</li> <li>9. Finer</li> <li>10. Whiter</li> </ol> <p><b>EXCEPTIONS</b> Some consonants never double: w, x, y. E.g. <u>newer</u></p>	<ol style="list-style-type: none"> <li>1. Charge</li> <li>2. Revenge</li> <li>3. Indulge</li> <li>4. Cartridge</li> <li>5. Footbridge</li> <li>6. Begrudge</li> <li>7. Knowledge</li> <li>8. Advantage</li> <li>9. Percentage</li> <li>10. Encourage</li> </ol> <p><b>EXCEPTIONS</b> In 'range' &amp; 'change' the vowel says its name, not its sound.  'College' is spelt with 'ege' instead of 'age' at the end.  'Carriage' and 'marriage' have an 'i' before the 'age'</p>	<ol style="list-style-type: none"> <li>1. Stress</li> <li>2. Staff</li> <li>3. Shall</li> <li>4. Frizz</li> <li>5. Pick</li> <li>6. Track</li> <li>7. Shelf</li> <li>8. Wail</li> <li>9. Blitz</li> <li>10. Blank</li> </ol> <p><b>EXCEPTIONS</b> bus, us, is, as, this, gas, plus, yes, nil, pal, if, of</p>

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<b>Rule:</b> Syllable division  Splitting words into <u>syllables</u> can help us spell them. Each <u>syllable</u> contains <u>one vowel sound</u> .  There is often more than one way to divide a word. E.g. rep - res - en - ted <b>or</b> re - pre - sent - ed	<b>Rule:</b> 'ch' or 'tch'  The 'ch' sound at the end of a word is usually spelt 'tch' if it is after a <u>single vowel</u> and 'ch' if it is after a <u>consonant</u> or <u>two vowels</u> . 'ch' chases lonely vowels - the 't' protects them!  <b>NOTE:</b> Some high frequency words like 'which' and 'much' do not follow this rule.	<b>Rule:</b> Plural: 's' and 'es' (also includes 3 <sup>rd</sup> person singular of verbs)  To make most words <u>plural</u> we just add 's'.  Some words are too hard to say like this: foxs, pushes, buss  When we say these words, you can hear an 'is' sound at the end. It is spelt 'es'.	<b>Rule:</b> cial / tial  The 'shul' sound at the end of a word is usually spelt 'cial' or 'tial'. What do you notice about the letter <u>before</u> each spelling of the 'shul' ending?  <i>Confidential partial</i> <i>Beneficial facial</i>  <b>Remember:</b> "Vowels are <u>spec</u> - i - <u>al</u> !"	<b>Rule:</b> able / ible / ably / ibly  The 'able' and 'ible' endings are usually used to form <b>adjectives</b> from <b>nouns</b> . The suffix 'able' is usually used after a <u>stem</u> that is a <u>complete word</u> in itself.  The suffixes 'ably' and 'ibly' are used to form <b>adverbs</b> .  <b>NOTE:</b> If the <u>root word</u> ends in 'e', this is usually dropped when 'able' is added.	<b>Rule:</b> cious / tious  The 'shus' sound at the end of a word is usually spelt 'cious' or 'tious'. 'tious' is often used if the <u>root word</u> would take the suffix 'tion' in its <b>noun</b> form. 'cious' is often used if the root word ends in 'ce'.  <b>THINK:</b> Does the <u>root word</u> end in 'ce'? - cious Can the <u>root word</u> have a 'tion' ending? - tious
1. Fright 2. Slipped 3. Thought 4. Replace 5. Gripping 6. Market 7. Determine 8. Desperate 9. Respectable 10. Establishment	1. Watch 2. Stitch 3. Sketch 4. Batch 5. Twitch 6. Speech 7. Teach 8. Inch 9. Hunch 10. Quench  <b>EXCEPTIONS</b> which, such, much, rich	1. Books 2. Clouds 3. Cupboards 4. Lakes 5. Bottles 6. Classes 7. Glasses 8. Churches 9. Sketches 10. Wishes  <b>EXCEPTIONS</b> You add 'es' to some words ending in 'o'. E.g. tomatoes, volcanoes For others you just add 's'. E.g. kilos, photos, radios Words that end in one 'f' often change to 'ves'. E.g. leaf > leaves wife > wives loaf > loaves (Exceptions include: roofs, chiefs, chefs)	1. potential 2. essential 3. residential 4. influential 5. sequential 6. consequential 7. official 8. artificial 9. beneficial 10. racial  <b>EXCEPTIONS</b> There are a few exceptions which must be learnt separately. <b>Commonly used exceptions:</b> initial financial <b>Less commonly used exceptions:</b> provincial spatial	1. considerable 2. acceptable 3. comfortable 4. valuable 5. respectable 6. possible 7. compatible 8. permissible 9. legible 10. edible  <b>EXCEPTIONS</b> The 'e' at the end of a <u>root word</u> is kept for <u>root words</u> ending in 'ee' or in 'ce' or 'ge' so the 'g' or 'c' maintains its 'soft' sound of 'j' or 's'. For words ending in 'y', the 'y' changes to an 'i' ( <i>as usual for suffixes after a 'y'</i> ).	1. malicious 2. ferocious 3. audacious 4. conscious 5. precocious 6. infectious 7. nutritious 8. pretentious 9. superstitious 10. contentious  <b>EXCEPTIONS</b> The only word with a 'cious' ending that has a noun that ends with the 'shun' sound is 'suspicious', however this is spelt 'cion' not 'tion': <u>suspicion</u> . Other exceptions are: <u>anxious</u> <u>noxious</u>

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<p><b>Week 1</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> ent / ant    ence / ance    ency / ancy</p> <p>Look for <u>root words</u> that end in a soft 'c' or 'g' ('s' or 'j' sound); these often use 'ent' &amp; 'ence' / 'ency'.</p> <p>Use 'ant' &amp; 'ance' / 'ancy' after root words that could end in '-ation'.</p> <p><b>THINK:</b> Can the <u>root word</u> end in 'ation'? - ant etc. Does the <u>root word</u> end in a soft 'c' or 'g'? - 'ent' etc.</p>	<p><b>Week 2</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> prefixes</p> <p>Prefixes are added to the start of a <u>root word</u>.</p> <p><u>unplug</u>   <u>preview</u>   <u>semicircle</u></p> <p>'un', 'dis' and 'mis' all have negative meanings. 'in' can mean <i>not</i>. It may also be spelt 'ir', 'il' &amp; 'im'.</p> <p><u>incorrect</u>    <u>illegal</u> <u>improper</u>    <u>irregular</u></p>	<p><b>Week 3</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> sure / ture</p> <p>The 'chu' and 'zju' sounds at the end of a word are usually spelt 'ture' or 'sure'.</p> <p>To see which spelling you need, say the ending in a <b>POSH VOICE!</b></p> <p>adven<u>chu</u>: Is it advent<u>ture</u> or advens<u>sure</u>?</p> <p>treaz<u>ju</u>: Is it treat<u>ture</u> or treas<u>ure</u>?</p>	<p><b>Week 4</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> ous / ious</p> <p><i>Where 'ous' is added to a <u>root word</u>, normal rules for adding <u>vowel suffixes</u> apply (see <b>Rule 21</b>).</i> <i>E.g. 'e' at the end of a <u>root word</u> is often removed.</i></p> <p>The 'ee' sound before 'ous' is often spelt 'i'. <i>i.e. famous / glorious</i></p>	<p><b>Week 5</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> Adding suffixes beginning with a vowel to polysyllabic words.</p> <p>For words that end in <u>one vowel</u> then <u>one consonant</u>, the final consonant is usually <b>doubled</b> before a <u>suffix beginning with a vowel</u> if the <u>last</u> syllable is <b>stressed</b>. i.e. forgettable <u>limited</u> <b>Double</b> the final consonant if the <u>last</u> syllable is <b>stressed</b>.</p>	<p><b>Week 6</b> <b>Spelling Test on Date:</b></p> <p><b>Rule:</b> Adding suffixes beginning with a vowel to root words ending in 'fer'</p> <p>For <u>root words</u> that end in 'fer', the final 'r' is usually <b>doubled</b> before a <u>suffix beginning with a vowel</u> if the <u>last</u> syllable is <b>stressed</b>. <u>referring</u>    <u>preferred</u> <u>transferring</u> <u>offered</u>    <u>reference</u> <u>buffering</u></p>
<ol style="list-style-type: none"> <li>significant</li> <li>restaurant</li> <li>relevant</li> <li>performance</li> <li>appearance</li> <li>expectancy</li> <li>president</li> <li>evidence</li> <li>influence</li> <li>emergency</li> </ol> <p><b>EXCEPTIONS</b> 'Dependant' is a noun (<i>a child</i>) and 'dependent' is an adjective (<i>reliant on</i>). The word 'curr<u>ant</u>' is a noun (<i>a berry</i>) and 'curr<u>ent</u>' can be a adjective (<i>recent</i>) or a noun (<i>flow</i>). Many words end in the suffix '<u>ment</u>' (<i>payment etc.</i>); very few words end in '<u>mant</u>' (<i>adamant, claimant, dormant are the only common ones</i>).</p>	<ol style="list-style-type: none"> <li>Autobiography</li> <li>Misunderstand</li> <li>Anticlockwise</li> <li>Antibiotic</li> <li>Disappear</li> <li>Unafraid</li> <li>Prehistoric</li> <li>Retry</li> <li>Substandard</li> <li>Illiterate</li> </ol> <p><b>EXCEPTIONS</b> These letters do not always act as a prefix at the start of a word E.g. under, distant Some prefixes have more than one meaning E.g. 'in' can mean not / without (<i>intolerant</i>) or into / towards (<i>incoming</i>).</p>	<ol style="list-style-type: none"> <li>Measure</li> <li>Exposure</li> <li>Composure</li> <li>Structure</li> <li>Sculpture</li> <li>Agriculture</li> <li>Temperature</li> <li>Posture</li> <li>Recapture</li> <li>Manufacture</li> </ol> <p><b>EXCEPTIONS</b> Be aware of words such as 'teacher', 'richer' and 'stretcher' which also end in a 'chu' sound. These should not be spelt 'ture' as they are made up of a root word ending in 'ch' and the suffix 'er'. The use of a 'posh voice' should help: 'te<u>ature</u>' does not sound right.</p>	<ol style="list-style-type: none"> <li>Numerous</li> <li>Continuous</li> <li>Ridiculous</li> <li>Vigorous</li> <li>Jealous</li> <li>Various</li> <li>Previous</li> <li>Obvious</li> <li>Furious</li> <li>Mysterious</li> </ol> <p><b>EXCEPTIONS</b> The 'e' at the end of a root word must be kept if the root word ends in a 'soft' 'g' ('j' sound). gorge<u>ous</u> courag<u>e</u>ous The '<u>ious</u>' ending at the end of '<u>religious</u>' makes sense when linked to the root word '<u>religion</u>'. Be aware of '<u>disastrous</u>' (<i>not 'disasterous'</i>).</p>	<ol style="list-style-type: none"> <li>Permitted</li> <li>Regretted</li> <li>Committing</li> <li>Admitted</li> <li>Upsetting</li> <li>Darkened</li> <li>Happened</li> <li>Visiting</li> <li>Deepening</li> <li>Hardened</li> </ol> <p><b>EXCEPTIONS</b> Some words do not follow the rule: <u>travelled</u> <u>cancelled</u> <u>labelled</u> For words ending in 'c', add a 'k' to keep the 'hard' '<u>k</u>' sound at the end of the <u>root word</u>. <i>Picnicked, trafficking, panicked</i></p>	<ol style="list-style-type: none"> <li>referring</li> <li>deferred</li> <li>conferred</li> <li>preferring</li> <li>transferred</li> <li>offered</li> <li>reference</li> <li>buffering</li> <li>referee</li> <li>inference</li> </ol> <p><b>EXCEPTIONS</b> Be aware of words where the stress changes depending on which suffix they are matched with. <u>referring</u> v <u>referee</u> <u>preferred</u> v <u>preference</u></p>

Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
<b>Week 1</b> <b>Spelling Test on Date:</b>	<b>Week 2</b> <b>Spelling Test on Date:</b>	<b>Week 3</b> <b>Spelling Test on Date:</b>	<b>Week 4</b> <b>Spelling Test on Date:</b>	<b>Week 5</b> <b>Spelling Test on Date:</b>	<b>Week 6</b> <b>Spelling Test on Date:</b>
<b>Rule:</b> 'ei' or 'ie'  i before e <u>except</u> after c ( <i>when the sound is ee</i> )  Lots of these words can be written with different suffixes and prefixes!  <i>mischief receipts relieved conceited</i>  <b>FURTHER EXCEPTIONS</b> Seize weird protein caffeine seize neither either	<b>Rule:</b> Hyphens  Use a hyphen between a prefix and a root word <b>ONLY</b> to avoid confusion.  This is often when the last letter of the prefix and the first letter of the root word are vowels.	<b>Rule:</b> Silent Letters  Some words have silent letters that are no longer pronounced.  thumb island knock ghost  Which other words with silent letters can you think of?	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.
<ol style="list-style-type: none"> <li>Chief</li> <li>Niece</li> <li>Retrieve</li> <li>Achieve</li> <li>Hygiene</li> <li>Perceive</li> <li>Receipt</li> <li>Ceiling</li> <li>Deceive</li> <li>Conceit</li> </ol> <b><u>EXCEPTIONS</u></b>  Words that end in 'cy' may change to 'cie' when suffixes such as 'er', 'ed', 'es' are added. E.g. fancy > fanc <u>ied</u> . There are many other words spelt with 'ei' or 'ie' that do not make the 'ee' sound, e.g. their, science.	<ol style="list-style-type: none"> <li>Co-ordinate</li> <li>Co-operate</li> <li>Re-enter</li> <li>Co-worker</li> <li>Re-elect</li> <li>Retry</li> <li>Revisit</li> <li>Return</li> <li>Remain</li> <li>Detail</li> </ol> <b><u>EXCEPTIONS</u></b>  Some words may be spelt with / without a hyphen depending on their meaning. E.g. recover from an illness (no hyphen), re-cover a book (hyphen). Some words that the DFE states should be spelt with a hyphen (e.g. co-operate) may often be found spelt without a hyphen in books and on websites.	<ol style="list-style-type: none"> <li>Debt</li> <li>Subtle</li> <li>Rhythm</li> <li>Solemn</li> <li>Column</li> <li>Receipt</li> <li>Psalm</li> <li>Knowledge</li> <li>Foreign</li> <li>Gnarled</li> </ol>	<ol style="list-style-type: none"> <li>Accommodate</li> <li>Accompany</li> <li>According</li> <li>Achieve</li> <li>Aggressive</li> <li>Amateur</li> <li>Ancient</li> <li>Apparent</li> <li>Appreciate</li> <li>Attached</li> <li>Available</li> <li>Average</li> <li>Awkward</li> <li>Bargain</li> <li>Bruise</li> </ol>	<ol style="list-style-type: none"> <li>Category</li> <li>Cemetery</li> <li>Committee</li> <li>Communicate</li> <li>Community</li> <li>Competition</li> <li>Conscience</li> <li>Conscious</li> <li>Controversy</li> <li>Convenience</li> <li>Correspond</li> <li>Criticise</li> <li>Curiosity</li> </ol>	<ol style="list-style-type: none"> <li>Definite</li> <li>Desperate</li> <li>Determined</li> <li>Develop</li> <li>Dictionary</li> <li>Disasterous</li> <li>Embarrass</li> <li>Environment</li> <li>Equipment</li> <li>Equipped</li> <li>Especially</li> <li>Exaggerate</li> <li>Excellent</li> <li>Existence</li> <li>Explanation</li> </ol>

Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
<b>Week 1 Spelling Test on Date:</b>	<b>Week 2 Spelling Test on Date:</b>	<b>Week 3 Spelling Test on Date:</b>	<b>Week 4 Spelling Test on Date:</b>	<b>Week 5 Spelling Test on Date:</b>	<b>Week 6 Spelling Test on Date:</b>
<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.	<b>Rule:</b> Year 5 & 6 Word List  This is a bank of words that children should know in Year 5 and 6.  They are often provided as a wordbank during writing sessions and children should be confident in them.
<ol style="list-style-type: none"> <li>1. Familiar</li> <li>2. Foreign</li> <li>3. Forty</li> <li>4. Frequently</li> <li>5. Government</li> <li>6. Guarantee</li> <li>7. Harass</li> <li>8. Hindrance</li> </ol>	<ol style="list-style-type: none"> <li>1. Identity</li> <li>2. Immediately</li> <li>3. Individual</li> <li>4. Interfere</li> <li>5. Interrupt</li> <li>6. Language</li> <li>7. Leisure</li> <li>8. Lightning</li> </ol>	<ol style="list-style-type: none"> <li>1. Marvellous</li> <li>2. Mischievous</li> <li>3. Muscle</li> <li>4. Necessary</li> <li>5. Neighbour</li> <li>6. Nuisance</li> <li>7. Occupy</li> <li>8. Occur</li> <li>9. Opportunity</li> </ol>	<ol style="list-style-type: none"> <li>1. Parliament</li> <li>2. Persuade</li> <li>3. Physical</li> <li>4. Prejudice</li> <li>5. Privilege</li> <li>6. Professional</li> <li>7. Programme</li> <li>8. Pronunciation</li> <li>9. Queue</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise</li> <li>2. Recommend</li> <li>3. Relevant</li> <li>4. Restaurant</li> <li>5. Rhyme</li> <li>6. Rhythm</li> <li>7. Sacrifice</li> <li>8. Secretary</li> <li>9. Shoulder</li> <li>10. Signature</li> <li>11. Sincerely</li> <li>12. Soldier</li> </ol>	<ol style="list-style-type: none"> <li>1. Stomach</li> <li>2. Sufficient</li> <li>3. Suggest</li> <li>4. Symbol</li> <li>5. System</li> <li>6. Temperature</li> <li>7. Thorough</li> <li>8. Twelfth</li> <li>9. Variety</li> <li>10. Vegetable</li> <li>11. Vehicle</li> <li>12. Yacht</li> </ol>

