

Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
<p>Week 1 Spelling Test on Thursday 21st Sept</p> <p>Rule: 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>NOTE: Some high frequency words like 'yes', 'if' and 'us' do not follow this rule.</p>	<p>Week 2 Spelling Test on Thursday 28th Sept</p> <p>Rule: Syllable division</p> <p>Splitting words into <u>syllables</u> can help us spell them. Each <u>syllable</u> contains <u>one vowel sound</u>.</p> <p>There is often more than one way to divide a word. E.g. rep - res - en - ted or re - pre - sent - ed</p>	<p>Week 3 Spelling Test on Thursday 5th Oct</p> <p>Rule: 'ch' or 'tch'</p> <p>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!</p> <p>NOTE: Some high frequency words like 'which' and 'much' do not follow this rule.</p>	<p>Week 4 Spelling Test on Thursday 12th October</p> <p>Rule: Plural: 's' and 'es' (also includes 3rd person singular of verbs)</p> <p>To make most words <u>plural</u> we just add 's'.</p> <p>Some words are too hard to say like this: foxs, pushes, buss</p> <p>When we say these words, you can hear an 'is' sound at the end. It is spelt 'es'.</p>	<p>Week 5 Spelling Test on Thursday 19th Oct</p> <p>Rule: Split Digraph</p> <p>Make sure you know the sounds the vowels make - a, e, l, o, u.</p> <p>The 'e' can jump over one consonant to make one vowel say its name - <i>not-note tap-tape cub-cube</i></p> <p>How do we say words like <i>give</i> and <i>have</i>?</p>	<p>Week 6 Spelling Test on Thursday 2nd Nov</p> <p>Rule: '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> - <i>the vowel is already safe!</i> <i>pushy / tricky / grumpy</i></p>
<ol style="list-style-type: none"> Stress Staff Shall Frizz Pick Track Shelf Wail Blitz Blank <p>EXCEPTIONS bus, us, is, as, this, gas, plus, yes, nil, pal, if, of</p> <p>Year 5 & 6 Spelling List accommodate accompany according achieve</p>	<ol style="list-style-type: none"> Fright Slipped Thought Replace Gripping Market Determine Desperate Respectable Establishment <p>Year 5 & 6 Spelling List aggressive amateur ancient apparent</p>	<ol style="list-style-type: none"> Watch Stitch Sketch Batch Twitch Speech Teach Inch Hunch Quench <p>EXCEPTIONS which, such, much, rich</p> <p>Year 5 & 6 Spelling List appreciate attached available average</p>	<ol style="list-style-type: none"> Books Clouds Cupboards Lakes Bottles Classes Glasses Churches Sketches Wishes <p>EXCEPTIONS You add 'es' to some words ending in 'o'. E.g. tomatoes, volcanoes For others you just add 's'. E.g. kilos, photos, radios</p> <p>Words that end in one 'f' often change to 'ves'. E.g. leaf > leaves, wife > wives, loaf > loaves (Exceptions include: roofs, chiefs)</p> <p>Year 5 & 6 Spelling List awkward bargain bruise category</p>	<ol style="list-style-type: none"> At / ate Can / cane Mad / made Cap / cape Hid / hide Fin / fine Rip / ripe Hop / hope Not / note Them / theme <p>EXCEPTIONS 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)</p> <p>Year 5 & 6 Spelling List cemetery committee communicate community competition</p>	<ol style="list-style-type: none"> Stroppy Fussy Muddy Funny Smoky Dreamy Sticky Greedy Weary Oily <p>EXCEPTIONS 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> <p>Year 5 & 6 Spelling List conscience conscious controversy convenience correspond</p>

Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
<p>Week 7 Spelling Test on Thursday 9th Nov</p> <p>Rule: 'oy' and 'oi'</p> <p>You usually use 'oy' at the end of a <u>root word</u> i.e. toy</p> <p>You usually use 'oi' at the <u>beginning</u> or in the <u>middle</u> of a <u>root word</u>. i.e. coin</p> <p>HOWEVER use 'oy' before a <u>vowel</u>... otherwise it will look strange! i.e. royal</p>	<p>Week 1 Spelling Test on Thursday 16th Nov</p> <p>Rule: 'ed' suffix rule</p> <p>When you add 'ed', the 'e' can jump over <u>one consonant</u> to make <u>one vowel</u> say its name! i.e. sob-sobbed Double the consonant to protect lonely vowels! REMEMBER: VC - double me! i.e. sob-sobbed Some words are REGULAR - just add 'ed'. The 'e' can't jump over two consonants! i.e. stamp-stamped</p>	<p>Week 2 Spelling Test on Thursday 23rd Nov</p> <p>Rule: 'er', 'est' suffix</p> <p>When you add 'er' or 'est', 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! REMEMBER: VC - double me! hot-hotter Double the consonant to protect lonely vowels! REMEMBER: VC - double me! i.e. cold-colder</p>	<p>Week 3 Spelling Test on Thursday 30th Nov</p> <p>Rule: 'j' ending</p> <p>How is the 'j' sound spelt at the end of these words? fridge large verge When you add 'ge', 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. fridge-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>Week 4 Spelling Test on Thursday 7th Dec</p> <p>Rule: 'le' ending</p> <p>When you add 'le', the 'l' is a loser - it won't help protect lonely <u>vowels</u> from the 'e'! If the vowel is alone, it still needs two other <u>consonants</u> to protect it! <i>buble > bubble</i> <i>sadle > 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></p>	<p>Week 5 Spelling Test on Thursday 14th Dec</p> <p>Rule: Contractions</p> <p>When we write the contraction, an apostrophe goes in the place of the missing letters. i.e. he will > he'll</p> <p>WATCH OUT: some words change completely! will not > won't shall not > shan't</p>	<p>Week 6 Spelling Test on Thursday 4th Jan</p> <p>Rule: Suffixes after a 'y'</p> <p>Choice for adding suffixes to words ending in 'y': CHANGE IT or KEEP IT! <i>dry > dries play > played</i> Usually CHANGE IT: the 'y' changes to an 'i'</p> <p>If there is a <u>vowel</u> before the 'y', KEEP IT</p> <p>If you add the 'ing' suffix always KEEP the 'y'. <i>try > tried stray > strays silly > silliness</i></p>
<ol style="list-style-type: none"> Annoy Employ Joint Noise spoil Avoid Choice Ointment Royalty Voyage <p>EXCEPTIONS</p> <p>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>Year 5 & 6 Spelling List criticise (critic + ise) curiosity definite desperate</p>	<p>Two vowels look after each other! i.e. float-floated</p> <p><u>Root words</u> ending in 'e' are CHEAT-E! - Just add 'd'! i.e. hope-hoped</p> <ol style="list-style-type: none"> Clapped Webbed Stopped Added Dreamed Smiled Loved Joked Freed Cubed <p>EXCEPTIONS Some consonants never double: w, x, y. E.g. slow<u>e</u>d, box<u>e</u>d, play<u>e</u>d</p> <p>Year 5 & 6 Spelling List determined develop dictionary disastrous</p>	<p>Two vowels look after each other! i.e. green-greener</p> <p><u>Root words</u> ending in 'e' are CHEAT-E! Add 'r'/ 'st'! i.e. blue-bluer</p> <ol style="list-style-type: none"> Biggest Redder Wettest Brighter Lightest Cheapest Braver Strangest Finer Whiter <p>EXCEPTIONS Some consonants never double: w, x, y. E.g. new<u>e</u>r</p> <p>Year 5 & 6 Spelling List embarrass environment equip (-ped, -ment) especially</p>	<ol style="list-style-type: none"> Charge Revenge Indulge Cartridge Footbridge Begrudge Knowledge Advantage Percentage Encourage <p>EXCEPTIONS In 'range' & 'change' the vowel says its name, not its sound.</p> <p>'College' is spelt with 'ege' instead of 'age' at the end.</p> <p>'Carriage' and 'marriage' have an 'i' before the 'age'</p> <p>Year 5 & 6 Spelling List exaggerate excellent existence explanation</p>	<ol style="list-style-type: none"> Couple Angle Trickle Struggle Gobble Wriggle Cradle Noble Fable Sidle <p>EXCEPTIONS Some words have silent letters. E.g. 'isle', 'muscle', castle, whistle. 'triple' and 'treble' do not have a double consonant.</p> <p>Some words end in 'el' or 'al'. E.g. towel, travel, metal, animal, total. A few words end in 'il'. E.g. pencil, fossil.</p> <p>Year 5 & 6 Spelling List familiar foreign forty frequently</p>	<ol style="list-style-type: none"> Did not Does not Should not They are We are You have Could have We would Who will They will <p>EXCEPTIONS '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> <p>Year 5 & 6 Spelling List government guarantee harass</p>	<p>VERBS</p> <ol style="list-style-type: none"> Marry Supply Reply Destroy Employ <p>ADJECTIVES</p> <ol style="list-style-type: none"> Moody Pretty <p>NOUNS</p> <ol style="list-style-type: none"> Family Library Holiday <p>EXCEPTIONS 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. (NOTE: some words may fit more than one word class.)</p> <p>Year 5 & 6 Spelling List hindrance identity immediate(ly)</p>

