



Phonics and Spelling Programme



Adopted: September 2025

Next Review: June 2026

AIM

Our aim is to produce capable and independent spellers through an engaging and challenging whole school approach.

We will:

- Using the Little Wandle and Jane Considine spelling programme, we will provide quality teaching of spelling patterns, rules and strategies to enable children to spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words.
- Capitalise on spelling opportunities in reading and writing to ensure a meaningful approach and secure understanding of word definitions.
- Give opportunities for children to use a range of appropriate strategies to edit, proofread and correct spellings in their own work, on paper and on screen.
- Be fully inclusive of the individual, providing tailored support to ensure progress.
- Continue to build on phonological awareness and the Little Wandle objectives followed in the Early Years Foundation Stage and Key Stage 1.

PROGRESSION

Early Years Foundation Stage:

- Phase 2-4 of the Little Wandle programme taught in daily phonics sessions.
- High Frequency/Tricky words learnt.
- Spellings focused on through daily reading and writing opportunities.

Years 1 and 2:

- Consolidate spellings taught in previous years.
- Continue through the Little Wandle programme to Phase 5 during daily phonics sessions.
- Use National Curriculum Spelling work for Year 1 and 2 (Year 2 through Jane Considine programme).
- High Frequency/Common exception words.
- Learn a range of subject specific vocabulary and their definitions.
- Phonics intervention for those children who are not on track to pass the Phonics Screening Check in Year 1 will be supported through intervention. Year 2 children who have not passed the Phonics Screening Check at the end of Year 1 will be supported through the use of Little Wandle catch-up intervention.

Years 3 and 4:

- Consolidate spellings taught in previous years, using the Jane Considine programme where necessary to teach the appropriate phase of phonics. Where appropriate, Little Wandle catch-up intervention will be used to support children below the expected standard.
- Phonics intervention for those children who have not passed the Phonics Screening Test by the end of Year 2 will be taught through the use of the Little Wandle catch-up intervention.
- Use New Curriculum Spelling work for Year 3 and 4 (through Jane Considine programme).
- High or Medium Frequency/Tricky words learnt.
- Learn a greater range of prefixes and suffixes.
- Learn a greater range of homophones and near homophones.
- Learn possessive apostrophe with plural words.
- Learn words from the Years 3 and 4 wordlist.
- Learn a range of subject specific vocabulary and their definitions.

Years 5 and 6:

- Consolidate spellings taught in previous years.
- Use National Curriculum Spelling work for Year 5 and 6 (through Jane Considine programme).
- Learn a greater range of subject specific vocabulary and their definitions.
- Develop technical and exciting vocabulary to be used in the appropriate contexts.

- Learn spellings from the Years 5 and 6 word list.

INCLUSION

Where individuals are early EAL, SEN or unable to access the expected age related level for spelling, provision will be made by the class teacher to enable pupils to access the appropriate phase of Little Wandle.

EXPECTATIONS

The whole school spelling scheme will be followed by all year groups and teachers are responsible for ensuring full coverage and progression. The Jane Considine approach to revise over the previous year's skills to ensure spelling rules and patterns become embedded.

Little Wandle phonics sessions will be taught daily by the class teacher from Monday to Thursday. The focus for Friday's lesson will be revision of the week's learning.

The Jane Considine approach to spelling explores a year's worth of spelling material, which include investigations and quick spelling experiences. Teachers can approach lessons in a variety creative ways which they feel best support their pupils. All spelling activities are to be carried out in school but could be followed up by the class teacher to support home learning. This is optional and is left to the teacher's discretion. Teachers will monitor the impact of spelling in written work (across the curriculum) and provide next steps when this is necessary or appropriate. Teachers will share whole class focus five spellings on working walls and these will be referred to during lessons and ticked off when the teacher feels these have been mastered accurately by the majority of children. Some teachers may wish to use the focus five grid with individual children but this is not an expectation.

Children will not be strictly tested on spellings but some teachers may choose to assess spelling when they feel this is appropriate for their class or individual learners. If spelling within writing does not show sign of improvement for some pupils, teachers should review this and adapt learning to the correct phase or level.

WEEKLY EXPECTATIONS

It is expected that all parents (EYFS to Year 6) read daily with their child. This can be approached in a number of ways e.g. their child reading to them, adult reading to child, use of audiobooks to promote reading for pleasure, echo and choral reading to develop fluency or sharing a bed time story and discussing what has happened.

Phonics sessions in EYFS and Year 1 will occur daily and this will include a revision session on a Friday. Children who are below reading expectations for their year group will receive Little Wandle catch-up intervention.

For Years 2-6, there are no weekly spelling expectations of parents, unless this links to a homework task that has been set by the teacher on an online learning platform e.g. Education City task or SPaG.com.

It is expected that teaching staff will make parents aware of these homework expectations through Microsoft Teams, notes in planners Seesaw or at parent consultations. This will vary for each

TERMLY EXPECTATIONS

Official spelling tests will be carried out as part of the assessment cycle. All pupil planners contain the first 200 high frequency words that should be learnt by the end of Key Stage 1. Progress towards reading these will be evidenced in reading folders.

THE BIG PICTURE

Schools that demand excellence in spelling prioritise it and insist on high expectations for pupil performance. Spelling curriculums that work are grafted into the culture and climate of a school so much that it 'zings' during teaching and learning exchanges about how to spell words. We know that interesting and exciting lessons will provoke pupil curiosity and deepen pupil learning. Learning spellings by rote is rarely effective and often results in great spelling test results but poor application in writing. The best spelling sessions are investigative. If children have explored the patterns, 'tricky bits' and history of words, they are far more likely to make informed decisions about how to spell a word when writing it independently.

MARKING

Children are *encouraged* to spot their own spelling errors in their written work and make the appropriate corrections. When marking written work the teacher will point out a selection of errors that is appropriate to the age and ability of the child. This will be done using orange highlighter. Some children will have this highlighted in the margin and they will be encouraged to spot the spelling error for themselves, whereas other children might have the word highlighted for them depending on the level of support required for them.

Children should be given the opportunity as part of Marking Response Time to correct their spellings independently or with a Learning Partner using dictionaries or word banks. As good practice, teachers should use a child's common spelling errors from their independent writing to inform the words that are given as the weekly High Frequency or Common Exception Words not following the taught spelling pattern. In upper year groups the children can find these words themselves.

HOME LEARNING

Homework will be set online for children to complete. The nature of this homework is stipulated by the teacher but if this is a written task, **the quality of handwriting, grammar and punctuation should be the same for this work as is expected in the classroom.** The Learning Portal and Active Learn Bug Club are valuable resources for home learning with links to useful websites, online games and books which can assist parents and children at home.

RESOURCES

- Little Wandle Phonics
- Jane Considine Education
- Teach Your Monster To Read
- PhonicsPlay
- Phonics Bloom
- Phonics Bug on Active Learn website.

ONLINE RESOURCES

<http://www.tesspaq.com/>

<http://www.phonicsplay.co.uk>
<http://www.spag.com>
<http://www.mrmcgrammar.com>
<http://www.mrthorne.com>
<http://freerice.com>
<http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>
<http://www.twinkl.co.uk/>

LITTLE WANDLE PHONICS PROGRESSION

Phonics Progression - Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words	Review all taught so far

Phonics Progression – Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

JANE CONSIDINE SPELLING PROGRESSION

Spelling Sequence – Year 2

W/C	<p>Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute vocab focus (GGG) Week 2: 5 x 10 minutes' lessons Baseline to be completed at the start then in line with assessment schedule CEW tested on the half term</p>				
Week 1	Investigation 1			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Good Endings/Suffixes Hypothesis: All words that end with 'le' have a double consonant before e.g. bottle. Including Baseline Assessment</p>			<p>Lens: Rely on Phonics Learning: a 15 Words – always, apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can't, capital, careful, cell, child, child's right.</p>	
Week 2	Quick! Lens: Good endings/suffixes - <u>il</u> '	Stick! Lens: Good endings/suffixes - <u>y</u> as in very	Flick! Lens: Interrogate and Check Spot the error	Tick! Lens: Memorise Rules/Exceptions Contractions	Click! Lens: Pronunciation a (cat, pain)
Week 3	Investigation 2			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Good Endings/Suffixes Hypothesis: There are more words that end in '<u>il</u>', e.g. pencil than '<u>al</u>' e.g. animal.</p>			<p>Lens: Rely on Phonics Learning: <u>ch</u> as in children 15 words – children, Christmas, copied, copier, copying, could, couldn't, cry, didn't, don't, donkey, door, dry, edge, enjoyment.</p>	
Week 4	Quick! Lens: Recognising Punctuation Apostrophes for contractions	Stick! Lens: Good Endings/ Suffixes Words never end in ' <u>v</u> ' always add ' <u>e</u> '.	Flick! Lens: Rely on Phonics ay, a-e, <u>ai</u> , <u>ea</u> , <u>ey</u> , a, <u>aigh</u> , <u>ei</u> gh	Tick! Lens: Order of letters Past and present tense	Click! Lens: Verification Good spells vs bad spells
	Investigation 3			Go Grapheme Grafters – Spelling Practice	
<p>Lens: Recognising Punctuation Hypothesis: The most common second word in a contracted for is 'have'.</p>			<p>Lens: Rely on Phonics Learning: <u>eye</u> in different words 15 words – eye, fiction, find, flies, floor, fly, fossil, fudge, fully, girl's ball, half, hasn't, hiked, hiker, hiking.</p>		
Week 6	Quick! Lens: Good Endings/Suffixes Can you add the right suffix to these verbs to form nouns?	Stick! Lens: Recognising punctuation Proper nouns are a specific name and are always capitalised.	Flick! Lens: Inspecting a Dictionary Alphabetical order	Tick! Lens: Navigating a Thesaurus Synonym spectacular	Click! Lens: Guesses
	Investigation 4			Go Grapheme Grafters – Spelling Practice	
<p>Lens: Recognising Punctuation Hypothesis: If there is one person that owns something the apostrophes always goes before the '<u>s</u>' but not for plural belongings.</p>			<p>Lens: Rely on Phonics Learning: <u>ce</u> as in ice 15 Words – ice, key, kind, knee, knock, know, man's cup, Megan's shoe, metal, mind, money, Mostafa's bag, mother, motion, national.</p>		
Week 8	Quick! Lens: Recognising Punctuation It's and its	Stick! Lens: Organising Sounds <u>Ea</u> , <u>ee</u> , e-e, e, y, <u>ie</u> , <u>ey</u>	Flick! Lens: Check Etymology Meaning of 'prefix'	Tick! Lens: Analogies Changing 1 letter to make new words	Click! Lens: Noticing Families and Roots Building new words with suffix and prefix
	Investigation 5			Go Grapheme Grafters – Spelling Practice	
<p>Lens: Organising Sounds Hypothesis: The /d3/ sound is spelt '<u>dge</u>' at the end of the word, after a short vowel sound, and '<u>j</u>' at the beginning.</p>			<p>Lens: Rely on Phonics Learning: <u>si</u> as in television 15 words – television, their, there, they're, travel, treasure, tries, tunnel, want, war, warm, watch, we're, were, where.</p>		
Week 10	Quick! Lens: Recognising Punctuation Apostrophes for contraction	Stick! Lens: Organising Sounds ai, -l, <u>l</u> -e, <u>igh</u> , y, <u>ie</u>	Flick! Lens: Understanding Patterns Rebuild words from their synonyms	Tick! Lens: I/Me Personal Spellings My focus 5	Click! Lens: Recognising Parts Compound words
	Investigation 6			Go Grapheme Grafters – Spelling Practice	
<p>Lens: Organising Sounds Hypothesis: 'k', 'g' and 'w' are the only letters that are used at the beginning of words that are not pronounced.</p>			<p>Lens: Rely on Phonics Learning: o as in nostril 15 words – nostril, patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table.</p>		
Week 12	Quick! Lens: Organising Sounds 'a' as in what	Stick! Lens: Understanding plurals Adding an ' <u>s</u> ' is the most common rule.	Flick! Lens: Illustrative Themed words - words linked to the bedroom.	Tick! Lens: Noticing Families and Roots Homophones and near homophones	Click! Lens: Go! Speed! Write! Dictated sentences, edit for errors
	Investigation			Go Grapheme Grafters – Spelling Practice	
<p>Lens: Understanding Plurals Hypothesis: All words that end in '<u>y</u>' when pluralised end in '<u>-ies</u>'.</p>			<p>Lens: Rely on Phonics Learning: o as in who 15 words – who, whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal.</p>		

Week 14	Quick! Lens: Organising Sounds S or c making the /s/ sound	Stick! Lens: Understanding plurals -s as the most common way to pluralise	Flick! Lens: Interrogate and check Spotting errors	Tick! Lens: Memorise rules/exceptions Possessive apostrophes	Click! Lens: Pronunciation Rhymes
Week 15	Investigation Lens: Understanding Plurals Hypothesis: When changing singular nouns or verbs into plurals, the pluralised word always ends in <u>-ss</u> or <u>-es</u> .		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations 15 words – ankle, any, audition, babies, badly, bare, bear, both, boy, boy's games, buoy, candies, capital, carries, castle		
Week 16	Quick! Lens: Understanding plurals If words end in <u>ch</u> , <u>zz</u> , <u>sh</u> , s or x, an <u>-es</u> is required to pluralise	Stick! Lens: Prefixes Prefix un-	Flick! Lens: Noticing Families and Roots Recognising the meaning of some prefixes and suffixes	Tick! Lens: Order of letters Words within words	Click! Lens: Verification Missing letters
Week 17	Investigation Lens: Prefixes Hypothesis: All of the words that begin with dis- use a prefix that means 'making the opposite of'		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations 15 words – cat's food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog's bowl, every, everybody, excited, fancy		
Week 18	Quick! Lens: Understanding plurals If words end in <u>ch</u> , <u>zz</u> , <u>sh</u> , s or x, an <u>-es</u> is required to pluralise	Stick! Lens: Prefixes Creating antonyms	Flick! Lens: Inspecting a dictionary Definitions	Tick! Lens: Navigating a thesaurus Negatives into positives	Click! Lens: Guesses Prefix un-
Week 19	Investigation Lens: Prefixes Hypothesis: The meaning of re- means 'again' and this can be useful in explaining that all words that use the prefix re- attached to a whole word		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: ee as in feel 15 words – feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how's, huge, I'm, improve		
Week 20	Quick! Lens: Good endings/suffixes Regular present and past tense verbs	Stick! Lens: Irregular/exception words Unusual spellings	Flick! Lens: Analogies Letter string 'ice', 'ock', 'it', 'ip', 'an', 'at'	Tick! Lens: Check etymology Bi- prefix	Click! Lens: Quiz yourself Developing strategies
Week 21	Investigation Lens: Irregular/exceptions words		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics		
	Hypothesis: Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words		Learning: el as in towel 15 words – jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old		
Week 22	Quick! Lens: Prefixes Dis- meaning reversing and un- means not	Stick! Lens: Irregular/exception words Tricky words	Flick! Lens: Understanding patterns Combinations of prefixes and suffixes	Tick! Lens: I/Me personal spellings My focus five	Click! Lens: Recognising parts Prefix, suffix or both
Week 23	Investigation Lens: Irregular/exceptions words Hypothesis: When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: o as in only 15 words – only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirrel		
Week 24	Quick! Lens: Irregular/exception words Unusual high frequency spellings	Stick! Lens: New meaning/homophone Compound words	Flick! Lens: Illustrative Classroom words	Tick! Lens: Noticing families and roots Definitions	Click! Lens: Go! Speed! Write! Numbers, colours, bedroom words
Week 25	Investigation Lens: New meaning/homophone Hypothesis: Homophones are words that have different spellings and sometimes the same meaning		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: a as in talk 15 words – Talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we'll, worm, woman's book, worth		
Week 26	Quick! Lens: Irregular/exception words Unusual, high frequency spellings	Stick! Lens: New meaning/homophone Closed compound words	Flick! Lens: Interrogate and check Spot the mistake	Tick! Lens: Order of letters Words from the letters in 'information'	Click! Lens: Verification Correcting errors
Week 27	Investigation Lens: New meaning/homophone Hypothesis: Words that are near homophones cause spelling confusions		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: wr as in wrap 15 words – wrap, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, busy, caption, cartwheel		
Week 28	Quick! Lens: Recognising punctuation	Stick! Lens: Group/year specific Alternative spellings	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Navigating a thesaurus Synonyms	Click! Lens: Guesses Timed from definitions

	Capital letters for proper nouns				
Week 29	Investigation		Go Grapheme Grafters – Spelling Practice		
	Lens: Group/year specific Hypothesis: A root word can only have the suffix –ness added or –less, not both		Lens: Rely on Phonics Learning: y as in celery 15 words – celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle		
Week 30	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: New meaning/homophone Closed compound words	Lens: Group/year specific Diagraphs	Lens: Analogies Word storm	Lens: Quiz yourself Independent study	Lens: Understanding patterns Jumbled words
Week 31	Investigation		Go Grapheme Grafters – Spelling Practice		
	Lens: Group/year specific Hypothesis: Root words that end in ‘y’ with a consonant before it, need to drop the ‘y’ and add ‘i’ before the suffix –ly and –ness are added		Lens: Rely on Phonics Learning: e-e as in scheme 15 words – even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily		
Week 32	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: New meaning/homophone Homophones	Lens: Syllables One syllable words with a long vowel /ei/ sound	Lens: I/me personal spelling Focus five	Lens: Recognising parts Compound words	Lens: Order of letters Adding a -y
Week 33	Investigation		Go Grapheme Grafters – Spelling Practice		
	Lens: Syllables Hypothesis: If you can find smaller words in larger, multi-syllabic words, they are easier to spell		Lens: Rely on Phonics Learning: a as in happiness 15 words – happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies		
Week 34	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Group/year specific ‘ei’ endings are less common than ‘le’	Lens: Rely on phonics /f/ is not usually a ‘ph’ in short, everyday words	Lens: Noticing families and roots Homophone pairs	Lens: Go! Speed! Write! Numbers, mini-beasts, classroom themed words	Lens: Interrogate and check Finding errors
Week 35	Investigation		Go Grapheme Grafters – Spelling Practice		
	Lens: Syllables Hypothesis: When adding the suffix –ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the –ing		Lens: Rely on Phonics Learning: o as in other 15 words – other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal		
Week 36	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Group/year specific Same sound but different grapheme	Lens: Syllables Unstressed syllables	Lens: Inspecting a dictionary Alphabetical order	Lens: Order of letters Suffix groups	Lens: Navigating a thesaurus Synonym families

Spelling Sequence - Year 3

W/C	<p>Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute vocab focus (GGG) Week 2: 5 x 10 minutes' lessons Baseline to be completed at the start then in line with assessment schedule CEW tested on the half term</p>				
Week 1	Investigation 1 Lens: Good endings/Suffixes Hypothesis: When adding a suffix <u>-ly</u> to a word there are no changes needed to the word Including Baseline Assessment			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Associations with the word ‘accidentally’ 15 Words – accidentally, action, address, adoration, adventure, angrily, antique, anxious, arrive, beginner, beginning, believe, berry, bicycle, brake	
	Quick! Lens: Good endings/suffixes Words with endings like <u>cl<u>os</u>ure</u> or <u>featur<u>e</u></u>	Stick! Lens: Good endings/suffixes <u>-i</u> l as an ending	Flick! Lens: Interrogate and check Common spelling mistakes	Tick! Lens: Memorise rules/exceptions Contractions	Click! Lens: Pronunciation <ow> sound as in below or meow
Week 2	Investigation 2 Lens: Good endings/suffixes Hypothesis: Words can have either <u>-tion</u> or <u>-sion</u> added to them, it does not matter which			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations in the word ‘break’ 15 words – break, brochure, build, bury, calendar, century, chalet, character, chef, chemist, chorus, circle, closure, collision, commission.	
	Quick! Lens: Good endings/suffixes <u>-sion</u>	Stick! Lens: Recognising punctuation Apostrophes for omission	Flick! Lens: Rely on phonics Long vowel sound in mind, fine, pie, try	Tick! Lens: Order of letters Soft and hard c	Click! Lens: Verification Spotting incorrect spellings
Week 3	Investigation 3 Lens: Recognising punctuation Hypothesis: An apostrophe in a contracted form always represents one omitted letter			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning- sound associations in the word ‘complete’ 15 words – Complete, completion, confusion, continue, decision, describe, different, disappear, disappoint, discipline, division, double, early, earth, echo	
	Quick! Lens: Recognising punctuation Apostrophes for omission	Stick! Lens: Prefixes Dis- means reversing and un- means not	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Navigating a thesaurus Synonyms	Click! Lens: Guesses

Week 4	Investigation 4 Lens: Recognising punctuation Hypothesis: The most common contracted form is one omitted letter with one apostrophe used in its place			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘Egypt’ 15 Words – Egypt, eight, exercise, expression, fair, famous, fare, fascinate, forgetting, forgotten, gently, grate, great, gym, happily	
Week 5	Quick! Lens: recognising punctuation Show that something belongs to someone by putting an apostrophe before the <u>-s</u> (singular)	Stick! Lens: Irregular/exception words Unusual spellings and high frequency words	Flick! Lens: Check Etymology Words that relate to moving people, objects or information	Tick! Lens: Analogies Word storm	Click! Lens: Noticing families and roots Prefixes and suffixes
	Week 6	Investigation 5 Lens: Organising sounds Hypothesis: The least common graphemes to represent the /ei/ sounds are ‘ <u>ei</u> ’, ‘ <u>ei</u> gh’ or ‘ <u>ey</u> ’.			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘hesitation’ 15 words – hesitation, hideous, humbly, humorous, illegal, immature, incorrect, information, injection, interact, invasion, invention, irregular, league, machine
Quick! Lens: Organising sounds The letter string ‘ <u>ch</u> ’		Stick! Lens: Irregular/exception words High frequency unusual spellings	Flick! Lens: Understanding patterns Jumbled words	Tick! Lens: I/Me personal spellings Focus five	Click! Lens: Recognising parts -ion or - <u>ian</u>
Week 7	Investigation 6 Lens: Organising sounds Hypothesis: All words that include the phoneme ‘ <u>ch</u> ’ sound like ‘ <u>ch</u> ’ in charmed			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘measure’ 15 words – measure, misbehave, myth, nature, neighbour, nobly, picture, prefer, scene, scheme, science, sensation, serious, simply, subheading	
	Quick! Lens: Organising sounds Words with a ‘ <u>ch</u> ’ as in chef are mostly of French origin	Stick! Lens: New meaning/Homophone Compound words	Flick! Lens: Illustrative Toy shop words	Tick! Lens: Noticing families and roots Homophones	Click! Lens: Go! Speed! Write! Dictation
Week 8	Investigation Lens: Understanding plurals			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics	

	Hypothesis: When making a plural just add –s. However, you need to add –es after words ending in ‘y’, ‘s’, ‘ch’, ‘sh’, ‘zz’ and when ‘y’ is replaced with ‘i’			Learning: Sound associations with the word ‘television’ 15 words – television, they, tongue, touch, treasure, trouble, various, vein, weigh, young, about, abruptly, accidentally, account, ache	
Week 14	Quick! Lens: Understanding plurals Words that end in ‘y’ drop the ‘y’ and replace with ‘i’ before adding ‘e’ to make plural	Stick! Lens: Understanding plurals Words with ‘s’, ‘x’, ‘z’, ‘ch’ or ‘sh’ require –es.	Flick! Lens: Interrogate and check Correcting errors	Tick! Lens: Memorise rules/exceptions Possessive apostrophes	Click! Lens: Pronunciation Rhymes
Week 15	Investigation Lens: Understanding plurals Hypothesis: Not all words that end in ‘f’ or ‘fe’ have a letter/letters dropped and replaced with ‘v’ before adding in –es for the plural form			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘admiration’ 15 words – admiration, admission, aggression, aloud, antiseptic, ascend, basically, boutique, casually, chandelier, chaperone, chic, civilization, cliché, cohesion	
Week 16	Quick! Lens: Understanding plurals Words that end in consonant and ‘y’ drop and replace with –ies to pluralise	Stick! Lens: Good endings/suffixes -tion and -sion are used to form nouns from verbs	Flick! Lens: Noticing families and roots Prefixes and suffixes	Tick! Lens: Order of letters Words from the letters of ‘illustration’	Click! Lens: Verification Missing letters
Week 17	Investigation Lens: Prefixes Hypothesis: un- and dis- can be used with root words to create antonyms			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘commission’ 15 words – commission, compassion, comprehension, confession, country, creature, curious, cycle, descend, disagree, discussion, dramatically, enclosure, enormous, ensure	
Week 18	Quick! Lens: Prefixes Sub- is a prefix that can be added to words. ‘Sub’ means under, beneath or below	Stick! Lens: Recognising punctuation ‘Its’ and ‘It’s’	Flick! Lens: Inspecting a dictionary Correcting spellings	Tick! Lens: Navigating a thesaurus Turning negatives into positives	Click! Lens: Guesses Prefixes
Week 19	Investigation Lens: Prefixes Hypothesis: The meaning of re- means ‘again’ and this can be useful in explaining all words that use the prefix re- attached to a whole word.			Go Grapheme Grafters – Spelling Practice Lens: Rely on phonics Learning: Sound associations with the word ‘expansion’ 15 words – expansion, experiment, extreme, famous, favourite, February, frantically, freight, fruit, furious, furniture, gardener, gardening, groan, group	

Week 20	Quick! Lens: Prefixes In- means not and into. Before a root words starting with ‘l’ in- becomes il-. Before a root word starting with ‘m’ or ‘p’ in- becomes im-.	Stick! Lens: Good endings/suffixes Present tense verbs into past tense	Flick! Lens: Analogies Letter strings – ‘ick’, ‘ale’, ‘ap’, ‘aw’, ‘ay’, ‘eat’	Tick! Lens: Check Etymology Words beginning with ‘self’	Click! Lens: Quiz yourself Common mistakes
Week 21	Investigation Lens: Irregular/exception words Hypothesis: An irregular verb is a word that changes from present to past			Go Grapheme Grafters – Spelling Practice Lens: Rely on phonics Learning: Sound associations with the word ‘grown’ 15 words – grown, guide, heal, hear, heard, heart, heel, here, history, illusion, imagine, immortal, important, incorrect, interest	
Week 22	Quick! Lens: Irregular/exception words /s/ sound spelt as ‘c’ before ‘e’ and ‘l’ and ‘y’.	Stick! Lens: Understanding plurals If words end in ‘ch’, ‘zz’, ‘sh’, ‘s’ or ‘x’, an –es is required to pluralise	Flick! Lens: Understanding patterns Combinations of prefixes and suffixes	Tick! Lens: I/Me personal spelling Focus five	Click! Lens: Recognising parts Prefix, suffix or both?
Week 23	Investigation Lens: Irregular/exception words Hypothesis: An irregular verb is a word that changes from present to past			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘irrelevant’ 15 words – irrelevant, jealous, learn, leisure, length, library, limited, limiting, mechanic, mislead, musician, obey, obvious, passion, piece	
Week 24	Quick! Lens: Irregular/exception words Unstressed vowels	Stick! Lens: Recognising punctuation Apostrophes for contractions	Flick! Lens: Illustrative Garden words	Tick! Lens: Noticing families and roots Matching definitions	Click! Lens: Go! Speed! Write! Numbers, colours, garden words
Week 25	Investigation Lens: New meaning/homophone Hypothesis: All compound words include silent letters			Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘plague’ 15 words – Plague, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we’ll, worm, woman’s boots, worth	
Week 26	Quick! Lens: New meaning/homophone	Stick! Lens: Recognising punctuation	Flick! Lens: Interrogate and check Correcting errors	Tick! Lens: Order of letters	Click! Lens: verification Correcting spellings

	Compound words	Capital letters for proper nouns		Words from the letters of 'unauthorised'	
Week 27	Investigation Lens: New meaning/homophone Hypothesis: If you test your class mates on the following 20 words, they will get the same words wrong		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'unique' 15 words – unique, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, busy, caption, cartwheel		
Week 28	Quick! Lens: New meaning/homophone Homophones	Stick! Lens: Organising sounds 'a' is the most common sound after 'w' and 'gu'	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Navigating a thesaurus Synonyms	Click! Lens: Guesses Definitions
Week 29	Investigation Lens: Group/year specific Hypothesis: From the following selection: 'ear', 'ight', 'on', 'au', 'ice'... 'an' is the most common letter string used in the largest majority of English words		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'comprehension' 15 words – Comprehension, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle		
Week 30	Quick! Lens: Group/year specific /i/ sound spelt 'y'	Stick! Lens: Organising sounds The same sound can be represented in different ways	Flick! Lens: Analogies Making words	Tick! Lens: Quiz yourself Common mis-spellings	Click! Lens: Understanding patterns Jumbled words
Week 31	Investigation Lens: Group/year specific Hypothesis: The most common word that can be found within most other words is 'on'		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'disobey' 15 words – disobey, example, fall, fast, father, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily		
Week 32	Quick! Lens: Group/year specific The /v/ sound spelt 'ou'	Stick! Lens: New meaning/homophone Homophones	Flick! Lens: I/Me personal spelling Focus five	Tick! Lens: Recognising parts -ion or -ian	Click! Lens: Order of letters 'le' endings
Week 33	Investigation Lens: Syllables Hypothesis: If you can add <u>-ful</u> to a root word, you can add <u>'ly</u>		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'knot' 15 words – knot, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies		
Week 34	Quick!	Stick!	Flick!	Tick!	Click!

	Lens: Good endings/suffixes -ly to form an adverb	Lens: Group/year specific 'el' end for a spelling is less common than 'le'	Lens: Noticing families and roots Homophones	Lens: Go! Speed! Write! Numbers, shapes, toy shop words	Lens: Interrogate and check Spotting errors
Week 35	Investigation Lens: Syllables Hypothesis: All multisyllabic words include words with associated meanings		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with 'moustache' 15 words – moustache, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal		
Week 36	Quick! Lens: Syllables Multi-syllabic words with 'ci' and 'ce' 'c' followed by 'l' or 'e' softens it	Stick! Lens: Group/year specific Same sound but different grapheme representations	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Order of letters -al suffix ending or 'al' not as a suffix	Click! Lens: Navigating a thesaurus Synonyms

Spelling Sequence – Year 4

W/C	<p>Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute vocab focus (GGG) Week 2: 5 x 10 minutes' lessons Baseline to be completed at the start then in line with assessment schedule CEW tested on the half term</p>				
Week 1	Investigation 1			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Good Endings/Suffixes Hypothesis: The most common ending for “shun” words is <u>-tion</u> Including Baseline Assessment</p>			<p>Lens: Rely on Phonics Learning: <u>tu</u> 15 Words – actually, admitting, adolescent, aggravation, ambitious, ambitiously, anchor, answer, anticlockwise, appear, architect, ate, beautician, beige, blankly</p>	
Week 2	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: Good endings/suffixes <u>-tion</u>, <u>-sion</u>, <u>-ssion</u>, <u>-cian</u></p>	<p>Lens: Good endings/suffixes <u>-sure</u>, <u>-ure</u></p>	<p>Lens: Interrogate and Check Spot the error</p>	<p>Lens: Memorise Rules/Exceptions Contractions</p>	<p>Lens: Pronunciation <u>Ou</u> (though, sour)</p>
Week 3	Investigation 2			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Good Endings/Suffixes Hypothesis: It is easier to play charades with words ending in <u>-gue</u> than <u>que</u></p>			<p>Lens: Rely on Phonics Learning <u>ou</u> can make the sound <u>u</u> 15 words – boisterous, bounce, bound, breath, breathe, business, carousel, catalogue, caught, centre, certain, champagne, charade, chemical, chilly</p>	
Week 4	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: Good endings/suffixes <u>/g/ as gue</u> /<u>k/ as que</u></p>	<p>Lens: Syllables C followed by l or e “softens it”</p>	<p>Lens: Rely on Phonics The air sound <u>air</u>, <u>ere</u>, <u>are</u>, <u>ayer</u>, <u>eir</u></p>	<p>Lens: Order of letters <u>ch</u> (<u>ch</u>) <u>ch</u> (<u>sh</u>)</p>	<p>Lens: Verification Good spells vs bad spells</p>
Week 5	Investigation 3			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Recognising Punctuation Hypothesis: only when the person or animal as well as <u>a</u> the belonged item is plural then the apostrophe goes after the s</p>			<p>Lens: Rely on Phonics Learning- ch can make the sound k 15 words – chrome cloud colleague committed comprehension confusion consider cooperation corrosion courteous crazy critique decide decision decoration</p>	
Week 6	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: Recognising Punctuation Plural nouns have an apostrophe after the s for possession</p>	<p>Lens: Good Endings/Suffixes <u>-sion</u></p>	<p>Lens: Inspecting a Dictionary Alphabetical order</p>	<p>Lens: Navigating a Thesaurus Synonym spectacular</p>	<p>Lens: Guesses</p>
Week 7	Investigation 4			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Recognising Punctuation Hypothesis: If a noun is plural then the apostrophe always goes after the s</p>			<p>Lens: Rely on Phonics Learning: i can make the long vowel sound i 15 Words – defiantly dialogue dietician difficult disagreeably distilled division eight eighth electrician enough equalled erosion expansion experience</p>	
Week 8	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: Recognising Punctuation Plural nouns apostrophe after the s</p>	<p>Lens: Recognising Punctuation Apostrophe in contractions</p>	<p>Lens: Check Etymology Meaning of prefix micro-</p>	<p>Lens: Analogies Changing 1 letter to make new words</p>	<p>Lens: Noticing Families and Roots Building new words with suffix and prefix</p>
Week 9	Investigation 5			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Organising Sounds Hypothesis: When you add y to a word ending in e you always drop the e before adding y</p>			<p>Lens: Rely on Phonics 15 words – extension feature forward fracture future gesture hideous hyena hyphen illusion impatient inclusion infusion interact intercity</p>	
Week 10 15 th November	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: organising sounds Same letter strings different pronunciation</p>	<p>Lens: Yr group specific U spelt <u>ou</u></p>	<p>Lens: Understanding Patterns Rebuild words from their synonyms</p>	<p>Lens: I/Me Personal Spellings My focus 5</p>	<p>Lens: Recognising Parts <u>-sion</u> or <u>-tion</u></p>
Week 11	Investigation 6			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Organising Sounds Hypothesis: Letter c is most commonly pronounced as a soft c as in city</p>			<p>Lens: Rely on Phonics Learning ti makes schwa sound 15 words – interruption intrusion leak lecture leek mansion mathematician musician neigh obscene outrageous passion politician pyramid return</p>	
Week 12	Quick!	Stick!	Flick!	Tick!	Click!
	<p>Lens: Understanding possessive apostrophe in plurals</p>	<p>Lens: yr group specific l sound spelled y</p>	<p>Lens: Illustrative Themed words - words linked to a class theme</p>	<p>Lens: Noticing Families and Roots Homophones and near homophones</p>	<p>Lens: Go! Speed! Write! Dictated sentences, edit for errors</p>
Week 13	Investigation			Go Grapheme Grafters – Spelling Practice	
	<p>Lens: Understanding Plurals Hypothesis: All words that end in f or <u>fe</u> when pluralised drop these letters and add <u>-ves</u></p>			<p>Lens: Rely on Phonics Learning: ai in the middle of words 15 words – sail sale satiation solution spontaneous submarine submerge superman travelling version abbreviation abduction abolition abscess action</p>	

Week 14	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Understanding plurals Collective nouns Recap plurals adding s or <u>es</u> , y – <u>ies</u> , and irregular plurals Apostrophe goes before the s for possession	Lens: New meaning/homophones Homophones	Lens: Interrogate and Check Spot the spells	Lens: Memorise Rules/Exceptions Match owner to object applying possessive apostrophe	Lens: Pronunciation Rhyming words with different graphemes.
Week 15	Investigation 8		Go Grapheme Grafters – Spelling Practice		
	Lens: Understanding Plurals Hypothesis: Words that end in a hissing/buzzing/shushing sound add <u>es</u>		Lens: Rely on Phonics Learning ti making schwa sound 15 Words – adaption admission addition admiration affection alliteration blustrious calculation callous captivation chemist chiffon choir composition		
Week 16	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Prefixes Anti- auto-	Lens: New Meaning/Homophone Compound words	Lens: Noticing Families and Roots Prefixes and suffixes	Lens: Order of letters Spells within spells	Lens: Verification Find the missing letters
Week 17	Investigation 9		Go Grapheme Grafters – Spelling Practice		
	Lens: Prefixes Hypothesis: sub means above, super means between or among and inter means under.		Lens: Rely on Phonics Learning: e can make the long vowel sound E 15 words – deflation devious devour disastrous disciple disrespect dual dubious duel eighteen emotionally envious eternally fearful formidably		
Week 18	Quick!	Stick!	Flick!	Tick!	Click!
	Lens - Prefixes ir is used with words beginning with r to make antonyms	Lens: Irregular exception words Unstressed vowels	Lens: Inspecting a Dictionary Correcting the spelling	Lens: Navigating a Thesaurus Changing negative words to positive words	Lens: Guesses in or <u>im</u> correct the spelling
Week 19	Investigation 10		Go Grapheme Grafters – Spelling Practice		
	Lens: Prefixes Hypothesis: re means again, anti means against and auto means self.		Lens: Rely on Phonics Learning: d making a dge sound 15 words – gradually grammar guard hardly height hydrogen hygiene impatient imperfect increase interrelated intersection intrigue invading island		
Week 20	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Irregular / exception words Common exception words	Lens: Irregular / exception words S sound spelt as c before e l and y	Lens: Analogies ack and ash	Lens: Check Etymology Super – prefix focus	Lens: Quiz Yourself Individual spelling issues

Week 21	Investigation 11		Go Grapheme Grafters – Spelling Practice		
	Lens: Irregular/Exception Words Hypothesis: aw and or sounds are most commonly represented with the spelling augh		Lens: Rely on Phonics Learning: kn makes the sound n 15 Words – knowledge literature mask masque material mature mention minute mission mixture moisture monarch mouth obsession occasionally		
Week 22	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Irregular/exception words Common exception words that cause difficulty	Lens: Prefixes In, <u>im</u> <u>il</u>	Lens: Understanding Patterns Adding suffixes and prefixes onto root words and noting their meaning	Lens: I/Me Personal Spellings My focus 5	Lens: Recognising Parts Build new word by adding prefix suffix or both
Week 23	Investigation 12		Go Grapheme Grafters – Spelling Practice		
	Lens: Irregular/Exception Words Hypothesis: irregular plural forms are survivals from old English in which the medial vowel indicated tense		Lens: Rely on Phonics Learning e as a muted sound 15 words – often omission optician ordinary passion peculiar pension perhaps persuasion position possession possible posture pretending preparation		
Week 24	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: New meaning homophones Pronunciation and context	Lens: Prefixes Sub-	Lens: Illustrative Themed words	Lens: Noticing Families and Roots Find the missing letters match word to definition	Lens: Go! Speed! Write! 1 min challenges
Week 25	Investigation 13		Go Grapheme Grafters – Spelling Practice		
	Lens: New Meaning/Homophone Hypothesis: Some is the most common base word when making compound words		Lens: Rely on Phonics Learning – o can make the long O sound 15 words – progression tinsel told towards tropical unusual usual walk wander warp water we'll worm woman's worth		
Week 26	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: new meanings/homophone Homophones/near homophones	Lens: Understanding plurals Take off y add <u>-ies</u>	Lens: Interrogate and Check Find the spelling errors	Lens: Order of letters Spells in spells	Lens: Verification Good spells vs bad spells

Week 27	Investigation 14			Go Grapheme Grafters – Spelling Practice	
	Lens: New Meaning/Homophone Hypothesis: Homonyms have the same spelling but multiple meanings			Lens: Rely on Phonics Learning – c makes the sound s 15 Words – unnoticed vague vegetation vogue weight allocation although amazingly amicably amounted analogue analyse announcer antisocial autograph	
Week 28	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Groupings/year group specific Ai sound spelt ei eigh or ey	Lens: Understanding plurals Drop the y add ie before adding the s for plurals	Lens: Inspecting a Dictionary Alphabetical order	Lens: Navigating a Thesaurus Synonyms	Lens: Guesses Guess the word
Week 29	Investigation 15			Go Grapheme Grafters – Spelling Practice	
	Lens: Group/Year Specific Hypothesis: a word will never end with a v			Lens: Rely on Phonics Learning - gg 15 words –beggd blurrily board bored captivation caution cautious certification chameleon charisma chivalry chlorine civilisation collation collision	
Week 30	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Syllables Find the number of syllables in a word	Lens: Group/Year Specific Sh sound spelt ch are French in origin	Lens: Analogies Making new words changing 1 letter at a time	Lens: Quiz Yourself 10 words you find tricky	Lens: Understanding Patterns Recombine the syllables to make words
Week 31	Investigation 16			Go Grapheme Grafters – Spelling Practice	
	Lens: Group/Year Specific Hypothesis: A word will never end with wa or wo			Lens: Rely on Phonics Learning: ti making schwa sound 15 words – communication compensation competition concoction conscientious conscious contagious continuous couch crochet decongestion depression despicably detrimentally	
Week 32	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Syllables Prefixes mini and micro creating polysyllabic words	Lens: Organising Sounds Different phonemes represented by the ch grapheme	Lens: I/Me Personal Spellings My Focus 5	Lens: Recognising Parts Adding tion or sion make nouns from verbs	Lens: Order of letters Adding prefix im or ir

Week 33	Investigation 17			Go Grapheme Grafters – Spelling Practice	
	Lens: Syllables Hypothesis: the trickiest words to spell are 3 syllable words			Lens: Rely on Phonics Learning – l sound represented by le grapheme 15 words – disable dislike disobey dynamic education epilogue excellently fascination fort fought fractions grey grinning humiliation kidding	
Week 34	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: recognising punctuation Apostrophe for possession in plural nouns	Lens: recognising punctuation Apostrophe for possession in singular nouns	Lens: Noticing Families and Roots Homophones and near homophones	Lens: Go! Speed! Write! 1 minute challenges	Lens: Interrogate and Check Find the spelling errors
Week 35	Investigation 18			Go Grapheme Grafters – Spelling Practice	
	Lens: Syllables Hypothesis: all double consonant words are animals			Lens: Rely on Phonics Learning – si makes a schwa sounds (sh) 15 words – mission monologue mouse muscle nation oblique orchid overweight planner potatoes precision premature profession quarter recent	
Week 36	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: check Etymology S sound spelt sc are often Latin in origin	Lens: Good endings/suffixes Adjectives into adverbs by taking off le and adding ly	Lens: Inspecting a Dictionary Putting words into alphabetical order	Lens: Order of letters Adding suffixes –ful, -fully –ing -less	Lens: Navigating a Thesaurus Add missing letters to the words in the same synonym family then adding extra words

Spelling Sequence – Year 5

W/C	<p>Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute vocab focus (GGG) Week 2: 5 x 10 minutes' lessons Baseline to be completed at the start then in line with assessment schedule CEW tested on the half term</p>				
Week 1	Investigation 1 Lens: Good endings/suffixes Hypothesis: Adding –ant to the end of a verb creates a noun Including Baseline Assessment		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘accordant’ 15 Words – Accordant, according, accountant, achieve, adamant, adorable, advice, advise, aggressive, ancient, anti-clockwise, anti-virus, applicable, artificial, assistant		
Week 2	Quick! Lens: Good endings/suffixes -ent, -ence or -ency	Stick! Lens: Good endings/suffixes -tion, -sion, -ssion and -cian	Flick! Lens: Interrogate and check Statutory spelling mistakes	Tick! Lens: Memorise rules/exceptions Contractions	Click! Lens: Pronunciation ‘ow’ as in flower and barrow
Week 3	Investigation 2 Lens: Good endings/suffixes Hypothesis: -able is a more common suffix than -ible		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘attached’ 15 words – attached, average, awkward, bargain, bought, brought, bruise, cautious, cemetery, changeable, circumstantial, committee, communicate, competition, conceive		
Week 4	Quick! Lens: Good endings/suffixes -ance suffix	Stick! Lens: Check Etymology /s/ spelt ‘sc’ and latin origin	Flick! Lens: Rely on phonics /i/ as in she, bead, see, scheme, chief, nappy	Tick! Lens: Order of letters Silent letters	Click! Lens: Verification Correcting spellings
Week 5	Investigation 3 Lens: Recognising punctuation Hypothesis: Many writers confuse its and it’s		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning- Sound associations with the word ‘conceived’ 15 words – conceived, confidential, contentious, coordinates, cough, curiosity, deceit, deceitful, deceive, deceived, desperate, develop, device, devise		
Week 6	Quick! Lens: Recognising punctuation Hyphens	Stick! Lens: New meaning/homophone Homophones	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Navigating a thesaurus Synonyms	Click! Lens: Guesses
Week 7	Investigation 4		Go Grapheme Grafters – Spelling Practice		
	Lens: Recognising punctuation Hypothesis: All words that start with a prefix should be hyphenated		Lens: Rely on Phonics Learning: Sound associations with the word ‘doubt’ 15 Words – doubt, enough, essential, expectant, fictitious, forcible, fought, gnarl, gnarled, gnat, gnaw, gracious, hesitant, impartial, incredible		
Week 8	Quick! Lens: Recognising punctuation Plural nouns that end in –s have an apostrophe after the –s to indicate possession	Stick! Lens: Syllables Syllables as a spelling aid	Flick! Lens: Check Etymology Words related to writing	Tick! Lens: Analogies Creating words	Click! Lens: Noticing families and roots Prefixes and suffixes
Week 9	Investigation 5 Lens: Organising sounds Hypothesis: Silent ‘b’ only occurs after the letter ‘m’ or before the letter ‘t’		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘infectious’ 15 words – infectious, influential, island, knife, knight, lamb, legible, luscious, non-drip, non-smoker, non-starter, non-stick, non-stop, noticeable, naughty		
Week 10	Quick! Lens: Organising sounds ‘ough’ letter string	Stick! Lens: Group/year specific ‘ei’, ‘eigh’ or ‘ey’	Flick! Lens: Understanding patterns Jumbled words	Tick! Lens: I/Me personal spellings Focus five	Click! Lens: Recognising parts -ent or -ant
Week 11	Investigation 6 Lens: Organising sounds Hypothesis: ‘ough’ as a letter string has the most amount of pronunciation examples		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘observant’ 15 words –. Observant, occupant, occupancy, official, ought, partial, preferred, preferring, pretentious, referral, referred, referring, rough, scrumptious, sensible		
Week 12	Quick! Lens: Organising sounds l before e rule and exceptions	Stick! Lens: New meaning/homophone Homographs	Flick! Lens: Illustrative Supermarket words	Tick! Lens: Noticing families and roots Homophones	Click! Lens: Go! Speed! Write! Dictation
Week 13	Investigation Lens: Understanding plurals Hypothesis: Words that have no singular options all end in -s		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word ‘sensible’ 15 words – sensible, spacious, special, thistle, thought, tolerant, torrential, tough, transferred, transferring, well-known, absence, absent, accent, affect		

Week 14	Quick! Lens: Understanding plurals Possessive apostrophe with plurals	Stick! Lens: Syllables Prefixes mini- and micro-making words multisyllabic	Flick! Lens: Interrogate and check Correcting errors	Tick! Lens: Memorise rules/exceptions Possessive apostrophe	Click! Lens: Pronunciation Rhyme
Week 15	Investigation Lens: Understanding plurals Hypothesis: Irregular plurals are those where the root word changes rather than add an -s, -es or -ves		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'aisle' 15 words – aisle, allowed, aloud, altar, alter, although, ascent, assent, bad-tempered, bough, bridge, ceiling, conceited, conceiting, conceits		
Week 16	Quick! Lens: Understanding plurals Irregular plurals	Stick! Lens: Irregular/exception words Common exception words	Flick! Lens: Noticing families and roots Prefixes and suffixes	Tick! Lens: Order of letters Words from the word 'flamboyant'	Click! Lens: Verification Missing letters
Week 17	Investigation Lens: Prefixes Hypothesis: The prefixes mini- and micro- are both used to indicate smallness		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'conceiving' 15 words – conceiving, conferring, confident, co-operate, coughing, decent, dependable, dictionary, difference, different, disastrous, dough, effect, exaggerate, excellent		
Week 18	Quick! Lens: Prefixes 'Trans' means 'across'	Stick! Lens: Recognising punctuation Plural nouns	Flick! Lens: Inspecting a dictionary Statutory spellings	Tick! Lens: Navigating a thesaurus Positive and negative words	Click! Lens: Guesses Prefixes
Week 19	Investigation Lens: Prefixes Hypothesis: co- and non- prefixes are more likely to be hyphenated than mis- and ex-		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'facial' 15 words – facial, familiar, February, flour, flower, forty, fractious, frequent, glacial, glorious, good-looking, guarantee, handsome, horrible, identity		
Week 20	Quick! Lens: Prefixes Prefix co-	Stick! Lens: Irregular/exception words Common exception words	Flick! Lens: Analogies 'ine' and 'ill' letter strings	Tick! Lens: Check Etymology Trans-	Click! Lens: Quiz yourself Common misspellings
Week 21	Investigation Lens: Irregular/exception words Hypothesis: Nouns and adjectives can be made into verbs by adding -ate, -en, -ify, -ise		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'indifferent' 15 words – indifferent, individual, innocent, interfere, isle, knew, knitting, knot, knock, know, leisure, luxurious, mail, male, marvellous		
Week 22	Quick! Lens: Irregular/exception words 'ie' and 'ei'	Stick! Lens: Prefixes Prefix ir-	Flick! Lens: Understanding patterns Prefixes and suffixes	Tick! Lens: I/Me personal spellings Focus five	Click! Lens: Recognising parts Prefix, suffix or both
Week 23	Investigation Lens: Irregular/exception words Hypothesis: When adding a vowel suffix such as -al -any and -ic you drop the 'e' from the root word or change 'y' to 'i'		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'muscle' 15 words – muscle, mysterious, neighbour, occupy, opportunity, paw, peace, perceive, piece, plough, ploughing, poor, possible, power-driven, quick-thinking		
Week 24	Quick! Lens: Irregular/exception words Unstressed letters	Stick! Lens: Prefixes Anti-, auto- prefixes and links to other languages	Flick! Lens: Illustrative Countryside words	Tick! Lens: Noticing families and roots Root words	Click! Lens: Go! Speed! Write! Planets, sea life, countryside
Week 25	Investigation Lens: New meaning/homophone Hypothesis: The homophones that cause the most problems on this list are their/they're/there		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'racial' 15 words – facial, reasonable, receipt, referee, reference, reliable, sandwich, so, sew, social, spatial, suffering, sugar-free, terrible, thoughtfully		
Week 26	Quick! Lens: New meaning/homophone Confusing homophones	Stick! Lens: Understanding plurals Collective nouns	Flick! Lens: Interrogate and check Correcting errors	Tick! Lens: Order of letters Words made from 'inoffensive'	Click! Lens: Verification Statutory spellings
Week 27	Investigation Lens: New meaning/homophone Hypothesis: Once a word is used in a compound, you will not find it used again in another compound word		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'through' 15 words – through, vicious, visible, weak, Wednesday, week, absorbent, accident, adorably, ambitious, answer, applicably, asocial, balance, bean		
Week 28	Quick! Lens: New meaning/homophone Near homophones	Stick! Lens: Understanding plurals Plural apostrophes	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Navigating a thesaurus Synonyms	Click! Lens: Guesses Definitions
Week 29	Investigation Lens: Group/year specific Hypothesis: There is commonality of meaning in words that are linked by the same root word		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'been' 15 words – been, build-up, camera-ready, ceiling, cent, check, cheque, confidence, crucial, decency, deferring, differed, dissocial, doughnut, fair-haired		

Week 30	Quick! Lens: New meaning/homophone Homophones and near homophones	Stick! Lens: Organising sounds Same letter string, different pronunciation	Flick! Lens: Analogies Creating words	Tick! Lens: Quiz yourself Prefixes and suffixes	Click! Lens: Understanding patterns Jumbled words
Week 31	Investigation Lens: Group/year specific Hypothesis: 'l' before 'e' except after 'c'		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'fought' 15 words – fought, guessed, guest, heard, horribly, herd, ice-skate, innocence, knit, lead, led, misconceive, misconceives, misperceive, misperceives		
Week 32	Quick! Lens: Group/year specific -cial and -tial	Stick! Lens: Recognising punctuation Plural apostrophes	Flick! Lens: I/Me personal spellings Focus five	Tick! Lens: Recognising parts -ible or -able	Click! Lens: Order of letters Long and short 'l'
Week 33	Investigation Lens: Syllables Hypothesis: The most common word used for cohesion is three syllables long		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'misperceives' 15 words – misperceives, misperceiving, muddle-headed, observance, obvious, offered, offering, open-mouthed, perceived, perceives, physical, ploughing, poor, pore, possibly		
Week 34	Quick! Lens: Syllables Multisyllabic words	Stick! Lens: Good endings/suffixes French origin words with /g/ spelt as 'gue' and /k/ spelt as 'que'	Flick! Lens: Noticing families and roots Homophones	Tick! Lens: Go! Speed! Write! Space, animals, supermarket words	Click! Lens: Interrogate and check Correcting errors
Week 35	Investigation Lens: Syllables Hypothesis: There are no mathematical related words that are one syllable		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: Sound associations with the word 'previous' 15 words – previous, profession, programme, receive, receiver, recognise, recommend, restaurant, scents, sensibly, sent, serious, signature, soldier, sports-mad		
Week 36	Quick! Lens: Group/year specific Short and long vowels	Stick! Lens: Recognising punctuation Plural nouns	Flick! Lens: Inspecting a dictionary Alphabetical order	Tick! Lens: Order of letters -cial and -tial	Click! Lens: Navigating a thesaurus Synonyms

Spelling Sequence – Year 6

W/C	<p>Week 1: 1x30 minute (Hypothesis testing) 1 x 20minute vocab focus (GGG) Week 2: 5 x 10 minutes' lessons Baseline to be completed at the start then in line with assessment schedule CEW tested on the half term</p>				
Week 1	Investigation 1 Lens: Good Endings/Suffixes Hypothesis: If a suffix is added to a verb ending in 'y', 'ure' or 'ear' then use 'ance' TRUE Including Baseline Assessment		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: c can make then s sound 15 Words – accident-prone, accommodate, accompany, accountancy, align, amateur, apparent, appreciate, assign, audible, available, bare, care, beneficial, best-known		
Week 2	Quick! Lens: Good endings/suffixes -cious, -tious	Stick! Lens: Recognising Punctuation hyphens	Flick! Lens: Interrogate and Check Spot the error	Tick! Lens: Memorise Rules/Exceptions Contractions	Click! Lens: Pronunciation ea (peace, instead)
Week 3	Investigation 2 Lens: Good Endings/Suffixes Hypothesis: To turn -ible and -able adjectives into adverbs, we replace the -le ending of the adjective with -ly TRUE		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: i can make the sound ai 15 words – bible, border, bold, bomb, boarder, borough, bowled, buffer, category, climb, collectable, comb, commercial, community, compatible		
Week 4	Quick! Lens: Good endings/suffixes -cious, -tious	Stick! Lens: Good endings/suffixes -ance -ence	Flick! Lens: Rely on Phonics sh, ch, tj, ci	Tick! Lens: Order of letters -tion, -sion	Click! Lens: Verification Good spells vs bad spells
Week 5	Investigation 3 Lens: Recognising Punctuation Hypothesis: Hyphen can be used to clarify meaning TRUE		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: y can make the sound i 15 words – compliancy comprehension, computer-aided, conceitedly, conscience, conscious, constructible, controversy, convenience, convertible, correspond, criticise, crucial, crumb, debt		
Week 6	Quick! Lens: Recognising Punctuation ex-, self-, all- are commonly hyphenated	Stick! Lens: Good Endings/Suffixes -ent, -ence or -ency	Flick! Lens: Inspecting a Dictionary Alphabetical order	Tick! Lens: Navigating a Thesaurus Synonym spectacular	Click! Lens: Guesses
	Hyphens are often used to split up two vowels				
Week 7	Investigation 4 Lens: Recognising Punctuation Hypothesis: Contractions can be spelt by putting two words together, removing one letter or some letters and replacing them with an apostrophe TRUE		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: ei can make the sound i 15 Words - deceiving defensible, defer, definite, delicious, dependable, design, determined, divisible, doubt, dumb, elegance, equip, expectancy, extravagancy		
Week 8	Quick! Lens: Recognising Punctuation If a word ends in s and we want to apply a possessive apostrophe to that word we do not need to include an extra s or es, Cyprus' beaches	Stick! Lens: Recognising Punctuation Plural nouns that end with an -s have an apostrophe added after the -s to indicate possession	Flick! Lens: Check Etymology Pattern climber 'pre' words	Tick! Lens: Analogies Changing 1 letter to make new words	Click! Lens: Noticing Families and Roots Building new words with suffix and prefix
Week 9	Investigation 5 Lens: Organising Sounds Hypothesis: You know which suffix to use if you say it out loud. If the final sound is a vowel, then use -cial as in social. If the final sound is a consonant, then use -tial as in essential TRUE		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: y can make the sound i 15 words – fancy furious, gnome, handkerchief, hospitable, hour, independent, infer, lessen, lesson, license, licence, limb, <u>misthought</u>		
Week 10	Quick! Lens: Recognising Punctuation Hyphens: in compound words, prefixes, to show word breaks	Stick! Lens: New Meaning/Homophone near homophones	Flick! Lens: Understanding Patterns Rebuild words from jumbled order	Tick! Lens: I/Me Personal Spellings My focus 5	Click! Lens: Recognising Parts -ency or -ancy
Week 11	Investigation 6 Lens: Organising Sounds Hypothesis: Words that include unstressed vowels are trickier to spell because it is difficult to hear sounds included to support spelling. TRUE		Go Grapheme Grafters – Spelling Practice Lens: Rely on Phonics Learning: makes i sound 15 words – obedient practise practice preference repetitious ridiculous seem seem stop-off subtle thorough thumb torturous transference unofficial		
Week 12	Quick!	Stick!	Flick!	Tick!	Click!

	Lens: Organising sounds pronunciation groups	Lens: Understanding plurals irregular plurals	Lens: Illustrative Themed words - words linked to a hospital theme	Lens: Noticing Families and Roots Homophones and near homophones	Lens: Go! Speed! Write! Dictated sentences, edit for errors
Week 13	Investigation Lens: Understanding Plurals Hypothesis: Always add the suffix all <u>-es</u> when pluralising words that end in the letter o SOMETIMES		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning: o in local, focal 15 words – unsocial waist waste weather whether which witch wreck yacht antisocial autumn biscuit breakthrough bridle bridal		
Week 14	Quick! Lens: Organising sounds Silent letters can fall in different places in a word	Stick! Lens: Group/Year Specific short vowels say their sound, long vowels say their name	Flick! Lens: Interrogate and Check Spot the spells	Tick! Lens: Memorise Rules/Exceptions Match owner to object applying possessive apostrophe	Click! Lens: Pronunciation Rhyming words with different graphemes.
Week 15	Investigation 8 Lens: Understanding Plurals Hypothesis: Plural confusion can be created from words whose heritage is Latin. Both are considered acceptable. TRUE		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning ff making f sound 15 Words – buffering campaign carbon-neutral chat-room column compliment credential deferring digestible edible eligible embarrassed environment equipped eruptible		
Week 16	Quick! Lens: Understanding Plurals when showing a possessive apostrophe with collective nouns, the apostrophe goes before the s	Stick! Lens: New Meaning/ Homophone homophone/near homophones	Flick! Lens: Noticing Families and Roots Prefixes and suffixes	Tick! Lens: Order of letters Spells within spells	Click! Lens: Verification Find the missing letters
Week 17	Investigation 9 Lens: Prefixes Hypothesis: <u>dict-</u> is not a prefix FALSE		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning: ci can make the sound sh 15 words – especially existence explanation feasible financial foreign frequency frequently gnash happy-go-lucky harass hesitancy higher hinderance		
Week 18	Quick! Lens - Understanding Plurals us to i	Stick! Lens: Syllables syllables	Flick! Lens: Inspecting a Dictionary Correcting the spelling	Tick! Lens: Navigating a Thesaurus	Click! Lens: Guesses in or im correct the spelling

	focus to foci			Changing negative words to positive words	
Week 19	Investigation 10 Lens: Prefixes Hypothesis: A prefix can be used with many different root words to influence meaning TRUE		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning: i-e making a ai sound 15 words – hire horse hoarse illegible immediate impassable implausible impossible independence insignificance intangible interrupt irrelevancy jeopardy		
Week 20	Quick! Lens: Prefixes pro-	Stick! Lens: Organising sound j before e except after c	Flick! Lens: Analogies <u>ite</u> and <u>ank</u>	Tick! Lens: Check Etymology identify meaning of prefix re	Click! Lens: Quiz Yourself Individual spelling issues
Week 21	Investigation 11 Lens: Irregular/Exception Words Hypothesis: some words in the English language have double sets of double consonants TRUE		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning: kn makes the sound n 15 Words – kneed kneel knickers knight knowledge language lightning malicious malignancy mischievous misconceived moisten morning mourning necessary		
Week 22	Quick! Lens: Prefixes Prefixes hold meaning re-, dis-, <u>mis-</u>	Stick! Lens: Prefixes trans- tele-	Flick! Lens: Understanding Patterns Adding suffixes and prefixes onto root words and noting their meaning	Tick! Lens: I/Me Personal Spellings My focus 5	Click! Lens: Recognising Parts Build new word by adding prefix suffix or both
Week 23	Investigation 12 Lens: Irregular/Exception Words Hypothesis: Words containing the letters <u>i</u> and e together are always spelt <u>i</u> before e except after c SOMETIMES		Go Grapheme Crafters – Spelling Practice Lens: Rely on Phonics Learning igh makes the sound ai 15 words – night occupancy often old-fashioned overambitious perceiving pilfering precious pregnancy profit prophet raw receivable referring reign		
Week 24	Quick!	Stick!	Flick!	Tick!	Click!

	Lens: Irregular/Exception Words Words derived from other countries do not follow our spelling pattern	Lens: Understanding Plurals the position of the possessive apostrophe always stay the same	Lens: Illustrative Themed words beach	Lens: Noticing Families and Roots Find the definition	Lens: Go! Speed! Write! 1 min challenges
Week 25	Investigation 13		Go Grapheme Grafters – Spelling Practice		
	Lens: New Meaning/Homophone Hypothesis: These homophone pairs can be used in a sentence to show understanding TRUE		Lens: Rely on Phonics Learning – gn can make the sound n 15 words – resign roar rose rows sacrificial sight sign site sufferance superficial superstitious through trough unreasonable unreliable		
Week 26	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Irregular/Exception Words Double consonants in the middle of a word mark the boundary of syllables (summer)	Lens: Irregular/Exception Words Unstressed letters cause spelling problems because a writer can't hear all of the phonemes	Lens: Interrogate and Check Find the spelling errors	Lens: Order of letters Spells in spells	Lens: Verification Good spells vs bad spells
Week 27	Investigation 14		Go Grapheme Grafters – Spelling Practice		
	Lens: New Meaning/Homophone Hypothesis: In all homonyms there is a link between the two definitions of the word SOMETIMES		Lens: Rely on Phonics Learning – g makes the sound j 15 Words – user-generated well-dressed wrapper acquaintance all-inclusive assistance audacious auspicious bail bale ball bawl break-in bristle bustle		
Week 28	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: New Meaning/Homophone Near homophones are easily confused words that sound very similar to each other but have different meanings	Lens: Irregular/Exception Words ei after c the j before e, except after c rule applies to words where the sound is spelt ei	Lens: Inspecting a Dictionary Alphabetical order	Lens: Navigating a Thesaurus Synonyms	Lens: Guesses Guess the word
Week 29	Investigation 15		Go Grapheme Grafters – Spelling Practice		
	Lens: Group/Year Specific Hypothesis: words that sound the same with ce are nouns and se are verbs TRUE		Lens: Rely on Phonics Learning – le can make the sound l 15 words – castle conferred considerably credibly curvaceous damn deferred dew differential draught drought due earn equipment fasten		

Week 30	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Group/Year Specific Understanding the history of words and relationships between them can also help with spelling	Lens: Group/Year Specific -cial is common after a vowel letter and -tial is common after a consonant letter, but there are some exceptions	Lens: Analogies Making new words changing 1 letter at a time	Lens: Quiz Yourself 10 words you find tricky	Lens: Understanding Patterns Recombine the syllables to make words
Week 31	Investigation 16		Go Grapheme Grafters – Spelling Practice		
	Lens: Group/Year Specific Hypothesis: Seeing similarities and patterns within and across words improves our spelling TRUE		Lens: Rely on Phonics Learning: s making z sound 15 words – feasibly fined find glisten gullibly hustle immediately impartial impossibly initial interfering invisible irresponsible jostle key		
Week 32	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Group/Year Specific Identifying the vowel/consonant that are hard to hear. Maybe over pronunciation helps spelling	Lens: Organising Sounds ough into similar pronunciation groups	Lens: I/Me Personal Spellings My focus 5	Lens: Recognising parts Adding prefix -ably or -ibly	Lens: Order of Letters un- or -dis
Week 33	Investigation 17		Go Grapheme Grafters – Spelling Practice		
	Lens: Syllables Hypothesis: In some multisyllabic words there are unstressed consonants that can cause spelling problems because they are hard to hear TRUE		Lens: Rely on Phonics Learning – ew makes the sound u 15 words – knew knives legible low-budget misperceive mortgage nestle new nuisance obedience occur parliament passable persuade plausible		
Week 34	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Syllables multisyllabic words	Lens: prefixes co-	Lens: Noticing Families and Roots Homophones and near homophones	Lens: Go! Speed! Write! 1 minute challenges	Lens: Interrogate and Check Find the spelling errors
Week 35	Investigation 18		Go Grapheme Grafters – Spelling Practice		
	Lens: Syllables Hypothesis: the hardest words to spell are those with the most syllables FALSE		Lens: Rely on Phonics Learning – ai makes the sound ei 15 words – praise prays precede preferential prejudice residential privilege proceed proffer pronunciation psychology quay queue rebellious relevancy		
Week 36	Quick!	Stick!	Flick!	Tick!	Click!
	Lens: Syllables identify separate syllables	Lens: New Meaning/Homophone homophones and near homophones	Lens: Inspecting a Dictionary Putting words into alphabetical order	Lens: Order of letters homophones or not homophones	Lens: Navigating a Thesaurus Add missing letters to the words in the same synonym family then adding extra words