



Zouch Academy: Spelling Plan Year 6

- All children should be assessed on Common Exception Word Lists from the previous phase in Term 1 to plan interventions. Interventions should also continue for children on phonics.
- Each Term has 6 weeks planning. For longer terms, please revise patterns which children found most challenging. Each week should follow this structure:

Monday Revisit and review (previous year groups)	Tuesday x2 Test Introduce new pattern	Wednesday Develop pattern (further practice on main spelling focus)	Thursday Practice CEW focus	Friday Develop pattern (further practice on main spelling focus)	Spelling test expectations
Revisit key spelling pattern/rule/words from prior year group as identified for the week. Review how it applies to age-appropriate vocabulary (i.e, bring the spelling pattern to relevant vocabulary for the cohort). Practice Give children a short task to help practice the rule. Catch up Those on spelling interventions should be given a second opportunity to practice rule as intervention (during assembly time). Second intervention should be on testing the pattern on Tuesday as these spellings will form their homework	1) Assess the children on their spellings in the back of the spelling books. 2) Teach: The new pattern, sound or rule should be introduced. Children should learn what the pattern/sound/rule is, how to pronounce it, read it and spell it. The pattern should also be linked to grammar (are these words nouns, verbs etc). Children should think about what it is and what it isn't (e.g. –able is in table but doesn't act a suffix) Create lists of words which fit the pattern/sound/rule and check children know meanings. Use the NC spelling appendix to ensure these are appropriate to the Year Group.	Review: Today the pattern/sound/rule should be developed further through discussion and practice. Teach: Look at exceptions to the rule. Which words don't match? (e.g. weight doesn't match the 'I before E' rule) Practice using Spelling Games, use appropriate phonic, morphemic and graphic strategies. Application: Using the words lists from yesterday, write words in context: sentences or paragraphs.	Teach: Display and discuss 3 CEW words from the Year 3/4 National Curriculum Appendix. Check the meanings of the words. Discuss strategies for how to learn these. Below, the words are organised in alphabetical order, but these may be substituted for other words which are relevant to themes and other curriculum areas: e.g. 'quarter' whilst studying fractions in maths Practice using games. Application: Using the words lists from, write words in context: sentences or paragraphs. (See Twinkl Statutory word activity mats for ideas too)	Review the week's spelling pattern. Discuss rules and exceptions. Practice: to help the children learn these. -Spelling Bee -Whiteboards -Chanting -Mnemonics -Quiz Application: through dictation using the words in sentences. Show meaning through context. Use as assessment tool prior to test the next day.	UKS2: 7 key words which follow the weekly pattern/sound/rule from the NC Spelling Curriculum. 3 words which children are not given but apply the weekly pattern/sound/rule. 5 words from the 100 CEW list. Total = 15 Spelling intervention: 7 key words that follow the revisit and review focus. 5 words from the Year 6 taught spelling rule. Total = 12

Year 1 revision

Year 2 revision

Year 3/4 revision

Year 5/6 revision

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (7 given, 3 applied)	Revisit and Review	Words from 100 List
Term 1 Week 1	Prefix Revision Revision from Year 4/5: cover all prefixes which give the root word the opposite meaning: un, dis, mis, in, im, il, irr and anti Note: these generally create antonyms of the original root word (e.g. sociable becomes unsociable).	Prefix Suffix Root Word Antonym	Disappointed Unbelievable Inactive Immature Impatient Illegible Irresponsible Antiseptic Irregular Unsociable	Y2: Homophones and near-homophones Y3/4: Homophones and near-homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i> <i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i>	accommodate accompany according achieve aggressive
Term 1 Week 2	Prefix Revision Revision from Year 4/5: prefixes which add further meaning to root word: including auto, inter, sub, in and re-. The following are new and were not covered in Y5: co, ex, hyper, extra	Prefix Suffix Root Word Antonym	submerge Autobiography Reappeared International Hyperactive Co-ordinate Extraordinary Automatic Inappropriate Ex-professional	Y2: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	amateur ancient apparent appreciate attached
Term 1 Week 3	The 'Shun' Suffix Revision from Year 4/5: the 'shun' sound (one of the most common suffixes) made by adding cian, tion or sion to words. -tion is the most common spelling. It is used if the root word ends in t or te.	Suffix Verbs Nouns	Hesitation completion discussion confession, permission comprehension, musician electrician politician	Y2: Adding -ed, -ing, -er and -est to to words ending in -e with a consonant before it The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: being. <i>hiking, hiked, hiker, nicer, nicest, shiny</i>	available average awkward bargain bruise

	<i>invention, injection, action, hesitation, completion</i> –ssion is used if the root word ends in ss or –mit. <i>expression, discussion, confession, permission, admission</i> –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. <i>expansion, extension, comprehension, tension</i> –cian is used if the root word ends in c or cs. <i>musician, electrician, magician, politician, mathematician</i>		mathematician		
Term 1 Week 4	The ‘ous’ or ‘eous’ Suffix Revision from Year 4: the ‘-ous’ suffix (one of the most common suffixes) made by adding –ous and sometimes –eous to words. Focus on word types: danger is a noun but the ous turns it into an adjective.	Suffix Verbs Nouns	Poisonous Dangerous mountainous tremendous, humorous , glamorous, courageous, outrageous spontaneous courteous	Y2: Adding –ed, –ing, –er and –est to to words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes. <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	category cemetery committee communicate community
Term 1 Week 5	The -tious or –cious suffix these words generally turn nouns (e.g. space) into adjectives (e.g. spacious); although both suffixes sound the same, we can usually	Suffix Root word Noun Verb Adverb Adjective	infectious nutritious ambitious fictitious subconscious Audacious	UKS2 to engaging in focussed discussion on <u>why</u> these are CEWs and what rules/patterns they break: Year 2 CEWs: Beautiful child children	competition conscience* conscious* controversy convenience

	differentiate the spellings using rules		Tenacious Malicious Atrocious Spacious	Year 3/4 CEWs: accident(ally), actual(ly), occasion(ally)	
Term 1 Week 6	The -tial or -cial suffix although both suffixes sound the same, we can usually differentiate the spellings using rules Note: these words usually have an n before the tial.	Suffix Root word Noun Verb Adverb Adjective	Beneficial Crucial Financial Commercial Superficial confidential essential influential Potential Residential	Revisit and recap of taught spelling rules this term (and check on CEW from 5/6) AG assessed and agreed on plurals -es and -s from the children's writing	correspond criticise curiosity definite desperate

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (7 given, 3 applied)	Revisit and Review	Words from 100 List
Term 2 Week 1	The -able and -ably suffix Note: identify words which end 'able' but are not suffixes (e.g. table)	Suffix Root word Noun Verb Adverb Adjective	adorable/adorably considerable/considerably notable/notably lovable/lovably manageable/manageably changeable/changeably regrettable/regrettably memorable/memorably comfortable/comfortably suitable/suitably	Y1: Adding s and es to words (plural of nouns and the third person singular of verbs) If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es. <i>cats, dogs, spends, rocks, thanks, catches</i> Y2: Adding -es to nouns and verbs ending in -y The y is changed to i before -es is added. <i>flies, tries, replies, copies, babies, carries, countries, bodies, memories, factories</i> Sidenotes: also add in 'ey' endings – just add s. <i>journey, monkey, donkey, survey</i> <i>for spelling test: journey, donkey, survey, poppies, memories, countries, bodies</i>	determined develop dictionary disastrous embarrass

Term 2 Week 2	The –ible or -ibly suffix although ible sounds like able, we can usually differentiate the spellings using rules	Suffix Root word Noun Verb Adverb Adjective	possible/possibly, horrible/horribly, terrible/terribly visible/visibly, incredible/incredibly, sensible/sensibly Audible/audibly Flexible/flexibly Divisible/divisibly Responsible/responsibly	Y2: Adding the suffix 'ful' 'If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words <i>Careful, playful, plentiful, beautiful, joyful, useful, woeful</i>	environment equipment especially exaggerate excellent
Term 2 Week 3	-ant / -ance / -ancy focus on the link between ant, ance, ancy and how these can be added to words. Look at word classes: e.g. observant is an adjective but observation is a noun.	Suffix Root word Nouns Verbs Adjective Adverbs	Observant observance, assistant assistance, expectant, expectance, hesitant, hesitancy, tolerance, vacancy	Y3/4: The suffix –ly and exceptions to rule <i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i> terribly, happily	existence explanation familiar foreign forty
Term 2 Week 4	-ent / -ence / -ency focus on differences between e and a suffixes referring back to last week.	Suffix Root word Nouns Verbs Adjective Adverbs	obedient, obedience, independent, independence, innocent, innocence, decent, decency, frequent, frequency,	Y3/4: Possessive apostrophes with plural words. <i>girls', boys', soldiers', babies', children's, men's, women's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</i>	frequently government guarantee harass hindrance
Term 2 Week 5	Homophones 1: Learn new homophones from the Year 5/6 guidance with a focus on word meanings.	Homophone (same sound) Homonym (same spelling)	Need to be tested in context: Father/farther Guest/guessed Heard/herd Allowed/aloud	UKS2 to engaging in focussed discussion on why these are CEWs and what rules/patterns they break: Year 1 CEWs: were/where TESTED T2W1 – change to more Y2 words	identity immediately individual interfere interrupt

		Noun Verb Adjective Adverb	Weather/whether Past/passed Aisle/isle Stationary/stationery There/their/they're Pore/paw/poor/pour	friend Year 2 CEWs: who/whole improve/ should/ Year 3/4 CEWs: woman/women	
Term 2 Week 6	Homophones 2: Learn trickier homophones from the Year 5/6 guidance with a focus on word meanings. Note: some words have more than 2 ways of spelling them.	Homophone (same sound) Homonym (same spelling) Noun Verb Adjective Adverb	Need to be tested in context: Proceed/precede Principal/principle Profit/prophet Wary/weary Morning/mourning Lessen/lesson Scent/cent Flower/flour Complement/compliment Reign/rain/rein	Year 5/6 CEW test time Use this opportunity to give bespoke spellings to L20: choose a selection they have got wrong from the term focussing on those from the lowest year groups.	language leisure lightning marvellous mischievous
Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (7 given, 3 applied)	Revisit and Review	Words from 100 List: increase to 10x per week
Term 3 Week 1	Silent Letters 1: almost every single letter in the alphabet can be found in a word in silent form. Often these come from foreign languages. Note: These are often a favourite in Y6 SATs – a number of these are on the 100 word list such as government and environment. Useful resource: https://englishstudyonline.org/words-with-silent-letters/	Silent letters	doubt, island, lamb, solemn, thistle, knight thumb debut Parliament Wrestle	Y2: Adding –ed, –ing, –er and –est to • a root word ending in –y with a consonant before it The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing. <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i>	muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical
Term 3 Week 2	Silent Letters 2: almost every single letter in the alphabet	Silent letters	Align Environment	Y2: Adding –ed, –ing, –er and –est to	prejudice privilege

	can be found in a word in silent form. Often these come from foreign languages.		Government Sword Foreign Answering Psalm Hymn Honesty debt	to words ending in –e with a consonant before it The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. <i>hiking, hiked, hiker, nicer, nicest, shiny</i>	profession programme pronunciation queue recognise recommend relevant restaurant
Term 3 Week 3	-fer or –ferr New pattern for Year 5: This is a tricky one, explained in the following link: https://www.stjohnsprimaryn11.co.uk/wp-content/uploads/2017/01/Adding-suffixes-to-words-ending-in-fer.pdf	Stressed Unstressed Syllable	referring, referred, preferring, preferred, transferring, transferred reference, referee, preference, transference	Y2: Adding –ed, –ing, –er and –est to to words of one syllable ending in a single consonant letter after a single vowel letter The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes. <i>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</i>	rhyme rhythm sacrifice secretary shoulder signature sincere soldier stomach sufficient
Term 3 Week 4	-ough Pattern: This same letter string makes 10 (arguably) different sounds and children need to be able to sort the words into the sounds (e.g. enough and rough make the same sound whilst thought and through do not). Note: there are some really unusual and archaic words.	-ough is a quadgraph because it uses 4 letters to make a single sound.	Through Thoughtfully Dough Brought Bough Cough Enough Plough Tough Thorough	Common homophones: there/their/they’re and your/you’re Children to come up with ways to distinguish between each spelling and meaning.	suggest symbol system temperature thorough suggest symbol system temperature thorough
Term 3 Week 5	i before e Rule: use the rule “i before E except after C” to see if this is true. Look at exceptions. A common	Vowel digraph Rule Exception	Relieve Believe Perceived seize	UKS2 to engaging in focussed discussion on why these are CEWs and what rules/patterns they break:	*Assessment: Assess children on all 100 words this

	misconception is that the rule applies to any C before the ie, rather than directly before. Another SATs favourite.		deceiving Grief Neighbourhood Shriek Yield Receipt	Year 2 CEWs silent letters: beautiful Year 3/4 CEWs (silent letters) answer, reign, fruit, knowledge, island, guard, February	week: then send home a highlighted list of words spelt incorrectly on test for revision next week and over half term.
Term 3 Week 6	-ce or –se or cy or sy word endings: This is tricky – usually the se is a verb and ce is a noun, but there are some exceptions. Not all of these words are homophones (e.g. licence and license sound the same but advice and advise do not).	Homophones Nouns Verbs	Advice advise device devise licence license practice practise prophecy prophesy	Revisit and recap of taught spelling rules this term (and check on CEW from 5/6)	Continue with highlighted words on own sheet.

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (7 given, 3 applied)	Revisit and Review	Words from 100 List
Term 4 Week 1	Apostrophes for Contraction: This should mainly be revision from Year 4. Some of the words are also homophones (e.g. whose/who's and their/they're). Children must learn that contractions such as "Jon's" and "Germany's" are often used in speech or informal writing as a contraction meaning "is" (for example: 'Jon's my friend', but that this is different from Jon's friend' which is possessive).	Apostrophes Contractions Abbreviations	They're Wouldn't Shouldn't Couldn't Mustn't They've She's/He's Let's (let us) We'll (we will) I'm / I've / I'll	Recap on i before e rule	+ Revisit and Revise words from the Year 3/4 List (x5) Accidentally Actually Answer Business Completely

Term 4 Week 2	Apostrophes for Possession inc. Plural: Revision of apostrophes for possession with a focus on plural possession (e.g. cars' or car's tyres): Children must learn the exception of its (although this technically belongs to it, it doesn't have an apostrophe so as not to be confused with "it is".	Apostrophes Possession Plural Contractions Abbreviations	Need to be tested in context, for example: "All the classes' registers were completed" Class' / Classes' School's / Schools' Car's / Cars' Children's (already plural) Baby's / Babies' Weeks' / Week's Zouch's Cat's / Cats' Parents' / Parent's Friends' / Friend's	Recap on ough spelling pattern	Revisit and Revise words from the Year 3/4 List Difference Difficult Disappear Eight Exercise
Term 4 Week 3	Hyphens: Ensure children understand the difference between hyphens and dashes (which are used for parentheses). Some words are always written with a hyphen (usually double-vowels), but hyphens are also used to clarify meaning within a sentence: for example – "Man eating shark" or "Man-eating shark". Children should understand the difference between regular hyphenated words and those that link related words. This website explains it well: https://www.lexico.com/grammar/hyphen	Hyphen Dash Parentheses Noun Adjective Adverb Verb	co-ordination co-operate, re-entry twentieth-century Environmentally-friendly Up-to-date Self-employed Twelve-year-old Self-service Non-essential	Recap on ant/ent and when to select each one Recap on ible/able and when to select each one	Revisit and Revise words from the Year 3/4 List Experience Experiment Favourite February guard
Term 4 Week 4	Suffix Revision: (a) tion/sion/cian	Suffix Prefix	Revisit and Revise words	Recap on -fer/ferr	Give the children 10

	Revision of learning from term 1 (b) Suffix Revision: cial/tial Revision of learning from term 2	Root Noun Adjective Adverb Verb	from the Year 3/4 List Increasing Library Medicine Naughty Occasionally		selected words from the 100 word list which many of the children found tricky on the Term 3 assessment.
Term 4 Week 5	Suffix Revision: (a) ible/able/ibly/ably: Revision from term 2 (B) cious/tious Revision from term 1	Suffix Prefix Root Noun Adjective Adverb Verb	Revisit and Revise words from the Year 3/4 List Ordinary Particular Peculiar Possession Probably	Year 3/4 CEW test time	Give the children 10 selected words from the 100 word list which many of the children found tricky on the Term 3 assessment.
Term 4 Week 6	Suffix Revision: (a) ant/ance/ancy: Revision from Term 2 (b) ent/ence/ency: Revision from Term 2	Suffix Prefix Root Noun Adjective Adverb Verb	Revisit and Revise words from the Year 3/4 List Quarter Recently Regular Separate Various	Year 5/6 CEW test time	Give the children 10 selected words from the 100 word list which many of the children found tricky on the Term 3 assessment.

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words (10 given)	Revisit and Review	Words from 100 List
Term 5 Week 1	Common SAT Paper Spelling Patterns: Most of these words fit the National Curriculum Rules for 3/4 and 5/6 but not all. The following list gives past test words grouped by pattern or rule: rossa.blogs.com/weblog/files/sats_spellings_list.pdf In the weeks prior to SATs, these words are covered, taking 1 or 2 common rules per week: Focus 1: Adding ing: either adding –ing (usually in words with a long vowel such as ‘walking’); removing ‘e’ (such as ‘hoping’) or doubling the consonant when there is a short vowel sound such as ‘clapping’). Focus 2: Adding s or ies: revise rule of adding ies when the words ends in y (babies) except for in the case of –ey words such as donkey.	Vowel Consonant Suffix Prefix Root Noun Adjective Adverb Verb	Babies Environments Cities Families Journeys Challenging Swimming Extinguishing Interesting Beginning	Further time to practice CEWs	A selection of 10 words from the 100 word list (not sent home).
Term 5 Week 2	Adding –ed or d – make a verb past tense by adding ed, sometimes the middle consonant is doubled as in ‘planned’ and this rule is nearly always the same as when adding –ing. If the word already ends in e, just add d but when the word ends in y, change to ied (e.g. carried).	Vowel Consonant Suffix Prefix Root Noun Adjective Adverb Verb	Disappeared Occurred Involved Carried Released Qualified Satisfied Trapped Relieved Destroyed	Further time to practice CEWs	A selection of 10 words from the 100 word list (not sent home).
Term 5 Week 3	Focus 1: Adding er or est Adding these uses the same y to I rule which is used for making a word past tense with ed (e.g. funny becomes funniest whilst fast	Superlatives Comparatives Verbs Nouns Adjectives	Chillier/Chilliest Funnier/Funniest Cleverer/Cleverest Happier/Happiest Crazier/Craziest	Further time to practice CEWs	A selection of 10 words from the 100 word list (not sent home).

	becomes fastest). The same rule works for comparatives with –er (funnier and faster) Focus 2: -ly or -ally words – this suffix usually turns an adjective or noun into an adverb: e.g. friend to friendly or extreme to extremely.	Root words suffixes	Extremely Approximately Particularly Thoroughly Physically		
Term 5 Week 4	Silent letters – these come up frequently in SATs – refer back to term 3.	Silent letters	Wrestling Knowledge Designed Climbing February Interesting Wednesday Strengthen Library Different	Further time to practice CEWs	A selection of 10 words from the 100 word list (not sent home).
Term 5 Week 5	SATs Week				
Term 5 Week 6	Note: after SATs, spelling time should be spent revising the Year 5/6 spelling word list in preparation for final assessment on all 100 words. This can be used as evidence in writing moderation. Longer spelling sessions should be given to editing writing by correcting spelling in independent writing using a dictionary.				A selection of 10 words from the 100 word list (not sent home).

Term and Week	Weekly Rule/Pattern/Sound	Key Vocabulary:	Homework Words	Words from 100 List
Term 6 Week 1	Children spend time practising 100 word list spellings and editing their writing in preparation for writing moderation.		A selection of words from the 100 word list.	

Term 6 Week 2	Children spend time practising 100 word list spellings and editing their writing in preparation for writing moderation.		A selection of words from the 100 word list.	*Assessment: Assess children on all 100 words this week
Term 6 Week 3	Children spend time practising 100 word list spellings and editing their writing in preparation for writing moderation.		A selection of words from the 100 word list.	
Term 6 Week 4	Children spend time practising 100 word list spellings and editing their writing in preparation for writing moderation.		A selection of words from the 100 word list.	
Term 6 Week 5	Preparation for secondary: Ensure children can spell useful every day words such as days of the week, months and seasons; units of measurement.			
Term 6 Week 6	Preparation for secondary: Ensure children can spell school subjects, particularly their new ones such as physics, chemistry and biology etc.			