



Lowton West Primary School Spelling, Punctuation and Grammar Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1	SPaG taught through Read Write Inc phonics	SPaG taught through Read Write Inc phonics	SPaG taught through Read Write Inc phonics	SPaG taught through Read Write Inc phonics	SPaG taught through Read Write Inc phonics	SPaG taught through Read Write Inc phonics
Year 2	Past tense verb forms Adjectives Commas (items in a list) Conjunctions Questions , Statements and Commands Noun phrases	Capital letters, full stops and exclamation marks. Suffixes 'ly' Onomatopoeic words Expanded noun phrases Conjunctions for clauses Compound sentences	Suffixes –ful and –less to form adjectives. Conjunctions for clauses Present tense verbs Past tense verbs Suffix 'ly' (adjectives to adverbs) Alliterative noun phrases	Questions (? Mark) Expanded noun phrases Using progressive verb forms in past and present. Using suffixes such as –ful or –less to form adjectives. Imperative verbs Using apostrophes to mark where letters are missing and to mark singular possession.	Complex sentences Using suffixes such as –ness or –er to form nouns Question, statement and command. Comparatives and superlatives ('er' and 'est') Conjunctions 'if'	Using the progressive form of verbs in the present and past tense Joining clauses using a range of conjunctions Using apostrophes to mark where letters are missing and to mark singular possession
Year 3	Articles: indefinite a/an Singular and plural: noun/verb agreement Adjectives: comparative with er, superlative with est Sentences: verb, punctuation, making sense. Singular and plural: nouns ending in 'y'.	Adverbs: comparative and superlative. Prepositions: prepositions of place. Verbs: irregular past simple tense. Adjectives: comparatives and superlatives. Pronouns: subject and object pronouns Adverbs: comparatives and superlatives	Adjectives: number and number order adjectives Adjectives: comparatives and superlatives. Verbs: future tense with shall and will Singular and plural nouns ending in f and fe Nouns: abstract.	Adjectives: formed from verbs and nouns Prepositions: place/opposites Capital letters: headings and subheadings Sentences: direct speech Sentences: direct speech	Adjectives: phrases Prefixes: opposites and specific meanings Adverbs: phrases Suffixes: er/ing/ed	Conjunctions: when/before/while/after Paragraphs: time in stories Verbs: perfect tense with have/has Sentences: clauses

Year 4	Fronted adverbials Relative clauses Synonyms and antonyms Expanded noun phrases Imperative verbs Prepositional phrases contractions Rhetorical questioning Headings and subheadings Alliteration	Similes Personification Commas within a list Subordinating and coordinating conjunctions Parenthesis Questions, Statements, Commands Reported speech. Formal/informal language	Adverbs Adverbial phrase Formal language Commas for clauses Possessive apostrophes Determiners (a/an) Pronouns	Possessive pronouns Formal language Past, present and future tense. Direct speech Modal Verbs Was/were	Using prefixes for antonyms (negative) Reported speech Relative clauses Apostrophes for missing letters Ellipsis	Conjunctions to express time and cause Informal language Positive adjectives and verbs *SPAG to consolidate learning.
Year 5	Relative and subordinating clauses Expanded noun phrases Adverbial phrases Simile and metaphor Subordinating conjunctions Relative pronouns Modal verbs Parenthesis	Subject and object Colon and semi colon Subjunctive Form Commas in lists Bullet points for listing Forming nouns using prefixes Prepositions/prepositional phrases	Direct speech Simile and metaphor Subject-verb agreement Commas to avoid ambiguity Active and passive Verbs and adverbs	Apostrophes for omission Apostrophes for possession Past progressive Present progressive Determiners Parenthesis Question and exclamation marks.	Punctuating speech (commas and inverted commas) Standard English (for verbs) Hyphens and compound words Verb prefixes Question, statement, commands.	Consolidation and revision
Year 6	Relative clauses Hyphenated words Past progressive Direct speech Expanded Noun phrases Fronted adverbials Commas for clauses Subordinating and co-ordinating conjunctions.	Subject and object Apostrophes for possession Prepositions/prepositional phrases Homophones and homonyms Modal verbs (degree possibility) Colons and semi colons Subordinating clauses Subjunctive Form	Adverbs (degree of possibility) Active and passive voice Parenthesis Standard English (for verbs) Parenthesis Apostrophe for contracted forms Past and present perfect verbs	Past progressive Present progressive Determiners Commas for lists Forming nouns using prefixes Different speech: formal and informal	Consolidation and revision	Past and present progressive Noun phrases Subordinating and co-ordinating conjunctions. Colons and semi colons Consolidation and revision



National Curriculum English Appendix 2

Vocabulary, Grammar and Punctuation

Year 1 and Year 2

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



National Curriculum English Appendix 2

Vocabulary, Grammar and Punctuation

Year 3 and Year 4

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

National Curriculum English Appendix 2

Vocabulary, Grammar and Punctuation

Year 5 and Year 6



Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Lowton West Primary School: Spelling and Phonics Long Term Plan

Read Write Inc Teaching Progression



If children are progressing at expected levels, they will learn the following:

	Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Teach Set 1 sounds: m a s d t i n p g o c k Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Teach Set 2 sounds: ck, ay ee igh ow oo oo Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. Begin to teach pink/orange 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of multisyllabic words containing all sounds. Build speed of reading words containing Set 3 sounds.
Autumn 2	<ul style="list-style-type: none"> Teach Set 1 sounds: u b f e l sh h r j v w x y z th ch qu ng nk Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Teach Set 2 sounds: ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. Begin to teach Pink/orange 	<ul style="list-style-type: none"> Recap any missing sound gaps and build fluency when reading stories. Children should complete the program at end of Aut 2:
Spring 1	<ul style="list-style-type: none"> Recap Set 1 inc Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds. Begin to teach lessons for photocopy masters/Red Ditties. 	<ul style="list-style-type: none"> Teach Set 3 sounds: ea, oi, aw, are, ur Teach reading of words containing these Set 3 sounds. Build speed of reading words containing set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Begin to teach orange/yellow 	<p>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Spring 2	<ul style="list-style-type: none"> Recap Set 1 inc Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds: er, ow, ai, oa, ew, ire, ear, ure Teach reading of words containing these Set 3 	

	<p>sounds.</p> <ul style="list-style-type: none"> • Begin to teach lessons for photocopy masters • Begin to teach lessons Red Ditties/green 	<p>sounds.</p> <ul style="list-style-type: none"> • Build speed of reading words containing all Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy • Begin to teach orange/yellow 	
Summer 1	<ul style="list-style-type: none"> • Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy • Teach reading of words containing these Set 2 sounds. • Build speed of reading words containing Set 1 sounds. • Begin to teach Green books 	<ul style="list-style-type: none"> • Continue to teach Set 3 sounds: a-e, e-e, o-e, i-e, u-e, ie, ue, ph, wh, au, kn • Teach reading of words containing these Set 3 sounds. • Build speed of reading words containing all Set 2 and Set 3 sounds. • Begin to teach yellow/blue 	
Summer 2	<ul style="list-style-type: none"> • Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy • Teach reading of words containing these Set 2 sounds. • Build speed of reading words containing Set 1 sounds. • Begin to teach green/ purple books 	<ul style="list-style-type: none"> • Continue to review and teach Set 3 sounds • Teach reading of words containing these Set 3 sounds. • Build speed of reading words containing Set 3 sounds. • Begin to teach yellow/blue 	
End of Year Expectations	Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.	Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.	



Lowton West Primary School: Spelling and Phonics Long Term Plan

Year 2 Spelling (Using Spelling Shed Programme)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
	Autumn 1 (8 weeks)								Autumn 2 (7 weeks)							
Autumn	Common Exception Words			The /j/ sound spelled – g ge at the end of words.	The /j/ sound spelled – g ge at the end of words.	The /j/ sound spelled with a g.	The /s/ sound spelled c before e, i and y.	The /n/ sound spelt kn and gn at the beginning of words.	Challenge Words	The /r/ sound spelled ‘ w r’ at the beginning of words.	The /l/ or /yl/ sound spelled ‘-le’ at the end of words	The /l/ or /yl/ sound spelt ‘-el’ at the end of words.	The /l/ or /yl/ sound spelled ‘-al’ at the end of words.	Words ending in ‘- il ’.	Challenge Words	
	door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas			badge edge bridge dodge fudge ridge smudge judge wedge lodge	age huge change charge bulge village range orange hinge stage	gem giant magic giraffe energy digit engine religion gentle	race ice cell city fancy lace space circle gnat rice	knock know knee knit knew knight gnome kneel gnat gnaw	Door floor poor because find kind mind behind child children	write written wrong wrap wren wrecked wrapped wriggle wrestle wrote	Table apple bottle little middle bubble cable uncle ankle eagle	camel tunnel squirrel travel tinsel hazel vowel angel jewel	Medal petal capital hospital animal equal final pedal local magical	pencil fossil nostril pupil April Gerbil lentil evil anvil basil	wild climb most only both old cold gold hold told	
	Spring 1 (6 weeks)						Spring 2 (5 weeks)									
Spring	The long vowel ‘i’ spelled with a y at the end of words	Adding ‘-es’ to nouns and verbs ending in ‘y’	Adding ‘-ed’ to words ending in y. The y is changed to an i.	Adding ‘-er’ to words ending in y. The y is changed to an i.	Adding ‘-ing’ to words ending in ‘e’ with a consonant before it.	Challenge Words	Adding ‘-er’ to words ending in ‘e’ with a consonant before it.	Adding ‘-ing’ to to one syllable words. The last letter is doubled to keep the short vowel sound.	Adding ‘-ed’ to one syllable words. The last letter doubled to keep the short vowel sound.	The /or/ sound spelled ‘a’ before l and l.	The short vowel sound ‘o’.					
	Cry fly dry try reply July shy spy sky why	flies tries replies cries copies babies carries spies supplies lorries	copied replied spied fried applied relied identified multiplied magnified supplied	happier happiest angriest angrier drier driest tidier tidiest funnier funniest	hiking shining surprising joking hoping smiling loving writing coming caring	everybody even great break steak pretty beautiful after fast	Nicer writer baker hoped loved largest closest looser safer simpler	patting humming dropping running hopping clapping sitting flipping wrapping slipping	patted hummed dropped clapped clipped wrapped napped ripped drummed dragged	All Ball Call walk talk always fall small also bald	other mother brother nothing cover money some dozen wonder done					
S	Summer 1 (7 weeks)							Summer 2 (7 weeks)								

Challenge Words	The /ee/ sound spelled 'e'.	Words with the spelling 'a', pronounced /o/, after w and qu.	The /er/ sound spelled with o or ar.	The /zh/ sound spelled with a 's'.	The suffixes '-ment' and '-ness'.	The suffixes '-ful' and '-less'.	These words are homophones or near homophones.	These words are homophones or near homophones.	Words ending in '-tion'.	Contraction s – the apostrophe shows where the missing letter/s would be.	Possessive apostrophes (singular)	Challenge Words
last past father class grass pass plant path bath hour	key donkey monkey chimney valley trolley journey turkey jockey kidney	want watch wander warm wall quad wasps quack quantity squash	word work worm world worth war warm towards warn warned	television treasure usual measure pleasure decision vision leisure version visual	payment enjoyment agreement achievement adjustment darkness rudeness sadness greatness kindness	careful playful thankful helpful wonderful useless careless homeless hopeless spotless	there their here hear see sea too two blue blew	quiet quite bare bear sun son be bee night knight	station fiction motion nation education action injection caption fraction competition	can't didn't hasn't couldn't it's wasn't doesn't mustn't I'll she'd	Megan's Ravi's Cody's Sophie's Sam's child's boy's man's dog's lady's	whole any many clothes busy people water again half money

Year 2 Common Exception Words

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



Lowton West Primary School: Spelling and Phonics Long Term Plan

Year 3 Spelling (Using Spelling Shed programme)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Autumn 1 (8 weeks)								Autumn 2 (7 weeks)						
	Common Exception Words			The /ow/ sound spelled 'ou.'	The /u/ sound spelled 'ou.'	The /i/ sound spelled with a 'y'.	Words with endings that sound like /ze/, like measure, are always spelled with '-sure'.	Words with endings that sound like /ch/ is often spelt '-ture'	Challenge Words	Words with the prefix 're-' 're-' means 'again' or 'back.'	The prefix 'dis-' has a negative meaning. It often means 'does not' as in does not agree = disagree.	The prefix 'mis-' This is another prefix with negative meanings.	Adding suffixes beginning with vowel letters to words of more than one syllable.	Adding suffixes where the final consonant letter is doubled.	Challenge Words
mouth around sprout sound spout ouch hound trout found proud				touch double country trouble young cousin enough encourage flourish couple	gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics	measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	creature furniture picture nature adventure capture future sculpture fracture mixture	actual answer bicycle circle earth enough fruit island often popular	redo refresh return reappear redecorate revenge review replay reaction rebound	disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge	misbehave mislead misspell mistake misplace misread mistrust misunderstand misuse mislaid	gardening gardened limited limiting developing developed listening listened covered covering	forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped	centre decide disappear early heart learn minute notice regular therefore	
Spring	Spring 1 (6 weeks)						Spring 2 (5 weeks)								
	The long vowel /a/ sound spelled 'ai.'	Spelling Rule: The long /a/ vowel sound spelled 'ei.'	The long /a/ vowel sound spelled 'ey.'	Adding the -ly suffix to an adjective turns it into an adverb.	Homophones	Challenge Words	The /l/ sound spelled '-al' at the end of words.	The /l/ sound spelled '-le' at the end of words.	Adding the suffix '-ly' when the root word ends in '-le'	Adding the suffix '-ally' when the root word ends in '-ly'.	Adding the suffix '-ly' Words which do not follow the rules.				
straight painter fainted waist strainer chained claimed failure snail waiter	vein weigh eight neighbour sleigh reign freight reins veil eighteen	Obey prey convey survey grey osprey disobey they surveyor conveyor	calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly	grate great grown groan main mane meat meet missed mist	build describe imagine library natural ordinary promise recent suppose weight	arrival burial comical emotional national magical personal optional survival tropical	battle article struggle possible capable settle humble terrible example adjustable	gently simply humbly nobly durably terribly incredibly responsibly wrinkly possibly	basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically	Truly duly publicly daily slyly shyly fully wholly coily happily					

S	Summer 1 (7 weeks)							Summer 2 (7 weeks)						
	Challenge Words	Words ending in '-er' when the root word ends in (t)ch	Words with the /k/ sound spelled 'ch'. These words have their origins in the Greek language.	Words ending with the /g/ sound spelt '-que' and the /k/ sound spelt '-que.' T French	Words with the /s/ sound spelled 'sc' Latin	Homophones	Challenge Words	The suffix '-sion' pronounced /ʒ.ən/	Challenge Words	Revision Spelling rules we have learned in Year 3.				
	address arrive certain experience history mention occasionally probably reign sentence	teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorcher	scheme chorus chemist echo character stomach monarch school anchor chaos	vague league plague tongue fatigue antique unique grotesque mosque plaque	science scene discipline fascinate crescent scissors ascend scented scenery descend	Ball bawl berry bury break break fair fare mail male	accidentally breathe century consider eight guard heard heard peculiar possible quarter	division invasion confusion decision collision television erosion vision fusion revision	difficult important length perhaps position pressure question strange special purpose	pleasure island dislocate disadvantage decide survey exactly bravely ordinary promise	freight hourly missed suppose plaque descend grotesque automatic daily scented	teacher scheme history mention bawl crescent eighteen regular disable mane	disappear reaction capable personal specifically misunderst and freight committed forbidden neighbour	

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women



Lowton West Primary School: Spelling and Phonics Long Term Plan

Year 4 Spelling (Using Spelling Shed Programme)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Autumn 1 (8 weeks)								Autumn 2 (7 weeks)						
	Revision Spelling rules we have learned in Year 3. + Common Exception Words			Homophones:	The prefix 'in-' meaning 'not'	Opposite Words "l" and "in" becoming "ll" and "r" becoming "lr"	The prefix 'sub-' which means under or below.	The prefix 'inter-' means between, amongst or during.	Challenge Words	The suffix '-ation' is added to verbs to form nouns.	The suffix '-ation' is added to verbs to form nouns.	Adding '-ly' to adverbs. words ending in '-y' become '-ily' and '-le' become '-ly.'	Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.'	Word with the 'sh' sound spelled 'ch'. These words are French in origin.	Challenge Words
accept except knot not peace piece plain plane weather whether				inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	submarine subject subway submerge subtropica lsubdivide subheadin g substanda rd subtitle submit	interact intercity international l interfere interview intercept intercom internet interchange interface	calendar appear believe grammar increase interest opposite straight strength women	informatio nsensation preparatio n vibration decoration donation duration registratio n population determinat ion	adoration coronation detonation observation location generation exploration combinatio n illustration	sadly completely wildly bravely gently foolishly proudly horribly nervously happily	usually finally beautifully thoughtfull y wonderfull ycarefully faithfully peacefully cruelly generally	chef chalet machine brochure parachut echute chaperon e chandelie rcrochet quiche	complete continue experimen tfamous favourite February naughty material knowledge remember	
Spring	Spring 1 (6 weeks)						Spring 2 (5 weeks)								
	Adding the suffix '-ion.' (root words ending in 'd', 'de' or 'se' the suffix '-ion' is '-sion.'	Adding the suffix '-ous.'	The suffix '-ous'. The final 'e' of the root word must be kept	The 'ee' sound spelt with an 'i'	The suffix '-ous.'	Challenge Words	The 'au' digraph.	The suffix '-ion' when the root word ends in 't' or 'te' the suffix becomes '-tion'	The suffix '-ion' becomes '-sion' when the root word ends in 'ss' or 'mit'	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Adding '-ly' to create adverbs of manner.				

	expansion extension comprehension , tension suspension exclusion provision explosion erosion invasion	poisonous dangerous mountainous macvellous perilous tremendous enormous jealous precious disastrous	courageous outrageous nervous famous adventurous disadvantageous , ridiculous carnivorous rapturous torturous	merriment happiness plentiful penniless happily prettiest naughtiness beautiful pitiful silliness	serious obvious curious hideous spontaneous courteous furious various vicious gaseous	breath business caught different exercise extreme medicine possession although thought	naughty caught fraught automatic astronaut cause author applaud taught audience	invention injection action hesitation completion stagnation nomination migration conservation selection	expression discussion confession permission admission impression obsession procession omission concussion	musician magician electrician politician mathematician technician optician beautician physician dietician	reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously				
S	Summer 1 (7 weeks)							Summer 2 (7 weeks)							

	Challenge Words	Homophones	The /s/ sound spelt c before 'i' and 'e'.	This list contains 'sol' and 'real' word families	This list contains 'phon' and 'sign' word families	The prefixes 'super-' 'anti-' and 'auto-'	The prefix bi- meaning two	Revision Spelling rules we have learned in Year 4.							
	group height particular potatoes separate surprise through various though woman	scene seen whose e who's affect effect here hear heel heal	circle century centaur r circus princess voice medicine celebrate ate celery pencil	solar solution soluble insoluble dissolve real reality realistic unreal realisation .	phone telephone phonics microphone phonograph sign signature assign designer signaller .	supermarket et superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic	bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect	accept inactive illegal submarine interact calendar information adoration sadly usually	chef complete expansion poisonous courageous merriment serious breath naughty invention	expression musician reluctantly group scene circle solar supermarket bicycle except	incorrect illegible subject international I believe preparation coronation wildly bravely thoughtfully	brochure famous tension penniless hideous different astronaut completion admission mathematician	gently separate affect unexpectedly potatoes circus insoluble microphone superhuman bicentennial		

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women



Lowton West Primary School: Spelling and Phonics Long Term Plan

Year 5 Spelling (Using Spelling Shed Programme)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Autumn 1 (8 weeks)								Autumn 2 (7 weeks)						
	Revision Spelling rules we have learned in Year 4. + Common Exception Words			Words ending in '-ious.'	Words ending in '-cious.'	Ending '-cial' and '-tial.'	Ending '-cial' and '-tial.'	Ending '-cial' and '-tial.'	Challenge Words	Words ending in '-ant.'	Words ending in '-ance', '-ance'.	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.	Words ending in '-able' and '-ible.'	Words ending in '-ably' and '-ibly.'	Challenge Words
ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious				delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	official special artificial crucial judicial beneficial facial glacial especially multiracial	potential essential substantial influential residential confidential celestial preferential torrential circumstantial	financial commercial provincial initial spatial palatial controversial initially controversially financially	appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable	abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant	abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy	innocence decency frequent frequency confident competency transparent transparency violent violence	dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible	reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly	accommodate available controversy dictionary marvellous opportunity secretary sincerely suggest twelfth	
S	Spring 1 (6 weeks)						Spring 2 (5 weeks)								
	Words ending in '-able'.	Adverbs of time (temporal adverbs)	Adding suffixes beginning with vowel letters to words ending in -fer.	Words with 'silent' letters at the start.	Words with 'silent' letters	Challenge Words	Words spelled with 'ie' after c.	Words with the 'ee' sound spelt ej after c.	Words containing the letter string 'ough' where the sound is /aw/.	Words containing the letter string 'ough' where the sound is /o/ in boat or 'ow' in cow.	Adverbs of possibility.				

changeable noticeable manageable agreeable knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable	afterwards immediately earlier eventually previously finally recently yesterday tomorrow whilst	referring preferred transferring reference referee preference transference difference inference conferring	knight wreckage writer knowledge knuckle wreath pterodactyl mnemonic wrestler knife	doubt island lamb solemn thistle autumn build receipt ascend disciple	amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment	ancient science species efficient deficient glacier scientists sufficient emergencies inefficient	deceive conceive receive perceive receipt protein caffeine seize either neither	bought fought thought ought sought ought brought wrought afterthought thoughtfulness	though although dough doughnut rough enough tough plough bough toughen	definitely possibly probably frequently infrequently occasionally rarely certainly obviously often					
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
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Summer	Summer 1 (7 weeks)							Summer 2 (7 weeks)								
	Challenge Words	homophones or near homophones.	homophones or near homophones.	homophones or near homophones.	homophones or near homophones.	homophones or near homophones.	Challenge Words	Revision spelling rules we have learned in Stage 5.								
	accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm	advice advise device devise licence license practice practise prophecy prophesy	aisle isle aloud allowed altar alter ascend assent farther father	guessed guest heard herd morning mourning past passed bridal bridle	cereal serial complement compliment principal stationary stationary wary weary	affect effect precede proceed draft draught dessert desert whose who's	achieve apparent bargain bruise community mischievous muscle necessary vehicle system	ambitious delicious official potential financial appreciate abundant fragrant innocence dependable	reliably accommodate changeable afterwards referring knight doubt amateur ancient deceive	bought though definitely accompany advice aisle guessed cereal affect achieve	fictitious conscious constant elegance frequent understand able comfortable controversy manageable earlier	transferring writer ascend awkward species receive thought dough probably conscience	transferring writer ascend awkward species receive thought dough probably conscience			



Years 5 and 6 Common Exception Words



Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity	Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation	Hh harass hindrance	Ii identity immediate immediately individual interfere interrupt	Ll language leisure lightning	Nn necessary neighbour nuisance	Oo occupy occur opportunity	Pp parliament persuade physical prejudice privilege profession programme pronunciation	Qq queue	Rr recognise recommend relevant restaurant rhyme rhythm	Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	Tt temperature thorough twelfth	Vv variety vegetable vehicle	Yy yacht
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Lowton West Primary School: Spelling and Phonics Long Term Plan

Year 6 Spelling (Using Spelling Shed Programme)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Autumn 1 (8 weeks)								Autumn 2 (7 weeks)						
	Revision Spelling rules we have learned in Year 5. + Common Exception Words			Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the short vowel sound /i/ spelt y
muscle prejudice available determined rhyme identity accommodate suggest competition existence				accompany average conscience develop explanation immediately necessary privilege rhythm symbol	according awkward conscious dictionary familiar individual neighbour profession sacrifice system	achieve bargain controversy disastrous foreign interfere nuisance programme secretary temperature	aggressive bruise convenience embarrass forty interrupt occupy pronunciation shoulder thorough	amateur category correspond environment frequently language occur queue signature twelfth	ancient cemetery criticise equipped government leisure opportunity recognise sincerely variety	apparent committee curiosity guarantee lightning parliament recommend soldier vegetable especially	appreciate communicate definite exaggerate harass marvellous persuade relevant stomach vehicle	attached community desperate excellent hindrance mischievous physical restaurant sufficient yacht	rhythm system physical symbol mystery lyrics oxygen symptom typical crystal	rhyme occupy apply hyphen hygiene python supply identify multiply recycle	
Spring	Spring 1 (6 weeks)					Spring 2 (5 weeks)									
	Adding the prefix 'over' to verbs.	Convert nouns or verbs into adjectives using suffix '-ful'	Words which can be nouns and verbs.	Words with an /o/ sound spelt 'ou' or 'ow'	Words with a 'soft c' spelt /ce/	Prefix dis-, un-, over-, in- Meanings: dis-reverse; un - not; over-above or more; in-opposite	Words with the /f/ sound spelt 'ff'	Words with origins in other countries	Words with unstressed vowel sounds	Words with endings /shul/ after a vowel letter.	Words with endings /shul/ after a consonant letter				
	overbalance overthrow overturned overcoat overslept overcook overpaid overreact overtired overlooked	merciful plentiful beautiful fearful faithful boastful doubtful thankful pitiful fanciful	produce broadcast transport silence smoulder known thrown shallow window freeze	shoulder smoulder mould thrown known blown window shallow soul poultry	prejudice nuisance hindrance sacrifice cemetery certIFICATE celebrate necessary deceased December	disappointed dissatisfied dissimilar unsure unnecessary unnatural overseas overrule overreact impatient	graph pheasant phone photo physical alphabet dolphin elephant pamphlet sphere	hoist easel restaurant pyjamas bungalow veranda ballet blizzard gymkhana origin	explanatory environment secretary jeweller poisonous company desperate definitely reference temperature	antisocial official superficial special artificial social racial crucial facial beneficial	influential martial spatial partial confidential essential substantial potential sequential torrential				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
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Summer	Summer 1 (7 weeks)							Summer 2 (7 weeks)							
	Words with the common letter string 'acc' at the beginning of words	Words ending in '-ably'	Words ending in '-ible'	Spelling Rules: Adding the suffix '-ibly' to create an adverb.	Changing '-ent' to '-ence'	Words ending '-er, -or, ac'	Adverbs synonyms with determination	Adjectives to describe settings	Vocabulary to describe feelings	Adjectives to describe character	Grammar Vocabulary	Grammar Vocabulary	Mathematical Language		
	accompany accommodate access accuse accost accrue accuracy accomplish accumulate accentuate	changeably noticeably dependably comfortably reasonably adorably valuably believably considerably tolerably	reversible incredible possible horrible terrible adorably legible forcible sensible visible	reversibly responsibly possibly horribly terribly visibly incredibly sensibly forcibly legibly	excellent excellence silent silence evident evidence convenient convenience different difference	computer superior customer soldier shoulder interior calendar popular particular radiator	intently diligently repeatedly knavishly determinedly resolutely relentlessly persistently tenaciously continually	picturesque magnificent regal tranquil sinister unsightly spectacular majestic noiseless bustling	euphoric delighted despondent incensed terrified apprehensive jittery optimistic positive sanguine	amiable obnoxious disagreeable grotesque repugnant exquisite courageous gargantuan valiant delightful	modal relative pronoun clause parenthesis bracket cohesion ambiguity adverb determiner	subject object active passive synonym antonym ellipsis hyphen colon punctuation	addition subtraction multiplication division parallel horizontal vertical circumference diameter calculation		

Years 5 and 6

Common Exception Words

Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward Bb bargain bruise	Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity Dd definite desperate determined develop dictionary disastrous	Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation Ff familiar foreign forty frequently Gg government guarantee	Hh harass hindrance Ii identity immediate immediately individual interfere interrupt Ll language leisure lightning Mm marvellous mischievous muscle	Nn necessary neighbour nuisance Oo occupy occur opportunity Pp parliament persuade physical prejudice privilege profession programme pronunciation Qq queue	Rr recognise recommend relevant restaurant rhyme rhythm Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system	Tt temperature thorough twelfth Vv variety vegetable vehicle Yy yacht
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