

Block	Week	Spelling Shed list	Pa	rt 1- Revision	Part 2 – New spelling pattern
1	1	1	Day 1	Y2 The /z/ sound spelled s -R1 e.g. television treasure usual	The /ow/ sound spelled 'ou Note: Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. mouth
			Day 2	Y2 The short vowel sound 'o'- R2 e.g. other mother brother	around sprout sound spout ouch hound trout
			Day 3	Y2 The /j/ sound <u>spelled –dge at the</u> <u>end of words- R3</u> e.g. badge edge bridge	found proud
			Day 4	Y2 The suffixes '- ment' and '-ness- R4 e.g. payment enjoyment agreement	
	2	2	Day 1	Y2 Possessive apostrophes (singular)- R1 e.g. Megan's Ravi's Cody's	The /u/ sound spelled 'ou Note: This digraph is only found in the middle of words. touch double country trouble
			Day 2	Y2 The /ee/ sound spelled '-ey'- R2 e.g. key donkey monkey	young cousin enough encourage flourish couple
			Day 3	Y2 The /j/ sound spelled -ge at the end of wordsR3 e.g. age huge change	
			Day 4	Y2 The suffixes '-ful' and '-less' - R4 e.g. careful playful thankful	
	3	3	Day 1	<u>The /ow/ sound</u> <u>spelled 'ou- R1</u> e.g. mouth around sprout	The /i/ sound spelled with a 'y.' Note: Very often the 'y' is the second letter of the word but not always. gym
			Day 2	Y2 The /er/ sound spelled with o or ar. – R2 e.g. word	myth Egypt pyramid mystery symbol

 1	1	T	•	
			work	synonym
			worm	lyrics
				system
				gymnastics
		Day 2	V2 Contractions D2	
		Day 3	Y2 Contractions- R3	
			e.g.	
			can't	
			didn't	
			hasn't	
		Day 4	Y2 Words ending in '-	
			<u>tion'- R4</u>	
			e.g.	
			station	
			fiction	
			motion	
4	4	Day 1	The /u/ sound spelled	Endings that sound like /ze/ spelled with '-sure.'
			<u>'ou- R1</u>	
			e.g.	Note: Words that end with a /ze/ sound are always spelled with 'sure'
			touch	at the end.
			double	
			country	measure
		Day 2	Y2 The /z/ sound	treasure
		,-	spelled s –R2	pleasure
			e.g.	enclosure
			television	displeasure
			treasure	composure
			usual	leisure
			usual	exposure
		Day 3	Y2 The /j/ sound	closure
		Day 3		disclosure
			spelled with a g- R3	uisciosure
			e.g.	
			gem	
			gym	
			giant	
		Day 4	Y2 Challenge Words 4-	
			<u>R4</u>	
			e.g.	
			last	
			past	
			father	
5	5	Day 1	The /i/ sound spelled	Words with endings that sound like /ch/ spelled -'ture'
			with a 'y.'- R1	
			e.g.	Note: Words with endings that sound like /ch/ is often spelt –'ture'
			gym	unless the root word ends in (t)ch.
			myth	
			Egypt	creature
		Day 2	Y2 Possessive	furniture
			apostrophes	picture
			(singular)- R2	nature
			e.g.	adventure
			Megan's	capture
			Ravi's	future
			Cody's	sculpture
		Day 3	Y2 The short vowel	fracture
		20, 5	sound 'o'- R3	mixture
			e.g.	
			other	
			mother	
			brother	
		Day 4	Y2 Challenge Words 5	
		Day 4		
			<u>– R4</u> whole	
			any	
	6	Davi 1	many	Challeners Manda 1
6	6	Day 1	Endings that sound	Challenge Words 1
			like /ze/ spelled with	
			<u>'-sure.'- R1</u>	Note: From the Y3/4 list.
			e.g.	
			measure	actual

r	1	1	1		
				treasure	answer
				pleasure	bicycle
					circle
			Day 2	The /ow/ sound	earth
			54,2	spelled 'ou- R2	enough
				e.g.	fruit
				mouth	island
				around	often
				sprout	popular
			Day 2		
			Day 3	Y2 The /ee/ sound	
				spelled '-ey'- R3	
				e.g.	
				key	
				donkey	
				monkey	
			Day 4	Y2 The /j/ sound	
				spelled –dge at the	
				end of words- R4	
				e.g.	
				badge	
				edge	
				bridge	
				-	
2	1	7	Day 1	Words with endings	Words with the prefix 're-'
				that sound like /ch/	
				<u>spelled –'ture' – R1</u>	Note: 're-' means 'again' or 'back.'
				e.g.	
				creature	redo
				furniture	refresh
				picture	return
			Day 2	The /u/ sound spelled	reappear
				'ou- R2	redecorate
				e.g.	revenge
				touch	review
				double	replay
				country	reaction
			Day 3	Y2 The /er/ sound	rebound
			,-	spelled with o or ar. –	
				<u>R3</u>	
				e.g.	
				word	
				work	
				worm	
			Day 4		•
			Day 4	Y2 The /j/ sound	
				spelled –ge at the end	
			1	of wordsR4	
1				e.g.	
				age	
				huge	
				change	
1	2	8	Day 1	Challenge Words 1- R1	Words with the prefix 'dis-'
1				e.g.	
1				actual	Note: 'dis' has a negative meaning. It often means 'does not' as in
1				answer	does not agree = disagree.
1				bicycle	
			Day 2	The /i/ sound spelled	disappoint
1				with a 'y.'- R2	disagree
				e.g.	disobey
				gym	disable
				myth	dislike
				Egypt	dislocate
			Day 3	Y2 The /z/ sound	disappear
1				spelled s –R3	disadvantage
1				e.g.	disapprove
			1	television	dislodge
				treasure	
				usual	

A     Day 4     Y2 Contractions: M4 e.g. can't didn't hasn't     Words with the prefix 'mis'.       3     9     Day 1     Words with the prefix 'rec', R4 e.g. redo redo retron     Words with the prefix 'mis'.       Day 2     Endings that sound like /refresh return     misled misled       Day 3     Y2 Possessive apostrophes (singular)-R3 e.g. measure     misled misled       Day 4     Y2 Possessive apostrophes (singular)-R3 e.g. measure     misled       Day 3     Y2 Possessive apostrophes (singular)-R3 e.g. measure     Adding suffixes beginning with vowel letters to words of more than one syllable.       4     10     Day 1     Words with the prefix 'reform that prefix 'reform the prefix 'reform the prefix' mis' also creates words with negative meanings or opposites of positive words.       Day 3     Y2 Possessive apostrophes (singular)-R3 e.g. gen gymt     Misled       A     Day 4     Y2 Possessive apostrophes (singular)-R3 e.g. misled       Day 4     V2 Possessive apostrophes (singular)-R3 e.g. mouth aspecied with the prefix (refix R1) e.g. Day 2     Adding suffixes beginning with vowel letters to words of more than one syllable.       A     Day 1     Words with the prefix 'reform one genet with a sound is profit       Day 4     Y2 The short words sound aroun
3     9     Day 1     Words with the prefix 'mis'' 'ref-sh' redo     Mords with the prefix 'mis'' 'reforsh       Day 2     Endings that sound like /zel spelled with 'sure' nR' eas.     Mords with the prefix 'mis'' opposites of positive words.       Day 2     Endings that sound like /zel spelled with 'sure' nR' eas.     missel missel missel       Day 3     V2 Possessive gem gem gem     missel missel       Day 4     V2 The //i.sound spelled with ng. R4 eas.     missel missel       Day 4     V2 The //i.sound spelled with ng. R4 eas.     Adding suffixes beginning with vowel letters to words of more than one syllable.       4     10     Day 1     Mords with the prefix 'dis'-fit eas.     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 4     V2 The //i.sound spelled with ng. R4 eas.     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Day 3     Day 4     Words with the prefix 'dis'-fit eas.     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 3     The /ow/ sound spelled 'unt nrue' pitture     Adding suffixes beginning with vowel with more syllable.       Day 4     V2 The fint word spelled 'unt nrue' pitture     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 4     V2 The fint word spelled 'unt nrue' pitture     The food 'sound spelled 'unt nrue' eas.
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3     9     Day 1     Words with the prefix 'mis' also creates words with negative meanings or opposites of positive words.       3     9     Day 2     Endings that sound like /ref spelied with 'ssure'.' Sisten 'ssure' miseal misea
3     9     Day 1     Words with the prefix 'mis' also creates words with negative meanings or opposites of positive words.       3     9     Day 2     Endings that sound like /ref spelied with 'ssure'.' Sisten 'ssure' miseal misea
4     10     Day 1
4     10     Day 1 <ul> <li></li></ul>
4     10     Day 1     Image: section of the section
4     10     Day 1 interplet of the sound interplet
Image: state
4     10     Day 2     Indings that sound like /ze/ spalled with -sure- A2 e.g. messure treasure plessure     misspell mi
4     10     Day 1     Words with the prefix disapree disapree beginnee begine beginnee beginnee beginn
4     10     Day 1     Words with the prefix disapree disapree beginnee begine beginnee beginnee beginn
4     10     Day 1     More selected with a gene selected with a s
4     10     Day 1     Words with endings the sound with endings gen gym     Adding suffixes beginning with vowel letters to words of more than one syllable. Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       10     Day 1     Words with endings that sound like (ch/ gene gym     Adding suffixes beginning with vowel letters to words of more than one syllable. Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 2     Words with endings that sound like (ch/ gene gradening picture     gardening gradened limiting istened covered covered covered covered covered covered covered       Day 4     Y2 The short vowel sound 'o'- R4 e, e, mouth around 's prot     Day 4
4     10     Day 1     Morecasure pleasure apostrophes e.g. Megar's cody's     Adding suffixes beginning with vowel letters to words of more than or syllable. However it is not doubled when the syllable is unstressed.       4     10     Day 1     Mords with help refix disopent disappoint disagree for syllable. However it is not doubled when the syllable is unstressed.       Day 2     Day 2     Mords with endings that sound like /ch/ spelled ~ture ~ R2 e.g. gen gym giant     Adding suffixes beginning with vowel letters to words of more than or syllable. However it is not doubled when the syllable is unstressed.       Day 2     Day 3     The /ow/ sound spelled ~ture ~ R2 e.g. disappoint disagree furtice     Adding suffixes beginning with vowel letters to words of more than one syllable. However it is not doubled when the syllable is unstressed.       Day 3     The /ow/ sound spelled ~ture ~ R2 e.g. mouth around sprout     The /ow/ sound spelled ~ture ~ R2 e.g. mouth around sprout     Adding suffixes beginning with a low well to words with core syllable. However it is not doubled when the syllable is unstressed.
4     10     Day 1     Y2 Possessive pleasure (singular): R3 e.g. Cody's     mistrust misunderstanding misuse radius       10     Day 4     Y2 The /i/ sound spelled with a_r.R4 e.g. gem gym giant     Adding suffixes beginning with vowel letters to words of more than one syllable.       10     Day 1     Words with the prefix disappoint disagree disappoint disagree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       10     Day 2     Words with endings that sound like /th/ spelled ~ture - R2 e.g. disappoint     Adding suffixes beginning with vowel letters to words of more than one syllable.       10     Day 2     Words with endings that sound like /th/ spelled ~ture - R2 e.g. that sound like /th/ spelled ~ture - R2 e.g. mouth around sprot     Adding suffixes beginning with vowel letters to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 3     The /ow/ sound specified ~ture - R2 e.g. mouth around _grout     The /ow/ sound specified ~ture - R2 e.g. mouth around _grout       Day 4     Y2 The short vowel sound 'o'. R4 e.g.     Verefit
4     10     Day 1     V2 Possessive apostrophes (singular)- R3 e.g. Megan's Rav's Cody's     misuderstanding misuse       4     10     Day 1     V2 The /i/ sound spelled with a.g. R4 e.g. gem gym giant     Adding suffixes beginning with vowel letters to words of more than one syllable.       4     10     Day 1     Words with the prefix disaproint disagree disobey     Adding suffixes beginning with a vowel to words with more than one syllable.       Day 2     Words with endings that sound like /ch/ spelled ~ture' - R2 e.g. creature furniture picture     gardening gardening gardening gardened limited limited limited limited limited listening listened covered covered covered covered covered
4     10     Day 3     Y2 Possessive apostrophes (singular), R3 e.g. gem gym giant     Adding suffixes beginning with vowel letters to words of more than one syllable.       4     10     Day 1     Words with the prefix disappoint disagree disappoint disagree that sound like /ch/ spelled ~ture' = R2 e.g. disappoint disagree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Words with nep refix disagree disagree disobey     Adding suffixes beginning with a vowel to words with more than one syllable.       Day 2     Words with endings that sound like /ch/ spelled ~ture' = R2 e.g. creature furniture picture     Spelled ~ture' = R2 e.g. mouth around sprout     Spelled ~ture' = R2 e.g. mouth around sprout     Spelled ~ture' = R2 e.g. mouth around sprout
4     10     Day 3     Y2 Possessive apostrophes (singular), R3 e,e, Megan's Ravi's Cody's     mislaid       4     10     Day 4     Y2 The /// sound spelled with a g. R4 e,e, gem gym giant     Adding suffixes beginning with vowel letters to words of more than one syllable.       4     10     Day 1     Words with the prefix disappoint disagree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Words with endings that sound like /ch/ spelled ~ture' - R2 e,e, disappoint disagree disobey     Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 3     The fow/ sound spelled ~ture' - R2 e,e, mouth around sprout     Bay 3       Day 4     Y2 The short vowel sound 'o'- R4 e,e, e,e.
4     10     Day 1     More than a construction of the synaptic set of the synapti
4     10     Day 1     More suffixes beginning with vowel letters to words of more than one syllable.
4       10       Day 4       Y2 The /i/sound spelled with a g. R4 e.g. gem gym giant giant         4       10       Day 1       Words with the prefix diss-rR1 e.g. disappoint disagree e.g. disagree
4       10       Day 1       Adding suffixes beginning with vowel letters to words of more than one syllable.         4       10       Day 1       Words with the prefix of sagree disappoint disagree
A       10       Day 4       Y2 The /i/ sound spelled with a g. R4 e.g. gem gym gym gym gym ginant         4       10       Day 1       Words with the prefix disappoint disagree disappoint disagree disappoint disagree disagree further e.g. disagree dis
A       10       Day 4       Y2The // sound spelled with a g. R4 e.g. gem gym giant         4       10       Day 1       Words with the prefix 'dis-'. R1 e.g. disappoint disagree d
4       10       Day 4       Y2 The /i// sound spelded with a g. R4 e.g. gem gymm giant         4       10       Day 1       Words with the prefix disappoint disagree disagree that sound like /thr/ disagree disagree that sound like /thr/ disagree disagree that sound like /thr/ disagree disagree disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree that sound like /thr/ spelled /ture - R2 e.g. disagree developed limited limiting developing developed listening listened covered covering spelled /o.g. down down dis sprout
A       10       Day 4       Y2 The /i/ sound spelled with a g. R4 e.g. gem gym giant       Adding suffixes beginning with vowel letters to words of more than one syllable.         4       10       Day 1       Words with the prefix disagree disappoint disagree disappoint disagree disobey       Adding suffixes beginning with vowel letters to words of more than one syllable.         Day 2       Words with endings that sound like /ch/ spelled ~ture' - R2 e.g. furniture picture       Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled.         Day 2       Words with endings that sound like /ch/ spelled ~ture' - R2 e.g. furniture picture       gardening gardened limited limited limited limited limiting listened covered covered covered covered covering         Day 3       The /ow/ sound sprout       Sound 'o'- R4 e.g. mouth around sprout       Sound 'o'- R4 e.g.
4       10       Day 1
4       10       Day 1       Words with the prefix ege.       Adding suffixes beginning with vowel letters to words of more than one syllable.         4       10       Day 1       Words with the prefix ege.       Adding suffixes beginning with vowel letters to words of more than one syllable.         0       Day 2       Words with endings that sound like /ch/ spelled -/ture' - R2 e.g.       Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.         Day 2       Words with endings that sound like /ch/ spelled -/ture' - R2 e.g.       gardeneid         0       Day 3       The /ow/ sound spelled '/ou-R3 e.g.       gardeneid         0       Day 3       The /ow/ sound sprout       listeneid         0       Day 4       Y2 The short vowel sound 'o'- R4 e.g.       covered covering
4     10     Day 1     Words with the prefix 'dis-'-R1 e.g. disaproint disagree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Words with the prefix 'dis-'-R1 e.g. disaproint disagree disobey     Adding suffixes beginning with a vowel to words with more syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 2     Words with endings that sound like /ch/ spelled -'ture' - R2 e.g. creature furniture picture     gardened limited limited limited listening listened covered covered covering       Day 3     The /ow/ sound sprout     The /ow/ sound sprout       Day 4     Y2 The short vowel sound 'o'-R4 e.g.
4     10     Day 1     Words with the prefix (dis2R1 e.g. disappoint disapree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Words with endings that sound like /ch/ spelled -/ture' - R2 e.g. creature furniture     Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 2     Words with endings that sound like /ch/ spelled -/ture' - R2 e.g. creature furniture     gardened limiting developed listened covered covered covered covering       Day 3     The /ow/ sound sprout around sprout     listened covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
4     10     Day 1     Words with the prefix (dis2R1 e.g. disappoint disagree disobey     Adding suffixes beginning with vowel letters to words of more than one syllable.       Day 2     Words with endings that sound like /ch/ spelled -/ture     Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.       Day 2     Words with endings that sound like /ch/ spelled -/ture     gardening gardened limiting developed listened covered covered covered covered covering       Day 3     The /ow/ sound sprout     listened covered covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
4       10       Day 1       Words with the prefix (dis-'.R1, e.g. disappoint disappoint disapree disobey       Adding suffixes beginning with vowel letters to words of more than one syllable.         Day 2       Words with endings that sound like /ch/ spelled -'ture' - R2 e.g. creature furniture picture       Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.         Day 2       Words with endings that sound like /ch/ spelled -'ture' - R2 e.g. creature furniture picture       gardening gardened limited limited limited listening listened covereing         Day 3       The /ow/ sound sprelet /ou- R3 e.g. mouth around sprout       listening listened covering         Day 4       Y2 The short vowel sound 'o'- R4 e.g.       covering
4       10       Day 1       Words with the prefix 'dis-'-R1 e.g. disappoint disappee disobey       Adding suffixes beginning with vowel letters to words of more than one syllable.         Note: When adding suffixes beginning with a vowel to words with disappee disobey       Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled.         Day 2       Words with endings that sound like /ch/ spelled -'ture' - R2 e.g. creature furniture picture       gardening gardened limited limited listening listening listening listened covered covered covering         Day 3       The /ow/ sound sprout       listening listening listening listening listening listening         Day 4       Y2 The short vowel sound 'o'- R4 e.g.       covered covering
Image: Construction of the synthesis of
Day 2       Words with endings words with endings that sound like /ch/ spelled -'ture' - R2 e.g. furniture       gardening gardened limited limited limiting developing developed         Day 3       The /ow/ sound spelled 'ou- R3 e.g. furniture       limited listening listened covered covered covering         Day 4       Y2 The short vowel sound 'o'- R4 e.g.       limited listening listened covering
Image: Day 2       disappoint disagree disobey       Note: When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.         Day 2       Words with endings that sound like /ch/ spelled -/ture' - R2 e.g. creature furniture picture       gardened         Day 3       The /ow/ sound spelled /ou - R3 e.g. mouth around sprout       limited         Day 4       Y2 The short vowel sprout       listened covering         Day 4       Y2 The short vowel sound 'o' - R4 e.g.       covering
Day 2       Words with endings that sound like /ch/ spelled -'ture' - R2 e.g. furniture picture       gardening gardened limited limiting developing developed         Day 3       The /ow/ sound spelled 'ou- R3 e.g. de.g.       limiting listened covered covered covered covering         Day 4       Y2 The short vowel sound 'o'- R4 e.g.       poistor
Day 2       Words with endings that sound like /ch/ spelled -'ture' - R2 e.g.       gardening gardened limited         Day 3       The /ow/ sound spelled 'ou- R3 e.g.       limiting developed         Day 3       The /ow/ sound spelled 'ou- R3 e.g.       listening listened         Day 4       Y2 The short vowel sound 'o'- R4 e.g.       covered covered covering
Day 2     Words with endings that sound like /ch/ spelled -'ture' – R2 e.g. creature furniture picture     gardening gardened limited limiting developing developed       Day 3     The /ow/ sound spelled 'ou- R3 e.g. mouth around sprout     listening listened covered covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
Day 2     Words with endings that sound like /ch/ spelled -'ture' – R2 e.g. creature furniture picture     gardening gardened limited limiting developing developed       Day 3     The /ow/ sound spelled 'ou- R3 e.g. mouth around sprout     listening listened covered covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
bit       that sound like /ch/ spelled -'ture' - R2 e.g.       gardening gardened imited imited imited imiting furniture picture         bay 3       The /ow/ sound spelled 'ou- R3 e.g.       listening istened covered covered covering         bay 4       Y2 The short vowel sound 'o'- R4 e.g.       covering
spelled -'ture' - R2       gardened         e.g.       limited         furniture       developing         picture       developed         Day 3       The /ow/ sound         spelled 'ou- R3       listening         e.g.       covered         mouth       covering         around       sprout         Day 4       Y2 The short vowel         sound 'o'- R4       e.g.         e.g.       e.g.
e.g.       limited         furniture       developing         picture       developed         Day 3       The /ow/ sound         spelled 'ou- R3       listening         e.g.       covered         mouth       covering         around       sprout         Day 4       Y2 The short vowel         sound 'o'- R4       e.g.         e.g.       e.g.
Image: Creature furniture picture     limiting developing developed       Day 3     The /ow/ sound spelled 'ou- R3       e.g.     covered covered       mouth     covering       around sprout     pout 'o'- R4       e.g.     covering
furniture     developing       picture     developed       Day 3     The /ow/ sound       spelled 'ou- R3     listening       e.g.     covered       mouth     covering       around     sprout       Day 4     Y2 The short vowel       sound 'o'- R4       e.g.
Day 3     The /ow/ sound spelled 'ou- R3 e.g.     listening listened covered covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
Day 3     The /ow/ sound spelled 'ou- R3 e.g. mouth around sprout     listening listened covered covered covering       Day 4     Y2 The short vowel sound 'o'- R4 e.g.
Day 4     Y2 The short vowel sound 'o'- R4 e.g.
Day 4     Y2 The short vowel sound 'o'- R4 e.g.     istened covered covering
e.g.     covered       mouth     covering       around     sprout       Day 4     Y2 The short vowel       sound 'o'- R4       e.g.
Day 4     Y2 The short vowel sound 'o'- R4 e.g.     covering
around sprout       Day 4     Y2 The short vowel sound 'o'- R4 e.g.
Sprout       Day 4     Y2 The short vowel sound 'o'- R4 e.g.
Day 4 <u>Y2 The short vowel</u> sound 'o'- R4 e.g.
sound 'o'- R4 e.g.
e.g.
other
mother
brother
5         11         Day 1         Words with the prefix         Adding suffixes beginning with vowel letters to words of more than
<u>'mis-'- R1</u> <u>one syllable- 2</u>
e.g.
misbehave Note: When you add a suffix (that starts with a vowel) to words of
mislead more than one syllable, and the final syllable is stressed then the fina
misspell consonant will be doubled.
Day 2 Challenge Words 1- R2
e.g. forgetting
actual
answer beginning bicycle preferred

			Day 3	The /u/ sound spelled	permitted
				<u>'ou- R3</u>	regretting
				e.g.	committed
				touch	forbidden
				double	propelled
				country	equipped
			Day 4	Y2 The /ee/ sound	
				spelled '-ey'- R4	
				e.g.	
				key	
				donkey	
				monkey	
	6	12	Day 1	Adding suffixes	Challenge Words 2
				beginning with vowel	
				letters to words of	Note: From the Y3/4 list.
				more than one	
				syllable R1	centre
					decide
				e.g.	
				gardening	disappear
				gardened	early
				limited	heart
			Day 2	Words with the prefix	learn
			.,=	're-'- R2	minute
					notice
				e.g.	
				redo	regular
				refresh	therefore
				return	
			Day 2	The /i/ sound spelled	
			Day 3		
				<u>with a 'y.'- R3</u>	
				e.g.	
				gym	
				myth	
				Egypt	
			<b>D</b> . 4		
			Day 4	Y2 The /er/ sound	
				<u>spelled with o or ar. –</u>	
				<u>R4</u>	
				e.g.	
				word	
				work	
				worm	
3	1	13	Day 1	Adding suffixes	The long vowel /a/ sound spelled 'ai'
				beginning with vowel	
				letters to words of	straight
				more than one	painter
				syllable- 2- R1	fainted
					waist
				e.g.	
		1		forgetting	
					strainer
				forgotten	chained
				forgotten beginning	
			Day 2	forgotten beginning	chained
			Day 2	forgotten beginning <u>Words with the prefix</u>	chained claimed failure
			Day 2	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u>	chained claimed failure snail
			Day 2	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g.	chained claimed failure
			Day 2	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint	chained claimed failure snail
			Day 2	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree	chained claimed failure snail
			Day 2	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey	chained claimed failure snail
			Day 2 Day 3	forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u>	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u>	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> <u>'-sure.'- R3</u>	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> <u>'-sure.'- R3</u> e.g.	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> <u>'-sure.'- R3</u> e.g. measure	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> <u>'-sure.'- R3</u> e.g.	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> <u>'dis-'- R2</u> e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> <u>'-sure.'- R3</u> e.g. measure	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> 'dis-'- R2 e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> '-sure.'- R3 e.g. measure treasure	chained claimed failure snail
			Day 3	forgotten beginning <u>Words with the prefix</u> 'dis-'- R2 e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> '-sure.'- R3 e.g. measure treasure pleasure	chained claimed failure snail
				forgotten beginning <u>Words with the prefix</u> 'dis-'- R2 e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> '-sure.'- R3 e.g. measure treasure pleasure <u>Y2 The /z/ sound</u>	chained claimed failure snail
			Day 3	forgotten beginning <u>Words with the prefix</u> 'dis-'- R2 e.g. disappoint disagree disobey <u>Endings that sound</u> <u>like /ze/ spelled with</u> '-sure.'- R3 e.g. measure treasure pleasure <u>Y2 The /z/ sound</u> spelled s -R4	chained claimed failure snail
			Day 3	forgotten beginning Words with the prefix 'dis-'- R2 e.g. disappoint disagree disobey Endings that sound like /ze/ spelled with '-sure.'- R3 e.g. measure treasure pleasure Y2 The /z/ sound spelled s -R4 e.g.	chained claimed failure snail
			Day 3	forgotten beginning Words with the prefix 'dis-'- R2 e.g. disappoint disagree disobey Endings that sound like /ze/ spelled with '-sure.'- R3 e.g. measure treasure pleasure Y2 The /z/ sound spelled s -R4 e.g. television	chained claimed failure snail
			Day 3	forgotten beginning Words with the prefix 'dis-'- R2 e.g. disappoint disagree disobey Endings that sound like /ze/ spelled with '-sure.'- R3 e.g. measure treasure pleasure Y2 The /z/ sound spelled s -R4 e.g. television	chained claimed failure snail
			Day 3	forgotten beginning Words with the prefix 'dis-'- R2 e.g. disappoint disagree disobey Endings that sound like /ze/ spelled with '-sure.'- R3 e.g. measure treasure pleasure Y2 The /z/ sound spelled s -R4 e.g.	chained claimed failure snail

	1				
	2	14	Day 1	Challenge Words 2- R1 e.g.	The long /a/ vowel sound spelled 'ei.'
				centre	vein
				decide	weigh
			Day 2	disappear	eight
			Day 2	Words with the prefix 'mis-'- R2	neighbour sleigh
				e.g.	reign
				misbehave	freight
				mislead misspell	reins veil
			Day 3	Words with endings	eighteen
			-	that sound like /ch/	
				<u>spelled –'ture' – R3</u> e.g.	
				creature	
				furniture	
			Day 6	picture	
			Day 4	Y2 Possessive apostrophes	
				(singular)- R4	
				e.g.	
				Megan's Ravi's	
				Cody's	
	3	15	Day 1	The long vowel /a/	The long /a/ vowel sound spelled 'ey.'
				sound spelled 'ai'- R1 e.g.	obey
				straight	prey
				painter	convey
			<b>D</b>	fainted	survey
			Day 2	Adding suffixes beginning with vowel	grey osprey
				letters to words of	disobey
				more than one	they
				<u>syllable R2</u> e.g.	surveyor conveyor
				gardening	
				gardened	
				limited	
			Day 3	Challenge Words 1- R3	
				e.g.	
				actual answer	
				bicycle	
			Day 4	The /ow/ sound	
				spelled 'ou- R4	
				e.g. mouth	
				around	
				sprout	
	4	16	Day 1	The long /a/ vowel	Adding the suffix –ly
				sound spelled 'ei.'- R1	
				e.g. vein	Note: Adding ly to an adjective creates an adverb that describes HOW the verb in the sentence is being done.
				weigh	the very in the sentence is being utile.
				eight	calmly
			Day 2	Adding suffixes	exactly deadly
				beginning with vowel letters to words of	bravely
				more than one	boldly
				syllable- 2- R2	gladly
				e.g. forgetting	deeply clearly
L	1			lorgetting	cicuity

	1	1	1	-	
				forgotten beginning	hourly quickly
					4
			Day 3	Words with the prefix	
				<u>'re-'- R3</u>	
				e.g. redo	
				refresh	
				return	
			Day 4	The /u/ sound spelled	
			Day 4	'ou- R4	
				e.g.	
				touch	
				double country	
	5	17	Day 1	The long /a/ vowel	Homophones 1
				sound spelled 'ey.'- R1	
				e.g.	Note: These words sound the same but have different
				obey prey	spellings/meanings.
				convey	grate
			Day 2	Challenge Words 2- R2	great
				e.g.	grown
				centre decide	groan main
				disappear	mane
			Day 3	Words with the prefix	meat
				<u>'dis-'- R3</u>	meet
				e.g. disappoint	missed mist
				disagree	
				disobey	
			Day 4	The /i/ sound spelled	
				<u>with a 'y.'- R4</u> e.g.	
				gym	
				myth	
				Egypt	
	6	18	Day 1	<u>Adding the suffix –ly-</u> <u>R1</u>	Challenge Words 3
				e.g.	Note: From the Y3/4 list.
				calmly	
				exactly	build
			Day 2	deadly <u>The long vowel /a/</u>	describe imagine
			,-	sound spelled 'ai'- R2	library
				e.g.	natural
				straight	ordinary
				painter fainted	promise recent
			Day 3	Words with the prefix	suppose
				<u>'mis-'- R3</u>	weight
				e.g. misbehave	
				mislead	
				misspell	
			Day 4	Endings that sound like /ze/ spelled with	
				<u>'-sure.'- R4</u>	
				e.g.	
				measure	
				treasure pleasure	
				picusure	
4	1	19	Day 1	Homophones 1- R1	The /l/ sound spelled '-al' at the end of words
				grate/ great	
				grown/ groan	
L			1		

				Note: When a root word ends in 'e', remove the 'e' and then add 'al'. When a root word ends in 'y', exchange the 'y' for an 'i' and then add 'al'.
		Day 2	The long /a/ vowel sound spelled 'ei.'- R2 e.g. vein weigh eight	arrival burial comical emotional national
		Day 3	Adding suffixes beginning with vowel letters to words of more than one syllable R3 e.g. gardening gardened limited	magical personal optional survival tropical
		Day 4	Words with endings that sound like /ch/ spelled -'ture' - R4 e.g. creature furniture picture	
2	20	Day 1	Challenge Words 3- R1 e.g. build describe imagine	The /l/ sound spelled '-le' at the end of words battle article struggle
		Day 2	The long /a/ vowel sound spelled 'ey.'- R2 e.g. obey prey convey	possible capable settle humble terrible example
		Day 3	Adding suffixes beginning with vowel letters to words of more than one syllable- 2- R3 e.g. forgetting forgotten beginning	adjustable
		Day 4	Challenge Words 1- R4 e.g. actual answer bicycle	
3	21	Day 1	<u>The /l/ sound spelled</u> <u>'-al' at the end of</u> <u>words- R1</u> e.g. arrival burial comical	Adding the suffix '-ly' when the root word ends in '-le Note: When adding the suffix 'ly' to root words that end in 'le' then the 'e' is dropped and 'y' added. gently simply humbly
		Day 2	Adding the suffix –ly- R2 e.g. calmly exactly deadly	nobly durably terribly incredibly responsibly wrinkly

	<u> </u>				
			Day 3	Challenge Words 2- R3 e.g. centre decide disappear	possibly
			Day 4	<u>Words with the prefix</u> <u>'re-'- R4</u> e.g. redo refresh return	
	4	22	Day 1	The /l/ sound spelled <u>'-le' at the end of</u> <u>words- R1</u> e.g. battle article struggle	Adding the suffix '-ally' Note: When a root words ends in 'ic' we don't add 'ly'. Instead we add 'ally' straight on to the end. basically frantically
			Day 2	Homophones 1- R2 grate/ great grown/ groan	dramatically historically nationally emotionally accidentally
			Day 3	The long vowel /a/ sound spelled 'ai'- R3 e.g. straight painter fainted	automatically traditionally specifically
			Day 4	Words with the prefix <u>'dis-'- R4</u> e.g. disappoint disagree disobey	
	5	23	Day 1	Adding the suffix '-ly' when the root word ends in '-le- R1 e.g. gently simply humbly	Adding the suffix –ly. Words which do not follow the rules Note: These do not follow the pattern so just need to be learnt! truly duly publicly
			Day 2	Challenge Words 3- R2 e.g. build describe imagine	daily slyly shyly fully wholly
			Day 3	The long /a/ vowel sound spelled 'ei.'- R3 e.g. vein weigh eight	coyly happily
			Day 4	Words with the prefix 'mis-'- R4 e.g. misbehave mislead misspell	
	6	24	Day 1	Adding the suffix '- ally'- R1 e.g. basically frantically dramatically	<u>Challenge Words 4</u> Note: From the Y3/4 list. address arrive

		-			
			Day 2	The /I/ sound spelled	certain
				<u>'-al' at the end of</u>	experience
				words- R2	history
				e.g.	mention
				arrival	occasionally
				burial	probably
				comical	reign
					sentence
			Day 3	The long /a/ vowel	
				sound spelled 'ey.'- R3	
				e.g.	
				obey	
				prey	
				convey	
			Day 4	Adding suffixes	
				beginning with vowel	
				letters to words of	
				more than one	
				syllable R4	
				e.g.	
				gardening	
				gardened	
				limited	
5	1	25	Day 1	Adding the suffix –ly.	Words ending in '-er' when the root word ends in (t)ch
5	1	25	Day 1		words ending in the when the root word ends in (t)ch
				Words which do not	
				follow the rules- R1	Note: Words that end in 'ch' can have 'er' added straight on to the
				e.g.	end.
				truly	
				duly	teacher
				publicly	catcher
			-		
			Day 2	The /l/ sound spelled	richer
				<u>'-le' at the end of</u>	stretcher
				words- R2	watcher
				e.g.	dispatcher
				battle	butcher
				article	preacher
					cruncher
				struggle	scorcher
			Day 3	Adding the suffix -ly-	
					scorcher
				R3	storther
					storther
				<u>R3</u> e.g.	storther
				<u>R3</u> e.g. calmly	storther
				<u>R3</u> e.g. calmly exactly	storther
				<u>R3</u> e.g. calmly exactly deadly	storther
			Day 4	R3 e.g. calmly exactly deadly Adding suffixes	soluter
				R3 e.g. calmly exactly deadly <u>Adding suffixes</u> beginning with vowel	soluter
				R3 e.g. calmly exactly deadly Adding suffixes	soluter
				R3 e.g. calmly exactly deadly <u>Adding suffixes</u> beginning with vowel	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting	
				R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten	
	2	26		R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten	Words with the /k/ sound spelled 'ch.'
	2	26	Day 4	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning	
	2	26	Day 4	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.	Words with the /k/ sound spelled 'ch.'
	2	26	Day 4	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address	
	2	26	Day 4	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language.
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain	Words with the /k/ sound spelled 'ch.'         Note: These words have their origins in the Greek language.         scheme
	2	26	Day 4	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language.
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language.
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language.
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2	Words with the /k/ sound spelled 'ch.'         Note: These words have their origins in the Greek language.         scheme         chorus         chemist         echo
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2         e.g.	Words with the /k/ sound spelled 'ch.'         Note: These words have their origins in the Greek language.         scheme         chorus         chemist         echo         character
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2         e.g.         gently	Words with the /k/ sound spelled 'ch.'         Note: These words have their origins in the Greek language.         scheme         chorus         chemist         echo         character         stomach
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2         e.g.         gently         simply	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language. scheme chorus chemist echo character stomach monarch
	2	26	Day 4 Day 1 Day 2	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         e.g.         gently         simply         humbly	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language. scheme chorus chemist echo character stomach monarch school
	2	26	Day 4 Day 1	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2         e.g.         gently         simply	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language. scheme chorus chemist echo character stomach monarch
	2	26	Day 4 Day 1 Day 2	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         e.g.         gently         simply         humbly	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language. scheme chorus chemist echo character stomach monarch school
	2	26	Day 4 Day 1 Day 2	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         ends in '-le- R2         e.g.         gently         simply         humbly	Words with the /k/ sound spelled 'ch.'         Note: These words have their origins in the Greek language.         scheme         chorus         chemist         echo         character         stomach         monarch         school         anchor
	2	26	Day 4 Day 1 Day 2	R3         e.g.         calmly         exactly         deadly         Adding suffixes         beginning with vowel         letters to words of         more than one         syllable- 2- R4         e.g.         forgetting         forgotten         beginning         Challenge Words 4- R1         e.g.         address         arrive         certain         Adding the suffix '-ly'         when the root word         e.g.         gently         simply         humbly	Words with the /k/ sound spelled 'ch.' Note: These words have their origins in the Greek language. scheme chorus chemist echo character stomach monarch school anchor

	1	1			
			Day 4	Challenge Words 2- R4	
				e.g.	
				centre	
				decide	
				disappear	
	3	27	Day 1	Words ending in '-er'	Words ending with the /g/ sound spelled '-gue' and the /k/ sound
				when the root word	spelled '-que.'
				ends in (t)ch- R1 e.g.	Note: These words are French in origin.
				teacher	Note: These words are renerin origin.
				catcher	vague
				richer	league
			Day 2	Adding the suffix '-	plague
				<u>ally'- R2</u>	tongue
				e.g.	fatigue
				basically	antique unique
				frantically dramatically	grotesque
			Day 3	Challenge Words 3- R3	mosque
			Days	e.g.	plaque
				build	
				describe	
				imagine	
			Day 4	The long vowel /a/	
				sound spelled 'ai'- R4	
				e.g.	
				straight painter	
				fainted	
	4	28	Day 1	Words with the /k/	Words with the /s/ sound spelled 'sc'
				sound spelled 'ch.'- R1	
				e.g.	Note: These words are Latin in origin.
				scheme	
				chorus	science
				chemist	scene
			Day 2	Adding the suffix –ly.	discipline fascinate
				Words which do not follow the rules- R2	crescent
				e.g.	scissors
				truly	ascend
				duly	scented
				publicly	scenery
			Day 3	The /l/ sound spelled	descend
				<u>'-al' at the end of</u>	
				words- R3	
				e.g. arrival	
				burial	
				comical	
			Day 4	The long /a/ vowel	
				sound spelled 'ei.'- R4	
				e.g.	
				vein	
				weigh eight	
	5	29	Day 1	Words ending with	Homophones 2
			, -	the /g/ sound spelled	
				<u>'-gue' and the /k/</u>	Note: These have the same pronunciation but different meanings
				sound spelled '-que.'-	and/or spellings.
				<u>R1</u>	
				e.g.	ball
				vague	bawl
1				1000000	porry
				league plague	berry bury

	n	r			
			Day 2	Challenge Words 4- R2	brake
				e.g.	break
				address	fair
				arrive	fare
				certain	mail
			Day 3	The /l/ sound spelled	male
				<u>'-le' at the end of</u>	
				words- R3	
				e.g.	
				battle	
				article	
				struggle	
			Day 4	The long /a/ vowel	
			, -	sound spelled 'ey.'- R4	
				e.g.	
				obey	
				prey	
				convey	
	6	30	Day 1	Words with the /s/	Challenge Words 5
	Ũ	50	50,1	sound spelled 'sc'- R1	
			1	e.g.	Note: From the Y3/4 list.
			1	science	
			1	scene	accidentally
			1	discipline	breathe
			Day 2		century
			Day 2	Words ending in '-er'	consider
			1	when the root word	
			1	ends in (t)ch- R2	eight
				e.g.	guard
				teacher	heard
				catcher	peculiar
				richer	possible
			Day 3	Adding the suffix '-ly'	quarter
				when the root word	
				ends in '-le- R3	
				e.g.	
				gently	
				simply	
				humbly	
			Day 4	Adding the suffix -ly-	
				<u>R4</u>	
				e.g.	
				calmly	
				exactly	
				deadly	
6	1	31	Day 1	Homophones 2- R1	The suffix '-sion' pronounced /ʒən/
			1	e.g.	
			1	ball/ bawl	division
			1	berry/ bury	invasion
					confusion
			Day 2	Words with the /k/	decision
			1	sound spelled 'ch.'- R2	collision
			1	e.g.	television
			1	scheme	erosion
			1	chorus	vision
			1	chemist	fusion
			Day 3	Adding the suffix '-	revision
			·	ally'- R3	
			1	e.g.	
			1	basically	
			1	frantically	
			1	dramatically	
			Day 4	Homophones 1- R4	
			1	grate/ great	
			1	grown/ groan	
			1	5 , 8	
1	2	32	Day 1	Challenge Words 5- R1	Challenge Words 6
		1	1 '		
				e.g.	
					Note: From the Y3/4 word list.
				e.g. accidentally breathe	Note: From the Y3/4 word list.

				century	difficult
					important length
			Day 2	Words ending with	perhaps
			Day 2	the /g/ sound spelled	position
				'-gue' and the /k/	pressure
				sound spelled '-que.'-	question
				<u>R2</u>	strange
				e.g.	special
				vague	purpose
				league	
			Day 3	plague Adding the suffix –ly.	
			Days	Words which do not	
				follow the rules- R3	
				e.g.	
				truly	
				duly	
				publicly	
			Day 4	Challenge Words 3- R4	
				e.g. build	
				describe	
				imagine	
	3	33	Day 1	The suffix '-sion'	Revision -spelling rules we have learned in Stage 3 (1)
				pronounced /ʒən/- R1	
				e.g.	pleasure
				division	island
				invasion confusion	dislocate disadvantage
			Day 2	Words with the /s/	decide
			Duyz	sound spelled 'sc'- R2	survey
				e.g.	exactly
				science	bravely
				scene	ordinary
				discipline	promise
			Day 3	Challenge Words 4- R3	
				e.g. address	
				arrive	
				certain	
			Day 4	The /l/ sound spelled	
				<u>'-al' at the end of</u>	
				words- R4	
				e.g.	
				arrival burial	
				comical	
	4	34	Day 1	Challenge Words 6- R1	Revision –spelling rules we have learned in Stage 3 (2)
				e.g.	
				difficult	freight
				important longth	hourly
			Day 2	length Homophones 2- R2	missed suppose
			Jayz	e.g.	plaque
				ball/ bawl	descend
				berry/ bury	grotesque
					automatically
			Day 3	Words ending in '-er'	daily
				when the root word	scented
				ends in (t)ch- R3	
				e.g. teacher	
				catcher	
				richer	
			Day 4	The /l/ sound spelled	
				<u>'-le' at the end of</u>	
				words- R4	
1				e.g.	

			h a titla	
			battle	
			article	
			struggle	
5	35	Day 1	Revision -spelling	Revision –spelling rules we have learned in Stage 3 (3)
			rules we have learned	
			<u>in Stage 3 (1)- R1</u>	teacher
			e.g.	scheme
			pleasure	history
			island	mention
			dislocate	bawl
		Day 2	Challenge Words 5- R2	crescent
		Day 2	e.g.	eighteen
			accidentally	regular
			breathe	disable
				mane
			century	Indite
		Day 3	Words with the /k/	
			sound spelled 'ch.'- R3	
			e.g.	
			scheme	
			chorus	
			chemist	
		Day 4	Adding the suffix '-ly'	
			when the root word	
			ends in '-le- R4	
			e.g.	
			gently	
			simply	
			humbly	
6	36	Day 1	Revision –spelling	Revision –spelling rules we have learned in Stage 3 (4)
0	30		Revision-spenne	Revision – spening rules we have learned in Stage 5 (4)
			rules we have learned	
			rules we have learned in Stage 3 (2)- R1	disappear
			rules we have learned in Stage 3 (2)- R1 e.g.	disappear reaction
			rules we have learned in Stage 3 (2)- R1 e.g. freight	disappear reaction capable
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly	disappear reaction capable personal
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed	disappear reaction capable personal specifically
		Day 2	rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion'	disappear reaction capable personal specifically misunderstanding
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed	disappear reaction capable personal specifically misunderstanding freight
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /ʒən/- R2 e.g.	disappear reaction capable personal specifically misunderstanding freight committed
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /ʒən/- R2	disappear reaction capable personal specifically misunderstanding freight committed forbidden
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /ʒən/- R2 e.g.	disappear reaction capable personal specifically misunderstanding freight committed
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /ʒən/- R2 e.g. division	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /ʒən/- R2 e.g. division invasion	disappear reaction capable personal specifically misunderstanding freight committed forbidden
			rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /3ən/- R2 e.g. division invasion confusion Words ending with	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /3ən/- R2 e.g. division invasion confusion Words ending with the /g/ sound spelled '-gue' and the /k/	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3an/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3an/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned in Stage 3 (2)- R1 e.g. freight hourly missed The suffix '-sion' pronounced /3ən/- R2 e.g. division invasion confusion Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'- R3 e.g. vague league plague	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3an/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague         Adding the suffix '-         ally'- R3	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague         Adding the suffix '-         ally'- R3         e.g.	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague         Adding the suffix '-         ally'- R3         e.g.         basically	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague         Adding the suffix '-         ally'- R3         e.g.         basically         frantically	disappear reaction capable personal specifically misunderstanding freight committed forbidden
		Day 2 Day 3	rules we have learned         in Stage 3 (2)- R1         e.g.         freight         hourly         missed         The suffix '-sion'         pronounced /3ən/- R2         e.g.         division         invasion         confusion         Words ending with         the /g/ sound spelled         '-gue' and the /k/         sound spelled '-que.'-         R3         e.g.         vague         league         plague         Adding the suffix '-         ally'- R3         e.g.         basically	disappear reaction capable personal specifically misunderstanding freight committed forbidden

Homophones/near homophones	
Prefixes	
Punctuation links	
Sounds and spelling choices	
Suffixes	
Statutory/ Common Exception Words	
Mixed revision	

R1, R2, R3, R4	How many times a rule/pattern has been revised	
	Approximate timings:	
	R1 – 2 weeks after spelling first taught	
	R2 – 3 weeks after R1	
	R3 – 4 weeks after R2	
	R4 – 5 weeks after R3	