

Block	Week	Common exception words	Spelling Shed list		Part 1- Revision	Part 2 – New spelling pattern
1	1	old gold	13	Day 1	Y1: The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck puff fluff bell doll grass kiss buzz fizz clock back Y1: The /ŋ/ sound spelt n	The long vowel 'i' spelled with a y at the end of words (Spelling Shed 13) cry fly dry reply July shy spy sky why
					before k bank honk tank pink think	
				Day 3	Y1: -tch catch kitchen hutch ditch match fetch notch witch patch watch	
				Day 4	Y1: The /v/ sound at the end of words give have love five save	

2	hassuss	4	Day 1	V1. Adding a and as to	The /e/ second enalled a before a level ::
2	because	4	Day 1	Y1: Adding s and es to words	The /s/ sound spelled c before e, I and y.
	cold			(plural of nouns and the	(Spelling Shed 4)
				third person singular of	Note Modello by a confessor of the
				verbs)	Note: Words that have an /s/ sound spelled
				flowers	with a 'c', have an 'e', 'i' or 'y' after the /s/
				boxes	sound.
				lunches	
				apples	race
				beaches	ice
				trees	cell
				dishes	city
				dogs	fancy
				peaches	lace
				clouds	space
			Day 2	Y1: Adding the endings -ing	circle
			,	and –ed to verbs where no	circus
				change is needed to the root	rice
				word	
				hunting	
				buzzing	
				jumping	
				walking	
				shouting	
				hunted	
				buzzed	
				jumped walked	
				shouted	
			Day 3	Y1: Adding -er and -est to	
				adjectives where no change	
				is needed to the root word	
				fresher	
				quicker	
				higher	
				hardest	
				darkest	
			Day 4	Y1: Words ending -y	
				<u>(/i:/ or / /)</u>	
				very	
				happy	
				funny	
				party	
				family	

3	water	6	Day 1	The long vowel 'i' spelled	The 'or' sound spelled 'a' before II and II
	told		-	with a y at the end of words-	(Spelling Shed 22)
				R1 e.g.	Note: The sound 'or' can be spelled with an 'a'
				cry	when the sound is before an 'l' or 'll'.
				fly	
				dry	all
			Day 2	Y1: New consonant spellings	ball call
				ph and wh	walk
				dolphin phonics	talk
				when	always fall
				which	small
				while	also
				alphabet elephant	bald
				where	
				wheel	
				white	
			Day 3	Y1: Using k for the /k/ sound kit	
				skin	
				sketch	
			D- 4	basket	
			Day 4	Y1: Adding the prefix –un unhappy	
				undo	
				unload	
				unfair	
4	again	12	Day 1	unlock The /s/ sound spelled c	Homophones and near- homophones 1
•	hold	12	Duy 1	before e, I and y- R1	(Spelling Shed 31)
				e.g.	
				race ice	Note: Same sound, different spellings and meanings.
				cell	meanings.
			Day 2	Y1: Compound words	there
				football	their
				playground farmyard	here hear
				bedroom	see
				blackberry	sea
			Day 3	Revise any Y1 rules/patterns	too two
				that ch found tricky	blue
					blew
			Day 4	Revise any Y1 rules/patterns	
				that ch found tricky	
_		22	D. 1	Th. (. J	
5	every could	22	Day 1	The 'or' sound spelled 'a' before II and II – R1	Homophones and near- homophones 2 (Spelling Shed 32)
	Could			e.g.	(opening once oz)
				all	quiet
				ball	quite
			Day 2	call Revise any Y1 rules/patterns	bare bear
			, -	that ch found tricky	sun
					son
			Day 3	Revise any Y1 rules/patterns	be bee
				that ch found tricky	night
					knight
			Day 4	Revise any Y1 rules/patterns	
				that ch found tricky	

	6 only everybody		Day 1 Day 2	Homophones and near- homophones 1- R1 e.g. there/ their here/ hear The long vowel 'i' spelled with a y at the end of words- R2 e.g. cry fly dry Revise any Y1 rules/patterns	The /n/ sound spelled kn and gn at the beginning of words (Spelling Shed 5) Note: These words use 'kn' or 'gn' at the start for the 'n' sound. Children need to learn these spellings as there are no rules as to which spelling might be used. knock know knee knit knew	
				Day 4	that ch found tricky Revise any Y1 rules/patterns that ch found tricky	knight gnome kneel gnat gnaw
2	1	would busy	32	Day 1	Homophones and near- homophones 2- R2 e.g. quiet/ quite bare/ bear	The /r/ sound spelled 'wr' at the beginning of words (Spelling Shed 7) Note: Some words have a silent 'w' at the start creating a /r/ sound.
				Day 2	The /s/ sound spelled c before e, I and y- R2 e.g. race ice cell	write written wrong wrap wren
				Day 3	Revise any Y1 rules/patterns that ch found tricky Revise any Y1 rules/patterns	wrecked wrapped wriggle wrestle wrote
					that ch found tricky	
	2	should door	18	Day 1	The /n/ sound spelled kn and gn at the beginning of words- R1 e.g. knock know knee	Adding 'ing' to words ending in 'e' with a consonant before it (Spelling Shed 17) Note: When adding 'ing' to words that end in 'e', the 'e' must be removed. hiking
				Day 2	The 'or' sound spelled 'a' before II and II – R2 e.g. all ball call	shining surprising joking hoping smiling loving
				Day 3	Revise any Y1 rules/patterns that ch found tricky	writing coming caring
				Day 4	Revise any Y1 rules/patterns that ch found tricky	

3	noonlo	5	Day 1	The /r/ sound spelled 'wr' at	Adding (oc/ to no use and works anding in ()
3	people floor	3	Day 1	the beginning of words- R1	Adding '-es' to nouns and verbs ending in 'y (Spelling Shed 14)
	11001			e.g.	(Spennig Shed 14)
				write	Note: Remove the 'y' and add 'ies'.
				written	Note: Nemore the y and dad lest
				wrong	flies
			Day 2	Homophones and near-	tries
			, -	homophones 1- R2	replies
				e.g.	cries
				there/ their	copies
				here/ hear	babies
			Day 3	Revise any Y1 rules/patterns	carries
			,-	that ch found tricky	spies
					supplies
					lorries
			Day 4	Revise any Y1 rules/patterns	
				that ch found tricky	
4	Christmas	7	Day 1	Adding 'ing' to words ending	Adding '-ed' to words ending in y (Spelling
	even		1	in 'e' with a consonant	Shed 15)
				before it- R1	
			1	e.g.	Note: Change the 'y' to an 'i' then add 'ed'.
			1	hiking	
				shining	copied
				surprising	replied
			Day 2	Homophones and near-	spied
				homophones 2- R2	fried
				e.g.	applied
				quiet/ quite	relied
				bare/ bear	identified
			Day 3	The long vowel 'i' spelled	multiplied
				with a y at the end of words-	magnified
				<u>R3</u>	supplied
				e.g.	
				cry	
				fly	
				dry	
			Day 4	Revise any Y1 rules/patterns	
				that ch found tricky	
		47	David.	Adding (adds	Adding (adds words as 1' - ' - ' - ' - ' - '
5	poor	17	Day 1	Adding '-es' to nouns and	Adding '-er' to words ending in y (Spelling
	clothes			verbs ending in 'y- R1	Shed 16)
				e.g.	Note: Change the (v) to an (t) the so add (a)
			1	flies tries	Note: Change the 'y' to an 'i' then add 'er'.
			1	replies	happier
			Day 2	The /n/ sound spelled kn	happier happiest
			Day 2	and gn at the beginning of	angriest
				words- R2	angrier
					drier
				e.g. knock	driest
			1	know	tidier
			1	knee	tidiest
			Day 3	The /s/ sound spelled c	funnier
			, -	before e, I and y- R3	funniest
				e.g.	
				race	
				ice	
			1	cell	
			Day 4	Revise any Y1 rules/patterns	
			, :	that ch found tricky	
			1		
·		i .	1		

	6	mind who	14	Day 1	Adding '-ed' to words ending in y- R1 e.g. copied	Adding '-ing' to words of one syllable (Spelling Shed 20) Note: When adding 'ing' to words of one
					replied spied	syllable, the last letter is doubled to keep the short vowel sound.
				Day 2	The /r/ sound spelled 'wr' at the beginning of words- R2	patting
					e.g. write	humming dropping
					written wrong	running hopping
				Day 3	The 'or' sound spelled 'a' before II and II – R3	clapping sitting
					e.g. all ball	flipping wrapping slipping
				Day 4	call Revise any Y1 rules/patterns	on provide a second
					that ch found tricky	
3	1	find hour	15	Day 1	Adding '-er' to words ending in y- R1	Adding '-ed'' to words of one syllable (Spelling Shed 21)
					e.g. happier happiest	Note: When adding 'ed' to words of one syllable, the last letter is doubled to keep the
				Day 2	angriest Adding 'ing' to words ending	short vowel sound.
					in 'e' with a consonant before it- R2	patted hummed dropped
					e.g. hiking shining	clapped clipped
				Day 3	Homophones and near-	wrapped napped ripped
					homophones 1- R3 e.g. there/ their	drummed dragged
				Day 4	here/ hear Revise any Y1 rules/patterns	
					that ch found tricky	
	2	kind eye	16	Day 1	Adding '-ing' to words of one syllable- R1	Adding 'er' to words ending in 'e' with a consonant before it (Spelling Shed 19)
		.,.			e.g. patting	Note: When a word ends with a 'e' and there
					humming dropping	is a consonant before that 'e' then 'r' is added straight on the end to create the 'er' sound,
				Day 2	Adding '-es' to nouns and verbs ending in 'y- R2 e.g.	'd' is added to make the 'ed' sound and 'st' is added to create the 'est' sound.
					flies tries	nicer writer
				Day 3	replies Homophones and near-	baker hoped
					homophones 2- R3 e.g.	loved largest
				Day 4	quiet/ quite bare/ bear Revise any Y1 rules/patterns	closest looser safer
				Day 4	that ch found tricky	simpler

	3	whole	20	Day 1	Adding '-ed" to words of	Words with the spelling 'a' after w and qu.
		half		,-	one syllable- R1	(Spelling Shed 26)
					e.g.	(Sperim Berieu ze)
					patted	Note: 'a' is used after a w or qu to make the
					hummed	/o/ sound.
					dropped	7 07 00 00.10.1
				Day 2	Adding '-ed' to words ending	want
				,-	in y- R2	watch
					e.g.	wander
					copied	wand
					replied	quality
					spied	quad
				Day 3	The /n/ sound spelled kn	wasps
				,	and gn at the beginning of	squat
					words- R3	quantity
					e.g.	squash
					knock	
					know	
					knee	
				Day 4	The long vowel 'i' spelled	
					with a y at the end of words-	
					<u>R4</u>	
					e.g.	
					cry	
					fly	
					dry	
	4	behind	21	Day 1	Adding 'er' to words ending	The /l/ or /ul/ sound spelled '-le' at the end of
		money			in 'e' with a consonant	words (Spelling Shed 8)
					before it- R1	
					e.g.	Note: Words ending in 'le' are usually
					nicer	pronounced 'ul' following a consonant. This is
					writer	the most common spelling of this sound at the end of words.
				Davi 2	baker	the end of words.
				Day 2	Adding '-er' to words ending in y- R2	table
						apple
					e.g. happier	bottle
					happiest	little
					angriest	middle
				Day 3	The /r/ sound spelled 'wr' at	bubble
				,-	the beginning of words- R3	cable
					e.g.	uncle
					write	ankle
					written	eagle
					wrong	
•				Day 4	The /s/ sound spelled c	
			ı	1 -		
					before e, i and y- k4	
					before e, I and y- R4 e.g.	
					e.g.	

	5	child parents	19	Day 1	Words with the spelling 'a' after w and qu – R1	The /l/ or /ul/ sound spelled '-el' at the end of words (Spelling Shed 9)
					e.g. want watch wander	Note: This spelling is used after m, n, r, s, v, w and commonly s.
				Day 2	Adding '-ing' to words of one syllable- R2 e.g. patting	camel tunnel squirrel travel
				Day 3	humming dropping	towel tinsel hazel
				Day 3	Adding 'ing' to words ending in 'e' with a consonant before it- R3 e.g. hiking	vowel angel jewel
					shining surprising	
				Day 4	The 'or' sound spelled 'a' before II and II – R4 e.g. all	
					ball call	
	6	climb children	26	Day 1	The /l/ or /ul/ sound spelled '-le' at the end of words- R1 e.g.	The /l/ or /ul/ sound spelled '-al' at the end of words (Spelling Shed 10)
					table apple bottle	Note: These words are pronounced 'I' or 'ul'. medal
				Day 2	Adding '-ed" to words of one syllable- R3	petal capital
					e.g. patted hummed	hospital animal equal
				Day 3	Adding '-es' to nouns and verbs ending in 'y- R3	final pedal local
					e.g. flies tries replies	magical
				Day 4	Homophones and near- homophones 1- R4	
					e.g. there/ their here/ hear	
4	1	wild any	8	Day 1	The /l/ or /ul/ sound spelled '-el' at the end of words- R1 e.g.	Words ending in '-il.' (Spelling Shed 11) pencil
					camel tunnel	fossil nostril
				Day 2	Adding 'er' to words ending in 'e' with a consonant	pupil April gerbil
					before it- R2 e.g. nicer	lentil evil anvil
					writer baker	basil
				Day 3	Adding '-ed' to words ending in y- R3 e.g.	
					copied replied spied	
				Day 4	Homophones and near- homophones 2- R4	
					e.g. quiet/ quite bare/ bear	

2	move	9	Day 1	The /l/ or /ul/ sound spelled	The suffixes '-ment' and '-ness. (Spelling Shed
_	many		, -	'-al' at the end of words- R1	29)
	,			e.g.	,
				medal	Note: The suffixes '-ment' and '-ness can
				petal	usually be added straight on to the end of
				capital	root words.
			Day 2	Words with the spelling 'a'	1000 1101 431
			Day 2	after w and qu – R2	payment
				e.g.	enjoyment
				want	agreement
				watch	achievement
				watch	adjustment
			Day 2		darkness
			Day 3	Adding '-er' to words ending	rudeness
				<u>in y- R3</u>	sadness
				e.g.	
				happier	greatness
				happiest	kindness
				angriest	
			Day 4	The /n/ sound spelled kn	
				and gn at the beginning of	
				words- R4	
				e.g.	
				knock	
				know	
				knee	
3	prove	10	Day 1	Words ending in '-il.' R1	The suffixes '-ful' and '-less' (Spelling Shed
	Mr			e.g.	30)
				pencil	
				fossil	Note: If a suffix starts with a consonant letter.
				nostril	It is added straight onto most root words.
			Day 2	The /l/ or /ul/ sound spelled	
				'-le' at the end of words- R2	careful
				e.g.	playful
				table	thankful
				apple	helpful
				bottle	wonderful
			Day 3	Adding '-ing' to words of one	useless
				syllable- R3	careless
			1	e.g.	homeless
				patting	hopeless
				humming	spotless
				dropping	
			Day 4	The /r/ sound spelled 'wr' at	
				the beginning of words- R4	
				e.g.	
			1	write	
				written	
			1	wrong	

	•	T 44	D. 4	The confirmation of the co	Manda and a factor of the discount of the discount
4	improve	11	Day 1	The suffixes '-ment' and '-	Words ending in '-tion' (Spelling Shed 33)
	Mrs			ness- R1	Note: Comptimes it is also to spet the root
				e.g.	Note: Sometimes it is clear to spot the root word in words ending with 'tion', but other
				payment enjoyment	times there is no clear root.
				agreement	times there is no clear root.
			Day 2	The /l/ or /ul/ sound spelled	station
			Day 2	'-el' at the end of words- R2	fiction
					motion
				e.g. camel	nation
				tunnel	education
				squirrel	action
			Day 2	Adding '-ed" to words of	injection
			Day 3		caption
				one syllable- R3	fraction
				e.g. patted	competition
				hummed	Competition
				dropped	
			Day 4	Adding 'ing' to words ending	
			Day 4	in 'e' with a consonant	
				before it- R4	
				e.g.	
				hiking	
				shining	
				surprising	
5	sugar	29	Day 1	The suffixes '-ful' and '-less'	The /j/ sound spelled –dge at the end of
J	both	29	Dayı	- R1	words (Spelling Shed 1)
	Dom			e.g.	
				careful	Note: The rule is that this sound follows a
				playful	short vowel sound.
				thankful	Short vower sound.
			Day 2	The /l/ or /ul/ sound spelled	
			Day 2	'-al' at the end of words- R2	badge
				e.g.	edge
				medal	bridge
				petal	dodge
				capital	fudge
			Day 3	Adding 'er' to words ending	ridge
			Day 3	in 'e' with a consonant	smudge
				before it- R3	judge
				e.g.	wedge
				nicer	lodge
				writer	
				baker	
			Day 4	Adding '-es' to nouns and	
			24, 4	verbs ending in 'y- R4	
				e.g.	
				flies	
		1		tries	
				replies	
6	great	30	Day 1	Words ending in '-tion'- R1	The /j/ sound spelled –ge at the end of words.
_	pretty		-,=	e.g.	(Spelling Shed 2)
		1		station	, , ,
				fiction	Note: This spelling comes after all sounds
				motion	other than the short vowels.
		1	Day 2	Words ending in '-il.' R2	
			-,=	e.g.	age
				pencil	huge
				fossil	change
				nostril	charge
			Day 3	Words with the spelling 'a'	bulge
			, -	after w and qu – R3	village
				e.g.	range
				want	orange
				watch	hinge
		1		wander	stage
			Day 4	Adding '-ed' to words ending	
			, -	in y- R4	
		1		e.g.	
				copied	
				replied	
				spied	
			1		

5	1	break	33	Day 1	The /j/ sound spelled -dge	Contractions (Spelling Shed 34)
	_	most	33	Dayı	at the end of words- R1	Contractions (Spennig Sned 34)
					e.g.	Note: The apostrophe shows where a letter or
					badge	letters would be if the words were written in
					edge	full.
					bridge	
				Day 2	The suffixes '-ment' and '-	can't
					ness- R2	didn't
					e.g.	hasn't
					payment	couldn't
					enjoyment	it's
				Day 2	agreement	wasn't doesn't
				Day 3	The /l/ or /ul/ sound spelled '-le' at the end of words- R3	mustn't
					e.g.	1'11
					table	she'd
					apple	
					bottle	
				Day 4	Adding '-er' to words ending	
				-	in y- R4	
					e.g.	
					happier	
					happiest	
	<u> </u>				angriest	
	2	steak	24	Day 1	The /j/ sound spelled –ge at	The /j/ sound spelled with a g (Spelling Shed
		father			the end of wordsR1	3)
					e.g.	
					age	gem
					huge change	gym giant
				Day 2	The suffixes '-ful' and '-less'	magic
				Day 2	- R2	giraffe
					e.g.	energy
					careful	digit
					playful	engine
					thankful	religion
				Day 3	The suffixes '-ment' and '-	gentle
					ness- R3	
					e.g.	
					payment	
					enjoyment	
				Day 4	agreement Adding '-ing' to words of one	
				Day 4	syllable- R4	
					e.g.	
					patting	
					humming	
					dropping	
	3	sure	36	Day 1	Contractions- R1	The short vowel sound 'o' (Spelling Shed 23)
		beautiful			e.g.	
					can't	Note: Some words contain the sound 'u'
					didn't	which is spelled using an 'o'.
					hasn't	att.
				Day 2	Words ending in '-tion'- R2	other
					e.g.	mother brother
					station fiction	nothing
					motion	cover
				Day 3	The /l/ or /ul/ sound spelled	money
				, -	'-al' at the end of words- R3	some
					e.g.	dozen
					medal	wonder
					petal	done
					capital	
				Day 4	Adding '-ed" to words of	
					one syllable- R4	
					e.g.	
					patted	
					hummed	
			l	I	dropped	

4	assess and recap CEW	1	Day 1	The /j/ sound spelled with a g- R1	The /ee/ sound spelled '-ey' (Spelling Shed 25)
	needed			e.g. gem	key
				gym	donkey
			D: 3	giant	monkey
			Day 2	The /j/ sound spelled –dge at the end of words- R2	chimney valley
				e.g.	trolley
				badge edge	journey turkey
				bridge	jockey
			Day 3	Words ending in '-il.' R3 e.g.	kidney
				pencil	
				fossil nostril	
			Day 4	Adding 'er' to words ending	
				in 'e' with a consonant before it- R4	
				e.g.	
				nicer writer	
				baker	
5		2	Day 1	The short vowel sound 'o'-	The /er/ sound spelled with o or ar. (Spelling
				R1 e.g.	Shed 27)
				other	Note: 'or' makes an 'er' sound after the w
				mother brother	e.g. work. 'ar' makes an 'or' sound after the w e.g. warn
			Day 2	The /j/ sound spelled –ge at	
				the end of wordsR2 e.g.	word work
				age	worm
				huge change	world worth
			Day 3	The /l/ or /ul/ sound spelled	war
				'-el' at the end of words- R3 e.g.	warm towards
				camel	warn
				tunnel squirrel	warned
			Day 4	Words with the spelling 'a'	
				after w and qu – R4	
				e.g. want	
				watch wander	
6		34	Day 1	The /ee/ sound spelled '-	The /z/ sound spelled s (Spelling Shed 28)
				ey'- R1	television
				e.g. key	treasure
				donkey monkey	usual measure
			Day 2	Contractions- R2	pleasure
				e.g. can't	decision vision
				didn't	leisure
			D-: 3	hasn't	version
			Day 3	The suffixes '-ful' and '-less' - R3	visual
				e.g.	
				careful playful	
				thankful	
			Day 4	The /I/ or /ul/ sound spelled '-le' at the end of words- R4	
				e.g.	
				table apple	
]	bottle	

6	1	3	Day 1	The /er/ sound spelled with	Recap of Year 2 patterns as needed.
			•	o or ar. – R1	
				e.g.	
				word	
				work worm	
			Day 2	The /j/ sound spelled with a	
			Day 2	g- R2	
				e.g.	
				gem	
				gym	
				giant	
			Day 3	Words ending in '-tion'- R3	
				e.g. station	
				fiction	
				motion	
			Day 4	The /l/ or /ul/ sound spelled	
			,	'-el' at the end of words- R4	
				e.g.	
				camel	
				tunnel	
	2	22	D 4	squirrel	Barra (Warra 2 and a same and a same
	2	23	Day 1	The /z/ sound spelled s - R1 e.g.	Recap of Year 2 patterns as needed.
				television	
				treasure	
				usual	
			Day 2	The short vowel sound 'o'-	
				<u>R2</u>	
				e.g.	
				other	
				mother	
			Day 3	brother The /j/ sound spelled –dge	
			Day 3	at the end of words- R3	
				e.g.	
				badge	
				edge	
				bridge	
			Day 4	The /l/ or /ul/ sound spelled	
				'-al' at the end of words- R4	
				e.g. medal	
				petal	
				capital	
	3	25	Day 1	Recap of Year 2 patterns as	Recap of Year 2 patterns as needed.
				needed.	
			Day 2	The /ee/ sound spelled '-	
				ey'- R2	
				e.g. key	
				donkey	
				monkey	
			Day 3	The /j/ sound spelled -ge at	
				the end of wordsR3	
				e.g.	
				age	
				huge	
			Day 4	change Words ending in '-il.' R4	
			Duy 7	e.g.	
				pencil	
				fossil	
				nostril	

	4		27	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
				Day 2	The /er/ sound spelled with o or ar. – R2	
					e.g. word	
					work worm	
				Day 3	Contractions- R3 e.g.	
					can't didn't	
				David.	hasn't	
				Day 4	The suffixes '-ment' and '- ness- R4	
					e.g. payment	
					enjoyment agreement	
	5		28	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
				Day 2	The /z/ sound spelled s - R2 e.g.	
					television treasure	
				Day 3	usual The /j/ sound spelled with a	
				buy 5	g- R3 e.g.	
					gem gym	
				David.	giant	
				Day 4	The suffixes '-ful' and '-less' - R4	
					e.g. careful	
					playful thankful	
	6		35	Day 1	Recap of Year 2 patterns as needed.	Recap of Year 2 patterns as needed.
				Day 2	Recap of Year 2 patterns as needed.	
				Day 3	The short vowel sound 'o'- R3	
					e.g. other	
					mother brother	
				Day 4	Words ending in '-tion'- R4 e.g.	
					station fiction	
					motion	

Homophones/near homophones		
Punctuation links		
Sounds and spelling choices		
Suffixes		
Prefixes		
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

Common exception words not included in plan:

bath

path

fast

last

past

class

grass

pass

after

plant

These words are not exception words for most children in our school but will be taught if needed.

Possessive apostrophes (singular) will be taught in other literacy teaching time.