

Ready Steady Spelling: Year 5 & 6 Mixed Age Planning Cycle A Termly Progression Overview

Year 5 & 6 Mixed age planning	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Y5 Autumn 1	<p>Embed Year 3: Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u></p> <p>Embed Year 3: Adding the Suffix -ly and all rules</p> <p>Introduce: Words with /ee/ sound spelt ei after c</p> <p>Reinforce Year 4: The /u/ sound spelt ou</p> <p>Introduce: Use of the hyphen e.g. co-ordinate</p> <p>Introduce: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word h)</p>	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue
Y6 Autumn 2	<p>Introduce: Words ending in -ant, -ance/-ancy, -ent, ence/ency</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial -tial</p> <p>Embed Year 5: Words containing the letter string -ough</p> <p>Introduce: Adding suffix trans-</p>	nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur
Y5 Spring 1	<p>Embed: Adding the suffix -ous and all rules</p> <p>Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Introduce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Introduce: Words containing the letter string -ough</p>	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
Y5 Spring 2	<p>Introduce: Adding prefixes with a hyphen: non-, pre-</p> <p>Introduce: Adding prefixes aqua-</p> <p>Reinforce: Words with /ee/ sound spelt ei after c</p> <p>Introduce new: Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word w)</p> <p>Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)</p>	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity
Y5 Summer 1	<p>Reinforce Year 4: Words ending with the /g/ sound spelt -gue & Words ending with the /k/ sound spelt -que</p> <p>Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Reinforce: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Introduce: Adding prefixes multi-</p> <p>Reinforce: Words containing the letter string -ough</p> <p>Reinforce: Use of the hyphen e.g. co-ordinate</p>	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently

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**Y5 Summer
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Embed Year 3: Words with endings with **-sure** and **-ture** that contain the sounds /zh/+ /ure/ and /tch/ + /ure

Introduce new: Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word **e, s, u, l, t**

Introduce: New additional Homophones and other words that are often confused (Y5/ Y6)

parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning