MANOR ROAD PRIMARY SCHOOL

SPELLING POLICY

June 2026

Manor Road Primary School

Spelling Policy

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Manor Road Primary School

Spelling Policy

Rationale

Manor Road Primary School has high expectations in writing and believe that good spelling underpins a child's enjoyment, confidence and accuracy in writing. When a child lacks confidence and fluency in spelling, it can form a barrier when writing across the curriculum. It can also impact on self-confidence and can limit outcomes in writing at the end of KS2. Spelling is an essential skill which allows children to clearly communicate their understanding in writing.

Intent

At Manor Road, we believe that all our children can become fluent, confident and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order to achieve these aims, it is essential that our pupils develop the knowledge and skills required to spell accurately. We want our pupils to be equipped with both the understanding and a range of strategies for learning spelling, and to be able to apply these strategies effectively when spelling words in their writing.

To ensure this happens, from Year 2 to Year 6, we use the Ready Steady Spell resource. This is a systematic spelling programme that covers all National Curriculum objectives in a cyclical and structured way. In Reception and Year 1, spellings are taught as part of Phonics, please see our separate Phonics Policy for full details.

The progression document systematically develops children's understanding of morphological and phonological spelling knowledge and rules, as appropriate to their stage of learning. It builds on prior knowledge in an incremental and structured manner as children move through the school. Children are also taught a range of engaging and interactive strategies to support the recall of spellings and to help embed them into their long-term working memory. (See Appendix 1)

We have a skilled English Lead in our school who is responsible for **Ready Steady Spell**, monitoring and supporting the practice and ensuring the high-quality teaching of the programme.

Implementation



Year 2

Daily Lessons

- Spelling is taught daily, for 20 mins. We begin this the first week of term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.

- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Common Exception Words (CEW's), strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- We follow the **Ready Steady Spell** progression document through Year 2 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and CEW's for the week. Children will not be asked to spell words they have not previously been taught and exposed to.
- We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained and shared with parents so that home school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings. These may be sent on dojos.

Years 3 -6

Lessons

- Spelling is taught 3 times per week. This begins in the first week of the Autumn term.
- The programme includes a review session every Friday, alongside ongoing formative assessment and dedicated assessment weeks, enabling us to monitor the progress our children are making and identify any additional teaching needed to support their early success.
- The daily sessions include a clear 4-part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.
- In Summer term 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.
- In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.
- We follow the **Ready Steady Spell** progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.
- The objectives are returned to within and across year group three times to ensure that spellings are embedded.
- We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell words they have not previously been taught and exposed to.

- We send home weekly spellings that include the words for the spelling test and suggested strategies to support learning. These strategies are explained and practised in school, then shared to strengthen home-school links and ensure parents/ carers are clear on how best to support their child in embedding spellings.

Ready Steady Spell: Go

- Any child who is identified as requiring additional support will receive immediate intervention through the **Ready Steady Spell: Go** sessions. These are in addition to their **Ready Steady Spell** lesson.
- The sessions are 15 mins long and are two times per week.
- The sessions use the same procedures, resources and materials as **Ready Steady Spell** but with more repetition and scaffolding with a fully trained adult.
- Children with common and specific difficulties are taught in small groups/1:1 using the **Ready Steady Spell: Go** materials.

Why is spelling important?

"…. learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they're confident spellers, they're also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell." ***James Clements (Oxford Education)***

EEF Improving Literacy in KS1

Recommendation 6

- *Spelling should be explicitly taught.*

EEF Improving Literacy in KS2

Recommendation 5

- *Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.*

Impact

Assessment

Formative

- Daily formative assessment is built into the **Ready Steady Spell** teaching sequence, and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the **Ready Steady Spell: Go** sessions.
- The weekly final session allows opportunities to review and identify gaps in learning that will then be addressed in the **Ready Steady Spell: Go** additional sessions.
- Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum.

Summative

- Regular five or six weekly assessments take place as identified in the **Ready Steady Spell** progression document. These weeks will be used to assess progress and identify children who need further group/individual support.
- The assessments will be shared with the English Lead/Assessment Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20%.

POLICY REVIEW DETAILS		
Policy written by	Kellie Foulds	June 2026
Policy reviewed		
Review schedule	Annually	

Ready Steady Spelling: Termly Progression Overview

Year 2	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	CEW's/ NC POS Word Lists
Autumn 1	***Y1 Introduce**: /f/, /l/, /s/, /z/, /k/ sounds as **-ff, -ll, -ss, -zz, -ck** after a single vowel ***Y1 Introduce**: /ch/ spelt as **-tch** after a single vowel ***Y1 Introduce:** /v/ sound at the end of word e.g. live, have ***Y1Introduce:** Adding **-s** and **-es** to words ***Y1 Introduce**: Adding **-ing, -ed, -er** to verbs with no change to the root word ¥ **Y1 Introduce:** Days of the week, months of the year and seasons **Introduce:** Compound words	**Embed Y1 CEWs:** was, said, some, come, when, what, school, once, friend
Autumn 2	***Y1 Introduce**: Adding **-er, -est** to adjectives with no change to the root word ***Y1Introduce**: Digraphs **-ai, -oi** ***Y1Introduce:** Digraphs **-ay, -oy** ***Y1 Introduce**: Digraph **-oo** ***Y1 Introduce**: Digraphs **u-e, -ew** ***Y1 Introduce:** Digraph **-ph, -wh** ***Y1 Introduce**: The spelling of the phoneme /k/ as **-k** ***Y1 Introduce**: Adding the prefix **un** with no change to the root word **Introduce:** homophones and near homophones ***Y1 Reinforce**: Adding **-es, a**dding **-ed** with /t/ sound**,** adding **-ed** with /d/ sound	**Embed Y1 CEWs:** different, people **Introduce Y2 CEW's**: Because, more, door, floor, poor, Christmas, again
Spring 1	**Introduce**: Adding **-es** to nouns and verbs ending in -y **Introduce**: Adding **-ed, -ing, -er, -est** to root words ending in -y with a consonant before it. E.g. copy, copied **Introduce**: Adding **-ed, -ing, -er, -est** and **-y** to a root word ending in **-e** with a consonant before it. E.g. hike- hiked **Introduce**: /or/ sound spelt as **a** before **l** and **ll** **Introduce:** /u/ sound spelt as **o** **Introduce:** Possessive apostrophe **-s** (singular nouns)	**Introduce Y2 CEW's**: wild, climb, most both, only, every, everybody, who, whole
Spring 2	**Introduce:** /j/ sound spelt **-dge, -ge** at the end of word and **-g** before an i, e, y **Introduce**: /s/ sound spelt **-c** before e, i, y and **-j** before o, a, u **Introduce**: Contractions for omitted letter (s) **Introduce:** /ie/ sound spelt at **-y** at the end of words **Introduce:** /l/ sound spelt **-le, -el, -al, -il** at the end of words **Introduce:** /n/ sound spelt **kn** at the beginning of words (silent letters) **Introduce:** /n/ sound spelt **gn** at the beginning of words (silent letters) **Introduce: /**w/ sound spelt **wr** at the beginning of words (silent letters) **Reinforce**: Possessive apostrophe **-s** (singular nouns)	**Introduce Y2 CEW's:** steak, great, break, pretty, beautiful, half, child, children, parents

Ready Steady Spelling: Termly Progression Overview

Summer 1	**Introduce**: Adding **-ing, -ed, -er, -est** & **-y** to words of one syllable, ending with a single vowel and single consonant E.g pat – patting **Introduce**: /ee/ sound spelt as **-ey** (inc adding the plural **-s**) **Introduce**: /o/ sound spelt as **a** following w or qu **Introduce:** /ur/ sound spelt as **o** following w **Introduce**: /or/ sound spelt as **ar** following w **Introduce**: /zh/ sounds spelt as an **s** **Introduce**: Suffixes **-ment, -ness, -ful, -less** and **-ly** (with no change to root word) **Introduce**: Suffixes **-ment, -ness, -ful, -less** and **-ly** (with a change to root word) **Introduce:** Words ending in **-tion**	**Introduce Y2 CEW's:** even, hour, eye, water, move, prove, improve**,** any, many,
Summer 2	**Reinforce:** Adding **-ing, -ed, -er, -est** to root words ending in **-y** with a consonant before it E.g hurry - hurried **Reinforce:** Adding **-ed, -ing, -er, -est** and **-y** to a root word ending in **-e** with a consonant before it. E.g smile - smiling **Reinforce:** Possessive apostrophe **-s** (singular nouns) **Introduce:** New additional compound words **Reinforce:** Adding **-ing, -ed, -er, -est & -y** to words of one syllable, ending with a single vowel and single consonant E.g pat – patting **Introduce**: New additional homophones and near homophones ¥ **Y1 Reinforce:** Months of the year, days of the week and seasons	**Introduce Y2 CEW's:** sure, sugar, could, should, would, clothes, busy, money

*These have been taught as previous GPC's in most phonic programmes. They are now being introduced with statutory spelling rules and guidance taken from the Y1 National Curriculum

¥ Days of the week are taken from the statutory requirements of the Y1 Writing -transcription. Months and Seasons which are non-statutory, but very useful for children to know at this age

Ready Steady Spelling: Year 3 Termly Progression Overview

Year 3	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	**Reinforce Year 2:** Adding **-es** to nouns and verbs ending in **-y** **Embed Year 2:** Adding **-ing, -ed, -er** and **-est** to a root word ending in **-y** with a consonant before it **Embed Year 2:** Adding the endings **-ed, -ing, -er, -est** and **-y** to a root word ending in **-e** with a consonant before it	often, learn, February, heart, exercise, sentence, consider, different, history, probably
Autumn 2	**Embed Year 2:** Adding **-ing, -ed, -er** and **-est** and **-y** to words of one syllable ending in a single consonant letter after a single vowel letter **Introduce:** Adding suffixes beginning with vowel letters to words of more than one syllable consonant *not* doubled e.g. garden becomes – gardening / gardener **Introduce:** Adding suffixes beginning with vowel letters **(e.g. -ing, -ed, -er)** to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning **Reinforce Year 2:** Suffixes **-ment, - ness, -ful, less** and **-ly**	important, describe, early, thought, interest, breath, length, weight, eight, eighth
Spring 1	**Introduce:** Adding **suffix -ly** with no change to root word **Introduce:** Exception 1 Adding suffix **-ly** to root word ending in **-y** with a consonant letter before it, the **y** is changed to an **I,** (only if root word has one than one syllable) **Introduce**: Exception 2: Adding suffix **-ly** when root word ends with **-le** (**-le** is changed to **-ly**) **Introduce:** Exception 3: Adding suffix **-ly** when root word ends with **-ic, -ally** is added rather than just **-ly** **Introduce:** Exception 4: Adding suffix **-ly** other examples *truly, duly, wholly* **Reinforce Year 2:** Homophones and near-homophones **Embed Year 2:** Possessive apostrophe **-s** (singular nouns) **Introduce:** Possessive apostrophe **-s** (with plural words) **Introduce:** Possessive apostrophe **-s** (when the plural of a word changes)	address, though/ although, arrive, possess(ion), group, pressure, certain
Spring 2	**Introduce:** Adding prefixes **dis-, mis-, in-, -im, il-,** **Introduce:** Words with endings sounding like /zh/+ /ure/ (spelt **–sure**) and /ch/ + /ure/ (spelt **-ture**) **Introduce:** Adding prefixes **mini-, micro-**	earth, continue, remember, (dis)appear, heard, woman/ women
Summer 1	**Introduce:** Words with the /ai/ sound spelt **ei, eigh,** or **ey** **Introduce:** Words with the /s/ sound spelt **sc** **Introduce:** Words with the /k/ sound spelt **ch** **Introduce:** Words with the /sh/ sound spelt **ch** **Introduce:** Words with endings that sound like /zh/ + /ə/ + /n/ **Reinforce:** Words with endings sounding like /zh/+ /ure/ (spelt **–sure**) and /ch/ + /ure/ (spelt **-ture**) **Introduce:** New additional homophones/ near homophones	complete, possible, regular, particular, natural, surprise, decide, strange
Summer 2	**Embed Year 2:** Silent letters **k** /n/ and **g** /n/ at the beginning of words **Introduce:** The /i/ sound spelt **y** elsewhere than at the end of words **Reinforce:** Words with endings that sound like /zh/ + /ə/ + /n/ **Reinforce** : Adding prefix: **dis-, mis-, in-, il-, im-** **Introduce:** Adding prefix: **ir-, re-** **Introduce:** New additional homophones/ near homophones **Reinforce:** Possessive apostrophe **-s** (with plural words) **Reinforce:** Possessive apostrophe **-s** (when the plural of a word changes)	perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century

Ready Steady Spelling: Year 4 Termly Progression Overview

Year 4	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	**Reinforce Year 3:** Adding suffixes beginning with vowel letters **(e.g. -ed, -ing, -er)** to words of more than one syllable consonant *not* doubled e.g. garden becomes – gardening / gardener **Reinforce Year 3:** Adding suffixes beginning with vowel letters **(e.g. -ed, -ing, -er) t**o words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning **Reinforce Year 3:** Suffix **-ly** starts with a consonant letter added straight onto most root words **Reinforce Year 3:** Exception 1: Suffix **-ly** root word ending in **-y** with a consonant letter before it. The **y** is changed to an **i** (only if root word has one than one syllable) **Reinforce Year 3**: Exception 2: Suffix **-ly -le** root word ending with **-le** (**-le** is changed to **-ly**) **Reinforce Year 3:** Exception 3: Suffix **-ly** root word ends with **-ic, -ally** is added rather than just **-ly** **Reinforce Year 3:** Exception 4: Suffix **-ly** other examples truly, duly, wholly **Reinforce Year 3:** Words with the /s/ sound spelt **sc** **Reinforce Year 3:** Words with the /sh/ sound spelt **ch** **Reinforce Year 3:** Words with the /k/ sound spelt **ch** **Reinforce Year 3:** Words with the /ai/ sound spelt **ei**, **eigh** or **ey**	accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build suppose, various
Autumn 2	**Embed Year 3:** Words with endings that sound like /zh/ + /ə/ + /n/ **Introduce:** Adding the suffix **-ation** to verbs to form nouns e.g. information, adoration **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt **tion** where the root word ends in **t** or **te** e.g. e.g. invention **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt **-sion** where the root word ends in in **d** or **se** e.g. expansion **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt **-ssion** where the root word ends in **ss** or **mit** e.g. discussion **Introduce:** Endings that sound like /zh/ + /ə/ + /n/ spelt **-cian** where the root word ends in **c** or **sc** e.g. musician **Introduce:** Silent letters **b** **Embed Year 3:** Possessive apostrophe **-s** (with plural words) **Introduce:** Additional new homophones/ near homophones	favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business
Spring 1	**Introduce:** Adding the suffix **-ous** (no change to the root word) **Introduce:** Adding the suffix **-ous** (no obvious root word) **Introduce:** Adding the suffix **-ous** (**-our** is changed to **-or** before **-ous** is added) **Introduce:** Adding the suffix **-ous** (final **-e** of the root word is kept if the sound is making **/j/** e.g. courage courageous **Introduce:** Adding the suffix **-ous** (**/ee/** sound represented as an **-i** before the **-ous** ending e.g. serious & **/ee/** sound represented as an **-e** before the **-ous** ending e.g. hideous) **Introduce:** Prefixes: **de-, over-** **Reinforce:** Prefixes**: re-, ir-** **Introduce:** Silent letters **gh**	experiment, extreme, experience, notice, recent, bicycle, height, difficult, library
Spring 2	**Introduce:** Adding the prefix **sub- inter-, super-, anti-, auto-** **Introduce:** The /u/ sound spelt **ou** **Introduce:** Additional new homophones/ near homophones **Introduce:** Silent letters **d**	answer, famous, island guard, guide, position, breath, forward(s), medicine,
Summer 1	**Introduce:** Words ending with the /g/ sound spelt –**gue** & Words ending with the /k/ sound spelt **-que** **Reinforce Year 3:** The /i/ sound spelt **y** elsewhere than at the end of words **Reinforce:** Adding the suffix **-ation** to verbs to form nouns **Reinforce:** Adding the suffixes **-tion, -sion, -ssion, -cian**	minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight
	Reinforce: Adding the suffix **-ous** and all rules	
Summer 2	**Revise:** Year 3 & Year 4 content ** **'Revise'** statutory Year 3/ 4 content that has been **'Introduced'**	Revise Year 3 & Year 4 words

Ready Steady Spelling: Year 5 Termly Progression Overview

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	**Embed Year 3:** Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – beginner / beginning **Embed Year 3:** Adding the Suffix **-ly** and all rules **Introduce:** Words with /ee/ sound spelt **ei** after **c** **Reinforce Year 4:** The /u/ sound spelt **ou** **Introduce:** Use of the hyphen e.g. co-ordinate **Introduce:** Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word **h)**	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
Autumn 2	**Embed:** Adding the suffix **-ation** to verbs to form nouns **Embed:** Adding the suffixes **-tion, -sion, -ssion, -cian** **Introduce:** Adding prefixes **uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir-** **Reinforce Year 4:** Adding the prefix **sub-, inter-, super-, anti-, auto-** **Introduce**: Homophones and other words that are often confused (Y5/ Y6)	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
Spring 1	**Embed:** Adding the suffix **-ous** and all rules **Introduce:** Adding suffixes beginning with vowels to words ending in **-fer** (r is doubled if the -fer is still stressed when ending is added) **Introduce:** Adding suffixes beginning with vowels to words ending in **-fer** (r is not doubled if the -fer is no longer stressed) **Introduce:** Words containing the letter string **-ough**	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
Spring 2	**Introduce:** Adding prefixes with a hyphen: **non-, pre-** **Introduce:** Adding prefixes **aqua-** **Reinforce:** Words with /ee/ sound spelt **ei** after **c** **Introduce new:** Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word **w** **Introduce:** New additional Homophones and other words that are often confused (Y5/ Y6)	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
Summer 1	**Reinforce Year 4:** Words ending with the /g/ sound spelt **–gue** & Words ending with the /k/ sound spelt **-que** **Reinforce:** Adding suffixes beginning with vowels to words ending in **-fer** (r is doubled if the -fer is still stressed when ending is added) **Reinforce:** Adding suffixes beginning with vowels to words ending in **-fer** (r is not doubled if the -fer is no longer stressed) **Introduce:** Endings which sound like /sh/ + /ə/ + /s/ spelt **-cious** or **-tious** **Introduce:** Adding prefixes **multi-** **Reinforce:** Words containing the letter string **-ough** **Reinforce:** Use of the hyphen e.g. co-ordinate	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
Summer 2	**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

Ready Steady Spelling: Year 6 Termly Progression Overview

Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	**Introduce:** Endings which sound like /sh/ + /ə/ + /s/ spelt **-cious** or **-tious** **Introduce:** Endings which sound like /sh/ + /ə/ + /l/ spelt **-cial, -tial** **Introduce:** Words ending in **-able** and **-ible** **Introduce:** Words ending in **-ably** and **-ibly** **Introduce:** Adding prefixes **tele-, audio-**	**leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,**
Autumn 2	**Introduce:** Words ending in **-ant, -ance/-ancy, -ent, -ence/-ency** **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) **Embed Year 5:** Adding suffixes beginning with vowels to words ending in **-fer** (r is not doubled if the -fer is no longer stressed) **Reinforce:** Endings which sound like /sh/ + /ə/ + /s/ spelt **-cious** or **-tious** **Reinforce:** Endings which sound like /sh/ + /ə/ + /l/ spelt **-cial, -tial** **Embed Year 5:** Words containing the letter string **-ough** **Introduce:** Adding suffix **trans-**	**nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur**
Spring 1 **Spring 2** **Summer 1**	***Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content**	***Revise:** Years 3 & 4 and Years 5 & 6
Summer 2	**Revisit key spelling rules and guidance based upon the needs of the pupils** **Revisit spelling strategies** **Application in writing**	

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of box**er** or /u/ e.g. found at the start of **u**p

* **'Revise'** statutory Year 3 & 4 and Year 5 & 6 content that has been '**introduced**'