



Year 5 Spelling LTP



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Suffixes -ed/-ing (Y2/3/4) In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled Irregular past tense verbs	Comparative/ Superlative er/est/ for consonant -y words, drop the -y add i before -er/-est/es	Plural s/es/ies for consonant -y words, drop the -y add i before -er/-est/es	Adding y When adding y to words with a short vowel followed by a consonant, double the consonant	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning.	Homonyms/homographs Some words sound the same as another but are spelt differently or have a different meaning.	Silent letters (Y2) Some words have a letter in them which was probably sounded many years ago but no longer is.
Autumn 2	Consonant spellings que/'ck/'ch' sounding k 'sc' sounding 's' 'c' sounding 's'	Consonant spellings 's' sounding 'z' 'y' sounding 'i' 'gue' sounding 'g' 'g'/'ge'/'dge' sounding 'j'	Consonant spellings 'th' sounding 't' 'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'qu' sounding 'kw'	Short vowel sounds a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	Long vowel sounds ei/ai sounding long á ea/ie sounding long é	Long vowel sounds i/i-e sounding long í ow/ou sounding long ó u sounding long ú	Digraphs and trigraphs oi,oy ow, ou ar air, are, ear
Spring 1	Digraphs and trigraphs ear, ere, eer	Digraphs and trigraphs ir, er, ur, or,ore,au,aw, augh,ough	Prefixes- de, mis, dis 'dis'- not/ opposite of 'mis'-wrong/ opposite of 'de'- undo/do opposite of	Prefixes- in/im/il/ir 'in' means 'not'. When the root word starts with a 'p' or 'm' 'in' becomes 'im' When the root word starts with 'l', 'in' becomes 'il' When the root word starts with 'r', 'in' becomes 'ir'	Prefixes 'un' means 'not'. 'ex' means former. Anti means opposing	Prefixes 'fore'- before 'post' - after/later 'pre'- before 're' - again	
Spring 2	Prefixes Inter - between micro - small Auto - on its own Sub - under	Prefixes 'under'-below 'over'-above 'super' -over/above	Words ending (Y5) ant, ance, ancy ent, ence, ency For related words with 'long a' in the same place use 'ant'	Words ending (Y5) ent, ence, ency Use -ent after soft c, soft g	Noun suffixes 'ness'-quality /state 'ment'-action/state 'ship'-state/condition	Word ending-ture, sure	
Summer 1	Adjective suffixes ful -full of 'less'-without	Words ending -cious, tious, cial, tial (Y4/5) The 'shus' sound- spelt as 'cious' at the end of an adjective. 'tious' -few words. 'shul' sound: 'tial' is used after a consonant -'cial' is used after a vowel.			_ Adverb suffixes Adding ly to words correctly		
Summer 2	Words ending-(Y4/5) able, ably, ible, ibly root word ends in 'e' it is often dropped before adding the suffix unless the word ends in 'ce' or 'ge' when the 'e' must be kept. 'y' often changes to 'i'	Suffix- ise Nouns and adjectives can be converted into verbs by using the suffix -ise.	Suffix- ify Nouns and adjectives can be converted into verbs by using the suffix -ify. Suffix- ate Nouns and adjectives can be converted into verbs by using the suffix -ate.	Words ending-(Y2/3/4) sion, tion, cian, ssion 'sion' words-formed from verbs ending 'se' 'd' or 'de'-ssion is used if word ends in -ss or -mit/ -cian is used if word ends in -c or -cs -tion is used if the root word ends in -t or -te			



Year 5 Spellings - Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Past -ed/ Present -ing The y is changed to i before -ed, but not before -ing. The 'e' is dropped before adding the suffix 'ed' 'ing'. In one syllable words with a short vowel before one consonant: double the final consonant before adding the suffix 'ed' or 'ing'.	Comparatives/Superlatives For consonant -y and consonant -e words, drop the -y/-e and add i before -er/-est. For words of one syllable ending in a single consonant letter after a vowel letter, double the last consonant letter of the root word.	Plurals For words ending in -ey, simply add -s. For words ending consonant -y, the 'y' changes to 'i' before adding -es. For words ending -o, usually add -es. For words ending -f/-fe, change the f /fe to a v and add es. Irregular plurals Many words become plural by changing their vowels. Some words change in spelling substantially.	Adding -y The 'e' is dropped before adding the suffix 'y'. For words of one syllable ending in a single consonant letter after a single vowel letter, the last consonant is doubled before adding the suffix 'y'.	Homonyms/ Homophones/ Homograph Homonym - same spelling, same sound different meaning Homophone - same sound when said, different spelling, different meaning Homograph - Same spelling, different sound, different meaning		
					SF Rule: 49	SF Rule: 49/50	SF Rule: 51/52
1	Encouraged	Slimmer	Kangaroos	Juicy	proceed	led	stationery
2	Committed	Angrier	Quizzes	Lucky	precede	lead	stationary
3	Amended	Fiercer	Daisies	Guilty	mourning	aloud	steel
4	Explained	Wilder	Families	Crazy	morning	allowed	steal
5	Complaining	Greatest	Thieves	Quickly	principle	alter	effect
6	Believing	Strangest	Mosquitoes	Barely	principal	altar	affect
7	Considering	Craziest	Echoes	Foggy	profit	cereal	complement
8	Admitting	Frailest	Offspring	Bubbly	prophet	serial	compliment
Common exception words Year 5/ Year 6							
	SF: CEW 53	SF: CEW 53	SF: CEW 53	SF: CEW 54	SF: CEW 54	SF: CEW 54	SF: CEW 55
9	accompany	amateur	attach	category	competition	controversy	embarrass
10	according	ancient	attached	cemetery	conscience	controversial	environment
11	achieve	apparent	available	committee	conscious	bargain	convenience
12	aggressive	appreciate	average	communicate	awkward	bruise	correspond

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



Year 5 Spellings - Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Words with the 'k' sound spelt 'ch' (Greek in origin) Words with the 's' sound spelt 'sc' (Latin in origin)	's' sounding 'z' 'i' sounding 'y' 'gue' sounding 'g' 'g'/'ge'/'dge' sounding 'j'	'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'qu' sounding 'kw'	Short vowel sounds a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding 'o' o/ou/oo/ sounding 'u'	Long vowel sounds ei/ai/a sounding long á ea/ie/y sounding long é	Long vowel sounds i/i-e sounding long í ow/ou sounding long ó u sounding long ú	Digraphs and trigraphs oi,oy ow, ou ar air, are, ear
1	architect	colleague	rough	transport	expectation	highlight	employee
2	anchor	fatigue	tough	energise	freight	identify	embroil
3	stomach	familiar	graph	meadow	complaint	hollow	frown
4	technique	brilliant	which	mythology	betray	explode	amount
5	physique	wisest	elsewhere	timid	wheat	approach	starve
6	scientific	these	quest	swamp	fourteen	costume	sharpen
7	scenery	judgemental	query	flourish	compete	universe	despair
8	descent	trudge	enquire	lovely	grief	nephew	stare
Common exception words Revision Year 3/ Year 4							
	SF: CEW 32	SF: CEW 55	SF: CEW 56	SF: CEW 56	SF: CEW 56	SF: CEW 57	SF: CEW 57
9	particular	determined	equip	exaggerate	familiar	guarantee	government
10	peculiar	develop	equipment	excellent	foreign	harass	immediate
11	perhaps	dictionary	equipped	existence	forty	hindrance	immediately
12	popular	disastrous	especially	explanation	frequently	identity	individual

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Year 5 Spellings - Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Spelling pattern	Digraphs and trigraphs ear, ere, eer	Digraphs and trigraphs ir, er, ur, or, ore, au, aw, ough, ough	Prefixes- de, mis, dis 'dis'- not/ opposite of 'mis' -wrong/ opposite of 'de' - undo/do opposite of	Prefixes- in/im/il/ir 'in' means 'not'. When the root word starts with a 'p' or 'm' 'in' becomes 'im' When the root word starts with 'l', 'in' becomes 'il' When the root word starts with 'r', 'in' becomes 'ir'	Prefixes 'un' means 'not'. 'ex' means former. Anti means opposing	Prefixes 'fore'- before 'post' - after/after 'pre'- before 're' - again	
1	weary	purple	disable	inconsiderate	antiperspirant	preheat	
2	volunteer	swerve	displease	inseparable	antibiotic	preview	
3	adhere	circus	disadvantage	impatience	antibody	precaution	
4	severe	straightforward	mistrust	immature	antibacterial	forehead	
5	appearance	brawl	misplace	illuminate	unfathomable	foresee	
6	dreary	galore	mishear	illegally	unaffectionate	postpone	
7	engineer	haunted	deflect	irrational	ex-president	rearrange	
8	nuclear	distraught	deconstruct	irreplaceable	ex-colleague	reassemble	
	SF: CEW 57	SF: CEW 58	SF: CEW 58	SF: CEW 58	SF: CEW 59	SF: CEW 59	
9	interfere	lightning	necessary	occur	physical	programme	
10	interrupt	marvellous	neighbour	opportunity	prejudice	pronunciation	
11	language	mischievous	nuisance	parliament	privilege	queue	
12	leisure	muscle	occupy	persuade	profession	recognise	

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Year 5 Spellings - Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Prefixes Inter - between micro - small Auto - on its own Sub - under	Prefixes 'under' -below 'over' -above 'super' -over/above	Words ending (Y5) ant, ance, ancy For related words with 'long a' in the same place use 'ant'	Words ending (Y5) ent, ence, ency Use -ent after soft c, soft g	Noun suffixes 'ness' -quality /state 'ment' -action/state 'ship' -state/condition	Word ending-ture, sure	
1	interrupt	superpower	assistant	decent	illness	moisture	
2	internet	superstore	assistance	decency	awareness	ensure	
3	subcontinent	superhero	tolerant	confidence	effectiveness	miniature	
4	submerge	overcautious	tolerance	confident	involvement	featured	
5	microwave	overindulge	hesitant	innocent	enforcement	posture	
6	micromanage	underground	hesitancy	innocence	friendship	leisure	
7	automatic	underachieve	relevant	frequent	championship	disclosure	
8	autonomy	undertake	relevancy	frequency	citizenship	exposure	
Common exception words Year 5/ Year 6							
	SF: CEW 60	SF: CEW 60	SF: CEW 60	SF: CEW 61	SF: CEW 61	SF: CEW 61	SF: CEW 62
9	rhyme	shoulder	secretary	suggest	system	variety	
10	rhythm	signature	soldier	suggestion	temperature	vegetable	
11	rhythmic	sincere	stomach	symbol	thorough	vehicle	
12	sacrifice	sincerely	sufficient	symbolic	twelfth	yacht	

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Year 5 Spellings - Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Suffix- ible 'ible' is much less common than 'able'. Dropping the suffix often only leaves a stem (visible/vis).	Suffix- ibly 'ibly' is much less common than 'ably'. Dropping the suffix often only leaves a stem (visibly/vis).	Words ending -fer In words ending 'fer', double the 'r' before adding a vowel suffix if the 'fer' is still stressed.	Words ending -fer The 'r' is not doubled if the 'fer' is no longer stressed when the suffix is added.	'ei' sounding long 'ee' 'ei' can also make the long 'e' sound (ee). 'i' before 'e' except after 'c'	Silent letters Some words have a letter in them which was probably sounded many years ago but no longer is.	Prefix -over 'over' means 'above or higher than normal'
	SF Rule: 41/42	SF Rule: 41/42	SF Rule: 43	SF Rule: 43	SF Rule: 45	SF Rule: 47	
1	horrible	horribly	refer	reference	deceive	doubt	react
2	forcible	forcibly	referred	referee	conceive	island	overreact
3	legible	legibly	referral	preference	receive	column	production
4	possible	possibly	prefer	transference	perceive	solemn	overproduction
5	sensible	sensibly	preferring	infer	ceiling	thistle	cautious
6	terrible	terribly	preferred	inference	conceit	knight	overcautious
7	visible	visibly	transferring	confer	receipt	limb	indulge
8	incredible	incredibly	transferred	conference	deceit	whistle	overindulge

Common exception words Revision Year 3/ Year 4

	Spellingframe Y3/4 CEW 25	Spellingframe Y3/4 CEW 25	Spellingframe Y3/4 CEW 26	Spellingframe Y3/4 CEW 26	Spellingframe Y3/4 CEW 27	Spellingframe Y3/4 CEW 27	Spellingframe Y3/4 CEW 27/28
9	accident	believe	calendar	build	early	continue	disappear
10	appear	bicycle	breath	caught	earth	decide	eight
11	accidentally	actual	breathe	centre	circle	describe	eighth
12	address	actually	busy	century	complete	different	enough
13	answer	arrive	business	certain	consider	difficult	exercise

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Year 5 Spellings - Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning.	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning.	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning.	Homophones/Near homophones Some words sound the same as another but are spelt differently or have a different meaning.	Letter string - ough -ough can be used to spell a number of different sounds: the final sound 'uff' or 'ow'.	Letter string-ough -ough can be used to spell a number of different sounds: the final sound 'ow' or 'owe' (long 'o' sound).	Words with the 'k' sound spelt 'ch' (Greek in origin) Words with the 's' sound spelt 'sc' (Latin in origin)
	SF Rule: 48/49	SF Rule: 49	SF Rule: 49/50	SF Rule: 51/52	SF Rule: 46	SF Rule: 46	
1	farther	proceed	led	stationery		through	architect
2	father	precede	lead	stationary		thorough	anchor
3	guessed	mourning	aloud	steel	enough	thoroughly	orchestra
4	guest	morning	allowed	steal	cough	borough	stomach
5	heard	principle	alter	effect	trough	though	scenery
6	herd	principal	altar	affect	drought	although	scientific
7	passed	profit	cereal	complement	bough	dough	ascent
8	past	prophet	serial	compliment	plough	doughnut	descent
Common exception words Revision Year 3/ Year 4							
	Spellingframe CEW 28/29	Spellingframe CEW 29	Spellingframe CEW 29/30	Spellingframe CEW 30	Spellingframe CEW 30/31	Spellingframe CEW 31/32	Spellingframe CEW 32
9	famous	guide	history	imagine	knowledge	notice	ordinary
10	experience	forward	guard	increase	medicine	often	particular
11	experiment	fruit	heard	important	mention	occasionally	peculiar
12	extreme	grammar	length	interest	minute	opposite	perhaps
	favourite	group	library	island	naughty	various	popular
	height	heart	material	learn	natural	possess	position

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



Year 6 Spellings - Autumn 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	'gue' sounding 'g' 'g'/'ge'/'dge' sounding 'j' 'que'/'ck'/'ch' sounding k 's' sounding 'z' 'y' sounding 'i'	'th' sounding 't' 'qu' sounding 'kw' 'gh'/'ph' sounding 'f' 'wh' sounding 'w' 'c' sounding 's' 'sc' sounding 's' 'ie' sounding 'ee'	Unstressed Consonants b,d,g,h (Silent letters) Silent b following m/ or before t	Unstressed Consonants k,n,w,t,l (Silent letters)	Word ending- ture, sure, tion, sion, ssion	Short vowel sounds a/ea/sounding 'e' i/o/u/y/sounding 'i' a sounding o o/ou/oo/ sounding 'u'	Long vowel sounds ei/ai sounding long á ea/ie sounding long é i/i-e sounding long í ow/ou sounding long ó u sounding long ú
			SF Rule: 47				
1	intrigue	Thames	plumber	knuckle	culture	headache	eighteenth
2	technology	equator	tomb	knowledgeable	sculpture	weather	maintain
3	carnage	equipment	subtle	government	composure	business	diseased
4	begrudge	laughter	doubtful	environment	reassure	prettiest	siege
5	picturesque	catastrophe	handkerchief	wrapper	information	oxygen	islander
6	chemistry	whether	handbag	answered	devastation	gymnastics	described
7	recognisable	procession	campaign	listening	conclusion	wander	tomorrow
8	realisation	celebration	foreign	wrestler	intrusion	wonder	shoulder
9	typical	scissors	honest	salmon	transmission	encourage	fluid
10	cygnet	obedient	rhubarb	calmest	obsession	booklet	utensil

Common exception words Year 5/ Year 6

	Spellingframe CEW 53	Spellingframe CEW 53	Spellingframe CEW 53/54	Spellingframe CEW 54	Spellingframe CEW 54/55	Spellingframe CEW 55	Spellingframe CEW 55
11	accompany	ancient	average	competition	bargain	correspond	determined
12	according	apparent	category	conscience	bruise	criticise	develop
13	achieve	appreciate	cemetery	conscious	embarrass	curiosity	dictionary
14	aggressive	attached	committee	awkward	environment	definite	disaster
15	amateur	available	communicate	controversy	convenience	desperate	disastrous

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Year 6 Spellings - Autumn 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Digraphs and trigraphs oi,oy ow, ou ar air, are, ear	Digraphs and trigraphs ear, ere, eer ir, er, ur, or,ore,au,aw,	Suffixes -ed/-ing In multi-syllabic words, if the last syllable is unstressed the consonant letter is not doubled Irregular past tense Some words change in spelling substantially when made plural.	Comparative/ Superlative er/est/Plural s/es/ies for consonant -y words, drop the -y add i before -er/-est/es	Words of Latin Etymology multi-many circum-around aqua-water bi-two tri-three	Hyphen -prefix co/re/ex Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word starts with a vowel.	Greek Etymology bio-life chron-time photo-light micro-small phon-sound
						SF Rule: 44	
1	boisterous	tearstained	delighted	harsher	multiplication	co-operate	biology
2	royalty	atmosphere	communicating	earlier	multimillionaire	co-ordinate	biographical
3	voyager	persuasion	interrupted	weirdest	circumstance	co-own	chronological
4	empower	commandeer	gesturing	murkiest	circumnavigate	re-enter	synchronise
5	renown	souvenir	guaranteed	foggiest	aquarium	re-elect	photography
6	scoundrel	circuit	worshiping	stranger	sub-aqua	re-educate	photosynthesis
7	jeopardise	purposeful	budgeting	tornadoes	bilingual	ex-convict	microscope
8	impaired	deteriorate	caught	daughters	biannual	ex-boyfriend	microphone
9	threadbare	forewarning	sprang	sandwiches	trilogy	ex-wife	telephone
10	earthquake	flawless	dreamt	theories	triathlon	mid-Atlantic	symphony

Common exception words Year 5/ Year 6

	Spellingframe CEW 56	Spellingframe CEW 56	Spellingframe CEW 56/57	Spellingframe CEW 57	Spellingframe CEW 57/58	Spellingframe CEW 58	Spellingframe CEW 58
11	equip	excellent	forty	identity	interfere	marvellous	nuisance
12	equipment	existence	frequently	government	interrupt	mischievous	occupy
13	equipped	explanation	guarantee	immediate	language	muscle	occur
14	especially	familiar	harass	immediately	leisure	necessary	opportunity
15	exaggerate	foreign	hindrance	individual	lightning	neighbour	parliament

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Year 6 Spellings - Spring 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Words ending -le, el, il, al, ol Words ending -el, al, il, ol- are less common than words ending 'le'	Prefixes- de, mis, dis- 'dis'- not/ opposite of 'mis'-wrong/ opposite of 'de'- undo/do opposite of	Hyphen homophones 're'- 'again'. The prefix 're' creates many homophones /near homophones with other words	Prefixes- in/im/il/ir in' means 'not'. words starting with a 'p' or 'm' 'in' becomes 'im' When the root word starts with 'l', 'in' becomes 'il' When the root word starts with 'r', 'in' becomes 'ir'	Prefixes- inter/anti/intra/ super/sub 'inter'-between/among 'anti'-against/opposed to 'intra'- on the inside 'super'-over/above usual 'sub'-under or below	Prefixes 'post'- after/later 'pre'- before 'trans'- across/through 'fore'- before 'un'-not	Prefixes 'auto'-self/own/same 'com' 'con'-together 'audi'- hear/listen 'under'-below 'over'-above
1	article	depopulate	re-cover	indefinitely	intermingle	postgame	autobiographical
2	enable	depress	recover	informal	intersection	post-war	automating
3	parallel	dethrone	re-sent	imperfection	anti-climax	preoccupied	combination
4	enamel	detour	resent	immeasurable	antibodies	preindustrial	consensus
5	tranquil	disqualify	re-serve	imprisonment	intra-city	transparent	audio
6	daffodil	disinfect	reserve	irretrievable	intravenous	translucent	audience
7	carnival	disembark	re-sign	irrationally	superintendent	forecast	overdose
8	eternal	misunderstanding	resign	irregularly	superimpose	forefather	overworked
9	parasol	misuse	re-form	illogically	subdued	unimaginable	underestimate
10	protocol	misread	reform	illuminated	subscribe	unbelievable	underpaid

Common exception words Year 5/ Year 6

	Spellingframe CEW 58/59	Spellingframe CEW 59	Spellingframe CEW 59/60	Spellingframe CEW 60	Spellingframe CEW 60/61	Spellingframe CEW 61	Spellingframe CEW 61
11	persuade	programme	relevant	shoulder	soldier	system	variety
12	physical	pronunciation	restaurant	signature	stomach	systematic	vegetable
13	prejudice	queue	rhyme	sincere	sufficient	temperature	vegetation
14	privilege	recognise	rhythm	sincerely	suggest	thorough	vehicle
15	profession	recommend	sacrifice	secretary	symbol	twelfth	yacht

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Year 6 Spellings - Spring 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Words ending ant, ance, ancy ent, ence, ency For related words with 'long a' in the same place use 'ant' Use -ent after soft c, soft g,	Suffixes- ful, less, ness, ment, ship 'ful'-full of 'less'-without 'ness'-quality /state 'ment'-action/state 'ship'-state/condition	Words ending-sion, tion, cian, ssion Many 'sion' words-formed from verbs ending 'se' 'd' or 'de'-ssion is used if word ends in -ss or -mit -cian is used if word ends in -c or -cs -tion is used if the root word ends in -t or -te	Words ending-sure, ture, age, ity	Words ending -cious, tious, cial, tial The 'shus' sound- commonly spelt as 'cious' at the end of an adjective. 'tious' at the end of a few words. The 'shul' sound: 'tial' is commonly used after a consonant -'cial' is commonly used after a vowel.	Words ending- able, ably, ible, ibly, ation Suffix-able- If the root word ends in 'e' it is often dropped before adding the suffix unless the word ends in 'ce' or 'ge' when the 'e' must be kept. 'y' often changes to 'i'	Suffix- ate, ise, -ify Nouns and adjectives can be converted into verbs by using the suffixes-ate, -ise and -ify.
1	consultant	plentiful	correction	pressure	conscientious	capable	germinate
2	flamboyant	skilful	attraction	composure	fractious	admirable	considerate
3	dominance	shameless	situation	disclosure	overambitious	uncomfortably	captivate
4	reluctance	motionless	conclusion	departure	ferocious	unreasonably	activate
5	expectancy	ugliness	provision	gesture	tenacious	flexible	familiarise
6	magnificent	loneliness	revision	future	residential	reversible	realise
7	indulgent	argument	omission	blockage	impartial	feasibly	materialise
8	consequence	agreement	procession	passage	antisocial	audibly	glorify
9	dependency	hardship	optician	nationality	unofficial	situation	terrify
10	intelligency	leadership	musician	responsibility	superficial	initiation	clarify

Common exception words Year 5/ Year 6

	Spellingframe CEW 25	Spellingframe CEW 25	Spellingframe CEW 26	Spellingframe CEW 26	Spellingframe CEW 27	Spellingframe CEW 27	Spellingframe CEW 27/28
11	accident	believe	calendar	build	early	continue	disappear
12	appear	bicycle	breath	caught	earth	decide	eight
13	accidentally	actual	breathe	centre	circle	describe	eighth
14	address	actually	busy	century	complete	different	enough
15	answer	arrive	business	certain	consider	difficult	exercise

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



Year 6 Spellings - Summer 1



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Letter string-ough -ough can be used to spell a number of different sounds	Words ending -fer Only double the 'r' before adding a vowel suffix if the 'fer' is still stressed.	ie/ei sounding long 'ee' 'ie' can make the long 'e' sound. 'ei' can also make the long 'e' sound (ee).	'ei' sounding long 'ee' 'ei' can make the long 'e' sound (ee).	Silent letters Silent 't' is often in the letter string 'stle'. Silent 't' is often in the letter string 'ten'.	Silent letters Silent 'u' is always followed by a vowel ('e' or 'i'). Silent 'u' often follows 'g'.	Word ending/ suffix -ous If there is a long 'e' sound before -ous, it is usually spelt as 'i'
1	roughen	offer	caffeine	neighbourly	nestle	biscuit	continuous
2	toughen	offered	neither	veiled	castle	circuit	generous
3	throughout	offering	either	foreigner	rustle	disguise	strenuous
4	coughed	differ	sovereign	forfeit	jostle	building	frivolous
5	thoughtful	difference	protein	height	fastening	guess	miscellaneous
6	ploughs	interfere	counterfeit	weird	christened	guest	glorious
7	afterthought	interference	efficient	seize	listened	guitar	contagious
8	breakthrough	interfered	sufficient	seizure	glistening	guilty	oblivious

Common exception words Year 3/ Year 4

	Spellingframe CEW 28	Spellingframe CEW 29	Spellingframe CEW 29	Spellingframe CEW 30	Spellingframe CEW 30	Spellingframe CEW 31	Spellingframe CEW 31
9	famous	guide	history	imagine	knowledge	medicine	notice
10	experience	forward	guard	increase	learn	mention	often
11	experiment	fruit	heard	important	length	minute	occasionally
12	extreme	grammar	heart	interest	library	naughty	opposite
13	favourite	group	height	island	material	natural	various

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>



Year 6 Spellings - Summer 2



Children will be taught spelling rules and patterns each week. Spellings set for homework are a combination of common exception words and topic related vocabulary alongside words to consolidate learning completed during that week. Children need to practise and learn these spellings at home. Children's recall of spellings will be checked through a weekly spelling dictation.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling pattern	Compound adjectives Compound adjectives directly before a noun usually have a hyphen to show that together the words make one adjective.	Hyphen prefix -ill 'ill' means 'bad' or 'badly'. Hyphens are also normally used when the prefix is a single (often capital) letter	Unstressed vowels Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.	Words of Latin Etymology 'tract' comes from Latin and means 'pull'. 'struct' comes from Latin and means 'build'.	Prefixes -min/-magn 'min' comes from Latin meaning 'small' or 'less'. 'magn' comes from Latin meaning 'great' or 'large'.	Prefix -tele/-trans 'tele' comes from Latin meaning 'distant' or 'far off'. 'trans' comes from Latin meaning 'across'.	Silent letters Silent 'n' always follows 'm'. Silent 'b' often follows 'm'
1	hot-water	ill-gotten	chocolate	tractor	miniature	telephone	condemn
2	fire-proof	ill-mannered	frightening	subtract	minute	television	autumn
3	long-term	ill-timed	prosperous	attract	minimum	telescope	hymn
4	free-range	ill-natured	memorable	retract	minor	telegram	solemnly
5	part-time	T-shirt	generously	structure	magnate	translate	thumb
6	well-behaved	U-turn	fattening	construction	magnificent	transfer	climber
7	well-known	X-ray	deafening	unstructured	magnify	transmit	bombed
8	cold-blooded	T-junction	parliaments	deconstructing	magnitude	transplant	undoubtedly
Common exception words Year 3/ Year 4							
	Spellingframe CEW 32	Spellingframe CEW 32	Spellingframe CEW 33	Spellingframe CEW 33	Spellingframe CEW 34	Spellingframe CEW 35	Spellingframe CEW 36
9	ordinary	position	probably	recent	separate	therefore	Random selection of Year 3/ Year 4 words.
10	particular	possess	promise	regular	special	through	
11	peculiar	possession	purpose	reign	strange	thought	
12	perhaps	possibly	quarter	remember	strength	though	
13	popular	potatoes	question	sentence	suppose	woman	

Words in yellow boxes can be practised using Spellingframe <https://spellingframe.co.uk/>

