Highfields Academy Spelling Programme

Years 2 – 6

Foundation Class and Year 1 are following the Little Wandle Letters and Sound scheme

* See individual weekly plans for more detail and lists of words that correspond with the spelling rule.
* In each year group file, there are also spelling resources, but you can also support these with your own ideas.
* Provide regular opportunities through the week to use and practise these spellings – and any others that children find that fit the rule.
* The initial spelling rule is to be taught to the class on a Monday and the corresponding spellings to go home to parents (resource provided).
* The spellings words for the week should be clearly displayed in the classroom.
* If children are unable to access the weekly rule, then use the rules/patterns associated with a more suitable year group. These words could then be displayed on their table.
* Use of individual spelling books are advised so that children become more independent when trying unfamiliar words.
* Review and assess activities are detailed in the spelling list overview for each year group, and resources contained within the files.

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 2 | Week 1The sounds /n/ spelt ‘kn’ and less often ‘gn’ at the beginning of wordsWeek 2The sounds /r/ spelt ‘wr’ at the beginning of wordsWeek 3The sound /s/ spelt ‘c’ before e, i and yWeek 4The sound /j/ spelt with ‘-dge’ and ‘-ge’ at the end of WordsWeek 5The sound /j/ often spelt with g before e, i and y.The sound /j/ always spelt with ’j’ before a, o and uWeek 6Common Exception WordsWeek 7Review and Assess | Week 1The sound /l/ spelt with ‘-le’ at the end of wordsWeek 2The sound /l/ spelt with ‘-el’ at the end of wordsWeek 3The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of wordsWeek 4The sound /igh/ spelt with ‘-y’ at the end of wordsWeek 5Adding –ies to nouns and verbs ending in -yWeek 6Common Exception WordsWeek 7Review and Assess | Week 1Adding –ed, -er and –est to a word ending in –y with a consonant before itWeek 2Adding –ing to a word ending in –y with a consonant before itWeek 3Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before itWeek 4Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowelWeek 5The sound /or/ spelt ‘a’ before l or llWeek 6Common Exception WordsWeek 7Review and Assess | Week 1The sound /u/ spelt with ‘oWeek 2The sound /ee/ spelt with ‘-ey’Week 3The /o/ sound spelt with ‘a’ after w and quWeek 4The stressed/er/ spelt with ‘or’ after w and the sound /or/ spelt ‘ar’ after wWeek 5The sound /zh/ spelt ‘s’Week 6Common Exception WordsWeek 7Review and Assess | Week 1The suffixes –ment, -ness and -fulWeek 2The suffixes –less and –lyWeek 3Words ending in -tionWeek 4ContractionsWeek 5The possessive ApostropheWeek 6Common Exception WordsWeek 7Review and Assess | Week 1Homophones and near homophonesWeek 2Homophones and near homophonesWeek 3Homophones and near homophonesConjunctionsWeek 4Months of the year/ timeWeek 5Months of the year/ timeWeek 6SPaG termsWeek 7Review and Assess |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Week 1Words with the long /eI / sound spelt with eiWeek 2Words with the long /eI / sound spelt with eyWeek 3Words with the long /eI / sound spelt with aiWeek 4Words with / /sound spelt with earWeek 5Homophones & near HomophonesWeek 6Homophones & near HomophonesWeek 7Review and assess | Week 1Creating adverbs using the suffix -ly (no change to root WordWeek 2Creating adverbs using the suffix -ly (root word ends in ‘y’ with more than one syllable)Week 3Creating adverbs using the suffix -ly (root word ends in ‘le’Week 4Creating adverbs using the suffix -ly (root word ends in ‘ic’ or ‘al’)Week 5Creating adverbs using the suffix -ly (exceptions to the rules)Week 6Statutory spelling challenge wordsWeek 7Review and assess | Week 1Words with short /i/ sound spelt with ‘yWeek 2Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)Week 3Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)Week 4Creating negative meanings using prefix mis-Week 5Creating negative meaningsusing prefix dis-Week 6Words with a /k/ sound spelt with ‘ch’Week 7Review and assess | Week 1Homophones & Near HomophonesWeek 2Homophones & Near HomophonesWeek 3Adding the prefix bi- (meaning ‘two’ or ‘twice’) and Adding the prefix re- (meaning ‘again’ or back’)Week 4Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’Week 5Words with a /sh/ sound spelt with ‘ch’Week 6Statutory Spellings Challenge WordsWeek 7Review and assess | Week 1Words ending in -aryWeek 2Words with a short /u/ sound spelt with ‘o’Week 3Words with a short /u/ sound spelt with ‘ou’Week 4Word families based on common words, showing how words are related in form and meaning.Week 5Word families based on common words, showing how words are related in form and meaning.Week 6Word families based on common words, showing how words are related in form and meaning.Week 7Review and assess | Week 1Words ending in the suffix -alWeek 2Words ending with an /zhuh/ sound spelt with ‘sure’Week 3Words ending with a /chuh/ sound spelt with ‘ture’Week 4Words ending with a /chuh/ sound spelt with ‘ture’Week 5Silent Letters RevisionWeek 6Silent Letters RevisionWeek 7Review and assess |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 4 | Week 1Words with /aw/ spelt with augh and auWeek 2Adding the prefix in- (meaning ‘not’ or ‘into’)Week 3Adding the prefix im- (before a root word starting with ‘m’ or ‘p’)Week 4Adding the prefix il- (before a root word starting with ‘l’) and the prefix ir- (before a root word staring with ‘r’)Week 5Homophones & near homophonesWeek 6Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’)Week 7Revise and assess | Week 1Words with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’)Week 2Words with a /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’)Week 3Words with a /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t' / or has no definite root)Week 4Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’)Week 5Words with ‘ough’ to make a long /o/, /oo/ or /or/ soundWeek 6Statutory spelling challenge wordsWeek 7Review and assess | Week 1Homophones & Near HomophonesWeek 2Homophones & Near HomophonesWeek 3Nouns ending in the suffix -ationWeek 4Nouns ending in the suffix -ationWeek 5Adding the prefix sub- (meaning ‘under’) and adding the prefix super- (meaning ‘above’)Week 6Plural Possessive Apostrophes with plural wordsWeek 7Review and assess | Week 1Words with the /s/ sound spelt with ‘sc’Week 2Words with a ‘soft c’ spelt with ‘ce’Week 3Words with a ‘soft c’ spelt with ‘ci’Week 4Word families based on common words, showing how words are related in form and meaningWeek 5Word families based on common words, showing how words are related in form and meaningWeek 6Statutory spelling challenge wordsWeek 7Review and assess | Week 1Adding the prefix inter- (meaning ‘between’ or ‘among’)Week 2Adding theprefix anti- (meaning ‘against’)Week 3Adding the prefix auto- (meaning ‘self’ or ‘own’)Week 4Adding the prefix ex- (meaning ‘out’ )Week 5Adding the prefix non- (meaning ‘not’ )Week 6Words ending in -ar/ -erWeek 7Review and assess | Week 1Adding the suffix -ous (No change to root word)Week 2Adding the suffix -ous (No definitive root word)Week 3Adding the suffix -ous (Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’)Week 4Adding the suffix -ous (Words ending in ‘e’ drop the ‘e’ but not ‘ge’)Week 5Adverbials of frequency and possibilityWeek 6Adverbials of mannerWeek 7Review and assess |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5 | Week 1Words with endings that sound like /shuhs/ spelled with ciousWeek 2Words with endings that sound like /shuhs/ with -tious or -iousWeek 3Words with the short vowel sound/i/ spelled with yWeek 4Words with the short vowel sound/i/ spelled with yWeek 5Homophones and near homophonesWeek 6Homophones and near homophonesWeek 7Review and assess | Week 1Words with 'silent' lettersWeek 2Words with 'silent' lettersWeek 3Modal verbsWeek 4Words ending in ‘ment’Week 5Adverbs of possibility and frequencyWeek 6Statutory Spelling Challenge WordsWeek 7Review and assess | Week 1Creating nouns using -ity suffixWeek 2Creating nouns using -ness suffixWeek 3Creating nouns using -ship suffixWeek 4Homophones & Near HomophonesWeek 5Homophones & Near HomophonesWeek 6Homophones & Near HomophonesWeek 7Review and assess | Week 1Words with an /or/ spelled orWeek 2Words with an /or/ spelled auWeek 3Convert nouns or adjectives in verbs using the suffix -ateWeek 4Convert nouns or adjectives in verbs using the suffix -iseWeek 5Convert nouns or adjectives in verbs using the suffix -ilyWeek 6Convert nouns or adjectives in verbs using the suffix -enWeek 7Review and assess | Week 1Words containing the letter string ‘oughWeek 2Words containing the letter string ‘oughWeek 3Adverbials of timeWeek 4Adverbials of placeWeek 5Words with an /ear/ sound spelt ‘ereWeek 6Statutory Spelling Challenge WordsWeek 7Review and assess | Week 1Unstressed vowels in polysyllabic wordsWeek 2Adding verb prefixes re- and de-Week 3Adding verb prefix over-Week 4Convert nouns or verbs in adjectives using the suffix -fulWeek 5Convert nouns or verbs in adjectives using the suffix -iveWeek 6Convert nouns or verbs in adjectives using the suffix -alWeek 7Review and Assess |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 6 | Week 1Ambitious Synonyms: AdjectivesWeek 2Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-syWeek 3Adjectives ending in -ant into nouns ending in -ance/ -ancyWeek 4Adjectives ending in -ent into nouns ending in -ence/ -encyWeek 5Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowelWeek 6Hyphens: To join compound adjectives to avoid ambiguityWeek 7Review and assess | Week 1Words ending in -ableWeek 2Words ending in -ableWeek 3Words ending in -ablyWeek 4Word families based on common words, showing how words are related in form and meaningWeek 5Word families based on common words, showing how words are related in form and meaningWeek 6Creating diminutives using prefixes microor miniWeek 7Review and assess | Week 1Adding suffixes beginning with vowel letters to words ending in -ferWeek 2Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)Week 3Words with the long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)Week 4Word families based on common words, showing how words are related in form and meaningWeek 5Word families based on common words, showing how words are related in form and meaningWeek 6Statutory Spelling Challenge WordsWeek 7Review and assess | Week 1Words with endings which sound like /shuhl/ after a vowel letterWeek 2Words with endings which sound like /shuhl/ after a consonant letterWeek 3Words with a ‘soft c’ spelt /ce/Week 4Word families based on common words, showing how words are related in form and meaningWeek 5Word families based on common words, showing how words are related in form and meaningWeek 6Statutory Spelling Challenge WordsWeek 7Review and assess | Week 1Word families based on common words, showing how words are related in form and meaningWeek 2Words that can be nouns and verbsWeek 3Words that can be nouns and verbsWeek 4Words with a long /o/ sound spelt ‘ou’ or ‘ow’Week 5Words ending in -ibleWeek 6Words ending in -iblyWeek 7Review and assess | Week 1 – 6Synonyms and antonymsWeek 7Review week |