

Group A:

Statutory learning focus

Statutory spelling

Statutory spelling from Y3/Y4

Week 1	Week 2	Week 3	Week 4	Week 5
Recap of mixed spellings from previous years	Recap of mixed spellings from previous years	Recap of mixed spellings from previous years	Statutory list – Random	Words ending in <b>-able</b> and <b>-ably</b>
<i>Can you spot any patterns? Do you remember any rules?</i>	<i>Can you spot any patterns? Do you remember any rules?</i>	<i>Can you spot any patterns? Do you remember any rules?</i>	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	The <b>-able</b> word ending is used if there is a related word ending in <b>-ation</b> . <b>e.g. adorable/adoration</b>
optician pyramid trouble country incomplete peace piece vein weigh parachute	illuminate admiration foundation forgotten gardening great grate fascinate expression possession	redecorate mention position weather whether obvious completion mountainous tongue scheme	accompany amateur bargain bruise community competition explanation guarantee individual prejudice	adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable

**Week 6**  
**Consolidating**

All words practised at random this half term and then assessed on the fifth day.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>illuminate admiration explanation guarantee applicably great individual fascinate optician pyramid trouble country parachute</p>	<p>redecorate mention position weather obvious community competition completion tongue scheme foundation grate</p>	<p>accompany amateur prejudice considerable considerably expression possession piece whether tolerable forgotten incomplete adorably</p>	<p>adorable bargain bruise tolerably capable knowledgeable vein weigh gardening applicable mountainous peace</p>	<p>ASSESSMENT</p>

Group B:

**Statutory learning focus**

**Statutory spelling**

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Homophones and near Homophones</b></p>	<p><b>Homophones and near Homophones</b></p>	<p><b>Words with the /s/ sound spelt sc</b></p>	<p><b>Statutory list – Random</b></p>	<p><b>Endings which sound like /ən spelt – sion</b></p>
<p>groan grown affect effect fair fare great grate through threw</p>	<p>heel heal main mane medal meddle key quay check cheque</p>	<p>science scene discipline fascinate crescent scissors scenery descent ascend descend</p>	<p>Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)</p> <p><b>actual address calendar disappear experience particular thought separate difficult weight</b></p>	<p><b>expansion extension comprehension tension suspension occasion dimension diversion permission discussion</b></p>

**Week 6**  
**Consolidating**

All words practised at random this half term and then assessed on the fifth day.

Day 1	Day 2	Day 3	Day 4	Day 5
groan through actual threw scenery descent affect discussion great crescent scissors particular diversion	heel mane fare medal grate fascinate address calendar heal quay check cheque	science scene discipline extension thought separate difficult ascend descend meddle suspension occasion permission	effect fair main key disappear weight expansion tension comprehension experience dimension grown	ASSESSMENT

**Group C:**

**Statutory learning focus**

**Suggested common exception word list**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>ai and oi vowel digraph</b>	<b>ay and oy vowel digraph</b>	<b>ee vowel digraphs</b>	<b>ea and ie vowel digraphs with /i:/ sound</b>	<b>Exception words list</b>	<b>ie digraph and i-e split digraph</b>
Remember digraph means two letters together. These words have the <b>ai</b> and <b>oi</b> digraph.	The two digraphs <b>ay</b> and <b>oy</b> are used for sounds at the end of words and syllables				
<p>rain wait train paid afraid oil join coin point soil</p>	<p>day play say way stay boy toy joy enjoy annoy</p>	<p>see tree green meet week seek peek feet need seem</p>	<p>sea dream meat each read <b>(present tense)</b> chief field thief reach teach</p>	<p>and the a do you to with of what put her on</p>	<p>lie tie pie cried tried five ride like time side</p>