**Teaching of Phonics**

**Systematic Teaching of Reading**

We teach Bug Club Phonics, which is a systematic phonics programme, approved by the Department of Education, to teach children to read by ‘decoding’. Decoding is the process of learning individual sounds (phonemes) and then learning to put these together (blending) to read words. Children are taught to pronounce the individual sounds (phonemes) associated with the letter (graphemes) e.g. knowing that the letter ‘C’ can make a hard sounding ‘C’ as in ‘cat’ or a soft sounding ‘s’ as in ‘city’. Research shows that teaching the letter name (grapheme) alongside the sound (phoneme) supports quicker progress in reading. The programme focuses on teaching the children the basic 40+ grapheme-phoneme correspondences (sounds to letters used to represent these e.g. ‘oo’ is represented by 2 letters, a digraph, and makes a short ‘oo’ sound, as in ‘look’, or a longer ‘oo’ sound as in ‘soon’. In the second year of phonics children progress to learn the less frequent pronunciations, once they are secure in the basic principles. All children are taught phonics together within their year group. We recognise that some children will master phonic knowledge at a different pace and ensure that we support this through our questioning, extending and revisiting where needed. We also use ‘catch up’ interventions for specific individuals or groups of children who are struggling to keep pace with the teaching.

**Spelling**

As part of the Bug Club programme children are also taught to spell by breaking up the words that they read (segmenting). Here they would hear the individual sounds and be able to separate these e.g. cat= c/a/t.

**Writing**

Learning how to write the letters correctly is also part of the Bug Club programme, as it is recognised that letter formation helps children to retain the knowledge of letters (and grapheme recognition).

**High frequency words**

High frequency ‘decodable’ words are words that children encounter frequently in their reading and are able to be ‘sounded out’ using phonics e.g. ‘and’ and ‘dad’. High frequency words, which are irregular and not ‘fully decodable’ (often referred to as common exception words) are words that children cannot ‘sound out’. They are ‘tricky’ words e.g. ‘one’, ‘what’ and ‘go’. We teach these by encouraging children to use their sounds to attempt and then discussing and explaining the tricky bits e.g. in the word ‘was’, ‘w’ and ‘s’ can be decoded, but it needs to be explained that the ‘a’ grapheme is being pronounced differently here, as an ‘o’ sound. This is an irregular or exception word.

**Syllables in Reading**

Recognition of syllables is a critical word-attack skill for both reading and spelling. Breaking words into syllables is a strategy that should be taught for both reading and spelling. A syllable is a word or part of a word that can be spoken independently – e.g. the word ‘alphabet’ has three syllables, al/pha/bet. Children need to know that:

• all words have at least one syllable

• each syllable has one vowel sound

 • long words are made up of short syllables

 • syllables can be one letter or a group of letters, one of which must be a vowel sound (including ‘y’ used as a vowel).

Prior to teaching about syllables, children need to have mastered the basic vowel and consonant sounds.

At Bromesberrow we use **clapping/robot arms** to support children to hear syllables in order to read and spell and relate syllables to beats e.g. the name ‘Sarah’ has 2 beats and so 2 syllables.

When reading, children will break down words into syllables visually. The children need to be able to:

1. Separate the target word ‘jumping’ into 2 syllables e.g. jump/ing
2. Sound and blend successive letters of each syllable e.g. j-u-m-p jump and i-n-g ing
3. Sound and blend successive syllables to read e.g. jump/ing
4. Read the whole 2 syllable word

In reading activities, children will be breaking down words into syllables visually. The children SEE the printed word and will need to be able to: 1. Separate the target printed word into syllables. pumpkin pump/kin 2. Sound and blend successive letters of each syllable. p-u-m-p pump k-i-n kin 3. Sound and blend successive syllables to read. /pump/ /kin/ pumpkin 4. Read the whole two-syllable word. pumpkin

**Language sessions**

These are at the end of each Phonics Bug unit and combine the teaching of irregular words alongside decodable words (using phonemes taught through that unit). They provide children with the opportunity to practise reading sentences and captions, as well as giving an opportunity to explore word meaning and comprehension.

**Guided Independent Work**

These provide opportunity to provide ‘catch up’ sessions to individuals or groups who need it. This can help children keep pace with the learning and consolidate what is being taught.

**Books matched to the children’s phonic ability**

Children are given a reading book matched to what they are being taught in phonics. We aim for 95% fluency in this. The books are chosen to give children to opportunity to apply their phonics skills in relation to what they have been taught. Alongside this, children are exposed to a text rich environment to develop their love of reading. Our weekly Guided Reading sessions nurture children’s enthusiasm and motivation to read, as well as developing their vocabulary and comprehension.

**Terminology for staff and children:**

|  |  |
| --- | --- |
| **Term** | **Definition****(italics for teachers information, not child’s)**  |
| Grapheme | Letter or combination of letters that represent a phoneme e.g. ‘r’, ‘ch’ |
| Phoneme | The smallest unit of sound that changes a word’s meaning:it can be represented by one or several letters e.g. /ah/ or /sh/  |
| Digraph (back up with explanation 2 letters, 1 sound) | Two successive letters that represent one phoneme, e.g. ‘oa’, ‘ck’Can be vowel digraph e.g. ‘ee’ or consonant digraph e.g. ‘th’  |
| Trigraph (back up with explanation 3 letters, 1 sound) | Three successive letters representing one phoneme, e.g. ‘igh’  |
| Segment | Breaking down the sounds of a spoken into phonemes in order to spell it |
| Blend  | Drawing together the constituent phonemes of a written word in order to read it |
| Adjacent consonants  | Two or more letters that represent two or more phonemes , e.g. ‘fr’ beginning the word ‘fridge’ |
| Split digraph (back up with explanation)  | Where 2 letters that represent one phoneme are ‘split’ by another letter between them Script and explanation to use with children: 'a-e' is called a 'split digraph'. The silent 'e' changes /a/ to /ai/. |
| Silent e | Used to explain split digraphs and also within phase 6, when adding suffixes –ed, and -ing e.g. when words have a silent e at the end of them then the ‘e’ is replaced with the suffix |

**Phase 2- 4 (units 1-12 Bug Club Phonics)**

**Taught in Reception:**

|  |  |  |  |
| --- | --- | --- | --- |
| Phase | Unit | Focus | Irregular words |
| 2 | 1 | s,a,t,p |  |
| 2 | 2 | i,n,m,d |  |
| 2 | 3 | g,o,c,k | to |
| 2 | 4 | ck,e,u,r | the, no, go |
| 2 | 5 | h,b,f,ff,l,ll,ss | I, into, her |
| 3 | 6 | j,v,w,x | me, be |
| 3 | 7 | y,z,zz,qu, | he, my, by, she |
| 3 | 8 | ch,sh,th,ng | they  |
| 3 | 9 | ai,ee,igh,oa,oo (long),oo (short) | We, are |
| 3 | 10 | ar,or,ur,ow,oi | you |
| 3 | 11 | ear,air,ure,er | all, was, give, live |
| 4 | 12 | Adjacentconsonants(cvcc, ccvc, ccvcc,cccvc, cccvcc) | said, have, like, so, do,some, come, were,there, little, one, when, out, what |

**Phase 5 (Units 13-30 Bug Club Phonics)**

**Taught in Year 1 (and in Year 2 as part of catch up):**

|  |  |  |  |
| --- | --- | --- | --- |
| **phase** | **unit** | **focus** | **irregular words** |
| 5 | 13 | wh, ph | oh, their, people |
| 5 | 14 | ay, a-e, eigh/ey/ei (long a) | Mr, Mrs, Ms |
| 5 | 15 | ea, e-e, ie/ey/y (long e) | looked, called, asked |
| 5 | 16 | ie, i-e, y, i (long i) | water, where |
| 5 | 17 | ow, o-e, o/oe (long o) | who, again |
| 5 | 18 | ew, ue, u-e (long oo) u/oul (short oo) | thought, through |
| 5 | 19 | aw, au, al | work, laughed, because |
| 5 | 20 | ir, ur, ear | Thursday, Saturday, thirteen, thirty |
| 5 | 21 | ou, oy | different any, many |
| 5 | 22 | ere/eer ar/ear | eyes, friends |
| 5 | 23 | c, k, ck, ch | two, once |
| 5 | 24 | c (e), c (i), c (y), sc/st (l) se | great, clothes |
| 5 | 25 | g (e), g (i), g (y), dge | it’s, i’m, i’ll, i’ve |
| 5 | 26 | le, mb, kn/gn, wr | don’t, can’t didn’t |
| 5 | 27 | tch, sh, ea, zh, (w)a | first, second, third |

**Phase 6**

Here the children are introduced to more complex, multi-syllabic words and morphemes such as prefixes and suffixes. This teaching occurs in the Phoneme and Language Sessions and in guided independent work, with the children also covering less-common grapheme–phoneme correspondences and phonic irregularities, and applying their phonic skills in a wide range of reading and spelling settings. The children will become increasingly fluent in sounding and blending unfamiliar words, and will develop more automatic recognition of familiar ones based on a sound foundation of phonic skills, so you will be able to devote more and more time to developing their reading comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
| 6 | 28 | suffix morphemes ing, ed,  | clearing, gleaming, rained, mailed |
| 6 | 29 | plural morphemes s, es,  | men, mice, feet, teeth, sheep |
| 6 | 30 | prefix morphemes re, unprefix+root+suffix | vowel, consonant, prefix, suffix, syllable |

**Spelling**

At Bromesberrow St. Mary’s we have built a structured term by term plan of how we teach spelling. This is to ensure that knowledge and skills are taught explicitly and children make quick gains in spelling. Spelling is taught explicitly on a Monday. We teach the spelling rules using Twinkl structured Powerpoints in addition to Spelling and Grammar Bug tutorials (when they are helpful). The children then practise using Look, Cover, Write sheets. The children are sent home with spellings to practice for a spelling test on the Friday. These spelling words will be displayed as a poster in the classroom each week and children will be encouraged to apply these in their writing across the curriculum. These posters will be added to a growing ‘spelling bank’ for the children to access when they need. To support application of the spelling rules children will be given opportunity to access Spelling and Grammar Bug Games.

**Highlight covered through phonics**

**Green words: statutory words and non statutory as recommended in the National Curriculum for that year group**

**Words in black are words that reinforce the rule**

**Year One Spelling Overview**

|  |  |  |
| --- | --- | --- |
| **Term** | **Teaching content** | **Grammar and Spelling Bug resources** |
| **Term 1a** | **The sounds /f/ and /s/ spelt ‘ff’ and ‘ss’** |  |
| **The sounds /l/. /k/ and /z/ spelt ‘ll’, ‘zz’, and ‘ck’** |  |
| **Adding the endings –ing, and -ed where there is no change to the root word** | Bug Club endings |
| **The sound spelt ‘n’ before ‘nk’ and the sound spelt ‘n’ before ‘ng’** | Bug Phonemes 4 |
| **The sound /ch/ spelt ‘ch’ and ‘tch’ e.g. church and match** | Bug Different spellings 4 |
| **The sound ‘v’ at the end of words spelt with ‘ve’** | Bug Different spellings 3 |
| **Common exception words: the, a do, to, today** | Bug Difficult words |
| **Term 1b** |
| **The digraphs ‘ai’ and ‘oi’ are hardly ever used at the end of English words** | Spelling with phonemes 4 |
| **The digraphs ‘ay’ and ‘oy’ are used for the sounds at the end of words and at the end of syllables** | Bug Different spellings |
| **The sound ‘oa’ spelt with the vowel digraphs ‘oe’, ‘ow’ and ‘oa’ (very rarely at the end of words)** | Spelling with phonemes 4 |
| **The sound ‘ee’ spelt ‘e’ with the vowel digraph ‘ee’ e.g. she, he and me** |  |
| **The vowel digraph ‘ea’** |  |
| **The vowel digraph ‘ie’ making ‘igh’ and ‘ee’ sounds e.g. pie, field** |  |
| **Common exception words: you, your, they, be, he** | Bug Difficult words |
| **Term 2a** |  |  |
| **The trigraph ‘igh’ as in ‘might’** | Bug Different spellings |
| **The vowel digraph ‘ar’** | Spelling with phonemes 4 |
| **The vowel digraph ‘er’ (unstressed and stressed e.g. rubber and term)** | Bug Different spellings |
| **The vowel digraph ‘er’ and ‘ur’** | Bug Different spellings |
| **Adding ‘er’ and ‘est’ to the end of a word, where no change is needed to the root of a word e.g. blender and grandest** | Bug Word endings |
| **Spell the days of the week (common exception words)** | Bug ‘Days of the week’ tutorial and resources |
| **Common exception words: so, by, my, here, there** | Bug Difficult words |
| **Term 2b** | **The sound /k/ spelt with ‘k’ not ‘c’before ‘e’, ‘I’ and ‘y’ e.g. ‘risky’ and ‘king’** | Bug Different spellings |
| **The split vowel digraphs ‘a\_e’ and ‘e\_e’** | Spelling with phonemes 4 |
| **The split vowel digraphs ‘i\_e’ and ‘o\_e’** | Spelling with phonemes 4 |
| **The /yoo/ and /oo/ sounds spelt with the split digraph ‘u\_e’** | Spelling with phonemes 4 |
| **The vowel digraph ‘oo’ rarely seen at the end of words** | Spelling with phonemes 4 |
| **The sounds /oo/ and /yoo/ spelt with the digraphs ‘ew’ and ‘ue’** | Spelling with phonemes 4 |
| **Common exception words: once, ask, friend, school, put** | Bug Difficult words |
| **Term 3a** | **The vowel digraphs ‘ow’ and ‘ou’** | Spelling with phonemes 4 and 6 |
| **Words ending with the sound /ee/ spelt with ‘y’ e.g. happy** | Bug Different spellings 1 |
| **The vowel digraph ‘or’ and the vowel trigraph ‘ore’** | Spelling with phonemes |
| **The vowel digraphs ‘aw’ and ‘au’** | Spelling with phonemes 4, 5 and 6 |
| **The vowel trigraphs ‘air’ and ‘are’** | Spelling with phonemes 5 and 6 |
| **The vowel trigraph ‘ear’** | Spelling with phonemes  |
| **Common exception words of, said, says, are, were** | Bug Difficult words |
| **Term 3b** |  |  |
| **New consonant spelling ‘ph’ and ‘wh’** | Bug Different words 5 (ph) and 2 (wh) |
| **Adding the prefix ‘un’ where there is no change to the root word e.g. unhappy** | Bug ‘un’ prefix tutorial and resources |
|  |  |
| **Compound words e.g. football** | Spelling with phonemes 5 and 6 |
| **Read words with contractions e.g. I’m** |  |
| **Common exception words: was, has, come, house, our, full, one** | Bug Difficult words |
| **Common exception words Y1:****the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our** | Bug Difficult words |

**Year Two Spelling Overview**

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| **Term** | **Teaching content** | **Grammar and Spelling Bug resources** |
| **Term 1a** | **Adding –s and –es to words e.g. matches** |  ***(see Twinkl Y1 3b content)***Unit 29 Bug Club PhonicsGSB Bug adding –s and –es tutorial and resourceGSB Bug plurals |
| **The sound ‘n’ spelt ‘kn’ and less often ‘gn** **Knock, know, knee, gnat, gnaw****Knitting, knife, gnash, gnome, gnarled** | Unit 26 Bug Club PhonicsSpelling with phonemes |
|  |  |
|  **The sounds /r/ spelt ‘wr’ at the beginning of words****Write, written, wrote, wrong, wrap****Wrist, wreck, wrestle, wriggle, wren** | Unit 26 Bug Club PhonicsSpelling with phonemes |
|  |  |
|  **The sound /s/ spelt ‘c’ before e, I and y****Race, ice, cell, city, fancy****Face, space, bicycle, circle, spicy** | Unit 24 Bug Club Phonics |
| **The sound /j/ spelt with a –dge and –ge at the end of words****Badge, edge, bridge, dodge, fudge, age, huge, change, charge, village** | Unit 25 Bug Club PhonicsSpelling with phonemes |
| **The sound /j/ often spelt with a g before e, I and y****The sound /j/ always spelt with ‘j’ before a, o, u** **Gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust** | Unit 25 Bug Club Phonics |
| **Common exception words****Door, floor, again, wild, children, climb, parents, most, only, both** |  |
|  |  |
| **Term 1b** |  **The sound /l/ spelt with –le at the end of words****Table, apple, bottle, little, middle,** **Able, wobble, multiple, dazzle, riddle** | Unit 26 Bug Club Phonics |
| **The sound spelt /l/ with –el at the end of words****Camel, tunnel, squirrel, travel, towel, tinsel****Bagel, hazel, vowel, jewel** |  |
| **The sound /l/ spelt with –il and –al at the end of words** **Pencil, fossil, nostril, metal, pedal, capital, hospital, animal****Pupil, oval** |  |
| **The sound /igh/ spelt with –y at the end of words****Cry, fly, dry, try, reply****Sly, shy, terrify, sky, multiply** |  |
| **Adding –ies to nouns and verbs ending in –y****Flies, tries, replies, copies, babies, carries****Cries, dries, marries, families** |  |
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|  |  |
|  |  |
| **Common exception words****Find, mind, behind, old, cold, gold, hold, told, every, everybody** |   |
| **Term 2a** |  **Adding –ed, -er and –est to a word ending in –y with a consonant before it****Copier, copied, happier, happiest, cried, replied****Tired, dried, driest, funnier** | Unit 28 Bug Club Phonics |
|  |  |
|  **Adding –ing to a word ending in –y with a consonant before it****Hiking, hiked, hiker, nicer, nicest, shiny, being****Shining, scary, scaring** |  |
|  **Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel****Patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny** |  |
|  **The sound /or/ spelt ‘a’ before l or ll****All, ball, call, walk, talk, always****Small, wall, fall, altogether** |  |
|  **Common exception words****Fast, last, father, class, grass, pass, plant, path, bath, people** |  |
| **Term 2b** |  **The sound /u/ spelt with ‘o’****Mother, other, brother, nothing, Monday, money****Cover, honey, discover, wonder** |  |
|  |  |
|  |  |
|  **The sound /ee/ spelt with –ey****Key, donkey, monkey, chimney, valley****Trolley, turkey, hockey, parsley, journey** |  |
|  |  |
|  **The /o/ sound spelt with ‘a’ after w and q****Want, watch, wander, quanity, squash,** **Quality, squabble, squad, quad, quarrel**  |  |
| **The stressed /er/ spelt with ‘or’ after w and the sound /or/ spelt ‘ar’ after w****Word, work, worm, world, worth, war, warm, towards****Worst, ward** |  |
| **The sound /zh/ spelt ‘s’****Television, treasure, usual****Division, vision, pleasure, measure, occasion, usually, leisure** | Unit 27 Bug Club Phonics |
| **Common exception words****Even, break, steak, great, move, prove, improve, sure, sugar, eye** |  |
| **Term 3a** |  **The suffixes –ment, -ness and –ful****Enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful****cheerful** |  |
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|  |  |
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| **The suffixes –less and –ly****Badly, hopeless, penniless, happily****Lovely, joyless, slowly, quickly, careless, fearless** |   |
| **Words ending in –tion****Station, fiction, motion, national, section****Addition, subtraction, potion, option, introduction** |  |
| **Contractions****Can’t, didn’t, hasn’t, couldn’t, it’s, wouldn’t, shouldn’t, Mr, Mrs****Wasn’t** |  |
| **The possessive apostrophe****Megan’s, Ravi’s, the girl’s, the child’s****The man’s, the woman’s, the school’s, a dog’s, a teacher’s, Gus’** |  |
| **Common exception words****Any, many, clothes, water, pretty, Christmas, beautiful, busy, poor, kind** |  |
| **Term 3b** | **Homophones and near homophones****There, their, they’re,** **here, hear,****see, sea,****to, too, two** |  |
| **Homophones and near homophones****Be, bee****Quite, quiet,****Bare, bear,** **One, won,****Son, sun** |  |
|  | **Homophones and near homophones conjunctions****Night, knight****Blue, blew****Hole, whole****Because****So****That****all** |  |
| **Month of the year/time****January, February, March, April, May, June, July, August, September, October,**  |  |
| **Months of the year/time****After, past, hour, half****November, December, quarter, month, second minute** |  |
| **Question words** **SPAG terms****Who****Why, what, how, which, where, when, adjective, adverb, verb** |  |
|  |  |  |
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**Year Three Spelling Overview**

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| --- | --- | --- |
| **Term** | **Teaching Content** | **Grammar and Spelling Bug Resources** |
| **Term 1a** | **Words with the long /ei/ sound spelt with ‘ei’****Eight, eighth, weight****Eighty, neighbour, vein, veil, beige, sleigh, freight** | **Bug Common misspellings 6** |
| **Words with the long sound /ei/ spelt with ‘ey’****Hey, they, obey, grey, prey, whey, survey, convey, disobey, purvey** | **Bug Common misspellings 6** |
| **Words with the long /ei/ sound spelt with ‘ai’****Straight****Campaign, contain, brain, faint, waist, claim, praise, complaint, afraid** |  |
| **Words spelt with /ә:/sound spelt with ‘ear’****Earth, early, learn, heard****Earn, pearl, search, unearth, earl, rehearse** |  |
| **Homophones and near homophones****Hear, hear****Heel, heal****Main, mane****Male, mail****Knot, not** |  |
| **Homophones and near homophones****Berry, bury****Brake, break,** **Meet, meat****Ball, bawl****Fair, fare** |  |
| **Term 1b** | **Creating adverbs with the suffix –ly (no change to root word)****Kindly, quickly, safely, rudely, sweetly, strongly, bravely, secretly, finally, usually** |  |
| **Creating adverbs using the suffix –ly (root words ends in ‘y’ with more than one syllable)****Happily, angrily, lazily, easily, busily, greedily, messily, wearily, cheekily, clumsily** |  |
| **Creating adverbs with the suffix –ly (root word ends in ‘le’)****Probably****Gently, simply, humbly, nobly, horribly, terribly, possibly, incredibly, comfortably,** |  |
| **Creating adverbs with the suffix –ly (root word ends in and ‘ic’ or ‘al’)****Actually, accidentally, occasionally****Basically, frantically, dramatically, magically, tragically, comically, eventually** |  |
| **Creating adverbs with the suffix –ly (exceptions to the rules)****Truly, duly, wholly, fully, daily, publically, dryly, slyly, shyly, coyly** |  |
| **Statutory spelling challenge words****Believe****Appear****Often****Group****Breath****Continue****Arrive****Women****Describe****height** |  |
| **Term 2a** | **Words with short ‘I’ sound spelt ‘y’****Myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical** |  |
| **Adding suffixes beginning with a vowel (er, ed, ing) to words with more than one syllable (unstressed last slyllable do not double the final consonant)****Gardener, gardening, limited, limiting, offering, offered, benefited, benefiting, focused, focusing** |  |
|  | **Adding suffixes beginning with a vowel (er, ed, en, ing) to words with more than one syllable (stressed last syllable double the final consonant)****Forgetting, forgotten, beginning, beginner, preferred, preferring, occurred, occurring, forbidden, committed** |  |
| **Creating negative meanings using prefix mis-****Misspell, mislead, mistreat, misbehave, mistrust, misprint, misuse, misplace, misheard, misread** |  |
| **Creating negative meanings using prefix dis-****disappear****Dislike, disobey, discolour, discover, dishonest, disallow, disbelieve, disapprove, discontinue** |  |
| **Words with a /k/ sound spelt with a ‘ch’****Scheme, chorus, echo, character, ache, chaos, stomach, chemistry, orchestra, technology** |  |
| **Term 2b** | **Homophones and near homophones****Grate, great****Grown, groan****Plain, plane****Peace, piece****Rain, reign**  |  |
| **Homophones and near homophones****Scent, sent****Vain, ,vein****Rode, road****Steel, steal****Waist, waste** |  |
| **Adding the prefix bi- (meaning two or twice) and adding the prefix re- (meaning again or back)****Bicycle, reappear, rebuild****Biplane, bisect, bilingual, redecorate, reapply, repay** |  |
| **Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’****League, plague, rogue, vague, fatigue, unique, antique, mosque, cheque, technique**  |  |
| **Words spelt with a /sh/ sound spelt with ‘ch’****Chef, chalet, machine, brochure, crochet, ricochet, parachute, moustache, champagne, chute** |  |
| **Statutory spellings challenge words****Address****Busy****Business****Heart****Fruit****Breathe****Strange****Complete****Extreme****Forwards**  |  |
| **Term 3a** | **Words ending in –ary****Library, February, ordinary****Dictionary, boundary, salary, summary, primary, secondary, necessary** |  |
| **Words with a short /u/ sound spelt with an ‘o’****Woman****Wonder, month, govern, brother, another, shovel, above, Monday, discover** |  |
| **Words with a short /u/ sound spelt with n ‘ou’****Enough****Young, touch, double, trouble, country, courage, rough, tough, cousin** |  |
| **Word families based on common words, showing how words are related in form and meaning****Instruct, structure, construction, instruction, instructor, unit, union, united, universe, university** |  |
| **Word families based on common words, showing how words are related in form and meaning****Scope, telescope, microscope, horoscope, periscope, inspect, spectator, respect, perspective, spectacles** |  |
| **Word families based on common words, showing how words are related in form and meaning****Press, suppress, express, compress, impress, prevent, invent, venture, adventure, eventful** |  |
| **Term 3b** | **Words ending in the suffix –al****Natural, actual****Occasional, accidental, medical, national, capital, vocal, sensational, personal** |  |
| **Words ending with a /zhuh/ sound spelt with ‘sure’****Pressure****Treasure, measure, pleasure, enclosure, leisure, exposure, composure, fissure** |  |
| **Words ending in a /chuh/ sound spelt with ‘ture’****Creature, picture, nature, furniture, capture, culture, moisture, future, gesture, structure** |  |
| **Words ending in a /chuh/ sound spelt with ‘ture’****Lecture, literature, fracture, miniature, mixture, puncture, sculpture, signature, temperature, texture** |  |
| **Silent letters revision****Island, answer****Write, wrapper, knife, knock, thumb, doubt, half, calm** |  |
| **Silent letters revision****Build, guide, guard, surprise****Wheat, whale, honest, whirl, gnaw** |  |

**Year Four Spelling Overview**

|  |  |  |
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| **Term** | **Teaching content** | **Grammar and Spelling Bug resources** |
| **Term 1a** | **Words with the /aw/ spelt with augh and au****Caught, naughty** **Taught, daughter, autumn, clause, cause, astronaut, applaud, author** |   |
| **Adding the prefix in- (meaning ‘not’ or ‘into’)****Incomplete****Inactive, incorrect, inaccurate, insecure, indefinite, infinite, inedible, inability, indecisive**  | TutorialBug Common Prefixes 2 |
| **Adding the prefix im- (before a word starting with ‘m’ or ‘p’)****Impossible, important****Immature, immeasurable, immortal, imperfect, impatient, immovable, impolite, improper** | TutorialBug Common Prefixes 2 |
| **Adding the prefix il- (before a root word starting with ‘l’) and before the prefix ir- (before a root word starting with r)****Irregular****Illegal, illegible, illogical, illiterate, illicit, irrelevant, irresponsible, irrational, irresistible**  | TutorialBug Common Prefixes 2 |
| **Homophones and near homophones****Medal, meddle****Missed, mist****Scene, seen****Board, bored, which, witch** |  |
| **Words with /shun/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’)****Division, invasion, confusion, decision, collision, television, revision, erosion, inclusion, explosion**  | Bug sion, tion, cian |
|  |  |
| **Term 1b** |  **Words with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’****Expansion, extension, comprehension, tension, corrosion, supervision, fusion, conclusion, persuasion, suspension**  | Bug sion, tion, cian |
| **Words with a /shuhn/sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t’/or has no definite root)****Question, mention, position****Invention, injection, action, attraction, translation, devotion, solution** | Bug sion, tion, cian |
|  |  |
| **Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’** **Musician, politician, electrician, magician, mathematician, dietician, statistician, technician, clinician, beautician**  | Bug sion, tion, cian |
| **Words with ‘ough’ to make a long /o/, /oo/ or/ sound****Though, although, thought****Dough, through, breakthrough, bought, drought, fought, ought** |  |
| **Statutory spelling challenge words****Interest****Experiment****Potatoes****Favourite****Imagine****Material****Promise****Opposite****Minute****increase** |   |
| **Term 2a** | **Homophones and near homophones****Accept, except, affect, effect, aloud, allowed, weather, whether, whose, who’s**  |  |
| **Homophones and near homophones****Through, threw****Cereal, serial,** **check, cheque,****draft, draught****stares, stairs** |  |
| **Nouns ending in the suffix –ation****Information, adoration, sensation, preparation, education, location, exaggeration, concentration, imagination, organisation**  | Bug sion, tion, cianVowel suffixes 3 |
| **Nouns ending in the suffix –ation****Creation, radiation, indication, ventilation, relegation, dedication, demonstration, abbreviation, translation, vibration**  | Bug sion, tion, cianVowel suffixes3 |
| **Adding the prefix sub- (meaning under) and adding the prefix –super (meaning above)****Submerge, subheading, submarine, subordinate, subway, superman, supervise, supersede, superpower, superhuman**  | TutorialCommon Prefixes 3 (super) |
| **Plural possessive apostrophes with plural words****Girls’ boys’, babies’ parents’ teachers’, women’s men’s children’s people’s mice’s**  | TutorialBug Possessive apostrophes 1-6 |
| **Term 2b** | **Words with the /s/ sound spelt ‘sc’****Science, crescent, discipline, fascinate, scent, scissors, accent, descent, scientist, scenery**  | Common misspellings 5 |
| **Words spelt with the ‘soft c’ spelt with ‘ce’** **Centre, century, certain, recent, experience, sentence, notice,** **Celebrate, ceremony, certificate** |  |
| **Words spelt with the ‘soft c’ spelt with ‘ci’** **Circle, decide, medicine, exercise, special, accident****Cinema, decimal, city, citizen** |  |
| **Word families based on common words, showing how words are related in form and meaning****Phone, phonics, microphone, telephone, homophone, real, reality, realistic, unreal, realisation**  |  |
| **Word families based on common words, showing how words are related in form and meaning****Solve, solution, insoluble, dissolve, solvent, sign, signature, assign, design, signal** |  |
| **Statutory spelling challenge words****Length****Strength****Purpose****History****Different****Difficult****Separate****Suppose****Therefore****Knowledge**  |  |
| **Term 3a** | **Adding the prefix –inter (meaning between or among)****Interact, interfere, intercity, international, intermediate, internet, intergalactic, interrupt, intervene, interlude**  | Bug ‘ough’ |
| **Adding the prefix anti- (meaning against)****Antiseptic, anticlockwise, antisocial, antidote, antibiotic, antivenom, anti-aging, antifreeze, antiperspirant, antigravity** | TutorialCommon Prefixes 3 |
| **Adding the prefix auto- (meaning ‘self’ or ‘own’)****Autograph, autobiography, automatic, autofocus, autocorrect, autopilot, autopsy, automobile, autonomy, autocue** | TutorialCommon Prefixes 3 |
| **Adding the prefix ex- (meaning ‘out’)****Exit, extend, explode, excursion, exchange, export, exclaim, expel, external, exterior** |  |
| **Adding the prefix non- (meaning ‘not’)****Non-stick, non-stop, non-starter, non-smoker, nonsense, non-fiction, non-drip, non-violent, non-profit, non-believer** |  |
| **Words ending in –ar/-er****Calendar****Grammar****Regular****Particular****Peculiar****Popular****Consider****Remember****Quarter****intger** |   |
| **Term 3b** | **Adding the suffix –ous (no change to root word)****Dangerous, poisonous, mountainous, joyous, synonymous, hazardous, riotous, perilous, momentous, scandalous** | Bug The suffix -ous |
| **Adding the suffix –ous (no definite root word)****Tremendous, enormous, jealous, serious, hideous, fabulous, curious, anxious, obvious, gorgeous**  | Bug The suffix -ous |
| **Adding the suffix –ous (words ending with ‘y’ become ‘I’ and words ending in ‘our’ become ‘or’ )****Various****Furious, glorious, victorious, mysterious, humorous, glamorous, vigorous, odorous, rigorous** | Bug The suffix -ous |
| **Adding the suffix –ous (words ending in ‘e’ drop the ‘e’ but not the ‘ge’)****Famous****Nervous, ridiculous, carnivorous, herbivorous, porous, adventurous, courageous, outrageous, advantageous**  | Bug The suffix -ous  |
| **Adverbials of frequency and possibility****Occasionally, perhaps****Regularly, frequently, usually, rarely, maybe, certainly, possibly, probably**  | Bug The suffix ‘ly’ |
| **Adverbials of manner****Awkwardly, frantically, curiously, obediently, carefully, rapidly, unexpectedly, deliberately, hurriedly , reluctantly** | Bug The suffix ‘ly’ |

**Y5/6 spelling Overview**

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| **Term** | **Teaching content** | **Grammar and Spelling Bug resources** |
| **Term 1a** | **Words ending that sound like /shus/ but are spelt using ‘cious’ (Y5 1A)****Conscious****Vicious, gracious, spacious, malicious, precious, delicious, suspicious, atrocious, ferocious** |  Bug –cious and -tious |
| **Words ending that sound like /shus/ but are spelt using ‘tious’ or ‘ious’ (Y5 1A)****Ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, pretentious, anxious, obnoxious** | Bug –cious and -tious |
| **Words with the short vowel sound /i/ for ‘y’ (Y5 1A)****Symbol, physical, system, rhythm** **Mystery, lyrics, oxygen, symptom, typical, crystal** |  |
| **Words ending in –ible and – ibly (Y6 3A)** **-ible: possible, horrible, terrible, visible, incredible, sensible, forcible, legible, responsible, reversible****-ibly: Possibly, horribly, terribly, visibly, incredibly, sensibly, forcibly, legibly, responsibly, reversibly**  |  |
| **Words ending in – able and -ably (Y6 1B)****-able: Adorable, valuable, advisable, believable, desirable, excitable, knowledgeable, excitable, changeable, noticeable** **-ably: adorably, valuably, advisably, believably, desirably, excitably, knowledgeably, excitably, changeably, noticeably**  |  |
| **Homophones and near homophones**  | Bug Homophones |
| **Y5 (1A wk 5)****passed, past****proceed, precede****aisle, isle****aloud, allowed****affect, effect** | **Y6 (1A, wk 2)(nouns that end in –ce/-cy and verbs that end in –se/-sy)****Advice, advise****Device, devise****License, licence****Practice, practise****Prophesy, prophecy** |
|  |  |
| **Term 1b** |  **Words with silent letters e.g. gnome and knight (Y5 1B)****Yacht, guarantee** **doubt, lamb, debt, thumb, solemn, autumn, column, knight, knuckle, knot, wrestle, wrapper, island, ailse, debris, mortage, Christmas, guilty** |  Bug silent letters |
| **Words with endings which sound like /shuhl/ after a vowel and consonant letter (Y6 2B, wk 1, 2)****After vowel: special, official, artificial, social, racial, crucial, facial, beneficial, superficial, antisocial****After consonant: partial, essential, confidential, substantial, torrential, sequential, potential, spatial, martial, influential**  |  |
| **Modal verbs (Y5 1b, wk 3)****Can, could, may, might, must, shall, should, will, would, ought** | Bug Degrees of possibility |
| **Words ending in –ant and –ent (Y6 1A) and –ment (Y5 1A)****-ment: equipment, environment, government, parliament** **Enjoyment, document, management, movement, replacement, statement****-ant: relevant, observant, expectant, hesitant, tolerant,** **-ent: excellent, innocent, decent, confident, existent**  | Bug –ant and -ent |
| **Adverbs of possibility and frequency (Y5, 1B wk 5)****Frequently** **Certainly, definitely, possibly, perhaps, probably, often, occasionally, rarely, always** |  Bug Degrees of possibility5, 6 and 7 |
| **Statutory spelling challenge words** |   |
| **Y5 (1a Wk6)****Vegetable****Vehicle****Bruise****Soldier****Stomach****Recommend****Leisure****Privilege****Occur****neighbour** | **Y6 (2A, wk 6)****Attached****Available****Average****Competition****Conscience****Controversy****Correspond****Embarrass****Especially****Exaggerate** **Accommodate****Accompany****Aggressive****Variety****Committee****Interrupt,** **interfere****suggest** |
| **Term 2a** | **Creating nouns using –ity suffix e(Y5 2A, Wk 1)****Community, curiosity,** **Ability, visibility, captivity, captivity, activity, eternity, flexibility, possibility, sensitivity** |  |
| **Creating nouns using the –ness suffix (Y5 2A wk 2)****Happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness** |  |
| **Creating nouns using the –ship suffix (Y5 2A Wk 3)****Membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship** |  |
| **Words spelt with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions (Y6 2A wk 2 and 3))****Achieve, convenience, mischievous,** **Deceive, siege, grief, chief, receive, ceiling, believe, shriek, conceive, deceive, ceiling, receipt, neither, seize** |  |
| **Words with a ‘soft c’ spelt /ce/ (Y6 2B wk 3)****Cemetery, necessary, sacrifice, hindrance, nuisance, prejudice****Certificate, celebrate, deceased, December**  |  |
| **Words with a long /o/ sound spelt ‘ou’ or ‘ow’ (Y6 3A, wk4)****shoulder,****smoulder, mould, poultry, soul, shallow, window, blown, known, thrown** |  |
| **Term 2b** | **Words with an /or/ sounds spelt ‘or’ (Y5 2B, wk 1)****Forty, category, according, opportunity****Scorch, absorb, decorate, afford, enormous, tornado** |  |
| **Words with an /or/ sound spelt ‘au’ (Y5 2B wk 2)****Restaurant****Pause, cause, sauce, fraud, launch, author, August, applaud, astronaut** |  |
| **Convert nouns or adjectives into verbs using the suffix –ate (Y5 2B, wk 3)****Communicate****Pollinate, captivate, activate, motivate, medicate, elasticate, hyphenate, alienate, validate** |  |
| **Convert nouns or adjectives into verbs using the suffix –ise (Y5, 2B, wk 4)****criticise****advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise** |  |
| **Convert nouns or adjectives into verbs using the suffix –ify (Y5 2B, wk 5)****Amplify, solidify, signify, falsify, glorify, notify, testify, purify, intensify, classify** |  |
| **Convert nouns or adjectives into verbs using the suffix –en (Y5 2B, wk 6)****Blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen** |  |
| **Term 3a** | **Words containing the letter string ‘ough’** (**Y5, wk 1)****Though, although, dough, doughnut, through, cough, tough, trough, rough, enough** | Bug ‘ough’ |
| **Words containing the letter string ‘ough’ (Y5, wk 2)****Thorough****Plough, bough, drought, bought, brought, wrought, thought, ought, borough** |  Bug ‘ough’ |
| **Adverbials of time (Y5 wk3)****Immediately****Yesterday, tomorrow, later, earlier, eventually, recently, previously, finally, lately** |  |
| **Adverbials of place (Y5, Wk 4)****Nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere** |  |
| **Words with an /ear/ sound spelt ‘ere’ (Y5. Wk 5)****Sincere, interfere****Sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere** |  |
| **Statutory spelling challenge words (Y5 3A)** |   |
| **Y5 (3A)****Amateur****Ancient****Bargain****Muscle****Queue****Recognise****Twelfth****Profession****Develop****harass** | **Y6 (3A)****Possible****Horribly****Terribly****Visibly** **Incredibly****Sensibly****Forcibly****Legibly****Responsibly****Reversibly****Programme****Awkward****Desperate****lightening****Disastrous****marvellous** |
| **Term 3b** | **Unstressed vowels in polysyllabic words (Y5 3B, wk 1)****Definite, secretary, dictionary, familiar****Desperate, literate, stationary, Wednesday, original, animal** |  |
| **Adding prefixes –de and –re (Y5 3B, wk 2)****Deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit** |  |
| **Adding the verb prefix –over (Y5 3B, wk 3)****Overthrow, overturn, overslept, overcook, overreact, overestimate, overuse, overpaid, overlook, overbalance**  |  |
| **Convert nouns or verbs into adjectives using the suffix –ful (Y5 3B wk 4)****Boastful, faithful, doubtful, fearful, thankful, beautiful, pitiful, plentiful, fanciful, merciful** |   |
| **Convert nouns or verbs into adjectives using the suffix –ive (Y5 3B wk 5)****Attractive, creative, addictive, assertive, abusive, co-operative, exhaustive, appreciative, offensive, expressive** |  |
| **Convert nouns or verbs into adjectives using the suffix – al (Y5, 3B wk 6)****Professional****Musical, political, accidental, mathematical, functional, tropical, central, global, industrial**  |  |