



Reading

"Love one another. As I have loved you." (John 13.34)

At St John's Primary Academy, we strive to follow Jesus' commandment by showing care, respect and friendship to all we meet. This is built on a foundation and commitment to educating the whole child through a broad and balanced curriculum, fostering children's aspirations and providing them with opportunities to flourish, in body, mind and spirit and to experience the joy and hope of *"...life in all its fullness"* (John 10.10).



Vision for Reading

Intent

Our school is striving to create a passionate reading community. Leaders believe that the key to children's success is their ability to read. Every child should be able to read for pleasure and to a high standard. We firmly believe that reading feeds children's imagination and unlocks the joy and wonder for curious young minds. We have a well-organised system for teaching reading, which starts from the beginning of Reception. Teachers are ambitious in their expectations of the sounds and words that children should be able to read by the end of each term. We aim to ensure that every child is given the tools to become an enthusiastic, confident reader.

Implementation

There are a number of signature pedagogies to ensure that we meet our curriculum intent:

Phonics: We have implemented our own 'alien phonics' scheme with a 're-visit, teach, practise, apply' structure to planning. We follow the 'Letters and Sounds' sequence for teaching sounds. Daily direct, focused phonics sessions are taught in Reception and Year 1. Children read from books with the sounds they know, while they are learning to read. Teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress. Teachers track children's progress each term. For children who struggle with the phonics system, we have a 'Reading Revival' programme to provide alternative strategies.

English planning: Teachers nurture a love of books and introduce books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. Teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning. Teachers ensure that children are exposed to a wide range of genres.

Individual reading in school: Teachers regularly listen to children read individually. Enjoying books with an adult is an essential tool when learning to read. Teachers aim to ensure that children feel positive about themselves as readers each time they share a book. We aim to develop fluent, expressive readers who are able to discuss the books they have read, empathise with characters and give opinions. Teachers are responsible for moving children up through the reading scheme stages to ensure that books allocated provide challenge. Individual reading is monitored by the reading leader termly to ensure that children are making progress.

Guided Reading:

Daily guided reading sessions take place in KS1 and KS2. We aim to cover all the key skills in order for children to access a wide range of books ensuring a deep and meaningful comprehension. During guided reading, children are exposed to a wide range of vocabulary.

Reading at home: Children are encouraged to read regularly at home and discuss texts with parents. Children's reading diaries are an important source of communication between home and school.

Engagement with parents: We host a yearly reading meeting for Reception parents and a phonics meeting for Year 1 parents. Reception parents are kept informed about the sounds we have covered in class via a home link book.

Continuing Professional Development: We keep staff updated about school policies, new initiatives and share good practice.

Teachers instil a love of reading:

- Teachers allocate time to read to their class every day.
- Books are an important part of the curriculum
- We allow children to make choices around books. Children have independent access to a wide variety of high-quality texts in book corners and the school library. We guide them in to choosing more challenging books but we allow them to read books that appeal to them. In some classes, children vote for which story they want to hear.
- We ensure our school is swimming with books
- Reading Club – there is a weekly after school reading club for Reception children.
- Author visits – we organise at least two author visits each year.
- Bedtime stories – staff have recorded bedtime stories which can be viewed on our YouTube channel.
- Book Fair – we host a yearly book fair which takes place for a whole week in the Autumn term. Funds raised from this event enables us to purchase more books for our school.
- World Book Day – we dedicate a whole week to world book day. Year groups plan exciting activities based on a story or author. We visit the local care home daily to read with the residents. Staff make videos to share their favourite books. The DEAR bell rings every day (Drop Everything and Read). We have a book swap where children can exchange a book they have finished with for a different one.

Impact

We will judge success in the following ways:

Pupil voice – Are children telling us they love to read? Do they speak confidently about their favourite stories?

Learning Walks – Do all classes have book corners where children can access high quality texts? Is reading promoted widely across the school? What reading incentives are in place?

Planning – Who are the phonics experts? Is planning and delivery of a high quality?

Data – Is year group attainment and progress in line with or above National averages? (End of Year 2 data, End of Year 6 data and the Year 1 Phonics Screening Check)

Monitoring - Are children progressing at an expected level or above with their individual reading? Is phonics delivery of a high standard? Are children who are falling behind given extra support?

Love of Reading – Are we continuing to provide opportunities to create a passionate reading community?

	Autumn Term	Spring Term	Summer Term
Reception - Phonics	Set 1: s, a, t, p Set 2: l, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant Digraphs: ch, sh, th, ng	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	Consolidate children's knowledge and to help them read and spell words which have adjacent consonants, such as trap, string, milk, help, test, just, theft, chimp, tenth, frog, step, shrink
Year 1 - Phonics	ay, ou, ie ea, oy, ir, ue, aw wh, ph, ew oe, au, ey a-e, e-e, i-e o-e, u-e	Alternative graphemes ai, ay, a-e ee, ea, e-e, e igh, ie, i-e oa, ow, o-e, o oo, u-e, ew Multisyllabic words e.g bonfire, handbag, playground	Suffixes: -s, es, ing ed, er, est y, en, ful ly, ment, ness Prefix: un-

Year 1			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	-tch	The /ch/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
	The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, give, live
	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as –s. If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as –es.	cats, dogs, spends, rocks, thanks catches
	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /id/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
	Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	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 – and/or others, according to the programme used

Year 2			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	The /j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt –dge straight after short vowels. After all other sounds, whether vowels or consonants, the /j/ sound is spelt as –ge at the end of a word. In other positions in words, the /j/ sound is often (but not always) spelt as g before e, i, and y. The /j/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
	The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
	The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
	The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
	The /l/ or /ul/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
	The /l/ or /ul/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
	The /l/ or /ul/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
	Words ending –il	There are not many of these words.	pencil, fossil, nostril
	The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July

Year 2 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
	Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being.	hiking, hiked, hiker, nicer, nicest, shiny
	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the vowel short. Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
	The /or/ sound spelt a before l and ll	The /or/ sound is usually spelt as a before l and ll.	all, ball, call, walk, talk, always
	The /u/ sound spelt o		other, mother, brother, nothing, Monday
	The /ee/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	key, donkey, monkey, chimney, valley
	The /o/ sound spelt a after w and qu	a is the most common spelling for the /o/ (‘hot’) sound after w and qu.	
	The /er/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth

Year 2 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	The /or/ sound spelt ar after w	There are not many of these words.	war, warm, towards
	The /zsh/ sound spelt s		television, treasure, usual
	The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
	Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). 'It's' means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
	The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
	Words ending in –tion		station, fiction, motion, national, section
	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Year 2 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the ‘a’ in these words is pronounced /a/, as in cat. Great, break and steak are the only common words where the /ay/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.

Years 3 and 4		
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in– below.</p> <p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with l, in– becomes il.</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p>	<p>dis–: disappoint, disagree, disobey mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect</p> <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear, redecorate</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar</p> <p>anti–: antiseptic, anticlockwise, antisocial</p> <p>auto–: autobiography, autograph</p>

Years 3 and 4			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
	The /i/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
	The /u/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
	The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
	The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3) If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>

Years 3 and 4 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Words with endings sounding like /sure/ or /ture/	Check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
	Endings which sound like /zyun/	If the ending sounds like / zyun /, it is spelt as –sion.	division, invasion, confusion, decision, collision, television
	The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /j/ sound of ‘g’ is to be kept. If there is an /ee/ sound before the –ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
	Endings which sound like /shon/, spelt –tion, –sion, –ssion, –cian	trictly speaking, the suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
	Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
	Words with the /sh/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure

Years 3 and 4 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)		league, tongue antique, unique
	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
	Words with the /ay/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
	Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

*See Appendix 1 for Years 3 and 4’s Word List

Years 5 and 6 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Endings which sound like /shus/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /s/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
	Endings which sound like /jəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
	Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
	Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration) applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Years 5 and 6 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
	Words with the /ee/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /ee/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /l/ sound).	deceive, conceive, receive, perceive, ceiling
	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight

Years 5 and 6 Continued			
Spelling – National Curriculum Expectations	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Homophones and other words that are often confused	<p>n the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ‘pass’ (e.g. I passed him in the road) precede: go in front of or before proceed: go on</p>

Years 5 and 6 Continued			
Spelling – National Curriculum	Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>

*See Appendix 2 for Years 3 and 4's Word List

Years 3 and 4 Word List

Appendix 1

accident(ally) actual(ly) address answer appear arrive believe
bicycle breath breathe build busy/business calendar caught
centre century certain circle complete consider continue decide
describe different difficult disappear early earth eight/eighth
enough exercise experience experiment extreme famous
favourite February forward(s) fruit grammar group guard guide
heard heart height history imagine increase important interest
island knowledge learn length library material medicine mention
minute natural naughty notice occasion(ally) often opposite
ordinary particular peculiar perhaps popular position possess(ion)
possible potatoes pressure probably promise purpose quarter
question recent regular reign remember sentence separate
special straight strange strength suppose surprise therefore
though/although thought through various weight woman/women

Years 5 and 6 Word List

Appendix 2

accommodate accompany according achieve aggressive amateur ancient
apparent appreciate attached available average awkward bargain bruise
category cemetery committee communicate community competition
conscience conscious controversy convenience correspond criticise (critic
+ ise) curiosity definite desperate determined develop dictionary
disastrous embarrass environment equip (–ped, –ment) especially
exaggerate excellent existence explanation familiar foreign forty
frequently government guarantee harass hindrance identity
immediate(ly) individual interfere interrupt language leisure lightning
marvellous mischievous muscle necessary neighbour nuisance occupy
occur opportunity parliament persuade physical prejudice privilege
profession programme pronunciation queue recognise recommend
relevant restaurant rhyme rhythm sacrifice secretary shoulder signature
sincere(ly) soldier stomach sufficient suggest symbol system
temperature thorough twelfth variety vegetable vehicle yacht

