

**purple  
mash**

**Spelling Scheme of  
Work – Coverage of  
Statutory  
Requirements**

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## Introduction

This document outlines how the Purple Mash Spelling Scheme of Work offers full coverage of the **Statutory Requirements of the English National Curriculum for Spelling** as found in the [Appendix 1: Spelling](#) within the [English Programmes of study: key stages 1 and 2](#).

Each statutory requirement is listed in the tables below, alongside the rules and guidance given in Appendix 1: Spelling. The table then shows in which week the objective is covered within the scheme of work.

As organised in the National Curriculum document, the requirements are split down into Year 1, Year 2, Year 3 & 4 and Year 5 & 6.

The teacher guide, overviews and lesson resources for the Purple Mash Spelling Scheme of Work can be [found here](#).

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## Purple Mash Spelling Scheme – Statutory Coverage for Year 1

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> if, pal, us, bus, yes.	Autumn 2 – Week 4
The /ŋ/ sound spelt n before k		Autumn 2 – Week 6
Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	Spring 1 – Week 6
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	Summer 2 – Week 2
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the ‘v’.	Summer 2 – Week 3
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 <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as <b>-es</b> .	Summer 2 – Week 4
Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these	Summer 2 – Week 5

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	endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	
<b>Adding –er and –est to adjectives where no change is needed to the root word</b>	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	<b>Summer 2 – Week 6</b>

<b>Vowel digraphs and trigraphs</b>	<b>Rules and Guidance (non-statutory)</b>	<b>Lesson Coverage</b>
ai, oi	The digraphs <b>ai</b> and <b>oi</b> are virtually never used at the end of English words.	<b>Autumn 1 – Week 1</b>
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	<b>Autumn 1 – Week 2</b>
a–e		<b>Spring 1 – Week 5</b>
e–e		<b>Summer 1 – Week 4</b>
i–e		<b>Autumn 1 – Week 6</b>
o–e		<b>Summer 2 – Week 1</b>
u–e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b> .	<b>Summer 2 – Week 1</b>
ar		<b>Spring 1 – Week 5</b>
ee		<b>Autumn 1 – Week 3</b>
ea (/i:/)		<b>Autumn 1 – Week 4</b>
ea (/ɛ/)		<b>Autumn 2 – Week 1</b>
er (/ɜ:/)		<b>Autumn 2 – Week 2</b>
er (/ə/)		<b>Autumn 2 – Week 3</b>
ir		<b>Autumn 2 – Week 2</b>
ur		<b>Spring 1 – Week 2</b>

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oo (/u:/)	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	Spring 1 – Week 3
oo (/ʊ/)		Spring 1 – Week 4
oa	The digraph <b>oa</b> is very rare at the end of an English word.	Spring 2 – Week 1
oe		Spring 2 – Week 1
ou	The only common English word ending in <b>ou</b> is you.	Spring 2 – Week 2
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u–e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	Spring 2 – Week 1 Spring 2 – Week 2 Spring 2 – Week 3 Spring 2 – Week 3
ie (/aɪ/)		Autumn 1 – Week 6
ie (/i:/)		Autumn 1 – Week 4
igh		Spring 2 – Week 4
or		Spring 2 – Week 6
ore		Spring 2 – Week 6
aw		Summer 1 – Week 1
au		Summer 1 – Week 1
air		Summer 1 – Week 2
ear		Spring 2 – Week 4
ear (/ɛə/)		Summer 1 – Week 2
are (/ɛə/)		Summer 1 – Week 2

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Words ending –y (/i:/ or /ɪ/)		Summer 1 – Week 4

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<b>New consonant spellings ph and wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. fat, fill, fun).	<b>Summer 1 – Week 3</b>
<b>Using k for the /k/ sound</b>	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	<b>Autumn 2 – Week 6</b>
<b>Adding the prefix –un</b>	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	<b>Summer 1 – Week 6</b>
<b>Compound words</b>	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.	<b>Spring 1 – Week 1</b>
<b>Common exception words</b>	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	<b>Autumn 1 – Week 5</b> <b>Autumn 2 – Week 5</b> <b>Spring 2 – Week 5</b> <b>Summer 1 – Week 5</b>

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## Purple Mash Spelling Scheme – Statutory Coverage for Year 2

<b>Statutory Requirements</b>	<b>Rules and Guidance (non-statutory)</b>	<b>Lesson Coverage</b>
The /dʒ/ 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 /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –d <b>ge</b> straight after the /æ/, /ɛ/, /i/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as – <b>ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	Autumn 1 – Week 2 Summer 2 – Week 3
The /s/ sound spelt c before e, i and y		Summer 2 – Week 4
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.	Spring 1 – Week 6
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	Summer 1 – Week 1
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	Spring 1 – Week 1
The /l/ or /əl/ 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.	Spring 1 – Week 3
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	Spring 1 – Week 4
Words ending –il	There are not many of these words.	Summer 2 – Week 2

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.	Summer 1 – Week 2
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	Summer 1 – Week 3
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.	Spring 2 – Week 2
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. <b>Exception:</b> being.	Spring 2 – Week 3
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 /æ/, /ɛ/, /ɪ ɒ /, / / and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes	Spring 2 – Week 4
The /ɔ:/ sound spelt a before I and II	The /ɔ:/ sound (‘or’) is usually spelt as a before I and II.	Summer 1 – Week 4
The /ʌ/ sound spelt o		Summer 2 – Week 1
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.).	Autumn 1 – Week 4
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu.	Autumn 1 – Week 6
The /ɜ:/ sound spelt or after w	There are not many of these words.	Autumn 2 – Week 1
The /ɔ:/ sound spelt ar after w	There are not many of these words.	Autumn 2 – Week 1
The /z/ sound spelt s		Spring 1 – Week 6
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	Autumn 2 – Week 2

	change to the last letter of those words. <b>Exceptions:</b> (1) argument (2) root words ending in <b>-y</b> with a consonant before it but only if the root word has more than one syllable.	
<b>Contractions</b>	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.	<b>Autumn 2 – Week 3</b>
<b>The possessive apostrophe (singular nouns)</b>		<b>Spring 2 – Week 1</b>
<b>Words ending in -tion</b>		<b>Autumn 2 – Week 4</b>
<b>Homophones and near-homophones</b>	It is important to know the difference in meaning between homophones.	<b>Autumn 1 – Week 3</b> <b>Spring 1 – Week 2</b>
<b>Common exception words</b>	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 <b>a</b> in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt <b>ea</b> .	<b>Autumn 1 – Week 5</b> <b>Autumn 2 – Week 5</b> <b>Spring 1 – Week 5</b> <b>Spring 2 – Week 5</b> <b>Summer 1 – Week 5</b> <b>Summer 2 – Week 5</b>

## Purple Mash Spelling Scheme – Statutory Coverage for Years 3 and 4

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
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.	Year 4 – Autumn 2 – Week 5
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 2
The /ʌ/ sound spelt ou	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 3
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <i>in-</i> below.</p> <p>Like <i>un-</i>, the prefixes <i>dis-</i> and <i>mis-</i> have negative meanings.</p> <p>The prefix <i>in-</i> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p> <p>Before a root word starting with <i>l</i>, <i>in-</i> becomes <i>il</i>.</p> <p>Before a root word starting with <i>m</i> or <i>p</i>, <i>in-</i> becomes <i>im-</i>.</p> <p>Before a root word starting with <i>r</i>, <i>in-</i> becomes <i>ir-</i>.</p> <p><i>re-</i> means ‘again’ or ‘back’.</p> <p><i>sub-</i> means ‘under’.</p>	<p>Year 3 – Autumn 2 – Week 5 (<i>in-</i>)</p> <p>Year 3 – Spring 1 – Week 2 (<i>super-</i>)</p> <p>Year 3 – Spring 1 – Week 3 (<i>im-</i>)</p> <p>Year 3 – Spring 2 – Week 3 (<i>re-</i>)</p> <p>Year 4 – Autumn 2 – Week 1 (<i>dis-</i> &amp; <i>mis-</i>)</p> <p>Year 4 – Autumn 2 – Week 2 (<i>il-</i>)</p> <p>Year 4 – Summer 1 – Week 3 (<i>sub-</i>, <i>anti-</i> &amp; <i>auto-</i>)</p> <p>Year 4 – Summer 1 – Week 5 (<i>inter-</i>)</p>

	<p><b>inter-</b> means ‘between’ or ‘among’.  <b>super-</b> means ‘above’.  <b>anti-</b> means ‘against’.  <b>auto-</b> means ‘self’ or ‘own’.</p>	
<b>The suffix –ation</b>	<p>The suffix <b>–ation</b> is added to verbs to form nouns.  The rules already learnt still apply.</p>	<b>Year 4 – Autumn 2 – Week 3</b>
<b>The suffix –ly</b>	<p>The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.  The suffix <b>–ly</b> starts with a consonant letter, so it is added straight on to most root words.  <b>Exceptions:</b>  (1) If the root word ends in <b>–y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.  (2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.  (3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word publicly.  (4) The words truly, duly, wholly</p>	<p><b>Year 3 – Summer 1 – Week 2</b>  <b>Year 3 – Summer 1 – Week 3</b>  <b>Year 4 – Summer 1 – Week 2</b></p>
<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	<p>The ending sounding like /ʒə/ is always spelt <b>–sure</b>. The ending sounding like /tʃə/ is often spelt <b>–ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. teacher, catcher, richer, stretcher.</p>	<b>Year 3 – Spring 2 – Week 5</b>
<b>Endings which sound like /ʒən/</b>	<p>If the ending sounds like /ʒən/, it is spelt as <b>–sion</b>.</p>	<b>Year 3 – Spring 1 – Week 5</b>
<b>The suffix –ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with</p>	<p><b>Year 4 – Spring 2 – Week 2</b>  <b>Year 4 – Spring 2 – Week 3</b></p>

	<p>vowel letters. Sometimes there is no obvious root word.</p> <p>–<b>our</b> is changed to –<b>or</b> before –<b>ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –<b>ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	
<p><b>Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian</b></p>	<p>Strictly speaking, the suffixes are –<b>ion</b> and –<b>ian</b>.</p> <p>Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p>–<b>tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p>–<b>ssion</b> is used if the root word ends in <b>ss</b> or –<b>mit</b>.</p> <p>–<b>sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> attend – attention, intend – intention.</p> <p>–<b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>Year 3 – Autumn 2 – Week 1 (-cian)</p> <p>Year 3 – Spring 2 – Week 1 (-tion)</p> <p>Year 3 – Spring 2 – Week 2 (-sion)</p> <p>Year 4 – Autumn 1 – Week 5 (-sion)</p> <p>Year 4 – Spring 1 – Week 3 (-ssion)</p> <p>Year 4 – Spring 2 – Week 1 (-tion)</p>
<p><b>Words with the /k/ sound spelt ch (Greek in origin)</b></p>		<p>Year 4 – Spring 1 – Week 5</p>
<p><b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b></p>		<p>Year 3 – Autumn 1 – Week 5</p>
<p><b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b></p>		<p>Year 4 – Spring 1 – Week 2</p>
<p><b>Words with the /s/ sound spelt sc (Latin in origin)</b></p>	<p>In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.</p>	<p>Year 4 – Autumn 1 – Week 3</p>
<p><b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b></p>		<p>Year 3 – Autumn 1 – Week 3</p>

<p><b>Possessive apostrophe with plural words</b></p>	<p><i>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).</i></p>	<p><b>Year 4 – Summer 2 – Week 1</b> <b>Year 4 – Summer 2 – Week 2</b></p>
<p><b>Homophones and near-homophones</b></p>		<p><b>Year 3 – Autumn 1 – Week 1</b> <b>Year 3 – Autumn 1 – Week 2</b> <b>Year 3 – Summer 1 – Week 5</b> <b>Year 4 – Autumn 1 – Week 1</b> <b>Year 4 – Autumn 1 – Week 1</b> <b>Year 4 – Spring 2 – Week 5</b></p>
<p><b>Word list – years 3 and 4 (common exception words)</b></p>		<p><b>Year 3 – Autumn 1 – Week 4</b> <b>Year 3 – Autumn 2 – Week 4</b> <b>Year 3 – Spring 1 – Week 4</b> <b>Year 3 – Spring 2 – Week 4</b> <b>Year 3 – Summer 1 – Week 4</b> <b>Year 3 – Summer 2 – Week 3</b> <b>Year 4 – Autumn 1 – Week 4</b> <b>Year 4 – Autumn 2 – Week 4</b> <b>Year 4 – Spring 1 – Week 4</b> <b>Year 4 – Spring 2 – Week 4</b> <b>Year 4 – Summer 1 – Week 4</b></p>

## Purple Mash Spelling Scheme – Statutory Coverage for Years 5 and 6

Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the // sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. <b>Exception:</b> anxious.	Year 5 – Spring 2 – Week 1 Year 6 – Spring 1 – Week 2
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	Year 6 – Spring 1 – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Year 5 – Spring 2 – Week 2 (-ancy) Year 6 – Spring 2 – Week 2 (-ent, -ence & -ency) Year 6 – Spring 2 – Week 5 (-ance) Year 6 – Summer 2 – Week 2 (-ant)
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.	Year 5 – Autumn 1 – Week 5 (-able & -ably) Year 5 – Spring 1 – Week 3 (-able)

	<p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> 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 <b>-ation</b>. The first five examples opposite are obvious; in <b>reliable</b>, the complete word <b>rely</b> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> 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. <b>sensible</b>).</p>	<p>Year 5 – Summer 1 – Week 3 (-ably) Year 6 – Autumn 1 – Week 5 (-able &amp; -ible) Year 6 – Autumn 2 – Week 3 (-ible &amp; -ibly)</p>
<p><b>Adding suffixes beginning with vowel letters to words ending in -fer</b></p>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>Year 6 – Autumn 2 – Week 1</p>
<p><b>Use of the hyphen</b></p>	<p>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.</p>	<p>Year 6 – Summer 1 – Week 3</p>
<p><b>Words with the /i:/ sound spelt ei after c</b></p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p>	<p>Year 5 – Autumn 2 – Week 2 Year 5 – Autumn 2 – Week 3 (exceptions)</p>

	<b>Exceptions:</b> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	
<b>Words containing the letter-string ough</b>	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	Year 5 – Autumn 2 – Week 5 Year 5 – Spring 1 – Week 2 Year 6 – Autumn 2 – Week 5
<b>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	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 <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word loch.	Year 5 – Autumn 2 – Week 1 (silent k) Year 5 – Spring 2 – Week 5 Year 5 – Summer 1 – Week 5 (silent w) Year 5 – Summer 2 – Week 2 (silent b) Year 6 – Spring 2 – Week 1
<b>Homophones and other words that are often confused</b>	In the pairs of words opposite, nouns end <b>–ce</b> and verbs end <b>–se</b> . Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	Year 5 – Spring 1 – Week 5 Year 5 – Spring 2 – Week 3 Year 5 – Summer 1 – Week 2 Year 6 – Autumn 1 – Week 3 Year 6 – Spring 1 – Week 5
<b>Word list – years 5 and 6</b>		Year 5 – Autumn 1 – Week 4 Year 5 – Autumn 2 – Week 4 Year 5 – Spring 1 – Week 4 Year 5 – Spring 2 – Week 4 Year 5 – Summer 1 – Week 4 Year 5 – Summer 2 – Week 3 Year 6 – Autumn 1 – Week 4 Year 6 – Autumn 2 – Week 4 Year 6 – Spring 1 – Week 4 Year 6 – Spring 2 – Week 4 Year 6 – Summer 1 – Week 4 Year 6 – Summer 2 – Week 3