

Handford Hall Primary School

# **Spelling Guidance**

## **KS2**

# Handford Hall Primary School

## Rationale

Children need help and encouragement to allow them to develop as confident, competent spellers. To become competent spellers, children will need a wide range of spelling strategies. This is of utmost importance if they are to succeed in areas of the curriculum where written communication is needed. Consequently, this document is intended to support the teaching of spellings. Spelling rules, patterns and exceptions are essential for success.

## How to Use This Document

The document is organised by year groups and academic terms 1-3.



*Key to the colours within the document:*

Spelling rule / phonics to be tested are in **green**: e.g. **Words with the /k/ sound spelt ch**

Example words are in black e.g. chorus

Words from the English National Curriculum words list are in **red** e.g. **stomach**

In years 3-6 teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known. In years 5-6 understanding the history of words and relationships between them can also help with spelling. For example: bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it.

## Differentiation

Whilst the phonic/rule should remain the same for all children, teachers are expected to differentiate the spellings in at least two ways, preferably in three ways.

## Practice and Testing Expectations:

Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.

**Visual:** children are expected to practice these spellings at home using the repetitive look, cover, write method.

**Kinaesthetic:** accurate spelling and accurate letter formation go hand-in-hand. Consequently, handwriting sessions are used to practice spellings. Handwriting takes place three times a week. The first session is a taught session using teacher modelling to demonstrate letter formation and joining two letters e.g. c and ch. The second and third sessions are more

# Handford Hall Primary School

independent in which children practice the formation of the whole word. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than just the formation of them. The more able pupils may write whole sentences.

**Aural / Dictation:** children are to be tested weekly on their spellings. This will usually take place on a Friday during the literacy lesson. The test is carried out orally by the teacher and children are required to listen to the first seven words, each which is given context within a sentence, and then write it down in their spelling book. For example:

*Spelling 1: The word is desperate .  
Sara was desperate to buy the new toy in the shop window.  
The word is desperate.*

For the last 3 words, children are expected to write the whole sentence accurately, including punctuation and capital letters (for start of the sentence and proper nouns).

<b>Year 3</b>						
<b>38weeks</b>	<b>Autumn 1 7weeks</b>	<b>Autumn 2 7weeks</b>	<b>Spring 1 6weeks</b>	<b>Spring 2 5weeks</b>	<b>Summer 1 6weeks</b>	<b>Summer 2 7weeks</b>
<i>Week 1</i>	<b>Year 2 Revision</b> <b>The /I/ or /əI/ sound spelt –el at the end of words</b> tunnel, squirrel, travel, towel, <b>The /I/ or /əI/ sound spelt –al at the end of words</b> capital, hospital, animal <b>Words ending –il</b> pencil, fossil, nostril	<b>suffixes</b> <b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> forget – forgetting – forgotten beginning – beginner prefer - preferred	<b>Prefixes</b> <b>un</b> unaware unsure unimpressed, <b>mis</b> misbehave, mislead, misspell <b>dis</b> disappoint, disagree, disobey <b>disappear</b>	<b>re –</b> redo, refresh, return, reappear, redecorate <b>sub -</b> subdivide, subheading, submarine, submerge	<b>oo</b> bloom swoop gloomy noon moody crook – crooked hook – hooked wood – wooden choose balloon	<b>th</b> thankful thickness thrill without throw thirsty length third fourth sixth <b>length therefore thought though/although through strength</b>
<i>Week 2</i>	<b>The /aɪ/ sound spelt –y at the end of words</b> cry, fly, dry <b>Adding –es to nouns and verbs ending in –y</b> flies, tries, replies, <b>The /ʌ/ sound spelt o</b> other, mother, brother, nothing, Monday	<b>suffixes</b> <b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> gardening – gardener limiting – limited – limitation	<b>i</b> minimum distinct bridge fridge <b>history imagine business different difficult experiment</b>	<b>ck</b> quick smack duckling packet jacket ticket rocket pickle tickle tricky	<b>-ly</b> <b>The suffix –ly</b> sadly, completely, usually, finally, comically <b>actually accidentally</b> Exceptions: <b>y becomes i</b> happily angrily merrily	<b>or</b> platform forgive forbidden important transport record visitor sailor bored snore
<i>Week 3</i>	<b>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant</b>	<b>atch</b> catch match snatch latch satchel scratch <b>act</b>	<b>in – not</b> incorrect indirect inactive indecision inability	<b>inter -</b> interact, intercity, international, intergrated interrelated <b>interest</b>	<b>ar</b> darkness harmless <b>calendar grammar popular particular</b>	<b>a-e</b> cage damage message ace palace disgrace safely pavement

# Handford Hall Primary School

	<p><b>before it</b> copied, copier, happier, happiest, cried, replied</p> <p><b>Exceptions</b> copying, crying, replying nicest</p>	<p>fact contract subtract react</p>	<p><b>in becomes ir</b> irregular, irrelevant, irresponsible irreplaceable</p>	<p><b>Super -</b> supermarket, superman, superstar supersonic</p>	<p><b>peculiar regular</b> <b>February heart</b></p>	<p>chocolate <b>separate</b></p>
--	---	---	--	---	--	----------------------------------

<p>Week 4</p>	<p><b>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</b> dropping, dropped, sadder, saddest, fatter, fattest, <b>Exception:</b> x mixed <b>The /ɔ:/ sound spelt a before l and ll</b> walk, talk, always</p>	<p><b>Tricky a</b> family badge badger canal <b>perhaps</b> began attack attacked dragged <b>library</b></p>	<p><b>e</b> extinct electricity hectic credit edge hedge <b>exercise</b> <b>centre experience</b> <b>extreme</b></p>	<p><b>ee</b> agree greedy sleepy wheel screech freedom bleeding breeze squeeze cheese</p>	<p><b>Exceptions:</b> <b>-le becomes –ly</b> gently, simply, humbly, nobly tickly <b>probably</b> <b>if ends in –ic</b> <b>ly becomes -ally</b> basically, frantically, dramatically manically</p>	<p><b>i-e</b> advice police admire besides quite <b>arrive</b> <b>decide describe</b> <b>favourite promise</b></p>
<p>Week 5</p>	<p><b>The /b/ sound spelt a after w and qu</b> watch, quantity, squash <b>The /ɜ:/ sound spelt or after w</b> worm, world, worth, work <b>The /ɔ:/ sound spelt ar after w</b> war, warm, towards</p>	<p><b>l/ - y</b> <b>The // ɪ sound spelt y elsewhere than at the end of words</b> myth, gym, Egypt, pyramid, mystery crypt gymnasium hypnotise hypnosis</p>	<p><b>in become il</b> illegal illegitimate <b>in becomes im</b> impossible impolite imbalance immobile imperfect immature imperfect <b>important</b></p>	<p><b>anti –</b> antiseptic anticlockwise antisocial antibiotic antifreeze <b>auto –</b> autobiography, autograph, automobile automatic automatically</p>	<p><b>sh</b> shock sharp shake flash splash mashed finish punish selfish shudder</p>	<p><b>o-e</b> hopeless alone choke clothes explode telephone tomatoes <b>potatoes suppose</b> <b>purpose</b></p>

# Handford Hall Primary School

<i>Week 6</i>	<b>The suffixes –ment, –ness, –ful , –less and –ly</b> enjoyment, sadness, careful, hopeless, plainness (plain + ness), <b>Exceptions:</b> merriment, happiness, plentiful, penniless,	<b>o</b> common compliment contest construct knot knock cross prompt dodge <b>opposite</b>	<b>u</b> until unplug unwell skull sudden suspect subject umbrella disgust judge		<b>ch</b> chatter chapter champion children cherries chimney cheek check clench speech	<b>u-e</b> rules clue argue huge <b>continue</b> fumes refuse excused amused accused
<i>Week 7</i>	<b>ai</b> again bargain painless complain remain contain mountain afraid sail rail	<b>/ʌ/ - ou</b> <b>The /ʌ/ sound spelt ou</b> young, touch, double, trouble, country cousin couple nourish flourish <b>enough</b>				<b>Mixed spellings</b>  <b>address believe</b> <b>complete forward(s)</b> <b>fruit group heard</b> <b>learn medicine</b>

## Year 4

38weeks	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 6weeks	Spring 2 5weeks	Summer 1 6weeks	Summer 2 7weeks
<i>Week 1</i>	<b>suffixes</b> <b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> forget – forgetting – forgotten beginning – beginner prefer – preferred <b>suffixes</b> <b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> limiting – limited – limitation	<b>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</b> <b>-gue</b> league, tongue, fatigue intrigue colleague <b>-que</b> antique, unique technique physique oblique	<b>ea</b> meaning <b>increase</b> seasons treatment <b>appear</b> weary  <b>early earth heard learn</b>	<b>oi</b> point appointment pointless avoid poison foil moist voice ointment oil	<b>ch</b> <b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b> chef, chalet, machine, brochure chauffer, <b>Words with the /k/ sound spelt ch (Greek in origin)</b> scheme, chorus, chemist, echo, character	<b>Homophones</b> grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male,
<i>Week 2</i>	<b>/ - y</b> <b>The /ɪ/ sound spelt y elsewhere than at the</b>	<b>oa</b> coat cloakroom coast boast float approach	<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>	<b>-ation</b> <b>The suffix –ation</b> information, adoration,	<b>ea (ë)</b> health wealth stealth <b>breathe</b> steady sweat	<b>a (ar)</b> fasten raspberry aunty answer calm dance

# Handford Hall Primary School

	<p><b>end of words</b>  myth, gym, Egypt,  pyramid, mystery  <b>/ʌ/ - ou</b>  <b>The /ʌ/ sound spelt</b>  <b>ou</b>  young, touch, double,  trouble, country <b>enough</b></p>	<p>moaning groan  * oar board abroad roar  cupboard</p>	<p><b>- aight -eigh – ei - ey</b>  <b>weigh, eight, eighth.</b>  <b>Height straight</b>  neighbour,  vein, <b>reign</b>  they, obey</p>	<p>sensation,  preparation,  admiration  alliteration  aggravation  elevation  moderation  limitation</p>	<p>threat feather <b>breath</b>  headache</p>	<p>advance trance demand  advantage</p>
Week 3	<p><b>Prefixes</b>  <b>un -</b> unaware unsure  <b>mis -</b> misbehave,  <b>dis -</b> disobey <b>disappear</b>  <b>re –</b> redo, refresh, return,</p>	<p><b>our becomes –or</b>  glamorous, vigorous</p> <p><b>-ous famous</b></p> <p><b>-ious -</b> serious, obvious,  curious, <b>various</b>  <b>-eous -</b> hideous,  courteous spontaneous</p>	<p><b>ur</b>  burglar curtain furniture  urgent absurd disturb  <b>surprise century</b> survey  purpose</p>	<p><b>er</b>  understand passenger  different operate  interesting <b>remember</b>  <b>certain answer consider</b>  <b>quarter</b></p>	<p><b>Homophones</b>  plain/plane,  rain/rein/reign,  scene/seen,  weather/whether,  whose/who's</p>	<p><b>Homophones</b>  accept/except,  affect/effect, ball/bawl,  berry/bury,  brake/break, fair/fare,</p>

# Handford Hall Primary School

Week 4	<p><b>in</b> become <b>il</b> illegal illegitimate <b>in</b> becomes <b>im</b> impossible impolite imperfect <b>important</b></p> <p><b>in – not</b> incorrect indirect <b>in</b> becomes <b>ir</b> irregular, irrelevant</p>	<p><b>ir</b> thirty third first circus circuit circulate confirm squirm squirt stirred <b>circle</b></p>	<p><b>Endings which sound like /ʒən/</b> <b>-sion</b> division, invasion, decision revision incision version confusion, decision, collision, television</p>	<p><b>Endings which sound like /jən/, spelt –</b> <b>–sion, –ssion, –cian</b> <b>-sion</b> expansion, extension, comprehension, tension <b>occasion</b> <b>-cian</b> musician, electrician, magician, politician, mathematician</p>	<p><b>ow</b> shower tower power powder towel vowel drowsy rowdy allowed coward</p>	<p><b>le</b> sensible horrible probable simple <b>possible</b> handle terrible invisible miserable <b>bicycle</b></p>
Week 5	<p><b>inter -</b> interact, interrelated <b>interest</b></p> <p><b>Super -</b> supermarket, superman, superstar</p> <p>antiseptic anticlockwise <b>auto –</b> autobiography, autograph</p>	<p><b>The suffix –ous</b> <b>-ous</b> poisonous, dangerous, mountainous, anonymous hideous <b>famous</b>, various tremendous, enormous, jealous</p>	<p><b>aw</b> awful awkward draw drawer sprawl bawling jaw strawberry lawyer thaw</p>	<p><b>al</b> always altogether although almighty equal criminal national musical gradual <b>natural special</b> <b>material</b></p>	<p><b>Homophones</b> main/mane, meat/meet, medal/meddle, missed/mist, peace/piece</p>	<p><b>Possessive</b> <b>apostrophe with</b> <b>plural words</b> girls', boys', babies', guys' actresses' children's, men's, mice's women's dog's</p>
Week 6	<p><b>-ly</b> <b>The suffix –ly</b> sadly, completely, <b>actually accidentally</b> Exceptions: <b>y</b> becomes <b>i</b> happily angrily</p> <p><b>Exceptions:</b> <b>-le</b> becomes <b>–ly</b> nobly <b>probably</b> <b>if ends in –ic</b> <b>ly</b> becomes <b>-ally</b> frantically, dramatically</p>	<p><b>ou</b> sound south round amount announce council fountain surround flour sour</p>	<p><b>Endings which sound like /jən/, spelt –</b> <b>-tion</b> action, hesitation, <b>mention, position</b> <b>question</b> <b>-ssion</b> expression, discussion, confession, permission, <b>possession</b></p>		<p><b>silent letters</b> <b>build guide guard</b> honour hour knew <b>knowledge</b> write wrong <b>island</b></p>	<p><b>au/ough</b> sauce author audience caution faulty cauliflower daughter <b>caught</b> laugh <b>naughty</b></p>
Week 7	<p><b>Words with endings</b> <b>sounding like /ʒə/ or</b> <b>/tʃə/</b> <b>–sure</b> measure, treasure, pleasure, <b>pressure</b></p>	<p><b>s) sc</b> <b>Words with the /s/</b> <b>sound spelt sc (Latin</b> <b>in origin)</b> science, scene, discipline, fascinate,</p>				<p><b>Mixed words from</b> <b>word list</b> <b>notice</b> <b>often</b> <b>opposite</b></p>

# Handford Hall Primary School

	- <b>ture</b> creature, furniture, nature, <b>if (t)ch ending – er</b> teacher, catcher, richer	crescent , scenery adolescent				<b>ordinary</b> <b>recent</b> <b>sentence</b> <b>strange</b> <b>woman /women</b>
--	--	----------------------------------	--	--	--	--

Year 5						
38weeks	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 6weeks	Spring 2 5weeks	Summer 1 6weeks	Summer 2 7weeks
Week 1	Revise year 4 <b>-ious</b> serious, obvious, <b>various</b> <b>-eous</b> hideous, courteous spontaneous, <b>The suffix –ous</b> <b>-ous</b> poisonous, dangerous, mountainous, <b>famous,</b>	<b>Endings which sound like /jəs/ spelt –tious</b> ambitious, cautious, fictitious, infectious, nutritious precious anxious gracious vicious suspicious	<b>Endings which sound like /jəl/ -cial</b> official, special, artificial, crucial commercial, provincial financial, facial official superficial	<b>Words ending in -ant – ance/ancy</b> assistant, assistance, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) <b>hindrance</b> <b>nuisance</b>	<b>Words ending in –ably and –ibly</b> adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, <b>available</b>	<b>Use of the hyphen</b> co-ordinate, co-worker, de-ice co-operate, co-own co-habit re-elect re-evaluate re-enter, re-think
Week 2	<b>The suffix –ation</b> information, adoration, <b>Endings which sound like /ʒən/ -sion</b> division, invasion, <b>Endings which sound like /ʃən/, spelt – -tion - ssion</b> completion, <b>mention, position question</b> <b>-ssion</b> discussion, <b>possession</b>	<b>Endings which sound like /jəs/ spelt –cious or -cious</b> vicious, precious, <b>conscious,</b> delicious, malicious, suspicious unconscious ferocious gracious spacious	<b>Endings which sound like /jəl/ -tial</b> partial, confidential, essential, initial influential substantial residential potential torrential spatial	<b>Words ending in –ence/–ency</b> innocent, innocence, decent, decency, frequent, frequency, confident, confidence obedient, obedience, independent, independence <b>apparent</b> <b>sufficient</b> <b>conscience</b> <b>existence</b>	<b>Words ending in –able and –ible</b> forcible, legible possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	<b>ar</b> argument <b>bargain</b> remarkable <b>parliament</b> starve <b>awkward</b> coward particularly separation <b>variety</b>
Week 3	<b>Words ending with the /g/ sound spelt –</b>	<b>a-e</b> <b>desperate exaggerate</b> fortunate <b>immediately</b>	<b>ur</b> absurd further gurgle <b>occurred</b> purchase	<b>ful</b> artful beautiful grateful painful peaceful	<b>or</b> absorb carnivorous extraordinary humorous	<b>ous</b> ridiculous vigorous <b>disastrous</b>

# Handford Hall Primary School

	<p><b>gue and the /k/ sound spelt –que (French in origin)</b> -gue league, tongue, intrigue</p> <p><b>-que</b> antique, unique oblique technique</p> <p><b>our becomes –or</b> humorous, glamorous, vigorous</p>	<p>evaporate <b>persuade</b> message strange <b>average</b> <b>language</b></p>	<p>surgeon surprise <b>signature curiosity</b> <b>amateur</b></p>	<p>successful truthful wasteful wonderful wilful</p>	<p>ordinary portrait vigorously senior mayor <b>opportunity</b></p>	<p><b>marvellous</b> <b>ious</b> curious industrious mysterious <b>cious</b> atrocious conscious anxious</p>
Week 4	<p><b>ch</b> <b>Words with the /ʃ/ sound spelt ch (French)</b> chef, chalet, machine, brochure</p> <p><b>Words with the /k/ sound spelt ch (Greek in origin)</b> scheme, chorus, echo, <b>Words with the /s/ sound spelt sc(latin)</b> science, scene, discipline,</p>	<p><b>i-e</b> arrive advertise recognise <b>definite(ly)</b> excitement quite admire require <b>sacrifice criticise</b> <b>recognise</b></p>	<p><b>tion</b> respiration correction interruption repetition mention objection <b>competition</b> <b>pronunciation</b> <b>explanation</b></p>	<p><b>ch (k)</b> Christmas chaos character chemist chord orchestra ache architect scheme <b>stomach</b></p>	<p><b>silent</b> wreck wrestler wrong gnarled sign gnome knelt knock knew scientist <b>vehicle yacht</b></p>	<p><b>ary</b> library contemporary complimentary stationary <b>dictionary secretary</b> <b>able</b> <b>vegetable</b> available disagreeable manageable</p>
Week 5	<p><b>Homophones</b> plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p><b>Homophones</b> main/mane, meat/meet, medal/meddle, missed/mist, peace/piece</p>	<p><b>o-e</b> clothes disclose erode episode loneliness quote whole oboe tomatoes potatoes</p>	<p><b>soft c</b> accent accept accelerate circumference circumstances criticism medicine noticeably decide <b>excellent</b></p>	<p><b>ly</b> equally gradually particularly beautifully definitely sparsely quietly <b>frequently</b> <b>especially sincerely</b></p>	<p><b>silent letters</b> biscuit <b>bruise</b> disguise guard <b>guarantee</b> castle fasten whistle often autumn column</p>	<p><b>le</b> miracle simple single trifle uncle impossible principle responsible scramble sensible</p>
Week 6	<p><b>Possessive apostrophe with plural words</b> girls', boys', babies', guys'</p>	<p><b>y (i)</b> mysterious crystal gymnasium sympathy symptom syringe lphysical</p>	<p><b>double consonant</b> <b>necessary</b> <b>accommodation</b> <b>accompany according</b></p>		<p><b>soft g</b> damage manageable postage salvage gigantic gymnast generation generosity</p>	<p><b>er</b> advertisement <b>interrupt</b> murderer reservoir temperature</p>

# Handford Hall Primary School

	actresses' children's, men's, mice's women's dog's	pyjamas <b>rhythm system</b>	exaggerate passenger rubbish scribble <b>suggest committee community</b>		knowledge <b>privilege</b>	thermometer whisper <b>persuade determined interfere</b>
Week 7	<b>u-e</b> argue continue <b>queue</b> dispute include consume sure pressure departure failure	<b>double consonant</b> address beginning dinner disappear <b>embarrass</b> jewellery <b>recommend</b> slipped valley winning <b>accommodate</b> <b>appreciate programme</b>				<b>Mixed words</b> Attached category cemetary controversy correspond develop environment equip (ped/ment) familiar forty

Year 6						
38 weeks	Autumn 1 7weeks	Autumn 2 7weeks	Spring 1 6weeks	Spring 2 5weeks	Summer 1 6weeks	Summer 2 7weeks
Week 1	Revise year 5  <b>Endings which sound like /ʃəs/ spelt -tious -tious</b> ambitious, cautious, fictitious, infectious, nutritious <b>Endings which sound like /ʃəs/ spelt -cious or -cious</b> vicious, precious, <b>conscious</b> , delicious, malicious	<b>Adding suffixes beginning with vowel letters to words ending in -fer single r -fer</b> reference, referee, preference, defer transference	<b>Words containing the letter-string ough</b> ought, bought, thought, nought, brought, fought rough, tough, enough cough	<b>y (i)</b> cycle tricycle awry deny occupy python <b>rhyme</b> style tyrant reply	<b>Year 7 words</b> Arrival Transition Different Exploration Investigation Creativity Originality Identity Graphic Technique	Buoys Tries Monkeys Forties Technologies Ministries Economies Memories Dictionaries Photocopies

# Handford Hall Primary School

Week 2	<p><b>Endings which sound like /ʃəl/</b> -cial official, special, artificial, commercial, provincial financial,</p> <p><b>Endings which sound like /ʃəl/</b> -tial partial, confidential, essential, initial.</p>	<p><b>Adding suffixes beginning with vowel letters to words ending in -fer</b> <b>double r</b> -ferr referring, referred, referral, preferring, preferred, transferring, transferred</p>	<p><b>Words containing the letter-string ough</b> though, although, dough through <b>thorough</b>, borough plough, bough</p>	<p><b>ea (ē)</b> beaker creature disease eagle greasy league streak peace treacle sneaker</p>	<p>Pleat Feat Complete Beneath Straight Caught Daughter Weight Believe Mischief</p>	<p>Imagination Beginning Development Original Stereotype Style Resolution Alternative Ambiguous Connotation</p>
Week 3	<p><b>Words ending in -ant – ance/ancy</b> assistant, assistance, observant, observance, expectant hesitant, <b>hindrance</b> <b>nuisance</b> <b>Words ending in -ence/-ency</b> innocent, innocence, <b>apparent sufficient</b> <b>conscience existence</b></p>	<p><b>-ssion</b> admission possession mission procession admission <b>profession</b> <b>-sion</b> confusion excursion invasion occasion provision</p>	<p><b>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b> doubt, island, lamb, solemn, thistle, receipt autumn sword knight <b>twelfth</b></p>	<p><b>ear</b> hear fear fearlessly tears nearly shear spear wearily yearly</p>	<p>Weather Researcher Feature Distraught Cough Pause Flaw Rough Wheat Relief</p>	<p>Journalist Extremist Novelist Alternative Apprehensive Comprehensive Manager Teenager Handsomest Fiercest</p>

Week 4	<p><b>Words ending in -ably and -ibly</b> adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable,</p>	<p><b>ie</b> mischief niece chief grieve siege achieve piece shriek priest field <b>mischievous</b> <b>believe ancient</b></p>	<p><b>al</b> annual carnival criminal cymbal fatal musical punctual original usually social special <b>individual</b></p>	<p><b>Mixed Words</b> <b>government harass</b> <b>identity lightening</b> <b>occupy</b> <b>prejudice</b> <b>relevant restaurant</b> <b>soldier</b></p>	<p>Definitely Separate Desperate Miniature Parliament Jewellery Difference Doctor Literature Mathematics</p>	<p><b>Connotations</b> <b>Subliminal</b> <b>Exposure</b> <b>Endorsement</b> <b>Sponsorship</b> <b>Demographic</b> <b>Unique</b> <b>Commercial</b> <b>Incentivise</b></p>
--------	---	--	---	--	--	--

# Handford Hall Primary School

	<b>available</b>					
Week 5	<b>Words ending in -able and -ible</b> forcible, legible possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	<b>Words with the /i:/ sound spelt ei after c</b> deceive, deceiving conceive, receive, receiving receipt perceive, ceiling, deceit conceit,	<b>Confusing words</b> -noun or verb advice/advise device/devise licence/license mussel/muscle practice/practise prophecy/prophesy	<b>Revision</b>	Shakespearean Theatrical Dramatic Comedy Tragedy History Audience Irony Atmosphere Soliloquy	Indestructible Invincible Legible Susceptible Responsible Agreeable Envidable Identifiable Manageable Reliable
Week 6	<b>Use of the hyphen</b> co-ordinate, co-worker, co-operate, co-own co-habit re-elect re-evaluate re-enter, re-think de-ice	<b>ei exceptions</b> protein, caffeine, seize, either, neither veil neigh reign <b>foreign leisure</b>	<b>Confusing words</b> farther/father guessed/guest heard/herd led/lead/lead: morning/mourning		Watches Tongues Autumns Guards Columns Textures Designs Techniques Surveys Strengths	Inconvenient Inaccurate Improbable Irrational Irresponsible Illiterate Misfortune Unrealistic Unreasonable Anticlimax
Week 7	<b>our</b> armour colour harbour <b>neighbour</b> labour honour rumour courage flourish nourish	<b>confusing words</b> past/passed precede/proceed principal/principle profit/ prophet stationary/stationery steal/steel wary/weary who's/whose				

Handford Hall Primary School