

Crossacres Medium Term Spelling Plan

Year 6

*Blue = National Curriculum expectations*

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| Term | Week | Expectation |
| *Autumn 1*  *(Units 1-5)* | 1 | **Unit 1:** Simple plurals |
| 2 | **Unit 2:** Tricky plurals |
| 3 | **Unit 3:** Using prefixes  *Use further prefixes and suffixes and understand the guidance for adding them*  *Use of the hyphen* |
| 4 | **Unit 4:** Using suffixes  *Adding suffixes beginning with vowel letters to words of more than one syllable* |
| 5 | **Unit 5:** Using suffixes  *Use further prefixes and suffixes and understand how to add them (Appendix 1)* |
| 6-8 | *Revisit/extend expectations based on assessment information.* |
| *Autumn 2*  *(Units 6-10)* | 1 | **Unit 6:** Maths and science words |
| 2 | **Unit 7:** ph/f |
| 3 | **Unit 8:** Tricky words 1: identifying common errors  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* |
| 4 | **Unit 9:** Word roots: identifying word roots |
| 5 | **Unit 10:** Word origins: identifying recent word imports |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Spring 1*  *(Units 11-15)* | 1 | **Unit 11:** Unstressed letters  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)*  *Homophones and other words that are often confused* |
| 2 | **Unit 12:** Tricky words 2  *Words containing the letter-string ough* |
| 3 | **Unit 13:** Geography and history words |
| 4 | **Unit 14:** ent ence ant ance  *Words ending in –ant, –ance/–ancy, –ent, –ence/–ency* |
| 5 | **Unit 15:** Silent letters  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* |
| 6 | *Revisit/extend expectations based on assessment information.* |

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| Term | Week | Expectation |
| *Spring 2*  *(Units 16-20)* | 1 | **Unit 16:** Useful connectives |
| 2 | **Unit 17:** Homophones and near homophones  *Continue to distinguish between homophones and other words which are often confused*  *Homophones and other words that are often confused* |
| 3 | **Unit 18:** er ar or endings |
| 4 | **Unit 19:** ery ary ory endings |
| 5 | **Unit 20:** Tricky words 3  *Use further prefixes and suffixes and understand how to add them (Appendix 1)* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 1*  *(Units 21-25)* | 1 | **Unit 21:** British English or American English?  *Use further prefixes and suffixes and understand how to add them (Appendix 1)* |
| 2 | **Unit 22:** a + double letters |
| 3 | **Unit 23:** ie ei identifying the ‘i before e’ rule  *Words with the /i:/ sound spelt ei after c* |
| 4 | **Unit 24:** More unstressed vowels  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* |
| 5 | **Unit 25:** Tricky words 4  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* |
| 6 | *Revisit/extend expectations based on assessment information.* |
| *Summer 2*  *(Units 26-28)* | 1 | **Unit 26:** ICT words |
| 2 | **Unit 27:** Tricky words 5  *Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)* |
| 3 | **Unit 28:** Using a dictionary |
| 4 | *Revisit/extend expectations based on assessment information.* |
| 5 | *Revisit/extend expectations based on assessment information.* |
| 6 | *Revisit/extend expectations based on assessment information.* |