Year 2

| Text Type |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn 1 | RWI-Y2-B1-Unit 1- <br> The or sound spelt a before I and II call small almost always already altogether falling talles $\dagger$ talk chalk | RWI-Y2-B1-Unit 2- <br> Soft cc <br> city <br> cell <br> mice <br> fancy <br> cycle <br> police <br> exercise <br> circus <br> noticed <br> dances | Special Focus-Common Exception Words where were there their want what was could would should | RWI-Y2-B1-Unit 3Adding the suffix $-y$ <br> (1) <br> spotty <br> sloppy <br> funny <br> muddy <br> nutty <br> boggy <br> runny <br> choppy <br> yummy <br> foggy | RWI-Y2-B1-Unit 4Adding the suffix -y <br> (2) <br> shiny <br> spicy <br> breezy <br> wheezy <br> greasy <br> smoky <br> cheesy <br> curvy <br> simply <br> crazy | Special Focus- <br> Homophones (1 and 2) <br> blew <br> blue <br> knight <br> night <br> saw <br> Sore <br> write <br> Right <br> week <br> weak | RWI-Y2-B1-Unit 5- <br> Adding the suffix -ly <br> softly <br> bravely <br> loudly <br> coolly <br> slowly <br> quickly <br> quietly <br> normally <br> happily <br> easily |
| Autumn 2 | RWI-Y2-B1-Unit 6The $n$ sound spelt kn and gn <br> knew <br> know <br> knight <br> knife <br> knock <br> knead <br> knuckle <br> gnaw <br> gnome <br> gnash | Special Focus-Common <br> Exception Words <br> door <br> floor <br> poor <br> because <br> find <br> kind <br> behind <br> child <br> Children <br> Wild <br> climb <br> most | RWI-Y2-B1-Unit 7- <br> The igh sound spelt $y$ <br> dry <br> cry <br> reply <br> nearby <br> terrify <br> horrify <br> multiply <br> butterfly <br> trying <br> spying | RWI-Y2-B1-Unit $8-$ <br> Adding the suffix -ing <br> (1) <br> putting <br> tripping <br> knotting <br> drumming <br> nodding <br> clapping <br> stopping <br> flapping <br> beginning <br> shrugging | Special Focus-Common Exception Words only <br> both <br> old <br> cold <br> gold <br> hold <br> told <br> Every <br> great <br> break <br> steak <br> pretty | RWI-Y2-B1-Unit 9- <br> Adding the suffix-ing <br> (2) <br> baking <br> riding <br> making <br> shining <br> racing <br> phoning <br> smiling <br> tying <br> lying <br> dying | RWI-Y2-B1-Unit 10- <br> The $j$ sound <br> jacket <br> join <br> adjust <br> gentle <br> giant <br> magic <br> charge <br> large <br> badge <br> bridge |
| Spring 1 | Special Focus-Common Exception Words beautiful after last past father | RWI-Y2-B1-Unit 11- <br> The o sound spelt a <br> after $w$ and qu <br> want <br> wash <br> wander <br> watch | RWI-Y2-B1-Unit 12- <br> Adding the suffix -ed <br> (1) <br> painted <br> hunted <br> jumped <br> buzzed | Special Focus-the u sound spelt -o, and the or sound spelt ar after <br> W <br> brother <br> other <br> nothing | RWI-Y2B1--Unit 13Adding the suffix-ed (2) cried replied copied dried | RWI-Y2-B1-Unit 14- <br> Adding the suffix -ed <br> (3) <br> poked <br> piled <br> trickled <br> waved | RWI-Y2-B2-Unit 1- <br> The $r$ sound spelt wr wreck <br> wrong <br> wrist <br> wriggle <br> wrote |


|  | class <br> grass <br> pass <br> plant <br> bath <br> path <br> hour | wasp walle $\dagger$ squash quarrel quality quantity | patted <br> dropped <br> spotted <br> hummed <br> skipped <br> batted | Monday mother swarm <br> reward warm towards forward | tried <br> hurried <br> multiplied <br> studied <br> married <br> carried | striped <br> shaded <br> cycled <br> bottled <br> prickled <br> liked | wrestle <br> write <br> wrinkle <br> wrapped <br> wringing |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Spring 2 | RWI-Y2-B2-Unit 2- <br> Adding the suffixes - <br> er and -est (1) <br> faster <br> fastest <br> louder <br> loudest <br> quicker <br> quickest <br> larger <br> largest <br> braver <br> bravest | RWI-Y2-B2-Unit 3- <br> Adding the suffixes - <br> er and -est (2) <br> happier <br> happiest <br> sillier <br> silliest <br> jollier <br> jolliest <br> funnier <br> funniest <br> wider <br> widest | Special Focus-Common Exception Words <br> prove <br> improve <br> sure <br> sugar <br> eye <br> who <br> whole <br> any <br> many <br> clothes <br> busy <br> people | RWI-Y2-B2-Unit 4- <br> Adding the suffixes - <br> er and -est <br> (3) <br> sadder <br> saddes $\dagger$ <br> slimmer <br> slimmest <br> gladder <br> gladdest <br> fitter <br> fittest <br> hotter <br> hottest | RWI-Y2-B2-Unit 5- <br> The ee sound spelt ey <br> valley <br> donkey <br> chimney <br> turkey <br> trolley <br> jockey <br> money <br> honey <br> monkey <br> kidney |  |  |
| Summer 1 | RWI-Y2-B2-Unit 6- <br> Adding the suffixes - <br> ness (1) <br> kindness <br> foolishness <br> sadness <br> illness <br> goodness <br> lateness <br> weakness <br> bitterness <br> madness <br> quietness | Special Focus-Common Word ending in -II and words where s makes the zh sound pencil fossil <br> nostril <br> evil <br> stencil <br> peril <br> usual <br> television <br> revision <br> measure | RWI-Y2-B2-Unit 7- <br> Adding the suffixes - <br> ness (2) <br> dizziness <br> silliness <br> bossiness <br> sloppiness <br> jolliness <br> happiness <br> fussiness <br> chattiness <br> shyness <br> dryness | RWI-Y2-B2-Unit 8- <br> Words ending in le <br> rattle <br> simple <br> triangle <br> middle <br> handle <br> purple <br> battle <br> little <br> bubble <br> rectangle | Special Focus- <br> Homophones <br> seen <br> scene <br> wait <br> weight <br> hole <br> whole <br> sighed <br> side <br> new <br> knew | RWI-Y2-B2-Unit 9- <br> Words ending in -el <br> camel <br> tunnel <br> jewel <br> vowel <br> angel <br> cancel <br> level <br> snorkel <br> travelling <br> labelled |  |
| Summer 2 | RWI-Y2-B2-Unit 10- <br> Words ending in -al magical | RWI-Y2-B2-Unit 11- <br> Adding the suffix-ful thankful | RWI-Y2-B2-Unit 12Adding the suffix less | RWI-Y2-B2-Unit 13Adding the suffix ment | RWI-Y2-B2-Unit 14- <br> Words ending in -tion station | RWI-Y2-B2-Unit 15Adding the suffix -es spies | Special Focus-Common Exception Words water |



| Year 3 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Text Type |  |  |  |  |  |  |  |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn 1 <br> Stone Age <br> Instructions <br> Poetry-Clerihews <br> Limericks Free verse | ```RWI-Y3-Unit 1: mis, un-, in-, dis- incomplete invisible inhuman dishonest disapprove disagree disappear unhappy unsafe unlock``` | ```RWI-Y3-Unit 1: mis, un-, in-, dis- disappearing incorrect independent incapable disappoint disappointment incapable disapproval incompetent incompetence``` | YEAR 3-4 Spellings actually although appear certain enough height important position quarter weight probably question | RWI-Y3-Unit 2: <br> adding im- to words beginning with $m$ or $p$ possible polite patient mortal mature impossible impolite impatient immortal immature | ```RWI-Y2-REVISION Adding the suffix -ful thankful cheerful colourful thoughtful wonderful hopeful painful joyful peaceful delightful``` | RWI-Y3-Unit 5 : <br> words ending in -ture picture <br> adventure <br> capture <br> creature <br> departure <br> mixture <br> fracture <br> temperature <br> fixture <br> feature | ```RWI-Y3-Unit 5 : words ending in -ture nature future puncture furniture fixtures fractured featured temperatures captured adventures``` |
| Autumn 2 <br> Mighty Metals <br> Recount-Letter <br> Narrative-character description and plot weave (The Iron Man) | YEAR 3-4 Spellings believe accidentally minute different through centre circle various | ```RWI-Y3-Unit 6 : adding -ation to verbs to form nouns temptation adoration cancellation sensation information explain``` | ```RWI-Y3-Unit 6 : adding-ation to verbs to form nouns Explore exploration reservation alteration separation exclaim``` | YEAR 3-4 Spellings built describe difficult experiment height length straight peculiar | ```RWI-Y3-Unit 7: words with the c sound spelt ch chemist character chemical chaos chorus school``` | ```RWI-Y3-Unit 7: words with the \(c\) sound spelt ch stomach orchestra anchor anchored ache ached``` | YEAR 3-4 Spellings <br> accident <br> calendar <br> eight <br> eight <br> forwards <br> fruit <br> exercise <br> bicycle |


|  | mention experienced although extreme | explanation preparation admiration observation | exclamation accusation preservation plantation | strange material disappear certainly | scheme echo anchor mechanic | aching <br> echoes <br> echoed <br> chemistry | breath breathe sentence regular |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Spring 1 <br> Our Country, Our World <br> Non-chronological report Diary | RWI-Y3-Unit 8 : <br> words with the sh <br> sound spelt ch <br> chef <br> charade <br> charades <br> chalet <br> chute <br> chutes <br> machine <br> machinery | RWI-Y3-Unit 8 : words with the sh sound spelt ch chandelier chandeliers brochure brochures moustache pistachio parachute parachuting | YEAR 3-4 Spellings <br> centre <br> complete <br> famous <br> different <br> continue <br> groups <br> increase <br> learn <br> popular <br> potatoes <br> weight <br> various | RWI-Y3-Unit 9 : <br> adding the suffix -ion <br> collection <br> action <br> subtraction <br> injection <br> invention <br> attraction <br> correction <br> educate <br> education | RWI-Y3-Unit 9 : <br> adding the suffix -ion <br> operate <br> concentrate <br> celebrate <br> exaggerate <br> operation <br> concentration <br> celebration <br> exaggeration <br> construction | RWI-Y3-Unit 4 : <br> adding the suffix -ly <br> Bad <br> badly <br> Smug <br> smugly <br> Cuddle <br> cuddly <br> Wrinkle <br> wrinkly <br> Final <br> finally | YEAR 3-4 Spellings <br> grammar <br> caught <br> busy <br> business <br> knowledge <br> medicine <br> through <br> thought <br> strength <br> surprise <br> woman <br> possession |
| Spring 2 <br> Island Life-Crete <br> Recount-Letter <br> Persuasive advert-visit Crete | YEAR 3-4 Spellings <br> island <br> address <br> believe <br> decide <br> early <br> favourite <br> heart <br> imagine <br> library <br> often <br> opposite <br> particular <br> perhaps <br> possible | RWI-Y3-Unit 3 : <br> adding the suffix-ous <br> danger <br> poison <br> mountain <br> venom <br> peril <br> famous <br> dangerous <br> poisonous <br> mountainous <br> venomous <br> perilous | YEAR 3-4 Spellings <br> century <br> consider <br> famous <br> heard <br> guide <br> special <br> reign <br> material <br> earth <br> suppose <br> important <br> popular <br> occasion <br> occasionally | RWI-Y3-Unit 10: <br> adding the suffix -ian <br> music <br> musical <br> musician <br> optic <br> optical <br> opaque <br> optician <br> political <br> politics <br> politician | RWI-Y3-Unit 10: <br> adding the suffix -ian <br> mathematics <br> mathematical <br> mathematician <br> electric <br> electrical <br> electrician <br> magic <br> magical <br> magician |  |  |
| Summer 1 <br> Sweet Treats <br> Explanation <br> Leaflet-discussion | YEAR 3-4 Spellings actually <br> build <br> centre <br> different <br> describe | Homophones write right where wear meet | ```RWI-Y3-Unit 11: adding the prefix re- redo renew redecorate reconnect``` | ```RWI-Y3-Unit 11 : adding the prefix re- rebuild rebuilding reheat reheated``` | YEAR 3-4 Spellings perhaps peculiar pressure recent straight | RWI-Y3-Unit 12 : <br> adding the prefix anti- <br> Antibiotic <br> Anti-climax <br> Anticlockwise <br> Antifreeze |  |


|  | particular <br> natural <br> learn <br> length <br> important <br> famous <br> although <br> various | meat <br> great <br> grate <br> bear <br> bare <br> week <br> weak | recycle recycling recycled replay rehydrate refresh | rewrite reappear reappearance rearrange rearranged rearranging | through therefore ordinary minute imagine forward believe certain | Antiseptic <br> Antisocial <br> Against <br> Opposite |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Summer 2 <br> Ancient Greeks <br> Persuasive Argument <br> Narrative- character and setting description-Greek myth | RWI-Y3-Unit 12 : <br> adding the prefix anti- <br> Clockwise <br> Anticlockwise <br> septic <br> Antiseptic <br> freeze <br> Antifreeze <br> social <br> Antisocial <br> Antibiotic <br> climax <br> Anti-climax | YEAR 3-4 Spellings <br> women <br> century <br> history <br> continue <br> possess <br> experience <br> guard <br> build <br> answer <br> decide <br> reign | RWI-Y3-Unit 13 : adding the prefix super- <br> Superglue <br> Superhero <br> Superhuman <br> Superman <br> Supermarket <br> Supersize <br> Supersonic <br> Super tanker superwoman | RWI-Y2-REVISION- <br> Adding the suffixes ness <br> kindness <br> foolishness <br> sadness <br> illness <br> goodness <br> lateness <br> weakness <br> bitterness <br> madness <br> quietness | YEAR 3-4 Spellings <br> decided <br> heart <br> believed <br> although, <br> reign <br> experience <br> arrive <br> promise <br> notice <br> through <br> remember <br> complete | RWI-Y3-Unit 14 : <br> adding the prefix sub- <br> Subdivide <br> Subheading <br> Submarine <br> Submerge <br> Subsoil <br> Subtitle <br> Subway <br> sub-zero | RWI-Y3-Special <br> Focus-Short i spelt y <br> Egypt <br> gym <br> gymnasium <br> pyramid <br> mystery <br> mysterious <br> syllable <br> cymbals <br> cygnet |


| Year 4 |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Text Type |  |  |  |  |  |  |  |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Autumn 1 <br> Teeth and Digestion Explanation <br> Poetry-Kennings, <br> Tetractys, Free Verse | Year 3-4 Spellings <br> different <br> length <br> learn <br> although <br> possible <br> straight <br> appear <br> imagine <br> fruit <br> circular | RWI-Y4-Unit 1: mis, un-, in-, dis- <br> Disagree <br> Inactive <br> Inhuman <br> Misbehave <br> Mislead <br> Mismatch <br> Misplace <br> Misprint <br> Undo | RWI-Y4-Unit 1: mis, un-, in-, dis- <br> Misspell <br> Mistreat <br> Mistrus $\dagger$ <br> Unkind <br> Unwelcome <br> Unhappy <br> Dislike <br> Disconnect <br> Invalid | RWI-Y4-Unit 2: zhuh spelt -sure <br> Adventure <br> Enclosure <br> Closure <br> Creature <br> Enclosure <br> Leisure <br> Mixture <br> Picture <br> Pleasure | RWI-Y4-Unit 2: zhuh spelt-sure <br> Treasure <br> Measure <br> Pressure <br> Exposure <br> Reassure <br> Closure <br> Fissure <br> Unsure <br> Insure | Year 3-4 Spellings important breath minutes complete naughty remember caught early separate exercise | Technical Vocabulary <br> Teeth <br> Tooth <br> Canine molar <br> Incisor <br> Enzymes <br> Herbivore <br> Carnivore <br> Omnivore <br> Food chain |


|  | continue <br> notice <br> noticing <br> natural | Unfair | Independent | puncture | Ensure | through purpose actually |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Autumn 2 | Year 3-4 spellings through remember occasion appear often builders enough guide ordinary heart various history straight increase | RWI-Y4-Unit 3: auto- <br> Autobiography <br> Autograph <br> Automobile <br> Autocue <br> Automatic <br> Autopilot <br> Autonomy <br> Autotype <br> Autosuggest <br> Automotive | ```RWI-Y4-Unit 4:ly sadly slowly cosily nicely rudely happily angrily merrily cheekily sleepily``` | ```RWI-Y4-Unit 4:ly frantically dramatically hastily automatically magically physically comically finally heroically heavily``` | Year 3-4 spellings answer <br> build <br> century <br> decide <br> experience <br> guard <br> heard <br> history <br> possess <br> possession <br> reign <br> woman <br> women | ```RWI-Y4-Unit 5:Inter- internet intergalactic international interact interlock intercity interrelate intermediate interrogate``` | Year 3-4 spellings bicycle busy eighth forwards grammar medicine material mention occasionally position perhaps popular |
| Spring 1 | Year 3-4 spellings breath breathe caught century experience extreme height history increase interest, island natural earth | ```RWI-Y4-Unit 7-ous- serious curious hideous anxious obvious jealous enormous tremendous glamorous poisonous``` | ```RWI-Y4- Unit 7-ous- humour humorous courage courageous mountain mountainous outrage outrageous danger dangerous``` | Year 3-4 spellings caught disappeared early centre difficult though through quarter complete early experiment particular | RWI-Y4-Unit 6:ay spelt eigh, ei or ey <br> Eighty <br> Eighth <br> Neighbour <br> weightless <br> Sleigh <br> Veins <br> Veil <br> Reigned <br> Obey <br> Prey <br> greyness | ```RWI-Y4-Unit 8: S sound spelt sc scent scene science scissors fascinate muscle ascend ascended descend descending``` | ```RWI-Y4-Unit 9: Zhun spelt -sion confuse confusion revise revision explode explosion divide division decide decision``` |
| Spring 2 | Year 3-4 spellings century <br> promise <br> history <br> reign <br> possible | ```RWI-Y4-Unit 10- adding -il logical illogical legal illegal``` | ```RWI-Y4-Unit 10- revising -un, -in,-mis and -dis disagree impolite disappear``` | RWI-Y4-Unit 11- c <br> sound spelt que and $g$ <br> sound spelt -gue <br> cheque <br> antique <br> grotesque | Year 3-4 spellings naughty <br> probably <br> strange <br> strength <br> extreme |  |  |


|  | complete surprise guide fruit regular experience special | legible <br> illegible <br> literate <br> illiterate | disappearance unclear <br> dislike incomplete impatient disqualify impractical | unique catalogue league tongue dialogue colleague fatigue | circle disappear groups, breath breathe accidentally certain |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Summer 1 | RWI-Y4-Unit 12adding -ir to words beginning with $r$ regular irregular resistible irresistible responsible irresponsible impractical disagree illogical misspell | Year 3-4 spellings <br> calendar <br> consider <br> forward <br> potato <br> potatoes <br> pressure <br> sentence <br> special <br> suppose <br> therefore | Year 3-4 spellings <br> February <br> describe <br> increase <br> imagine <br> height <br> notice <br> accident <br> business <br> opposite <br> recent <br> decide <br> thought | RWI-Y4-Unit 13- <br> Adding the suffix -ion <br> (1) <br> confess <br> confession <br> possess <br> possession <br> discuss <br> discussion <br> depress <br> depression <br> progress <br> progression | RWI-Y4-Unit 13- <br> Adding the suffix -ion <br> (1) <br> impress <br> impression <br> permit <br> permission <br> admit <br> admission <br> submit <br> submission <br> transmit <br> transmission | Year 3-4 spellings breath breathe strength <br> straight <br> peculiar <br> strange <br> various <br> weight <br> actual <br> believe <br> favourite <br> knowledge |  |
| Summer 2 | Year 3-4 spellings arrived various surprised extremely century early important importantly peculiar disappeared guard famous | RWI-Y4-Unit 14- <br> Adding the suffix -ion <br> (2) <br> expand <br> expansion <br> extend' <br> extension <br> precise <br> precision <br> tense <br> tension | RWI-Y4-Unit 14- <br> Adding the suffix -ion <br> (2) <br> Confuse <br> Confusion <br> Revise <br> Revision <br> suspend <br> suspension <br> Comprehend <br> Comprehension | Year 3-4 spellings early important guard question, minute through possessions woman strange answer heard address | Homophones | Special Focus | Revision |


| Year 5 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  | Autumn 1 <br> Explanation Poetry <br> Newspaper | Year 5/6 Spellings aggressive individual attached immediately community determined equipped necessary explanation symbol | RWI-Y5-Special <br> Focus 1-ough <br> nought <br> ought <br> bought <br> cough <br> trough <br> rough <br> enough <br> thorough <br> tough <br> thoroughly | RWI Y5-Unit 1- <br> Words with Silent <br> Letter b <br> bomb <br> thumb <br> lamb <br> comb <br> crumb <br> limb <br> doub $\dagger$ <br> subtle <br> deb $\dagger$ <br> comb | RWI Y5-Unit 1- <br> Words with Silent <br> Letter b <br> climber <br> climbing <br> subtlest <br> subtler <br> tombs <br> doubted <br> limbs <br> combing <br> combed <br> bombed | RWI Y5-Unit 2- <br> Words ending in ible <br> terrible <br> legible <br> possible <br> edible <br> sensible <br> reversible <br> visible <br> credible <br> horrible <br> responsible | RWI Y5-Unit 2- <br> Words ending in ible irresistible incredible impossible illegible legibly invisible irreversible visibly terribly sensibly | RWI-Y5-Special Focus 2- homophones cereal serial heard herd steal steel stationary stationery father farther |
|  | Autumn 2 <br> Recount-Diary <br> Narrative-Character and Setting Description-Alien Worlds Plot Weave-Story Opening | Year 5/6 Spellings appreciate average communicate desperate environment unfamiliar marvellous occupy recognise temperature | RWI Y5-Unit 3- <br> Words ending in able <br> suitable <br> enviable <br> reliable <br> adorable <br> breakable <br> enjoyable <br> miserable <br> predictable <br> reasonable <br> adaptable | RWI Y5-Unit 3- <br> Words ending in able <br> noticeable <br> believable <br> unbelievable <br> comfortable <br> uncomfortable <br> unbearable <br> understandable <br> unbeatable <br> knowledgeable unenviable | Hyphenated Words breath-taking awe-inspiring high-tech shape-changer quick-witted round-trip empty-handed well-known eye-catching action-packed | Year 5/6 Spellings <br> system <br> accordingly <br> accommodate <br> variety <br> recognised <br> ancient <br> muscle <br> guaranteed <br> vehicle <br> rhyme <br> rhythm | RWI Y5-Unit 4- <br> Words with silent <br> letter $\dagger$ <br> castle <br> fasten <br> fastening <br> listen <br> Listening <br> listener <br> glisten <br> glistening <br> soften <br> softening | RWI Y5-Unit 4- <br> Words with silent <br> letter $\dagger$ <br> rustle <br> rustling <br> hustle <br> bustle <br> bustling <br> whistle <br> whistling <br> wrestle <br> wrestler <br> nestled |


| $\begin{aligned} & \text { D } \\ & \text { N } \\ & \text { N. } \end{aligned}$ | Spring 1 <br> Non-chronological ReportRainforest Creature Narrative-Setting DescriptionLost Jungle City | Year 5/6 Spellings environment aggressive stomach opportunity variety mischievous temperature recognise existence develop Excellent vegetable | RWI Y5-Unit 10- <br> Words ending in shus spelt-cious spacious <br> spaciously <br> vicious <br> viciously <br> precious <br> preciously <br> conscious <br> unconscious <br> delicious <br> deliciously | RWI Y5-Unit 10- <br> Words ending in shus spelt-cious suspicious suspiciously gracious graciously ferocious ferociously atrocious atrociously malicious maliciously | Year 5/6 Spellings <br> determined <br> ancient <br> suggested <br> curiosity <br> familiar <br> Immediately <br> Accommodate <br> Foreign <br> Language <br> pronunciation <br> Amateur <br> Sufficient | RWI Y5-Unit 11- <br> Words ending in shus spelt-tious caution <br> cautious <br> cautiously <br> infection <br> infectious <br> infectiously <br> ambition <br> ambitious <br> ambitiously | RWI Y5-Unit 11- <br> Words ending in shus spelt-tious fiction <br> fictitious <br> Scrumptious <br> Scrumptiously <br> nutrition <br> nutritious <br> nutritiously <br> Superstition <br> Superstitious <br> Superstitiously | Year 5/6 Spellings <br> Achieve <br> Available <br> Awkward <br> Bargain <br> Cemetery <br> Competition <br> Controversy <br> Convenience <br> Thorough <br> Exaggerate <br> Queue <br> restaurant |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Spring 2 <br> Non-chronological Report-Airships through the Ages Persuasive Advert- Visit Marske-by-the-Sea (Victorian Times) | RWI Y5-Unit 5- <br> Words ending in ibly and ably comfortably uncomfortably understandably suitably miserably adorably reasonably tolerably intolerably considerably | RWI Y5-Unit 5- <br> Words ending in ibly and ably horribly terribly credibly incredibly possibly impossibly responsibly irresponsibly visibly invisibly | RWI-Y5-Special <br> Focus 5/7- <br> homophones <br> allowed <br> aloud <br> guessed <br> guest <br> passed <br> past <br> affect <br> effect <br> accept <br> except | RWI Y5-Unit 6- <br> Words ending in - <br> ent <br> silent <br> silently <br> patient <br> patiently <br> ancient <br> innocent <br> innocently <br> dependent <br> different <br> differently | RWI Y5-Unit 6- <br> Words ending in - <br> ent <br> intelligent <br> intelligently <br> obedient <br> obediently <br> magnificent <br> magnificently <br> frequent <br> frequently <br> violent <br> violently |  |  |
| $\begin{aligned} & \frac{\Sigma}{n} \\ & \frac{1}{+} \\ & \frac{0}{j} \\ & \stackrel{\rightharpoonup}{u} \\ & \vec{u} \end{aligned}$ | Summer 1 <br> Instructions- How to Catch a Highwayman <br> Newspaper Report-Double Fatality <br> Hits the Forest <br> Victorian Poetry | Year 5/6 Spellings <br> frequent <br> twelfth <br> soldiers <br> occurred <br> especially <br> conscious <br> accordingly <br> suggest <br> professional <br> Bruise <br> interfere | RWI Y5-Unit 7- <br> Words ending in - <br> ence <br> different <br> difference <br> absent <br> absence <br> innocent <br> innocence <br> patient <br> patience <br> confident <br> confidence | RWI Y5-Unit 7- <br> Words ending in - <br> ence <br> magnificent <br> magnificence <br> intelligent <br> intelligence <br> obedient <br> obedience <br> dependent <br> dependence <br> violent <br> violence | Year 5/6 Spellings <br> identify <br> harassing <br> consciences <br> sacrifice <br> desperate <br> privilege <br> prejudiced <br> criticise <br> relevant <br> recommend | RWI Y5-Unit 8-The ee sound spelt ei receive received deceive deceived ceiling conceive seize seized | RWI Y5-Unit 8-The ee sound spelt ei Neither Conceit Conceited Perceive Perceived Either protein caffeine |  |


|  | Summer 2 <br> Narrative-Setting DescriptionStormy Coast <br> Plot Weave-All At Sea Story Formal Letter to MP- Plastic Pollution | Year 5/6 Spellings signature sincerely persuade immediately committee apparent parliament correspond programme Government Recommend secretary | RWI Y5-Unit 9- <br> Words ending in ant, -ance and -ancy distant distance assistant assistance tolerant tolerance intolerance defiant defiance elegant elegance | RWI Y5-Unit 9- <br> Words ending in ant, -ance and -ancy relevant <br> Relevance <br> assistant <br> assistance <br> reliant <br> reliance <br> observant <br> observance <br> vacancy <br> hesitancy <br> pregnancy | Year 5/6 Spellings aggressive <br> lightning <br> determined determination yacht interrupted disastrous hindrance accompany Leisure recommend Physical | RWI Y5-Unit 12- <br> Words ending shul <br> spelt -cial or -tial <br> official <br> officially <br> special <br> specially <br> social <br> socially <br> partial <br> partially <br> essential <br> essentially | RWI Y5-Unit 12- <br> Words ending shul <br> spelt-cial or -tial <br> influential <br> influentially <br> presidential <br> confidential <br> confidentially <br> artificial <br> artificially <br> financial <br> financially <br> torrential | Year 5/6 Spellings <br> Available <br> Bargain <br> Cemetery <br> Controversy <br> Convenience <br> Definite <br> Dictionary <br> embarrass <br> Forty <br> Interfere <br> Neighbour <br> nuisance |
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| Year 6 |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|  | Autumn 1 <br> Instructions Characterising Speech Plot Weave-Story Opening Poetry | Y5/6 Spelling List aggressive community desperate determined foreign frequently government guarantee immediately soldier | RWI Y6 Unit 1 <br> lightest <br> lighter <br> lighting <br> floated <br> sprinted <br> sprinter <br> hunted <br> hunting <br> yawning <br> yawned | RWI y6 Unit 1 <br> Special Focus <br> thoroughly <br> borough <br> although <br> doughnut <br> plough <br> drought <br> boughs <br> cough <br> enough <br> bought | y5/6 Spelling List interrupt <br> interfere <br> lightning <br> necessary <br> nuisance <br> occur <br> sufficient <br> sugges $\dagger$ <br> vehicle <br> forty | RWI Y6 Unit 2 <br> sensible <br> appreciation <br> appreciate <br> persuade <br> observe <br> observing <br> fame <br> famous <br> create <br> creation | RWI Y6 Unit 2 <br> Special Focus communicate community commit committee commitment Harass harassed occur occurred occupy | Revise Y5/6 tricky words <br> desperate foreign government immediately interfere lightning necessary suggest Vehicle yacht |


|  | Autumn 2 <br> Newspaper Recount Setting description Plot Weave-story with dialogue Explanation | Y5/6 Spelling List amateur <br> available <br> cemetery <br> conscious <br> convenience <br> correspond <br> definite <br> develop <br> harass <br> identity | RWI Y6 Unit 3 <br> careless <br> flavourless <br> hopeful <br> meanness <br> lateness <br> achievement <br> deceitful <br> amazement <br> definitely <br> thoroughly | RWI Y6 Unit 3 <br> pitiless <br> laziness <br> beautiful <br> speedily <br> thoughtless <br> powerful <br> thoroughness <br> immediately <br> leisurely <br> normally | Y5/6 Spelling List language neighbour parliament <br> prejudice <br> profession <br> queue <br> soldier <br> awkward <br> competition <br> conscience | Special Focus 3 <br> principal <br> principle <br> bridal <br> bridle <br> proceed <br> precede <br> weary <br> wary <br> lightening <br> lightning | RWI Y6 Unit 4 <br> beginning <br> admittance <br> stoppable <br> permitting <br> preferred <br> regrettable <br> wettest <br> forgotten <br> funny <br> referring | Y5/6 Spelling List embarrass bargain bruise category exaggerate programme pronunciation relevant sacrifice signature |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 7 0 0 $N$ 0 0 0 0 in | Spring 1 <br> Explanation <br> Non-chronological report | Y5/6 Spelling List committee environment communication variety equipped temperature privilege accompany opportunity appreciate | RWI Y6 Unit 5 crying tries reliable replied busily happiness heavily beautifully hurries mysterious | RWI Y6 Unit 5 <br> hurry <br> hurried <br> try <br> tried <br> trying <br> business <br> busy <br> busily <br> mysterious <br> mystery | Y5/6 Spelling List guarantee equipment leisure attached shoulders physical individual recognise familiar sufficient | RWI Y6 Unit 6 direction explanation competition caution cautious especially appreciate ancient delicious special | $\begin{aligned} & \text { RWI Y6 Unit } 6 \\ & \text { motion } \\ & \text { spacious } \\ & \text { station } \\ & \text { delicious } \\ & \text { subtraction } \\ & \text { politician } \\ & \text { international } \\ & \text { antisocial } \\ & \text { infection } \\ & \text { calculation } \end{aligned}$ | Y5/6 Spelling List disastrous <br> stomach <br> average community occur recommend appreciate criticise especially existence |


|  | Spring 2 <br> Persuasive advert Character description of a god Plot Weave | Y5/6 Spelling List explanation <br> muscle <br> rhythm <br> system <br> heart <br> exercise <br> separate <br> Through <br> Underlined words revision of $\mathrm{Y} 3 / 4$ | RWI Y6 Unit 7 comprehension tension collision explosion permission possession admission profession possession impression | RWI Y6 Unit 7 confession revision discussion progression decide decision expand expansion vision revision | RWI Y6 Unit 8 calm <br> autumn <br> climb <br> guest <br> guilt <br> knee <br> lamb <br> know <br> gnome <br> doubt | RWI Y6 Unit 8 whistle <br> solemn <br> knight <br> column <br> guitar <br> subtle <br> guidance <br> knowledge <br> island <br> knock |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Summer 1 <br> Persuasive advert Character description of a god Plot Weave | RWI Special Focus <br> 8 <br> available <br> category <br> existence <br> controversy <br> explanation <br> identity <br> variety <br> ancient <br> rustle <br> guessing | RWI Y6 Unit 9 <br> relief <br> achieve <br> believe <br> niece <br> shriek <br> conceive <br> perceive <br> deceive <br> ceiling <br> receive | RWI Y6 Unit 9 protein relieved achievement achieved deceive deceived piece pieces relief relieved | Y5/6 Spelling List accommodate according ancient identity symbol thorough apparent achievement attached excellent | RWI Y6 Unit 10 reliable reliably terrible terribly comfortable comfortably understandable understandably visible visibly | RWI Y6 Unit 10 <br> possible <br> possibly <br> possibility <br> responsible <br> responsibly <br> depend <br> dependable <br> reason <br> reasonably <br> visible |  |


| $\begin{aligned} & \text { ס } \\ & \text { D } \\ & \frac{1}{3} . \end{aligned}$ | Summer 2 <br> Characterising speech Plot Weave- story problem Recount-diary | Y5/6 Spelling List <br> curious <br> marvellous <br> opportunity <br> persuaded <br> hindrance <br> varieties <br> environments <br> explanation <br> occupy <br> controversy | Special Focus 10 whose who's its it's your you're theirs there's they're | RWI Y6 Unit 11 <br> bonus <br> bonuses <br> address <br> addresses <br> box <br> boxes <br> wish <br> wishes <br> match <br> matches <br> Y5/6 Spelling List dictionary restaurant | RWI Y6 Unit 11 <br> sketch <br> sketches <br> compass <br> compasses <br> encompass <br> opportunity <br> opportunities <br> spy <br> spying <br> Spies <br> Y5/6 Spelling List rhyme twelfth | RWI Y6 Unit 12 <br> potato <br> potatoes <br> echo <br> echoes <br> hero <br> heroes <br> loaf <br> loaves <br> thief <br> thieves | RWI Y6 Unit 12 <br> knife <br> knives <br> bookshelf <br> bookshelves <br> volcano <br> volcanoes <br> tornado <br> tornadoes <br> woman <br> women |
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