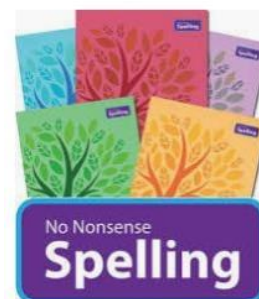


Cradley CE Primary School

Phonics and early reading.



CRADLEY CE PRIMARY SCHOOL



Whole School Overview

F1 - Nursery	'phase 1' phonics teaching and early acquisition of set 1 sounds. Red Words (early acquisition and exposure)
F2 - Foundation	Set 1-3 Read Write Inc phonics sounds Reading and spelling of agreed red words Red Words (high frequency words and early common exception word list)
Year 1	Set 1-3 Read Write Inc phonics – grouped appropriately moving onto greater focus around SPaG Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)
Year 2	Set 1-3 Read Write Inc phonics – Autumn Term / intervention where appropriate Moving onto frequent SPaG lessons (*spelling patterns key focus) Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)
Year 3	Frequent SPaG lessons (*spelling key focus) Set 2/3 sounds phonics intervention where appropriate Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)
Year 4	Frequent SPaG lessons (*spelling key focus) Set 2/3 sounds phonics intervention where appropriate Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)
Year 5	Frequent SPaG lessons (*spelling key focus) Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)
Year 6	Frequent SPaG lessons (*spelling key focus) Red Words (high frequency words and common exception word list – matched to National Curriculum Year Group requirements)

Year Group Teaching Pattern

F1 - Nursery	3 x weekly phonics discrete sessions – focussed around phase 1 and early acquisition of sounds and high frequency words.
F2 - Foundation	5 x weekly discrete phonics lessons weekly in ability groups. Children to be secure in set 1 and learning 2 sounds. Introduce set 3 sounds where appropriate.
Year 1	5 x discrete phonics lessons weekly in ability with additional intervention groups. Children to be secure in set 2 sounds and learning set 3 sounds (by end of Autumn Term)
Year 2	Autumn Term: 5 x weekly discrete phonics lessons in classes with additional intervention groups. Move onto SPaG lessons sooner if appropriate. 2 x SPaG lessons weekly in class. Spring / Summer Term : 5 Spelling lessons per week (Twinkl spelling) Grammar and Punctuation taught primarily through English 1 / 2 additional SPaG lessons weekly in class if appropriate (focus on grammar and punctuation) (phonics intervention where appropriate)
Year 3	5x Spelling lessons per week (Twinkl Spelling)
Year 4	Grammar and Punctuation taught primarily through English Additional class SPaG lessons where appropriate (Grammar and Punctuation focus)
Year 5	(phonics intervention groups where appropriate)
Year 6	

Classroom Display 'must haves':

EYFS

- Read Write Inc sound cards once taught
- Speed Sounds chart for HA group
- Green words if used that week
- Red words (Common exception agreed wordlist) / High frequency words (could be on word mats)
- Fred Frog

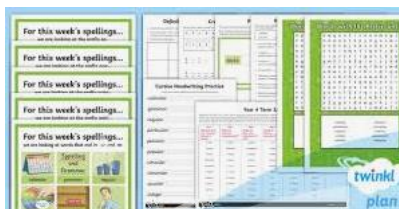
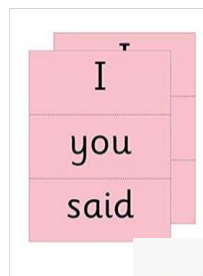
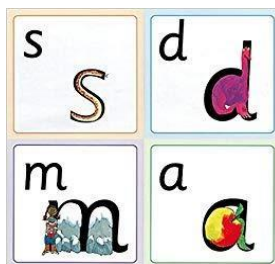
KS1

- Read Write Inc sound cards (Year 1 / Year 2 if needed)
- Speed sound poster for reference
- Green Words if used that week
- Red Words (Previous Years high frequency / common exception words and current year group common exception words as taught)
- Weekly Spellings
- Fred Frog

KS2

- Speed sound poster if appropriate
- Previous Years high frequency / common exception words and current year group common exception words as taught

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti			
ph	le	mb	kn	wr	se	c	se	ci			
b	c	d	g	h	j	p	qu	t	w	x	y
bb	ck	dd	gg		ge	pp	tt	wh			
ch	ck	ch		dge							tch
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-ē	y	i-ē	ō-ē			
					ai	ea	ie	oa			
					e	e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-ē	ue		ore	are	ur	ow	oi				
ew	Ry	aw	au		er						

































Refer to RWI Teacher's Handbook

What are speed sounds?

In Read Write Inc phonics the individual sounds are called 'speed sounds'


















Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
ou  shout it out	oy  toy for a boy			

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Teaching Speed Sounds – Lesson set 1-3

When you are introducing and teaching a new sound for the first time:

Speed sound lesson

- ▶ Previously learnt sounds
- ▶ New sound (picture side)
- ▶ Fred talk words
- ▶ Show sound (letter side)
- ▶ Hide the new sound
- ▶ Green words–special friends
- ▶ Green words –white side up (previously learnt)
- ▶ Fred fingers –sounds
- ▶ Fred fingers –spellings
- ▶ Check spellings



Refer to the 'blueprint' lesson plans in the Read Write Inc handbook and will give you a format for structuring these sessions. This can make up most of the 'Introduction' 'revisit' 'teach' and 'practise' parts of your lesson plans.

Note: Children will have been taught all of Set 1 and Set 2 sounds in EYFS. Be mindful of this in Year 1. In Year 1 they are not meeting the sound for the first time so your lessons will need to reflect this. Children may need to recap but they do not need to be introduced to the sound as if it is the first time they have seen it. Focus should be around application of this sound in reading, writing and spelling.

Lesson Planning - Phonics

The 'introduce' 'revisit' 'teach' and 'practise' elements of your lesson plans will come mostly from Read Write Inc format. This is where you will practise and learn new sounds, green words, red words and alien words frequently.

The 'apply part of your lesson plan' is for you to be creative and varied in your activities and challenges. This should support children to embed their learning and apply what they have learnt in that lesson (and previous lessons) usually to reading and writing. This is to ensure that children are reading and writing in every phonics lesson as we only follow the phonics branch of the Read Write Inc Programme.

Refer to Letters and Sounds DFE document and Phonics Play planning for teaching activities and resources. Also refer to RWI handbook. Word Time lessons to be used regularly and altered to suit the needs of learners.

Note: Year 1 should be practising reading 'alien words' and decodable words in every lesson

Set 2 Daily Phonics Planning (example)

Week 1: **n p g**

Read Red words: **he she**


Spell Red words: **the to**





Green Words: **pan in dig pin pat got**

Monday	Introduce	We are learning the new phoneme n and how to read and write it
	Revisit	Practise previously taught sounds on flashcards Read green words from last week
	Teach	Teach the new sound m and letter formation. Use large flashcard with ditty on the back. Find the sound in the pack of flashcards.
	Practise	Reading green words pan, in, pin Play 'buried treasure' phonicsplay.com using 'n' words
	Apply	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. A nut is bad. I went to see my Gran.
	Assess	Highlight children for green word reading focus group
Tuesday	Introduce	We are learning the new phoneme p and how to read and write it
	Revisit	Practise previously taught sounds on flashcards Read green words from last week
	Teach	Teach the new sound p and letter formation. Use large flashcard with ditty on the back. Find the sound in the pack of flashcards.
	Practise	Fred Fingers – green words pin, pat / play pick a picture phonicsplay.com – encourage children to use Fred Fingers to sound the word out to read it.
	Apply	Make a poster about 'myself' – I can run, I can hop, I can jump etc...
	Assess	Highlight children for catch up set 1 phonics group
Wednesday	Introduce	We are learning to read tricky words he and she
	Revisit	Read previously taught red words – flashcards
	Teach	Introduce the words 'he' and 'she'.
	Practise	Reading alien words – Phonics screening example materials powerpoint
	Apply	Write the sentence on a whiteboard 'he went to bed' / 'she is sad'
	Assess	Make observational notes
Thursday	Introduce	We are learning the new phoneme g and how to read and write it
	Revisit	Practise previously taught sounds on flashcards Read green words from last week
	Teach	Teach the new sound g and letter formation. Use large flashcard with ditty on the back. Find the sound in the pack of flashcards.
	Practise	Fred Fingers – dig got build words on whiteboard using sound cards.
	Apply	Play Yes/No questions. Display question on the board and get children to use thumbs up and thumbs down to show whether the answer is yes or no once they have read it. Is the sun wet? Can men jog to get fit? Has a pot of jam got a lid? Can a van go up a hill? Has a cat got a web? Will a pig put on a wig?
	Assess	Identify children that require support with reading from the board.
Friday	Introduce	We are learning to spell read words the and to
	Revisit	Practise alien words with sounds taught this week
	Teach	Teach children how to spell 'the' and 'to' being careful not to sound them out.
	Practise	Practise reading previously taught red words in captions. A cat was red. The pin is on a box. We are on the bus.
	Apply	'the' 'to' worksheet. Children fill in the missing word (the or to) in the sentences.
	Assess	Identify children for recap on 'the' and 'to'

Read Write Inc features to be part of your everyday teaching

Please refer to the teaching handbooks (Page 12-21 in the teacher handbooks for further support)

<p>Sound flashcards</p> 	<p>Children will be introduced to sounds using these cards. Shown one side 'a' and then the letter rhyme for formation on the other.</p> <p>When moving into Set 2 the sound is shown "ay" the card is turned over "may I play?" and repeated.</p>																																																																																																																																																																									
<p>Special Friends (digraphs and trigraphs)</p>																																																																																																																																																																										
<p>Speed Sound Chart <small>Complex Speed Sounds</small></p> <table border="1" data-bbox="119 1030 391 1388"> <tr> <td colspan="13">Consonant sounds</td> </tr> <tr> <td>f</td><td>l</td><td>m</td><td>n</td><td>r</td><td>s</td><td>v</td><td>z</td><td>sh</td><td>th</td><td>ng</td><td></td><td></td> </tr> <tr> <td>ff</td><td>ll</td><td>mm</td><td>nn</td><td>rr</td><td>ss</td><td>ve</td><td>zz</td><td>ti</td><td></td><td>nk</td><td></td><td></td> </tr> <tr> <td>ph</td><td>le</td><td>mb</td><td>kn</td><td>wr</td><td>sc</td><td>ce</td><td>se</td><td>ci</td><td></td><td></td><td></td><td></td> </tr> <tr> <td colspan="13">Vowel sounds</td> </tr> <tr> <td>a</td><td>e</td><td>i</td><td>o</td><td>u</td><td>ay</td><td>ee</td><td>igh</td><td>ow</td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td>ea</td><td></td><td></td><td></td><td>ā-e</td><td>y</td><td>i-ē</td><td>ō-ē</td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>ai</td><td>ea</td><td>ie</td><td>oa</td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>e</td><td>e</td><td>i</td><td>o</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>oo</td><td>oo</td><td>ar</td><td>or</td><td>air</td><td>ir</td><td>ou</td><td>oy</td><td>ire</td><td>ear</td><td>ure</td><td></td><td></td> </tr> <tr> <td>ū-e</td><td></td><td></td><td>oor</td><td>are</td><td>ur</td><td>ow</td><td>oi</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ue</td><td></td><td></td><td>ore</td><td>aw</td><td>er</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ew</td><td></td><td></td><td>au</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	Consonant sounds													f	l	m	n	r	s	v	z	sh	th	ng			ff	ll	mm	nn	rr	ss	ve	zz	ti		nk			ph	le	mb	kn	wr	sc	ce	se	ci					Vowel sounds													a	e	i	o	u	ay	ee	igh	ow						ea				ā-e	y	i-ē	ō-ē										ai	ea	ie	oa										e	e	i	o					oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure			ū-e			oor	are	ur	ow	oi						ue			ore	aw	er								ew			au										<p>To be displayed in classroom and referred to for speed sound checks at the beginning of phonics lessons.</p> <p>Referred to during other lessons for spelling rules.</p>
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<p>Silent signals</p>	<p>stop' by raising your hand</p> <ul style="list-style-type: none"> • Turn to your partner (TTYP) – use your hands to indicate that they should turn to their partner. Have partners pre arranged for phonics lessons so this is quick and time isn't wasted in partnering children up. • My Turn Your Turn (MTYT) indicating with your hands when it is your turn to speak and when it is the children's turn. 																																																																																																																																																																									
<p>Positive Teaching / avoiding praise that doesn't work</p>	<p>See page 16-17 of the handbook.</p>																																																																																																																																																																									
<p>1,2,3 transitions</p>	<p>When children are moving from the carpet or tables aim for this to happen quickly. Hold up one finger...children stand, hold up two fingers...children walk to their tables or back to the carpet, hold up three fingers...children sit down ready for the activity.</p>																																																																																																																																																																									

<p>Fred Talk</p> 	<p>To help children read, Fred (the teacher) says the sounds and then the children say the word. For example...Fred says “ch-i-p” the children say “chip”. Teachers should be using Fred Talk throughout the day so children learn to blend sounds. For example, “put on your c-oa’t”</p>						
<p>Fred Fingers</p> 	<p>Used for segmenting and spelling. Children say the sounds as they press the sounds onto their fingers.</p>						
<p>Fred in your head</p>	<p>Once children can sound a word out orally, we teach them to say the sounds in their heads. Hold up a word to give the children time to mime the sounds, and then push the word forward as a signal to say the word as a whole. This is a modelled process:</p> <ol style="list-style-type: none"> 1. Whisper the sounds then say the whole word 2. Mouth the sounds silently and then say the whole word 3. Say the whole word straight away. 						
<p>Dots and dashes</p> <table border="1" data-bbox="108 1144 427 1361"> <tr> <td>up</td> <td>on</td> </tr> <tr> <td>got</td> <td>can</td> </tr> <tr> <td>yes</td> <td>fish</td> </tr> </table> <p>Split digraph a-e</p> 	up	on	got	can	yes	fish	<p>Dots and dashes represent the sound each letter makes. Children will use first use 'Fred fingers' to first sound out a word before they write it down. This way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word.</p>
up	on						
got	can						
yes	fish						
<p>Red Words</p> 	<p>Red words are ‘tricky’ words that cannot be sounded out. They are common words with a low frequency grapheme for e.g. said: the sound ‘e’ is written with the grapheme ‘ai’. Children learn to read these words by sight and eventually how to spell them without ‘sounding them out’. Please refer to the red word order list and ensure these are taught and practised weekly (or even in every lesson).</p>						
<p>Speedy Green Words</p> <table border="1" data-bbox="108 1883 292 2011"> <tr> <td>at</td> <td>mad</td> </tr> <tr> <td>sad</td> <td>dad</td> </tr> <tr> <td>sat</td> <td>mat</td> </tr> </table>	at	mad	sad	dad	sat	mat	<p>Common words with common graphemes (can be sounded out). These words are always taught first by sound blending. The children should practise reading these words at speed daily. Green words to be used as a resource to support the introduction of new sounds or spelling patterns.</p>
at	mad						
sad	dad						
sat	mat						

Special friends

When teaching a digraph or trigraph sound, children are taught the two or three letters that make up that sound are 'special friends'.

e.g.

in 'ch' the 'c' and the 'h' are special friends to make the sound 'ch'.

From EYFS children are taught to write 'special friends' sounds as a join in preparation for cursive handwriting in year 1.

Alien words



These are 'made up' words which rely on children's phonic knowledge to be able to decode ('sound out') then read the word in its entirety. These are particularly crucial in EYFS and Year 1 leading up to the Year 1 phonics screening test. Children should have very regular practise of reading these types of words. This could be 2 minutes at the start or end of your phonics lesson.

Assessments



Read Write Inc entry level and ongoing assessments to be used to baseline children yearly and to assess progress at each half term.

Assessments can all be found on Oxford Reading Tree online resource.

Phonics as intervention in Year 2 and Y3/4

If children aren't secure with set 2 or set 3 sounds by later KS1 or KS2 then specific phonics intervention may be appropriate. It would be necessary to complete a Read Write Inc phonics assessment first with identified children to highlight misconceptions or specific sounds that are difficult. This would be the starting point and intervention sessions should be planned to target these areas. The same lesson planning format can be used as in KS1 and with the Read Write Inc handbook as a guide. Intervention should also focus on approaching phonics skills such as decoding, blending and segmenting in a range of ways and appreciating that the children may need a more tactile or visual approach. For example, learning the shapes of words or looking at phase 1 blending and segmenting games. The same format of the lesson can be followed (reviewing previous sounds, practising reading red words, green words and aliens etc...) but when applying the skills it would be necessary to think creatively about how these children might learn best. Sometimes, if children are needing intervention for phonics in KS2 it may be that the more traditional method of teaching phonics that they will have been receiving in KS1 has not worked for them and this should be considered.

Reading linked to phonics

Children should be able to access school reading books that match their phonics and reading ability. As a school we organise our books according to RWI Levels. Teachers should take care to ensure that children are taking home and reading books that are suited to their ability (whilst recognising that some challenge is necessary). For example, in the early stages of learning Set 2 Read Write Inc sounds you would expect children to be taking home books mostly consisting of the early sounds m,a,s,d,t, i, n so that children can practise and apply their decoding skills. When children begin learning digraph and trigraph sounds you would expect to see this reflected in their reading books once they are confident and secure in reading those sounds in isolation. School reading books should be regularly organised to ensure that books match children's reading ability

Red Words List order of teaching for RWI lessons Set 1

I	the	to	into
---	-----	----	------

Set 2

no	go	so
----	----	----

Set 3

he	she	we	me	be
----	-----	----	----	----

Set 4

are	they	her	my	by	of
-----	------	-----	----	----	----

Set 5

want	what	when	where
------	------	------	-------

Set 6

all	call	tall	small	called
-----	------	------	-------	--------

Set 7

have	like	do	does
------	------	----	------

Set 8

some	come	one	anyone	everyone	once
------	------	-----	--------	----------	------

Set 9

many	any	there	where	here
------	-----	-------	-------	------

Set 10

little	out	could	would	should
--------	-----	-------	-------	--------

Set 11

people	their	looked	asked
--------	-------	--------	-------

Set 12

bought	thought	caught	through
--------	---------	--------	---------

m, a, s, d t							
m, a, s, d, t, i, n, g, o		m, a, s, d, t, i, n, g, o, c, k, u, b		m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh		m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w	
Word time 1.1	Word time 1.2	Word time 1.3	Word time 1.4	Word time 1.5	Word time 1.6	Word time 1.7	
at mat mad	in on it	bed met get	fan fun fat	red run rat	thin thick this	bell well huff	
sad dad sat	an and pin pat got dog sit tip pan gap dig top	bin cat cot can kit mud up cup bad	lip log let had hit hen ship shop fish	jog jet jam vet yap yes yet yum web win wish wet sock	zag zip chin chop chat quiz fox box fix six sing bang thing wing	mess think blob brat drip send dress frog gran stamp strop stand ticket robin	

Set 2 Sounds

ay	ee	igh	ow	oo	oo (u)	ar	or	air	ir	ou	oy
spray	see	high	blow	too	took	car	sort	fair	girl bird	out	toy boy enjoy
play	three	light	snow	zoo	look	bar	short	stair	third	shout	joy loyal
day	been	night	slow	mood	shook	star	worn	hair	whirl	loud	
way	green	bright	know	pool	cook	park	horse	lair	twirl	mouth	
may	seen	fright	flow	stool	foot	smart	sport	chair	dirt	round	
say	sleep	might	glow	moon	book	start	snort			found	
				spoon		sharp	fork				
						spark					

Set 3 Sounds

ea	oi	a_e	i_e	o_e	u_e	aw	are	ur	er
tea	join	cake	line	home	tune	saw	care	burn	over better
clean	coin	make	nice	hope	rude	raw	dare	turn	never after
dream	choice	bake	smile	ose	June	law	share	burp	supper letter
seat	voice	name	wide	spoke	huge	dawn	flare	hurl	
scream	noise	same	hide	note	dude	straw	square	slurp	
please		late	like	rope	mule	yawn	scare	hurt	
		date	mine	stole		claw			
ow	ai	oa	ew	ire	ear	ure	tion	tious/cious	
how	paid	oak	new	fire hire	ear	picture	celebration	delicious suspicious	
howl	snail	toad	flew	wire	hear	mixture	conversation	vicious precious	
down	tail	road	crew	bonfire	dear	creature	tradition	scrumptious	
gown	drain	toast	drew	inspire	fear	future	attention	ferocious	
brown	chain	loaf	blew		year	adventure	congratulation		
town	train	coat	grew		near				

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

To be sent home in EYFS / Y1 and referred to for teaching in phonics lessons and to be checked in regular reading consultations.

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Can be sent home in EYFS / Y1 once the first 100 have been secured. To be referred to for teaching in phonics lessons and checked in regular reading consultations.

Spelling – Year 1 Common Exception Word List (2014 national curriculum)

This list provides examples of the kind of words (in terms of complexity) that children should be able to spell independently by the end of Year 1

are ask be by do full friend go has he his house I is	me my no of once one our pull push said says she school so some	the they there today was we were where you your
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Spelling – Year 2 Common Exception Word List (2014 national curriculum)

This list provides examples of the kind of words (in terms of complexity) that children should be able to spell independently by the end of Year 2.

after	fast	parents
again	father	pass
any	find	past
bath	floor	path
beautiful	gold	people
because	glass	plant
behind	great	poor
bath	half	pretty
break	hold	prove
busy	hour	should
child	improve	steak
children	kind	sugar
christmas	last	sure
class	many	told
climb	mind	water
clothes	money	who
cold	most	whole
could	move	wild
door	Mr	would
even	Mrs	
every	old	
everybody	only	
eye		

Spelling – Year 3/4 Common Exception Word List (2014 national curriculum)

This list provides examples of the kind of words (in terms of complexity) that children should be able to spell independently by the end of Year 4.

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

Spelling – Year 5/6 Common Exception Word List (2014 national curriculum)

This list provides examples of the kind of words (in terms of complexity) that children should be able to spell independently by the end of Year 6.

<p>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</p>	<p>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)</p>	<p>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</p>	<p>relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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