

Ready Steady Spelling: Year 6 Termly Progression Overview

Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p>Introduce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Introduce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial -tial</p> <p>Introduce: Words ending in -able and -ible</p> <p>Introduce: Words ending in -ably and -ibly</p> <p>Introduce: Adding prefixes tele-, audio-</p>	<p>leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,</p>
Autumn 2	<p>Introduce: Words ending in -ant, -ance/-ancy, -ent, ence/ency</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is doubled if the -fer is still stressed when ending is added)</p> <p>Embed Year 5: Adding suffixes beginning with vowels to words ending in -fer (r is not doubled if the -fer is no longer stressed)</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /s/ spelt -cious or -tious</p> <p>Reinforce: Endings which sound like /sh/ + /ə/ + /l/ spelt -cial -tial</p> <p>Embed Year 5: Words containing the letter string -ough</p> <p>Introduce: Adding suffix trans-</p>	<p>nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur</p>
Spring 1	<p>*Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content</p>	<p>*Revise: Years 3 & 4 and Years 5 & 6</p>
Spring 2		
Summer 1		
Summer 2		
Summer 2	<p>Revisit key spelling rules and guidance based upon the needs of the pupils</p> <p>Revisit spelling strategies</p> <p>Application in writing</p>	

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of **boxer** or /u/ e.g. found at the start of **up**

* **'Revise'** statutory Year 3 & 4 and Year 5 & 6 content that has been **'introduced'**