

Newnham Junior School – English Curriculum Map



WHOLE SCHOOL READING PROGRESSION

	Years 3 and 4	Years 5 and 6
Word Reading	<ul style="list-style-type: none"> ➤ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ➤ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> ➤ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Range of Reading	<ul style="list-style-type: none"> ➤ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> ➤ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➤ reading books that are structured in different ways and reading for a range of purposes ➤ making comparisons within and across books
Word meanings	<ul style="list-style-type: none"> ➤ using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> ➤ N/A
Understanding	<ul style="list-style-type: none"> ➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ➤ asking questions to improve their understanding of a text ➤ identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> ➤ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➤ asking questions to improve their understanding ➤ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference	<ul style="list-style-type: none"> ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> ➤ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> ➤ predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> ➤ predicting what might happen from details stated and implied
Familiarity with texts	<ul style="list-style-type: none"> ➤ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ➤ identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> ➤ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ➤ identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	<ul style="list-style-type: none"> ➤ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ➤ recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> ➤ learning a wider range of poetry by heart ➤ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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	Years 3 and 4	Years 5 and 6
Authorial Intent	<ul style="list-style-type: none"> ➤ discussing words and phrases that capture the reader's interest and imagination ➤ identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> ➤ identifying how language, structure and presentation contribute to meaning ➤ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	<ul style="list-style-type: none"> ➤ retrieve and record information from non-fiction 	<ul style="list-style-type: none"> ➤ distinguish between statements of fact and opinion ➤ retrieve, record and present information from non-fiction
Discussing Reading	<ul style="list-style-type: none"> ➤ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> ➤ recommending books that they have read to their peers, giving reasons for their choices ➤ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ➤ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ➤ provide reasoned justifications for their views

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WHOLE SCHOOL WRITING PROGRESSION

	Years 3 and 4	Years 5 and 6
Spelling	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them (English Appendix 1) ➤ spell further homophones ➤ spell words that are often misspelt (English Appendix 1) ➤ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ➤ use the first two or three letters of a word to check its spelling in a dictionary ➤ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand the guidance for adding them ➤ spell some words with 'silent' letters [for example, knight, psalm, solemn] ➤ continue to distinguish between homophones and other words which are often confused ➤ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ➤ use dictionaries to check the spelling and meaning of words ➤ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ➤ use a thesaurus.
Handwriting	<ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ➤ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> ➤ write legibly, fluently and with increasing speed by: ➤ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ➤ choosing the writing implement that is best suited for a task.
Composition - planning	<ul style="list-style-type: none"> ➤ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ➤ discussing and recording ideas 	<ul style="list-style-type: none"> ➤ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ➤ noting and developing initial ideas, drawing on reading and research where necessary ➤ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Composition - drafting/writing	<ul style="list-style-type: none"> ➤ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ➤ organising paragraphs around a theme ➤ in narratives, creating settings, characters and plot ➤ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> ➤ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ➤ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ➤ précising longer passages ➤ using a wide range of devices to build cohesion within and across paragraphs ➤ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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Composition – evaluate/edit	<ul style="list-style-type: none"> ➤ assessing the effectiveness of their own and others' writing and suggesting improvements ➤ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ➤ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> ➤ assessing the effectiveness of their own and others' writing ➤ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ➤ ensuring the consistent and correct use of tense throughout a piece of writing ➤ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ➤ proof-read for spelling and punctuation errors English - key stages 1 and 2 38 Statutory requirements ➤ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ➤ using the present perfect form of verbs in contrast to the past tense ➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ➤ using conjunctions, adverbs and prepositions to express time and cause ➤ using fronted adverbials ➤ learning the grammar for years 3 and 4 in English Appendix 2 ➤ using commas after fronted adverbials ➤ indicating possession by using the possessive apostrophe with plural nouns ➤ using and punctuating direct speech ➤ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> ➤ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ➤ using passive verbs to affect the presentation of information in a sentence ➤ using the perfect form of verbs to mark relationships of time and cause ➤ using expanded noun phrases to convey complicated information concisely ➤ using modal verbs or adverbs to indicate degrees of possibility ➤ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ➤ learning the grammar for years 5 and 6 in English Appendix 2 ➤ using commas to clarify meaning or avoid ambiguity in writing ➤ using hyphens to avoid ambiguity ➤ using brackets, dashes or commas to indicate parenthesis ➤ using semi-colons, colons or dashes to mark boundaries between independent clauses ➤ using a colon to introduce a list ➤ punctuating bullet points consistently ➤ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



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WHOLE SCHOOL GRAMMAR PROGRESSION

	Year 3	Year 4	Year 5	Year 6
Word	<ul style="list-style-type: none"> ➤ Formation of nouns using a range of prefixes [for example super-, anti-, auto-] ➤ Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] ➤ Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> ➤ The grammatical difference between plural and possessive -s ➤ Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> ➤ Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] ➤ Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	<ul style="list-style-type: none"> ➤ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] ➤ How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	<ul style="list-style-type: none"> ➤ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> ➤ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ➤ Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> ➤ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ➤ Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> ➤ Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. ➤ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]



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	Year 3	Year 4	Year 5	Year 6
Text	<ul style="list-style-type: none"> ➤ Introduction to paragraphs as a way to group related material ➤ Headings and sub-headings to aid presentation ➤ Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> ➤ Use of paragraphs to organise ideas around a theme ➤ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> ➤ Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ➤ Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> ➤ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ➤ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	<ul style="list-style-type: none"> ➤ Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> ➤ Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] ➤ Apostrophes to mark plural possession [for example, the girl's name, the girls' names] ➤ Use of commas after fronted adverbials 	<ul style="list-style-type: none"> ➤ Brackets, dashes or commas to indicate parenthesis ➤ Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> ➤ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] ➤ Use of the colon to introduce a list and use of semi-colons within lists ➤ Punctuation of bullet points to list information ➤ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]



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	Year 3	Year 4	Year 5	Year 6
Terminology	<ul style="list-style-type: none"> ➤ Preposition ➤ Conjunction ➤ word family ➤ prefix ➤ clause, ➤ subordinate clause ➤ direct speech ➤ consonant ➤ consonant letter ➤ vowel ➤ vowel letter ➤ inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> ➤ Determiner ➤ Pronoun ➤ possessive pronoun ➤ adverbial 	<ul style="list-style-type: none"> ➤ modal verb ➤ relative pronoun ➤ relative clause ➤ parenthesis ➤ bracket ➤ dash ➤ cohesion ➤ ambiguity 	<ul style="list-style-type: none"> ➤ Subject ➤ Object ➤ Active ➤ Passive ➤ Synonym ➤ Antonym ➤ Ellipsis ➤ Hyphen ➤ Colon ➤ semi-colon ➤ bullet points

Newnham Junior School – English Curriculum Map



YEARS 3 AND 4 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The / / ɪ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
Prefixes: dis-, mis- and in-	Like un-, the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect
Prefixes: il- and im-	Before a root word starting with l, in- becomes il. Before a root word starting with m or p, in- becomes im-.	illegal, illegible, immature, immortal, impossible, impatient, imperfect
Prefixes: ir-	Before a root word starting with r, in- becomes ir-.	irregular, irrelevant, irresponsible
Prefixes: re-	re- means 'again' or 'back'.	re-: redo, refresh, return, reappear, redecorate
Prefixes: sub-	sub- means 'under'.	sub-: subdivide, subheading, submarine, submerge
Prefixes: inter-	inter- means 'between' or 'among'.	inter-: interact, intercity, international, interrelated (inter + related)
Prefixes: super-	super- means 'above'.	super-: supermarket, superman, superstar
Prefixes: anti-	anti- means 'against'.	anti-: antiseptic, anticlockwise, antisocial
Prefixes: auto -	auto- means 'self' or 'own'.	auto-: autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

Newnham Junior School – English Curriculum Map



YEARS 3 AND 4 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (2) If the root word ends with -le, the -le is changed to -ly. (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. (4) The words truly, duly, wholly.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion.	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	Strictly speaking, the suffixes are - ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character

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YEARS 3 AND 4 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		ein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
THESE SPELLING RULES ARE IN ADDITION TO THE YEAR 3 AND 4 WORD LIST		

Newnham Junior School – English Curriculum Map



YEARS 5 AND 6 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province)	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly



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YEARS 5 AND 6 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound)	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight

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YEARS 5 AND 6 SPELLING CURRICULUM MAP

Spelling Rule	Rules and Guidance	Example words
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c.</p> <p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>Year 5 Year 6</p> <p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p> <p>principal: adjective - most important (e.g. principal ballerina) noun - important person (e.g. principal of a college) principle: basic truth or belief</p> <p>profit: money that is made in selling things prophet: someone who foretells the future</p> <p>stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal wary: cautious</p> <p>weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>
<p>THESE SPELLING RULES ARE IN ADDITION TO THE YEAR 5 AND 6 WORD LIST</p>		