



## Spelling Coverage Plan Year 6 Set 1

TERM	WEEK	THREAD	OBJECTIVES
A  D  V  E  N  T			<ul style="list-style-type: none"><li>• Revise work done in previous years.</li></ul>
	1	WORDS	1 • To be able to spell words from the Statutory Word List (a-c).
	2-4	PHONICS, RULES and CONVENTIONS	2 • To be able to distinguish between homophones and other words that are often confused. <i>licence/ license, practice/practise, compliment/complement, desert/dessert</i>  3 • To be able to read and spell words with the 'ough' letter string. <i>afterthought, borough, breakthrough, drought, forethought</i>
	5	WORDS	1 • To be able to spell words from the Statutory Word List (a-c).
	6-9	AFFIXES and ROOTS	4 • To be able to spell words ending in -able/-ably and -ible/-ibly <i>changeable, inevitably, accessible, irresponsibly</i>  5 • To be able to spell words ending in -cious or -tious <i>atrocious, audacious, conscientious, facetious</i>  6 • To be able to spell words ending in -cial or -tial <i>artificial, commercial, circumstantial, credential</i>
	10	WORDS	1 • To be able to spell words from the Statutory Word List (a-c).
	11	WORD ORIGINS	7 • To be able to spell words with silent letters <i>catacomb, condemn, gnarled, island, knead</i>
	12	WORDS	1 • To be able to spell words from the Statutory Word List (a-c).



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<b>L</b>			<ul style="list-style-type: none"> <li>• Revise work done in previous years.</li> </ul>	
	1	WORDS	8 • To be able to spell words from the Statutory Word List (f-p).	
	2-4	PHONICS, RULES and CONVENTIONS	9 • To be able to distinguish between homophones and other words that are often confused. <i>affect/ effect, principle/ principal, stationary/ stationery</i>  10 • To be able to read and spell words with the long e (ee) phoneme, spelt ei after c. <i>deceive, perceive, receive, ceiling, receipt</i>	
	5	WORDS	8 • To be able to spell words from the Statutory Word List (f-p).	
	<b>E</b>	6-8	AFFIXES and ROOTS	4 • To be able to spell words ending in -able/-ably and -ible/-ibly. <i>notice/ noticeable, change/ changeable</i>  11 • To be able to spell words ending in -ant/-ance/-ancy or -ent/-ence/-ency. <i>observant, tolerance, hesitancy, confident, innocence, frequency</i>
		9	WORDS	1 • To be able to spell words from the Statutory Word List (f-p).
		10	WORD ORIGINS	12 • To be able to use the hyphen to join words together or add a prefix. <i>co-ordinate, re-enter, co-own, co-operate</i>
	<b>N</b>	11	WORDS	8 • To be able to spell words from the Statutory Word List (f-p).
<b>T</b>				



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P E N T E C O S T			<ul style="list-style-type: none"> <li>• Revise work done in previous years.</li> </ul>
	1	WORDS	13 • To be able to spell words from the Statutory Word List (q-z).
	2-3	PHONICS, RULES and CONVENTIONS	14 • To be able to distinguish between homophones and other words that are often confused (-ce and -se). <i>practise/practice, advise/advice, license/licence</i>
	4	WORDS	13 • To be able to spell words from the Statutory Word List (q-z).
	5-6	AFFIXES and ROOTS	15 • To be able to add suffixes beginning with vowel letters to words ending in -fer <i>preferred, transferring, offered, reference</i>
	7	WORDS	13 • To be able to spell words from the Statutory Word List (q-z).