

CHALKWELL HALL JUNIOR SCHOOL

| Year 3 Term 1 OBJECTIVES | Example words |
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| Pupils should be taught to: | |
| Use a dictionary to check words | |
| Consolidate spelling patterns from Y2 | |
| Spell words with prefix sub- | submarine, subtitle, submerge, subscribe, subside, substance |
| Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener | |
| Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt, myth, pyramid, mystery | rhyme, hyena, cycle, typhoon, type |
| Spell the words: answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| 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 |
| Investigate spelling patterns and conventions | |
| Spell words with the prefix pre- | preview, preorder, prefix, prepare |
| Spell words with the prefix ex- | extra, expert, extra, expect, exit |
| Spell two syllable words containing double consonants e.g. dinner | running, summer, messy, funny, little |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

CHALKWELL HALL JUNIOR SCHOOL

| Year 3 Term 2 OBJECTIVES | Example words |
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| Pupils should be taught to: | |

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| Use a dictionary to check words | |
| Consolidate spelling patterns from Y2 | |
| Spell words with the ou spelling of the u sound e.g. young, touch, double | trouble, country, cousin, enough, tough, courage |
| Spell words with the prefixes in-, il-, im- and ir- | innactive, incorrect, illegal, illerate, illogical, illuminate, impatient, imperfect, impolite, irrelevant, irrational |
| Spell words with the prefix dis- | disagree, dislike, disobey, distrust |
| Spell words with the prefix mis- | mislay, mislead, misspell, misplace |
| Spell words with the prefix re- | reappear, relay, refill, rerun, rethink, retell |
| Spell the words: address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Spell words with the prefix de- | decode, descent, degree, demand |
| Spell words with the prefix over- | overcast, overboard, overall, overcoat, overlap, overdue, overslept, overcharge |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

CHALKWELL HALL JUNIOR SCHOOL

| Year 3 Term 3 OBJECTIVES | Example words |
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| Pupils should be taught to: | |
| Use a dictionary to check words | |
| Consolidate spelling patterns from Y2 | |

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| Spell words with the prefix inter- | interact, interject |
| Spell words with the prefix super- | supernatural, superior, supermarket, supersonic, supervise, superstar |
| Spell words with the prefix anti- | anticlockwise, antibiotic, antidote, antique, antiseptic |
| Spell words with the prefix auto- | autobiography, autograph, automatic |
| Spell words with the suffix -ation | nation, station, foundation, translation, communication, vibration |
| Spell the words: centre, century, certain, consider, enough, famous, forward(s), grammar, length, notice, strange, strength, though, although, thought, through | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Spell words with the prefix non- | nonstop, nonsense, none, |
| Spell words with the prefix co- | cocreate, cofound, codesigner, codirect |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

CHALKWELL HALL JUNIOR SCHOOL

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| Year 4 Term 1 OBJECTIVES | Example words |
| Pupils should be taught to: | |
| Use a dictionary to check words | |
| Use etymology to aid spelling | |
| Spell words with the suffix -ly | kindly, properly, friendly, actually, especially, personally, likely |

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| Spell words with the -sure ending | measure, closure, assure, disclosure, pressure, exposure |
| Spell words with the -ture ending | miniature, signature, mixture, literature, immature, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure |
| Spell words with the suffix -ous | poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, humorous, glamorous, vigorous, serious, obvious, curious, hideous, spontaneous, courteous |
| Spell common 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 | (include there, their, they're, two, too, to, our, hour etc) |
| Spell the words: complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |

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| Spell words with the suffix -al | medical, personal, seasonal, occasional, national, sensational, traditional, capital, vocal |
| Spell words with the suffix -ary | stationary, revolutionary, missionary, necessary, anniversary, library, February, salary |
| Spell words with the suffix -ic | historic, specific, supersonic, horrific, metallic, angelic, epidemic, academic, organic, traffic, atomic |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

CHALKWELL HALL JUNIOR SCHOOL

| Year 4 Term 2 OBJECTIVES | Example words |
|------------------------------------|--|
| Pupils should be taught to: | |
| Use a dictionary to check words | |
| Use etymology to aid spelling | |
| Spell words with the -tion ending | inflation, vibration, dictation, education, temptation, conservation, inflation, creation, variation, punctuation, pronunciation, communication, qualification, navigation |

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| Spell words with the -sion ending | decision, supervision, division, explosion, corrosion, confusion, television, transfusion |
| Spell words with the -ssion ending | profession, session, percussion, discussion, oppression, passion, mission, possession |
| Spell words with the -cian ending | electrician, physician, optician, magician, politician |
| Spell more common homophones | |
| Spell plural words with possessive apostrophes e.g. girls', children's | girls', boys', babies', children's, men's, mice's |
| Spell the words: exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Add suffixes to words ending in -f, -ff, -ve and -fe | calf/calves, elf/elves, thief/thieves, self/selves, cliff/cliffs, staff/staffs, surf/surfs, believe/believes, curve/curves, sverve/swerves, glove/gloves, knife/knives, wife/wives, life/lives, safe/saves |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

| Year 4 Term 3 OBJECTIVES | Example words |
|---|--|
| Pupils should be taught to: | |
| Use a dictionary to check words | |
| Use etymology to aid spelling | |
| Spell words where the k sound is spelt ch (Greek origin) e.g. chorus | chorus, cholera, chromosone, chasm, chameleon, chaos |
| Spell words where the sh sound is spelt ch (French origin) e.g. chalet | chef, chalet, machine, brochure, |
| Spell -gue and -que words (French origin) e.g. tongue, antique | tongue, argue, catalogue, dialogue, plague, antique, barbeque, opaque, technique |
| Spell words where the s sound is spelt sc (Latin origin) e.g. scene | science, scene, discipline, fascinate, crescent |
| Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey | vein, weigh, eight, neighbour, they, obey |
| Spell the words: accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |

CHALKWELL HALL JUNIOR SCHOOL

| Year 5 Term 1 OBJECTIVES | Example words |
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| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |
| Use a thesaurus | |

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| Spell words with the suffix –ive | exclusive, intensive, negative, passive, imperative |
| Spell words with the suffix -ist | archaeologist, protagonist, dramatist, zoologist, socialist, persist, artist |
| Spell words ending in -cious | vicious, precious, conscious, delicious, malicious, suspicious |
| Spell words ending in -tious | ambitious, cautious, fictitious, infectious, nutritious |
| Spell words ending in -cial and -tial | confidential, prudential, torrential, substantial, beneficial, crucial, financial, official, special |
| Spell the words: attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

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| Year 5 Term 2 OBJECTIVES | Example words |
|---|---------------|
| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |
| Use a thesaurus | |

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| Spell words ending in -ant, -ance and -ancy | elephant , restautant , tyrant, flippant, tolerance, importance, admittance, expectancy, malignancy |
| Spell words ending in -ent, -ence and -ency | infrequent, dependant, coincident, pestilience, diligence, consequence, excellency, delinquency |
| Spell diminutives using mini-, micro-, -ette and -ling | miniature, minimum, microcosm, micorwave, microfibre |
| Spell words with the prefix bi- | bicycle, bilingual, biannual |
| Spell words with the prefix trans- | translucent, transracial |
| Spell the words: according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

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| Year 5 Term 3 OBJECTIVES | Example words |
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| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |

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| Use a thesaurus | |
| Spell words with the prefix im- | impossible, impermeable, imperfect |
| Spell words with the prefix pro- | professional, proactive, pronoun |
| Spell words ending in -able and -ible | inseperable, unbearable, memorable, believable, permissable, irresponsible, edible, |
| Spell words ending in -ably and -ibly | dependably, tolerably, peaceably, |
| Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

CHALKWELL HALL JUNIOR SCHOOL

| Year 6 Term 1 OBJECTIVES | Example words |
|---|---|
| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |
| Use a thesaurus | |
| Add suffixes beginning with vowel letters to words ending in -fer | |
| Spell common words which feature hyphens | part-time, high-speed, mother-in-law |

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| Spell words with the prefix tele- | television, telecommunication, telegraph, telepathy |
| Spell words with the prefix circum- | circumstance, circumstance, circumnavigate, circumflex |
| Spell and use common homophones | there, their, they're / are, out / deer, dear etc |
| Spell the words: curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |

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| Year 6 Term 2 OBJECTIVES | Example words |
|--|---|
| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |
| Use a thesaurus | |
| Spell ie and ei words | field, belief, fierce, ceiling, receipt, perceive |
| Spell words containing the letter string ough | although, enough, bought, cough, rough, through |
| Make the correct spelling choice for unstressed vowels in polysyllabic words | |
| Use knowledge of word roots, prefixes and suffixes to aid spelling | |

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| Spell and use common homophones | there, their, they're / are, out / deer, dear etc |
| Spell the words: accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
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| Year 6 Term 3 OBJECTIVES | Example words |
|--|--|
| Pupils should be taught to: | |
| Use a dictionary to check spelling and meaning of words | |
| Use etymology to aid spelling | |
| Use a thesaurus | |
| Spell words with silent letters e.g. doubt | know, wrist, honour, climb, thumb, honest |
| Spell and use homophones which end in -se and -ce e.g. practice and practise | |
| Use knowledge of word roots, prefixes and suffixes to aid spelling | |
| Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far | |
| Investigate spelling patterns and conventions | |
| Choose the correct spelling by using a visual strategy ('Does it look right?') | |