Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Contents:

CEWs for Y2, Y3/4 and Y5/6: In programme, if known, replace words with common errors from writing and cross curricular words

Extension ideas /Spelling Mat for Parents

My Own Spelling Detective Chart

Primary School Spelling Programme of Study

Assessment for Learning Cycle:

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spellings will be taught through discrete times and well-paced lessons (approximately 20 minutes). There will be three sessions per week. As with our phonics programme, application of spelling and phonics in all areas of the curriculum is vital including adults modelling the use of spelling strategies in their own writing. Each session has 10 minutes practise time and 10 minutes for the dictation and self-marking and editing.

The first session is phonics, the second is on rules and patterns and the third is a focus on CEWs for each given year. These CEWs are broken up into manageable chunks and sent home the week before to learn before used in the 'Pick and Mix lesson' the final one of the week, where all spellings learned are revised and used in a final dictation.

Differentiation: Please see attached ideas to print out and include in sessions, but please add extra words and dictionary tasks to those who can.

Support for spelling includes:

Wordbanks (highlight digraphs or letter strings for children with dyslexia)

Colour coded wordbanks

I can make my own wordbank

Topic wordbanks

CEW wordbanks

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Phonic/CEW flaps to support independent writing.

DPiL Y2 Spelling Programme

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week Autumn 1	Phonics day: Add sound buttons - sound as you write	Rules and patterns day For EAL children/new to English -add pictures	CEWs -red is tricky bit -use phonetic hook 'd' o (send home the week before).
Week 1	ai ay a-e eigh	**Plurals + s change y-i + es:** Singular nouns to plural nouns + Actions for rules with gloves – y-I + es	do, to, today, was, were said (silly ant is dancing)
Week 2	ee ea e-e y ey ie	**Plural nouns: ey + s words ending in ss s cg sh x zz + es**	be we me he she: sound out 'b'
Week 3	igh ie i-e y	**Plural nouns: ey + s words ending in ss s cg sh x zz + es (repeat) and all change or stay the same**. Play: Teachers calls out: "One sheep...two ...." children call out the plural	no go so come some said (silly ant is dancing
Week 4	oa ow o-e oe	**Silent letters k g w.** To practise could say out loud the sound of 'k' nife OR call out the words and children shout back the silent letter 'knife'-they shout 'k'	said (silly and is dancing) is his has I you ou not yet known as a 'oo' sound as in soup

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 5	oo ue u-e ew ou	**Contractions '2 words contracted to 1 word** add action of finger and thumb spread apart contracting till touching. Use concertina paper for the 2 words and fold to contract and 'delete the letter that is omitted. Add a post it not apostrophe to show where the missing letter was...Write in full and in contracted form	Days of the week clap them using syllables Mon/day Tues/day Wednesday (say it how it is spelt -Wed/nes/day) Thurs/day Fri/day
Week 6	ear air ire	**Soft C and hard C:** which is which? What's the rule? When an 'e''i''y' is next to a c -the 'c' is soft like a 's' sound. Call out the words and children call out 'hard or soft'	sure only ask put push busy again hour water
Autumn 2 Week 1	ai ay a-e eigh	**Past tense ed :** Play today -Teacher says I walk, children reply yesterday I walked (sounds like a 't') repeat for verbs to sound like 'd' 't' 'id' Reveal rule chart + ed, drop e + ed change y-I + ed, CVC double the final consonant + ed (add actions with gloves as on film)	kind, mind, find, behind, child, children (phonetic!) because (big elephants can add up small elephants)
Week 2	ee ea e-e y ey ie	**Past tense + ed and Past progressive + ing** (as above- gloves with 'ing' or 'ed' on them and root word on other	most only both old cold gold fold told

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 3	igh ie i-e y	**Comparative adjectives _ er + est** (compare things: fruits...animal sizes...) add actions with gloves: root word and er and one with est on it...(actions same as past tense)	a as an 'ar' fast last past father after grass path bath plant
Week 4	oa ow o-e oe	**Homophones** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word - act out a sentence using both homophones	great break steak door floor poor your climb
Week 5	soft g j -ge dge	**Homophones continued**	Christmas beautiful (big elephants add up trees in forests until light) pretty `Mr Mrs parents any many
Week 6	soft g j -ge dge	**Words ending in el al le** (call out words in random children call back the final 2 letters -al or el or le)	Christmas beautiful (big elephants add up trees in forests until light) pretty `Mr Mrs move improve
Spring 1	o u ou (as in 'u' sound	**Change an adjective to an adverb + ly (use change y to an I + ly)**	because sure sugar whole put push busy again

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 1			
Week 2	o a au as in 'o'	**Add suffix ful (full of) Add less (without) explain meaning of words -mime**	most only both old cold gold fold told
Week 3	c ss se sc st 's'	**Nouns ending in tion act out meanings of words (say the letters of 'tion'**	fast last past father grass path bath plant half
Week 4	ph gh f ff	**Add suffix ment and ness (change an adjective to a noun)**	great break steak door floor poor your climb
Week 5	ture	**Contractions as above**	most only who money ask both even
Week 6	ll el il al le ol	**Words ending in 'il'**	people parents clothes pretty water hour beautiful (big elephants add up trees in forests until light) who

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spring 2 Week 1	Root word + cian	**Compound Words** Play pick one form the first column and add a word from the next column to make a new word. Play it in pairs	every everybody hold told gold any many climb
Week 2	+ sure	**+ all and al (as in the 'or' sound) ball and walk**	could would should eye sugar who whole
Week 3	+ sion	**ar as in 'or' war and o as in the 'u' brother**	fast last past father clothes busy people water any many
Week 4	oa ow o-e oe o	**words ending in le al el**	sure sugar who whole both money water hour again
Week 5	j g dge ge	**Words ending in le al el**	pretty beautiful (big elephants add up trees in forests until light) every everybody even only water hour again money
Week 6	ue u-e ew ou	**Contractions (should could would)**	only ask put push clothes whole busy eye

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Summer 1 Week 1	oi oy	**Plurals (nouns) + s y-I + es (add actions)**	clothes busy people water again who money parents Mr Mrs
Week 2	ow ou	**Plurals vowel + y just add s 's sh ch x zz o + es**	they there their where which half hour
Week 3	er stressed farmer/er unstressed herb	**Plurals vowel + y just add s 's sh ch x zz o + es + stay the same or all change. Call out 'One deer -two ???' children call out the plural of deer**	water old gold told cold fast last past
Week 4	ir er ur	**silent letters k g w -say the sound as you write them 'k'nife call out words from the list and the children call out the silent letter**	climb would could should find kind wild
Week 5	ng nk	**Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	door floor poor child wild find kind climb behind

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 6	ear air/ear are ire	**Hard C soft C -underline the e i y next to the c on the soft c words. Call out the words at the end and children shout out: Hard C or Soft C**	because people children parents busy beautiful pretty
Summer 2 Week 1	au aw or	**Past tense as above**	because most both half only even after past
Week 2	or ore	**Simple Past tense + ed Past progressive + ing (actions)**	only both old cold gold hold fold most
Week 3	ch tch	**Comparative adjectives + er and est (add actions same as past tense)**	fast last past after grass path bath plant
Week 4	wh ph	**Homophones act out /draw pictures next to spellings/say sentences with both homophones in**	great -grate break-brake steak -stake door floor poor your
Week 5	Soft g j g a_e. dge	**Homophones act out /draw pictures next to spellings** **say sentences with both homophones in**	Christmas beautiful (big elephants add up trees in forests until light) pretty Mr Mrs parents any many

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 6	Soft g	**Suffixes ment ness ful less ly (trail and error -construct new words by adding to root words) act out meanings**	mother brother other nothing Monday another cover

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

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

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPiL Y3 Spelling Programme

Week Autumn 1	Phonics day: Add sound buttons sound out as you write	Rules and patterns day For EAL children/new to English -add pictures	CEWs -red is tricky bit -use phonetic hook 'd' o (do) (send home the week before).
Week 1	ai ay a-e eigh	**Plurals + s change y-i + es:** Singular nouns to plural nouns + Actions for rules with gloves – y-I + es	do, to, today, was, were said beautiful (big elephants add up trees in forests until light) pretty
Week 2	ee ea e-e y ey ie	**Plural nouns: ey + s words ending in ss s cg sh x zz + es**	accident consider accidentally group guard actual decide guide
Week 3	igh ie i-e y	**Plural nouns: ey + s words ending in ss s cg sh x zz + es (repeat) and all change or stay the same**. Play: Teachers calls out: "One sheep...two ...." children call out the plural	actually describe heard address different heart although difficult height

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	oa ow o-e oe	**Silent letters k g w.** To practise could say out loud the sound of 'k' nife OR call out the words and children shout back the silent letter 'knife'-they shout 'k'	answer disappear history appear early earth appear imagine important
Week 5	oo ue u-e ew ou	**Contractions '2 words to 1 word:** add action of finger and thumb spread apart contracting till touching. Fold the two words to contract and 'delete the letter that is omitted. Add an apostrophe to show where the missing letter was...Write in full and contracted	arrive increase breath believe enough important bicycle island interest
Week 6	ear air are ire	**Soft C and hard C:** which is which? What's the rule? When an 'e''i''y' is next to a c -the 'c' is soft like a 's' sound. Call out the words and children call out 'hard or soft'	centre century certain circle decide exercise experience recent sentence
Autumn 2 Week 1	ai ay a-e eigh aigh ey ei	**Past tense ed :** Play today -Teacher says I walk, children reply yesterday I walked (sounds like a 't') repeat for verbs to sound like 'd' 't' 'id' Reveal rule chart + ed, drop e + ed change y-I + ed, CVC double the final consonant + ed (add actions with gloves as on film)	eight eighth weight straight material minute fruit because (big elephants can add up small elephants)

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 2	ee ea e-e y ey ie	**Past tense + ed and Past progressive + ing** (as above- gloves with 'ing' or 'ed' on them and root word on other	2 syllabic words (2 claps) promise surprise enough famous pressure naughty
Week 3	igh ie i-e y i	**Comparative adjectives _ er + est** (compare things: fruits...animal sizes...) add actions with gloves: root word and er and one with est on it...(actions same as past tense)	knowledge February library island exercise experiment experience
Week 4	oa ow o-e oe o	**Homophones** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word - act out a sentence using both homophones	interest difficult popular favourite opposite potatoes remember
Week 5	soft g j -ge dge	**Homophones continued**	learn earth length strength purpose suppose beautiful
Week 6	soft g j -ge dge	**Words ending in el al le** (call out words in random children call back the final 2 letters -al or el or le)	centre century certain circle caught consider continue

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spring 1 Week 1	o u ou (as in 'u' sound	**Change an adjective to an adverb + ly (use change y to an I + ly)**	natural complete grammar naughty notice regular occasion reign occasionally
Week 2	oi oy ouy	**+ le (words ending in ic + ally) (drop e + ly)**	occasion possible particular peculiar early probably difficult
Week 3	o u ou ('u')	**Suffix + ful (full of) + less (without)**	build knowledge busy business learn extreme length calendar famous
Week 4	c ss se sc st	**Suffix + ful (full of) + less (without)**	accident believe strange reign interest various possible heart purpose
Week 5	'ar' a al au ear	**nouns ending in tion (shun)**	separate regular particular guard grammar calendar build heart

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 6	a-e e-e i-e o-e u-e	**Possessive apostrophe: Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to.**	though although thought through various woman women
Week 7	Root word + cian + ssion	**Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	though although thought through various woman women child children
Spring 2 Week 1	igh ie i-e y i	**ar ('or) war - ('u') brother**	remember separate special ordinary particular straight peculiar popular suppose
Week 2	+ sure	**CVC double the final consonant if the last syllable is stressed :e.g for/get**	arrive actual/ly address answer believe breathe breath build

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 3	'ur' ear or earth worm	**+ Prefix dis+ (not/none) mis+ in+ (in no not)**	busy business caught complete consider continue decide describe different
Week 4	ou ('u') young	**Prefix il+ (not/none) im+ (no not) ir + (no not)+ re + (again back)**	special decide medicine notice disappear sentence recent
Week 5	y (i) words myth + suffix	**sub+ (under) inter+ (among between) Super+ (over above beyond)**	favourite imagine increase important knowledge material history famous
Week 6	Soft C (e i y)	**Prefix anti+ (against) auto+ (self /own)**	bicycle centre century decide exercise experience medicine accident/ally
Summer 1 Week 1	a-e e-e i-e o-e u-e	**Verb + ation to make a noun** **rule: drop the e + ation (add action)**	though although thought through people different difficult

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 2	ear or (‘ur’) earth worm	**+ sure (sher) + ture (cher)**	myth gym Egypt pyramid mystery therefore reign
Week 3	aw or au al (‘or’)	**+ sion (words ending in ‘d’) + cian (words ending in ‘c or ce’)**	young trouble touch double country regular pressure
Week 4	ir ur	**silent letters k g w -say the sound as you write them ‘k’nife call out words from the list and the children call out the silent letter**	continue knowledge library important February island interest
Week 5	oi oy ouy	**Homophones (trickier ones)**	naughty answer build reign caught enough favourite
Week 6	ar a al au ear margin bath half aunt heart	**Suffix + ous** **words ending in our -change to or + ous/drop e + ous =famous/ keep e if a soft g + ous =courageous** **The suffix ‘-ous’. If there is an ‘ee’ sound before the ’-ous’ ending, it is usually spelled as i, but a few words have e.**	natural heart question various imagine ordinary possible

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Summer 2 Week 1	ch tch	**Comparative adjectives _ er + est** (compare things: fruits...animal sizes...) add actions with gloves: root word and er and one with est on it...(actions same as past tense)	possession question occasion accidentally actually occasionally probably
Week 2	+ cian (c or cs) + ssion (ss it)	**ch as a 'k' or a 'sh'**	believe bicycle breath breathe build busy business
Week 3	's' se ss c esc st c	**+ gue league + que unique**	accident actual address answer appear arrive calendar
Week 4	l ll el il al le ol	**+ suffixes to words of more than one syllable: forget -forgetting -forgotten (if last syllable of the word is stressed and ends with one consonant and one vowel before it -then the final consonant is doubled**	occasion possible particular peculiar early probably difficult
Week 5	+ sure	**+ suffix sion to root words**	inform adore sense prepare admire imagine consider
Week 6	'u' ou o	**Suffixes Prefix il+ (not/none) im+ (no not) ir + (no not)+ re + (again back)**	various famous though although through enough

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Word list for Years 3 and 4: Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly

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

bicycle is *cycle* (from the Greek for *wheel*) with **bi–** (meaning *two*) before it. *medicine* is related to *medical,* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*					

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPiL Y4 Spelling Programme

Week Autumn 1	Phonics day: Add sound buttons - sound as you write	Rules and patterns day For EAL children/new to English -add pictures (hand draw before printing)	CEWs -red is tricky bit -use phonetic hook 'd' o (do) (send home the week before).
Week 1	ai ay a-e eigh a aigh ey ei	**Plurals + s change y-i + es:** Singular nouns to plural nouns + Actions for rules with gloves – y-I + es	accident believe strange reign interest various possible
Week 2	ee ea e-e y ey ie	**Plural nouns: ey + s words ending in ss s cg sh x zz + es (repeat) and all change or stay the same**. Play: Teachers calls out: "One sheep...two ...." children call out the plural	woman women promise therefore opposite ordinary perhaps pressure
Week 3	igh ie i-e y i	**Trickier homophones:** Children draw a memory prompt next to each word -they make up and act out a sentence using both homophones.	consider quarter remember answer calendar grammar centre

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	oa ow o-e oe	**Silent letters n t others .** To practise could say out loud the sound of 'k' nife OR call out the words and children shout back the silent letter 'knife'-they shout 'k'	island February knowledge library though through although
Week 5	oo ue u-e ew ou	**Contractions '2 words contracted to 1 word** add action of finger and thumb spread apart contracting till touching. Use concertina paper for the 2 words and fold to contract and 'delete the letter that is omitted. Add a post it note apostrophe to show where the missing letter was...Write in full and in contracted form	disappear difficult different continue important interest possible (3 syllables) clap and chunk into manageable parts: diff/er/ent
Week 6	ear air are ire	**Soft C and hard C:** which is which? What's the rule? When an 'e''i''y' is next to a c -the 'c' is soft like a 's' sound. Call out the words and children call out 'hard or soft'	centre century certain circle decide bicycle exercise experience recent sentence
Autumn 2 Week 1	ai ay a-e eigh aigh ey ei	**Past tense ed :** Play today -Teacher says I walk, children reply yesterday I walked (sounds like a 't') repeat for verbs to sound like 'd' 't' 'id' Reveal rule chart + ed, drop e + ed	reign straight sentence separate special strange strength suppose

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

		change y-I + ed, CVC double the final consonant + ed (add actions with gloves as on film)	
Week 2	ee ea e-e y ey ie	**Past tense + ed and Past progressive + ing** (as above- gloves with 'ing' or 'ed' on them and root word on other	famous favourite February forwards fruit grammar guard guide group
Week 3	igh ie i-e y i	**adjective to adverb: + ly (don't drop the 'e' on most) If adjective ends in 'le' drop the 'le' add ly (add drop hand action)** **Just add ly change y -i + ly (add hand action like past tense)**	accident + al ly actual ly address+ es answer + ed appear +ing (word within a word) arrive + ed calendar (word within a word)
Week 4	oa ow o-e oe o	**adjective to adverb: + ly (don't drop the 'e' on most) If adjective ends in 'le' drop the 'le' add ly (add drop hand action)** **Drop e on a few adjectives + ly**	peculiar + ly particular +ly possible + ly natural + ly ordinary + ly probable + ly purpose + ly

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 5	oa ow o-e oe o	**Homophones:** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word -act out a sentence using both homophones)	great grate accept except affect effect ball bawl who's whose piece peace their/there/they're
Week 6	igh ie i-e y I	**+ ous to make an adjective (act out new adjectives to extend vocabulary)**	believe bicycle breath breathe build busy business
Spring 1 Week 1	ph hg f ff	**Change an adjective to an adverb + ly (use change y to an I + ly)**	extreme + ly ordinary complete + ly different + ly strange + ly important + ly natural + ly actual + ally
Week 2	oi oy ouy	**+ le (words ending in ic + ally) (drop e + ly)**	occasion possible particular peculiar early probably difficult
Week 3	ar a al au ear	**nouns ending in tion**	separate regular particular guard grammar calendar build heart

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	oa ow o-e oe o	**Suffix + ful (full of) + less (without)**	suppose surprise strange potatoes material mention minute increase interest
Week 5	‘oo ue u-e ew ou/ui	**Contractions: ‘2 words contracted to 1 word** add action of finger and thumb spread apart contracting till touching. Use concertina paper for the 2 words and fold to contract and ‘delete the letter that is omitted. Add a post it note apostrophe to show where the missing letter was...Write in full and in contracted form	quarter question recent regular reign remember separate
Week 6	a-e e-e i-e o-e u-e	**Possessive apostrophe: Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	though although thought through various woman women

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 7	Root word + cian + ssion	**Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	imagine increase important interest island believe breath/breathe
Spring 2 Week 1	ch as in the sound 'k' or 'sh'	**ough -letter string mnemonic: o u get her** **Sounds like: uff off or ow uh**	woman/women weight straight eight/eighth possession position question promise
Week 2	+ sure	**CVC double the final consonant if the last syllable is stressed :e.g for/get**	arrive actual/ly address answer appear believe breathe breath build
Week 3	'ur' ear 'ur' or earth worm	**+ Prefix dis+ (not/none) mis+ in+ (in no not)** **say the word with suffix and say it with**	busy business caught complete consider continue decide describe different

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	ou (‘u’) young	**Prefix il+ (not/none) im+ (no not) ir + (no not)+ re + (again back)**	special decide medicine notice disappear sentence recent
Week 5	y (i) words myth + suffix	**sub+ (under) inter+ (among between) Super+ (over above beyond)**	favourite famous forward history imagine increase important knowledge material
Week 6	Soft C (e i y)	**Prefix anti+ (against) auto+ (self /own)**	bicycle centre century decide exercise experience medicine accident/ally
Summer 1 Week 1	a-e e-e i-e o-e u-e	**Verb + ation to make a noun** **rule: drop the e + ation (add action)**	though although thought through people different difficult
Week 2	ear or (‘ur’)	**+ sure (sher) + ture (cher)**	myth gym Egypt pyramid mystery therefore reign

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

	earth worm		
Week 3	aw or au al ('or')	**+ sion (words ending in 'd') + cian (words ending in 'c or ce')**	young trouble touch double country regular pressure
Week 4	a-e e-e i-e o-e u-e	**words ending in t+ ion = tion + ssion words ending in ss - ssion**	separate straight believe business early earth favourite
Week 5	oi oy ouy	**Homophones (trickier ones)**	naughty answer build reign caught enough favourite
Week 6	ar a al au ear margin bath half aunt heart	**Suffix + ous words ending in our -change to or + ous/drop e + ous famous/ keep e if a soft g + ous =courageous The suffix '-ous'. If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.**	natural heart question various imagine ordinary possible
Summer 2 Week 1	cian (words ending in c) ssion (ss it)	**ch as a 'k' (Greek) or a 'sh' (French)**	possession question occasion accidentally actually occasionally probably

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 2	's' se ss c esc st c	**+ gue league + que unique**	accident actual address answer appear arrive calendar
Week 3	l ll el il al le ol	**+ suffixes to words of more than one syllable: forget -forgetting -forgotten (if last syllable of the word is stressed and ends with one consonant and one vowel before it -then the final consonant is doubled**	occasion possible particular peculiar early probably difficult
Week 4	+ ture	**'i' sound spelt with an y**	quarter recent question regular reign remember separate
Week 5	+ sure	**+ suffix sion to root words**	inform adore sense prepare admire imagine consider
Week 6	soft g	**ous + ous keep the e if there is a soft g: If long e -change to an i**	various famous though although through enough

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Word list for Years 3 and 4: Many root words simply need to be learnt, but once they are learnt, and the rules and guidelines for adding prefixes and suffixes are known, many longer words can be spelt correctly

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

disappear (just add **dis-** to **appear**). *bicycle* is *cycle* (from the Greek for *wheel*) with **bi–** (meaning *two*) before it. *medicine* is related to *medical,* so the /s/ sound is spelt as **c**. *opposite* is related to *oppose*					

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPiL Y5 Spelling Programme

Week Autumn 1	Phonics day: Add sound buttons - sound as you write	Rules and patterns day For EAL children/new to English -add pictures (hand draw before printing)	CEWs -red is tricky bit -use phonetic hook 'd' o (do) (send home the week before).
Week 1	ear ear/air ear/are ire	**Soft C and hard C:** which is which? What's the rule? When an 'e''i''y' is next to a c -the 'c' is soft like a 's' sound. Call out the words and children call out 'hard or soft'	criticise sincerely curiosity appreciate ancient cemetery excellent necessary
Week 2	ai ay a-e eigh	**ei (i before e except after c) ie ('e')**	achieve variety leisure conscience foreign sufficient mischief mischievous
Week 3	ee ea e-e y ey ie ei	**change root words to cious tious** **Look at how the noun is spelt to help you know if it is a cious or tious Exceptions: anxious**	consider quarter remember answer calendar grammar centre

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	igh ie i-e y i	**+ ous words ending in: (ge-keep the e) y-I + ous our (drop the u to or) ce-(drop the e)**	rhyme rhythm symbol system physical privilege occupy
Week 5	Yoo – u ew ue u-e ew oa	**Plurals (using CEW nouns) y-i + es**	bruise bargain was/were cemetery recognise recommend (one coat 2 mittens) relevant restaurant (au-or)
Week 6	split diagraphs a-e e-e i-e o-e u-e	**Plurals (using CEW nouns) vowel before the y-+ s** **s ss ch sh x zz + es**	thorough category forty dictionary accompany variety immediately frequently
Week 7	igh ie i-e y I	**5 rules of plurals (add exceptions for GD)**	identity lightning definite individual interfere interrupt immediate + ly interfere

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Autumn 2 Week 1	oa ow o-e oe o	**Y3 Y4 Homophones:** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word –act out a sentence using both homophones) words ending in ce -noun words ending in se -verb	practice/se cereal/serial draft /draught advise/advise herd/heard stationary/ery (e for envelope) aloud/allowed device/devise (for 2 weeks)
Week 2	compound words	**Y5 Y6 Homophones:** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word –act out a sentence using both homophones) words ending in ce -noun words ending in se -verbs	effect/affect morning/morning bridal/bridle guest/guessed father/further aisle/isle proceed/precede wary/weary
Week 3	+ ture	**Letter string + ough** **sounds like: 'uff off or ow uh'**	thorough attached available average awkward amateur aggressive
Week 4	ee ea e-e y ey ei ie	**+ cial (vowel is before the cial) + tial (consonant - especially n)**	disastrous marvellous mischievous accompany

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

			dictionary committee (double m t e) guarantee
Week 5	ai ay a-e eigh ey ei a	**Change an adjective to an adverb + ly (use change y to an I + ly)**	+ ly to all extreme ordinary complete different strange important natural actual
Week 6	ee ea e-e y ey ei ie	**Change an adjective to an adverb + ly (use change y to an I + ly)+ le (words ending in ic + ally) (drop e + ly)**	occasion + ally possible+ly particular peculiar early probable-ly difficult
Spring 1 Week 1	+ able + ably + ation	**+ able (words ending in ce or ge -keep the e)** **Change y-i + able + ible (when roost word can't be heard)**	suggest although shoulder temperature thorough privilege hindrance stomach
Week 2	oi oy ouy	**Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	sincere sincerely sacrifice convenience conscious nuisance existence

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 3	ar a al au ear	**+ ant + ance + ancy**	restaurant definite excellent peculiar committee communicate community convenience
Week 4	s se ss c esc st c	**silent letters (mix up)**	rhyme rhythm temperature twelfth vehicle muscle February library
Week 5	oo ue u-e ew ou	**Contractions**	relevant regular occupy occur forty frequently attached
Week 6	oa ow o-e oe o	**Hyphenated words: Prefix + root word (especially if a vowel) Act out meanings: co (together) pre/by/self/cross**	occur occupy opportunity signature sufficient sacrifice existence + prefix with hypens: re pre co self self co

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spring 2 Week 1	+ sure	**+ suffix sion (often ending in d de or se) and tion (the others)**	inform competition explanation profession pronunciation accommodate communicate
Week 2	l ll el il al le ol	**Past tense ed :** Play today -Teacher says I walk, children reply yesterday I walked (sounds like a 't') repeat for verbs to sound like 'd' 't' 'id' Reveal rule chart + ed, drop e + ed change y-I + ed, CVC double the final consonant + ed (add actions with gloves as on film) (using Y5 verbs)	symbol vegetable available vehicle muscle individual physical exaggerate
Week 3	+ cian (for words ending in c or cs) + ssion (words ending in ss or it)	**The spelling of ch as a K sound (Greek) and ch as in the sh sound as in French**	accompany category community (one coat two mittens) controversy curiosity necessary (one coat two shoes) opportunity nuisance shoulder

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	**Prefix dis+ mis+ in+**	**Prefix il+ (not/none) im+ (no not) ir + (no not)+ re + (again back)**	bargain according nuisance bruise desperate forty govern/ment guarantee committee
Week 5	**sub+ (under) inter+ (among between) Super+ (over above beyond)**	**Comparative adjectives + er + est rules as in past tense - use actions (change suffix to er/est)** **Play comparative games: which is nice/nicer/nicest -with fruit/crisp flavours...take aways....**	amateur apparent + ly conscience correspond + ant definite + ly identify lightning symbol system
Summer 1 Week 1	u ou o (as n the short vowel 'u') young/brother	**+ ous words ending in: (ge-keep the e) y-I + ous our (drop the u to or)** **ce-(drop the e)**	various famous conscious disastrous marvellous mischievous ancient (soft c-i) appreciate (soft c -i)
Week 2	s ss sc c esc st c	**+ gue ('g') + que ('k')**	embarrass equipment frequently language

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

			neighbour programme restaurant secretary shoulder
Week 3	+ sure	**Y4 revision Homophones (draw act out) words ending in ce -often a noun/words ending in se -often the verb**	practice (noun) practise (verb) cereal/serial(TV)draft/draught advice/advise herd/heard stationery/ary aloud/allowed devise/device band/banned
Week 4	+ cian (c or cs) +ssion (ss or it)	**Y5/6 Homophones (draw act out) words ending in ce -often a noun/words ending in se -often the verb**	practise/ce cereal/serial draft/draught advice/se effect(n) /affect (v) descent/dissent principal/principle device/devise
Week 5	a-e e-e i-e o-e u-e	**Letter string: ough 'uff off or ow"**	thorough attached available average awkward amateur aggressive

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 6	ear or –'ur' sound early work	**+ ive to make an adjective**	parliament government environment guarantee average suggest symbol
Summer 2 Week 1	ear/ air/ear are ire	**Hard C and Soft c (c next to an e i y) makes it sound like an 's'**	prejudice hindrance conscience conscious criticise necessary ancient cemetery
Week 2	ou –'u'	**+ ous words ending in: (ge-keep the e) y-I + ous our (drop the u to or)** **ce-(drop the e)**	various famous conscious + un + nes disastrous marvellous mischievous yacht appreciate
Week 3	s ss se st sc c	**+ + gue ('g') + que ('k')**	embarrass equipment frequently language neighbour achieve restaurant profession pronunciation

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	y as an 'I' + suffixes	**Regular Past tense and Past progressive recap**	criticise harass recognise queue develop recommend persuade rhyme occupy
Week 5 Revision Block	+ s r+ ed r+ ing r+al	**ie long i ie -long e -ei -long e (I before e except after c)**	**ough letter string**
Week 6 Revision Block	silent letters	**ch as 'k' silent K**	Prefixes: adding to root words ad al des em dis in im micro pre prop trans sub inter co- un re mis fore (meaning on the slide)
Week 7 Revision Block	tious cious	**cial tial**	tion ant ation

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Word list for Years 5 and 6: Many of these words can be used for practice in adding suffixes.

accommodate	communicate	equip (–ped, –ment)	interrupt	profession	symbol
accompany	community	especially	language	programme	system
according	competition	exaggerate	leisure	pronunciation	temperature
achieve	conscience*	excellent	lightning	queue	thorough
aggressive	conscious*	existence	marvellous	recognise	twelfth
amateur	controversy	explanation	mischievous	recommend	variety
ancient	convenience	familiar	muscle	relevant	vegetable
apparent	correspond	foreign	necessary	restaurant	vehicle
appreciate	criticise (critic + ise)	forty	neighbour	rhyme	yacht
attached	curiosity	frequently	nuisance	rhythm	
available	definite	government	occupy	sacrifice	
average			occur	secretary	

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

awkward bargain bruise category cemetery committee	desperate determined develop dictionary disastrous embarrass environment **Conscience* and *conscious* are related to *science* – all come from the Latin word meaning 'to know'. *Conscience* is simply *science* with the prefix *con–* added. *Conscious* also contains the 'sci' of *science*.	guarantee harass hindrance identity immediate(ly) individual interfere	opportunity parliament persuade physical prejudice privilege	shoulder sincere(ly) soldier stomach sufficient suggest	

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPiL Y6 Spelling Programme

Week Autumn 1	Phonics day: Add sound buttons - sound as you write	Rules and patterns day For EAL children/new to English -add pictures (hand draw before printing)	CEWs -red is tricky bit -use phonetic hook 'd' o (do) (send home the week before).
Week 1	ear ear/air ear/are ire	**Soft C and hard C:** which is which? What's the rule? When an 'e''i''y' is next to a c -the 'c' is soft like a 's' sound. Call out the words and children call out 'hard or soft'	criticise sincerely curiosity appreciate ancient cemetery excellent necessary
Week 2	ai ay a-e eigh	**ei (i before e except after c) ie ('e')**	achieve variety leisure conscience foreign sufficient mischief mischievous
Week 3	common homophone errors	**change root words to cious tious** **Look at how the noun is spelt to help you know if it is a cious or tious Exceptions: anxious**	disastrous marvellous mischievous accompany dictionary committee guarantee

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	igh ie i-e y i	**+ ous words ending in: (ge-keep the e) y-I + ous our (drop the u to or) ce-(drop the e)**	rhyme rhythm symbol system physical privilege occupy
Week 5	ai ay a-e eigh a ey ei	**Plurals (using Y5Y6 CEW nouns) y-i + es**	bruise bargain vegetable cemetery recognise recommend (one coat 2 mittens) vehicle restaurant
Week 6	ee ea e-e y ey oe ei	**Common errors in writing -add some to this**	occur category forty twelfth thorough variety immediately frequently especially
Week 7	igh ie i-e y I	**5 rules of plurals (add exceptions for GD)**	identity lightning definite individual interfere interrupt recognise yacht temperature

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Autumn 2 Week 1	oa ow o-e oe o	**Y3 Y4 Homophones:** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word –act out a sentence using both homophones) words ending in ce -noun words ending in se -verb	practice/se cereal/serial draft /draught advise/advise herd/heard stationary/ery (e for envelope) aloud/allowed device/devise
Week 2	gue (‘g) que (‘k’)	**Y5 Y6 Homophones:** (select ones you want to do) or differentiate chart children draw a memory prompt next to each word –act out a sentence using both homophones) words ending in ce -noun words ending in se -verb	practice/se cereal/serial draft /draught advise/advise herd/heard stationary/ery (e for envelope) aloud/allowed device/devise
Week 3	+ ture	**Letter string + ough** **sounds like: ‘uff off or ow uh’**	thorough attached available average awkward amateur aggressive

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	ee ea e-e y ey ei ie	**+ cial (vowel is before the cial) + tial (consonant - especially n)**	sacrifice equipment exaggerate existence explanation familiar government harass hindrance
Week 5	ai ay a-e eigh ey ei a	**Change an adjective to an adverb + ly (use change y to an I + ly)**	desperate + ly opportunity communicate develop sacrifice determined+ ly environment + ally apparent + ly
Week 6	ee ea e-e y ey ei ie	**Change an adjective to an adverb + ly (use change y to an I + ly)+ le (words ending in ic + ally) (drop e + ly)**	accommodate community competition controversy convenience correspond language neighbour community

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spring 1 Week 1	+ able + ably + ation	**+ able (words ending in ce or ge -keep the e)** **Change y-i + able + ible (when roost word can't be heard)**	though although thought through thorough privilege hindrance
Week 2	oi oy ouy	**Possession on nouns (add action of grabbing something imaginary and bringing to your chest-define what a possession is. Draw the possessions with an arrow to whom they belong to. Do this after the dictation too.**	sincere sincerely sacrifice convenience conscious nuisance existence
Week 3	ll el il al le ol	**Past tense ed :** Play today -Teacher says I walk, children reply yesterday I walked (sounds like a 't') repeat for verbs to sound like 'd' 't' 'id' Reveal rule chart + ed, drop e + ed change y-I + ed, CVC double the final consonant + ed (add actions with gloves as on film) (using Y5 verbs)	symbol vegetable available vehicle muscle individual physical exaggerate

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 4	Prefix dis (not remove reverse) mis (wrong/false) in (in /not)	**Prefix il+ (not/none) im+ (no not) ir + (no not)+ re + (again back)**	bargain according nuisance bruise desperate forty government guarantee committee
Week 5	Prefixes mix up construct	**Silent letters -copy and underline silent letter**	accompany category community controversy curiosity necessary opportunity parliament government
Week 6	Prefixes: sub (under) inter (among/between) super (above	**Comparative adjectives: same rules as past tense -add action**	amateur apparent/ly conscience correspond/ant definite/ly identity hindrance symbol system

	beyond) trans (across)		
week 7	'ur' sound spelt ear or	**+ sure + ture**	disastrous temperature average awkward dictionary familiar foreign yacht
Spring 2 Week 1	+ ou u o ('u') sound	**+ ous words ending in: (ge-keep the e) y-I + ous our (drop the u to or)** **ce-(drop the e)**	various conscious disastrous marvellous mischievous ancient appreciate apparent
Week 2	+ able +ably +ation	**+ ible + able**	embarrass equip/ped/ment frequently language neighbour programme restaurant secretary shoulder

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 3	'i' spelt with a y	**Past tense simple and past progressive revision -add hand actions**	criticise harass recognise queue develop recommend persuade rhyme occupy
Week 4 Revision block	tious cious	**cial tial**	tion ant ation
Week 5 Revision block	ent ment	**Soft c g (I e y) + ence**	+ ance
Summer 1 Week 6 Revision block	able	**able ible**	ably ibly

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Week 7 Revision block	+ s + r +ed r+ing r+al	**ie -long 'I' ie -long 'e' ei -long 'e' I before e except after c**	ough
Week 8 Revision block	silent letters	**ch -k sh**	prefixes

Word list for Years 5 and 6: Many of these words can be used for practice in adding suffixes.

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

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 criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment **Conscience* and *conscious* are related to *science* – all come from the Latin word meaning	equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) 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 relevant restaurant rhyme rhythm sacrifice secretary shoulder sincere(ly) soldier stomach sufficient suggest	symbol system temperature thorough twelfth variety vegetable vehicle yacht

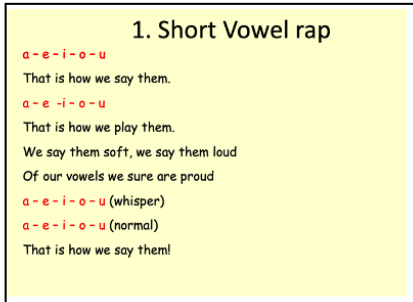
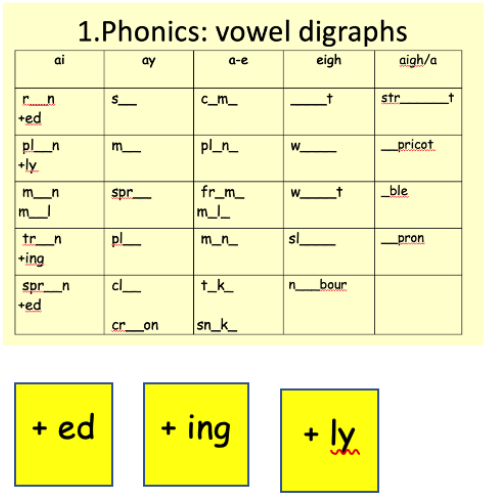
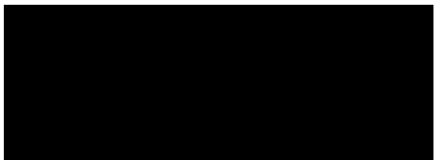
	'to know'. *Conscience* is simply *science* with the prefix *con–* added. *Conscious* also contains the 'sci' of *science*.				

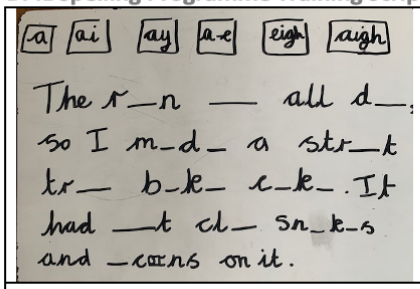
Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPiL Spelling Programme Training Script

	**Day 1. Phonic day** **Call and response 'a _ e _ i _o _ u _'** (Mouth ready- demo each sound correctly) Say it – children repeat it –watch them form the sound.... Sing short vowel song -pointing to each vowel as you all sound them. ***BUT once they know the song by heart, point to the short vowels out of order so they are looking and matching the correct short vowel**
	**Display next slide of phonic spelling to practise:** Sound out: all the 'a' family -notice that they all sound the same but that they are spelt differently. Sound talk and read some form first column –'ai' Add short date and model how to spell/write them-**sounding as they write-then add sound buttons. (Write as a list).** Children write quick list –repeat for all columns – add sound buttons –focus on the columns that are trickier –e.g., the split digraph –ripped a-e on a post it note to model how to sound talk it and read it and then spell it. TIMED –NOT ALL WILL FINISH (do at least 3 from each). **(If finished –extension for quick groups –add suffixes on post it notes on their table to add to some of the words –ing ed ly ful....)**
	**Dictation: Blank screen (lowers can see their lists –others cover with a piece of card)** **Press B on your keyboard to blank screen (works if in presentation mode!)** Say, "I am going to tell you when to use a capital

	**Differentiation for lowest 20%** **TA or teacher to support using a whiteboard and prompting . TA/teacher must not speak or over correct -let them make mistakes....**
1 Dictation The rain fell all day, so I made a straight tray bake cake. It had eight clay snakes and acorns on it. Then I sprayed it with apricot jam. It weighed a lot.	**Reveal dictation** and children tick above every word if correct –fix those which aren't... **Dyslexic children must have a copy of the slide – in front of them –hover over children who cannot self-correct.**
2. Past tense sounds like 'd t id 1. Many verbs + ed: walk – walk__; croak –croak__; saunter____; explain___ 2. Verbs ending in e – Drop the e + ed: love – loved; amble-; argue 3. verbs ending in Y – Change the y to an i + ed: cry – cried; try_; carry 4. CVC verbs – double final consonant + ed: hopped; travel; commit	**Day 2: Rules and patterns day** Teach it –add actions -practise –write them –chant the rules as they write the verbs when adding ed. Write them in their books –practise –say rules as they write.... Dictation –as above (help by actions.... Mark as above
	**Dictation: Blank screen (lowers can see their lists –others cover with a piece of card)** **Press B on your keyboard to blank screen (works if in presentation mode!)** Say, "I am going to tell you when to use a capital letter and where to put punctuation. I am going to read three words at a time for you to write – **I will help you by pronouncing the 'd' 't' and 'id' for each past tense verb.** When finished the whole dictation: Read it all the way through-with the children touching each word to check they haven't missed out any words or punctuation. They can edit as you read it.

ary School

rogramme of Study

2026-2027

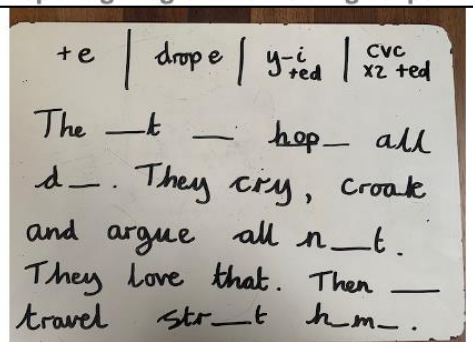
DPiL Spelling Script: For Years 2-6

- 3 days: Phonics, rules and patterns, CEWs
- Send home CEW chart the week before
- Change practise chart and dictation into school font that models cursive writing

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027



Differentiation for lowest 20%

TA or teacher to support using a whiteboard and prompting . TA must not speak or over correct - let them make mistakes....

Can you add these suffixes to **some** of your words? Is there a rule you need to use?

+ ed	+ ing

What do we have to do to the regular verb when we add *-ed*?			
1. Just add **+ ed**	2. CVC **Double the final consonant + ed**	3. Ending in e **Drop the 'e' + ed**	4. ending in Y **Change y to an i + ed**
What do we have to do to the regular verb when we add *-ing*?			
1. Just add **+ ing**	2. CVC **Double the final**	3. Ending in e **Drop the 'e'**	Irregular

School

amme of Study

-2027

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

DPIL Spelling ideas for extensions

Downloadable version in spelling folder (C)

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Can you add these suffixes to **some** of these adjectives? Is there a rule you need to use?

+ er	+ est

What do we have to do **adjectives** when we add -*er* *est*			
1. Just add + er est	2. Adj with a CVC **Double the final consonant** **+ er est**	3. Adj ending in **e** **Drop the 'e'** **+ er est**	4. Adj ending in **y** **Change the y to an i + er est**

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Can you add these suffixes to **some** of these words? Is there a rule you need to use?

+ ly

+ ous

+ un

(means not)

+ dis

(a negative)

+ mis

(means again/back)

+ re

(means again/back)

+ sub

(means under)

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

Spelling Mat for Parents

Say it slowly, sound it out "Say the word slowly, counting one finger for each sound you hear. **Repeat it, recording each sound as you hear it."**	**Imaginary Phoneme Frames** "Slide one finger into each box of an imaginary phoneme frame while saying the word slowly, to help you to hear and record each sound."	**Check – does it look right?** "Write the word down." "Check – does it look right?" "Is there any part of the word you think you need to change?"
Syllables Clap or tap the beats of a word to break it into smaller, manageable chunks: Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion	**Mind Photos – when a word is not phonetic** "Take a picture of the word, framing it with your fingers. Once you've clicked, say the letter names out loud. Either turn around and write it down or carry it into another room and then write it down"	**Analogy – Sounds like…** Think of a word that rhymes with the word you want to spell e.g. ball - all "I think you can spell 'ball'. Try and use it to help you write 'all'."
Root word+pattern/rule smile + ing = smiling (drop the e) cry + ed = cried (change the y to i) hop + ing = hopping (short vowel/single	**Mnemonics** said – Sally Ann is dancing -ough- o u get her -ould – o u love duck	**Look it up** Use dictionary or spell checker to find your word!!

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027

My Own Spelling Detective Chart

My mistake	Correction	I spelt it like it sounded	I used the wrong homophone	I forgot the spelling rule	I added an extra letter or missed out a letter

Grove Primary School

Spelling Policy and Programme of Study

Y2 – Year 6 2026-2027