

Phonics and Spelling Pace and Progression

At the Acorn Federation we believe that learning to read fluently allows children to access learning in all subjects and reading for pleasure stimulates children's imaginations and expands their understanding of the wider world. We support all of our children to become fluent and confident readers who can apply their knowledge and skills in a wide range of situations.

In order for our children to achieve this, staff at the Acorn Federation will use the All Aboard Systematic, Synthetic, Phonics Programme. Staff promote a love of reading by regularly sharing stories and reading aloud to the children, encouraging reading at home and having a comprehensive and engaging library. We promote a love of writing by using exciting stimulus and topics. Through daily phonics teaching, we ensure all children make progress in phonics and all staff will have high expectations of the children when applying these skills to their reading and writing.

Research shows that when phonics is taught in a structured and systematic way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching children to read and spell.

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year R	Phase 2	Phase 3		Phase 4	Consolidation	
Year 1	Phase 5					
Year 2	No Nonsense Spellings					
Year 3						
Year 4						
Year 5						
Year 6						

Phonics progression is measured half termly in order to identify gaps in children's knowledge. These gaps are then filled during carefully planned interventions. However, if it becomes apparent that children require additional support prior to the half termly assessment, interventions will be planned accordingly.

Children are grouped according to the phonics phase they are working on. However, these groups can be flexible if, for example, children make accelerated progress or require more practise in a particular phase.

Phonics and Spelling Pace and Progression

Reception

Week of year	Phonic Phase	Week	Phonemes	Tricky Words	This Year – 2022/23	
					Term	Week
Week 1	Phase 2	1	Baseline Assessments s, a, t, p		Autumn 1	1
Week 2		2	i, n, m, d			2
Week 3		3	g, o, c, k	the to and is		3
Week 4		4	ck, e, u, r			4
Week 5		5	h, b, f, l double consonants	I go no of		5
Week 6	Phase 3	1	j, v, w, x			6
Week 7		2	y, z qu	we me be		7
Week 8			Revision / Assessment			8
Week 9		3	sh, ch, th, ng	he she	Autumn 2	1
Week 10		4	ai, ee, igh, oa	was my		2
Week 11		5	oo, ar, or	live		3
Week 12		6	ur, ow, oi	you		4
Week 13		7	ear, air, er	they		5
Week 14		8	Revision	are		6
Week 15		9	Revision / Assessment			7
Week 16		10	Revision	all	Spring 1	1
Week 17		11	Revision	what		2
Week 18		12	Revision			3
Week 19	Phase 4	1	CVCC	said so	Spring 1	4
Week 20		2	Revision / Assessment			5
Week 21		3	CCVC	have	Spring 2	1
Week 22		4	Revising two syllable words			2
Week 23		5	Revision			3
Week 24		6	Revision			4
Week 25			Revision / Assessment			5
Week 26			Consolidation Staff will ensure pupils are able to use the GPCs taught in both their reading and writing.		Summer 1	6
Week 27						1
Week 28						2
Week 29						3
Week 30						4
Week 31						5
Week 32						6
Week 33					Summer 2	1
Week 34						2
Week 35						3
Week 36						4
Week 37						5
Week 38						6
Week 39						7

Phonics and Spelling Pace and Progression

Year One

Week of academic year	Phonic Phase	Week	Phonemes	Tricky Words / High Frequency Words	This Year – 2022/23	
					Term	Week
Week 1	Phase 5: Unit 1 New Graphemes	1	ay, ou, ie, ea	Mr, Mrs, Ms	Autumn 1	1
Week 2		2	oy, ir, ue, aw	their people oh there		2
Week 3		3	wh, ew, oe	looked asked called		3
Week 4		4	au, ey, i_e, o_e	could should would		4
Week 5		5	a_e, u_e, e_e, ph			5
Week 6	Phase 5: Unit 2 Reading Focus	7	Alternative phonemes <a> and <y>	the to said eye	Autumn 1	6
Week 7		8	Alternative phonemes <c> and <ch>	he of know was you		7
Week 8		6	Revision / Assessment			8
Week 9		9	Alternative phonemes <ea> and <ear>	they on she is for	Autumn 2	1
Week 10		10	Alternative phonemes <ey> and <g>	at his but that with		2
Week 11		11	Alternative phonemes <i> and <ie>	all we can are great		3
Week 12		12	Alternative phonemes <o> and <oo>	her my her what says		4
Week 13		13	Alternative phonemes <ou> and <ow>	out this have went be		5
Week 14		14	Alternative phonemes <s> and <th>	like some so not then		6
Week 15		16	Revision / Assessment			7
Week 16	Phase 5: Unit 3 Spelling Focus	15	Alternative phonemes <u> <ue> and <u_e>	were go little as no	Spring 1	1
Week 17		17	Alternative graphemes for /ai/	down dad big when it's		2
Week 18		18	Alternative graphemes for /ee/ and three syllabul words	see word very look don't		3
Week 19		19	Alternative graphemes for /igh/ and compound words	come will into back from		4
Week 20			Revision / Assessment			5
Week 21		20	Alternative graphemes for /oa/	children him which get just	Spring 2	1
Week 22		21	Alternative graphemes for long-/oo/ /ue/ and /oy/	now came oh about got		2
Week 23		22	Alternative graphemes for short-/oo/ and /ow/	any friend laugh today want		3
Week 24		23	Alternative graphemes for /or/ and /o/	their people your put could		4
Week 25		24	Alternative graphemes for /er/ and /ear/	house old too buy day		5
Week 26			Revision / Assessment			6
Week 27		25	Alternative graphemes for /air/ and /ar/		Sum mer	1

Phonics and Spelling Pace and Progression

Week 28		26	Vowel GPCs Revision / Assessment			2
Week 29		27	Alternative graphemes for /ch/ /f/ /j/ and /k/	made time I'm if help		3
Week 30		28	Alternative graphemes for /m/ /n/ and /ng/	mouse called here off asked		4
Week 31		29	Alternative graphemes for /r/ /sh/ and /s/	who where how saw make		5
Week 32			Revision / Assessment			6
Week 33		30	Alternative graphemes for /w/ and /v/	again many two different work		1
Week 34	Phase 5: Unit 4 Word Endings	31	Consonant GPCs Revision / Assessment		Summer 2	2
Week 35		32	<s> <es> and <ies> endings and <un> prefix	thought through though because shoe		3
Week 36		33	<er> <est> <ed> and <ing> endings	water please whole hour busy		4
Week 37		34	Revision / Assessment			5
Week 38				Consolidation		6
Week 39			Staff will ensure pupils are able to use the GPCs taught in both their reading and writing.			7

Year 2

Autumn	Spring	Summer
<p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt 'ge' and 'dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to 	<p>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /b/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing Have a go Using the working wall to find correct spellings of</p>	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know</p> <p>Proofreading After writing, secure routines for proofreading: Use a reliable source</p>

Phonics and Spelling Pace and Progression

<p>check their spelling at the proofreading stage.</p> <ul style="list-style-type: none"> • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings</p> <p>Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way 	<p>high frequency and common exception words</p> <p>Using an alphabetically-ordered word bank</p> <p>Proofreading:</p> <p>After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception / tricky words. • Use dictionary skills • Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and Practising spellings</p> <p>If not already introduced, introduce the use of spelling journals.</p> <p>Focus on learning of knowledge and patterns taught this term</p> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Segmentation • Look, Say, Cover, Write, Check • Using mnemonics • Saying the word in a funny way 	<p>(word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</p> <p>Check writing for mistakes in common exception or tricky words.</p> <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and practising spellings</p> <p>Secure learning routines with resources, for example spelling journals or environmental print.</p> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Writing in the air • Tracing over the word • Rainbow writing • Look, say, cover, write, check
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Year 3

Autumn	Spring	Summer
<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reinroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix 'ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of per- sonal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

Year 4

Autumn	Spring	Summer
<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ʃ/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists.

Phonics and Spelling Pace and Progression

		Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.
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Year 5

Autumn	Spring	Summer
<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ble'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils: Learn selected words taught in new knowledge</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

Phonics and Spelling Pace and Progression

<p>knowledge this term.</p> <ul style="list-style-type: none"> Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>this term.</p> <p>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</p> <p>Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	
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Year 6

Autumn	Spring	Summer
<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘ble/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new </p>	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending ‘-tial’ and ‘-cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. </p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. </p>

Phonics and Spelling Pace and Progression

<p>knowledge this term.</p> <ul style="list-style-type: none"> Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</p> <p>Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</p> <p>Learn words from personal lists</p> <p>Root words and meanings</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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