

Week	Phase 6 Affix	Base Word	Base Word and Affix Assessment; To be able to add correct suffix
Week 1 - 12	un- Prefix	Verb tie, do, load	Reverse meaning untie, undo, unload
		Adjective happy, safe, kind	Turn into opposite unhappy, unsafe, unkind
	dis- Prefix	Verb prove, obey, trust	Reverse meaning disprove, disobey, distrust
		Adjective honest, loyal	Turn into opposite dishonest, disloyal
	mis- Prefix	Verb spell, hear, manage	Meaning wrong or false misspell, mishear, mismanage
	-s / -es / -ies Suffix	Singular noun dress, pot, leaf, fly	Plural dresses, pots, leaves, flies
		Verb (as in I) eat, drink, push, carry	Verb (as in he, she, it) eats, drinks, pushes, carries
	-ing Suffix	Simple present tense hope, hop, cry	Present-continuous tense hoping, hopping, crying
	-ed Suffix	Simple present tense want, live, shred	Simple past tense (regular verbs) wanted, lived, shredded
	-er Suffix	Adjective big, hairy, cold	Comparative adjective bigger, hairier, colder
		Verb run, read, listen	Noun runner, reader, listener
	-est Suffix	Adjective big, hairy, cold	Superlative adjective biggest, hairiest, coldest
	-y Suffix	Noun hair, bone, fog	Adjective hairy, bony, foggy
	-ly Suffix	Adjective kind, loud, sudden	Adverb kindly, loudly, suddenly
		Noun week, month, hour	Adverb weekly, monthly, hourly
	-ness Suffix	Adjective happy, kind, cold	Noun happiness, kindness, coldness

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<b>Week 13 - 16</b>	-ment Suffix	Verb agree, entertain, amaze	Noun agreement, entertainment, amazement
	-ful Suffix	Noun thought, hope, beauty	Adjective thoughtful, hopeful, beautiful
	-less Suffix	Noun power, fear, penny	Adjective powerless, fearless, penniless
	-en Suffix	Adjective flat, loose, soft	Verb flatten, loosen, soften

	Phase 6 Proof Reading	Check and correct Use contractions where applicable
Task 1	I have a doll. she is nice but my friend's doll is niceer. I told my dad I wantid a new won and he sayed it wos too much money and I haved to wait until my birthday.	
Task 2	MI auntie lives in the biggest tower block in her town. She is always makeing cakes. I like siting on her deck, eattng her caiks and hairng her storys	

Phase	Progression	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Phase 6	<p>Working on:</p> <p>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p> <p>Recognising phonics irregularities and becoming more secure with less common grapheme-to-phoneme correspondences.</p>						
	<p>Expectations:</p> <p>To be able to segment spoken words into phonemes and to represent these with graphemes, spelling most words correctly and making phonically-plausible attempts at others.</p> <p>To be able to recognise new ways of spelling phonemes for which one or more spellings are already known and to learn more words with each spelling, including some common homophones (e.g. bare/ bear, blue/ blew, night/knight).</p>						
	<p>To apply further Year 2 spelling rules and guidance, which includes:</p> <p><b>Alternative Graphemes;</b></p> <ul style="list-style-type: none"> <li>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge huge) or spelt as 'g' or 'j' (e.g. magic adjust)</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock gnaw)</li> <li>the /r/ sound spelt 'wr' (e.g. write written)</li> <li>the /l/ or /əl/ sound spelt;                             <ul style="list-style-type: none"> <li>'le' - e.g. little middle</li> <li>'el' - e.g. camel tunnel</li> <li>'al' - e.g. metal hospital</li> <li>'il' - e.g. fossil nostril</li> </ul> </li> <li>the /aɪ/ sound spelt 'y' (e.g. cry fly July)</li> </ul>						

Phase	Progression	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Phase 6	<p><b>Suffixes and Spelling Rules;</b></p> <ul style="list-style-type: none"> <li>• adding the suffix <b>-es</b> to nouns and verbs ending in 'y', where the 'y' is changed to 'i' before the <b>-es</b> (E.g. <b>flies tries carries</b>)</li> <li>• adding the suffixes <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in 'y' (E.g. <b>skiing replied</b>) and knowing the exceptions to the rules.</li> <li>• adding the suffixes <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in 'e' with a consonant before it and knowing the exceptions to the rules.</li> <li>• adding <b>-ing -ed -er, -est</b> and <b>-y</b> to one syllable words ending in a single consonant letter after a single vowel letter.</li> </ul> <p><b>Prefixes;</b></p> <ul style="list-style-type: none"> <li>• <b>un</b> - meaning 'not' or the reverse (E.g. <b>unlucky unhappy</b>)</li> <li>• <b>dis</b> - meaning 'not' or the reverse / opposite (E.g. <b>disagree disappointed</b>)</li> <li>• <b>mis</b> - meaning wrong (E.g. <b>misunderstand misspell</b>)</li> </ul> <p>These are not in Phase 6 but are a requirement of the Year 3 spelling curriculum, therefore they can be introduced for reading and comprehension rather than spelling.</p>						