



## Phonics Handbook

**Overall Intent:** To ensure that our whole school approach to the teaching of Phonics enables ALL children to be readers and writers. All children access a rigorous, thoughtfully planned phonics programme that is delivered consistently throughout the school by staff. Our methods and resources are embedded within our programme ensuring that children are exposed to a consistent phonics education. This consistency enables children to build on previous learning whilst consolidating their knowledge and application skills. All staff are well trained and receive regular CPD and support from the English Leader and Phonics Leader to ensure they are confident to deliver our school Phonics Programme. Our approach creates enthusiasm and passion, amongst staff and children, for their love of reading and writing.

### **Our Whole School Aims**

Aims for Children- to give the children the skills to be able to read and write independently. Allowing them to develop a sense of success in their own ability through a consistent approach to teaching across our whole school.

Aims for staff – to give staff the expertise and understanding through training to be able to teach to a high standard, developing the skills and strategies used in reading and writing. The staff's enthusiasm and passion for learning will be shown in the consistent approach in all year groups.

Aims for parents – to give parents the knowledge and understanding as well as the skills and strategies to allow a consistent approach at both school and home.

### **Overview of phonics**

At Nursteed Community Primary School we have a rigorous, systematic approach to delivering phonics to our children. This begins as soon as children enter our Reception class and continues throughout school. We follow the Sounds-Write phonics programme, and have created planning for each week of each unit (including supporting resources). We have ensured that within each week of planning children have the opportunity to revisit previously taught spellings of sounds. Children's reading books are matched to their phonic ability, as they work through the phonic units. In addition pupils will have a book to read for pleasure, either independently or with an adult.

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**Progression sequence**

Our Phonics sequence of progression ensures that teachers have high expectations for coverage. Quality first teaching means that the scheme is rigorous and challenging. Phonics embeds Grapheme Phoneme Correspondence (GPC) knowledge whilst teaching children how to apply this to independent reading and writing. Rehearsing the application of known GPC's is at the core of our teaching sessions ensuring that all children make progress in every session.

**Error Correcting**

Uniform error corrections are given to children within Phonic lessons. These error corrections are then used across the curriculum and across the school, so that children are familiar with language used and quickly make corrections, self-edit and improve their work.

<b><u>Progression</u></b>	
<p><b>Initial Code:</b> <u>Early Years - Reception</u></p> <p><b>Skills</b> - Children are taught the skills of segmenting, blending and sound manipulation. Children are explicitly taught that words are made up of sounds, and how these sounds are represented, by offering simple, physical locational cues.</p> <p><b>Knowledge</b> – Children are taught that sounds can be represented by letters (spellings), beginning with single letter spellings (units 1-6). While Sounds-Write works on the principle that ALL words, even those considered 'tricky' by other schemes, are decodable, within the Initial Code children are taught a first 26 High Frequency words explicitly so that they can access texts and begin to spell these words correctly. In unit 7 children begin to learn that sounds can be represented by spellings of two letters. This learning continues in unit 11 (and is practiced in units 8-10). Within units 8-10 children learn to blend, segment and manipulate words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CVCCC words).</p> <p><b>Rehearsal and consolidation</b> – As children progress through the units it is ensured that they have ample opportunity to revisit previously learned spellings over and over again until their phonemic skills become totally automatic.</p> <p><b>Timing and pace</b> – As the children have such regular opportunities for rehearsal and consolidation it is unnecessary to demand 100% accuracy at the end of each unit, before allowing the children to move on. 75% to 80% accuracy is</p>	<p>Unit 1: a, i, m, s, t            Unit 2: n, o, p            Unit 3: b, c, g, h            Unit 4: d, e, f, v            Unit 5: k, l, r, u            Unit 6: j, w, z            Unit 7: x, y, ff, ll, ss, zz            Unit 8: VCC and CVCC words            Unit 9: CCVC words            Unit 10: CCVCC, CVCCC and CCCVC            Unit 11: sh, ch, th, ck, wh, ng, q and u</p>

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sufficient to ensure that pupils can progress to the next unit.	
<p><b>Extended Code: <u>Years 1 and 2</u></b></p> <p>When beginning Extended Code children will already be able to blend, segment and manipulate sounds, use adjacent consonants, and know the concept of ‘two letters, one sounds’.</p> <p><i>For children who are not secure in these sounds, or in the recognition of Initial Code spellings, interventions will be put in place to ensure gaps are filled as the children keep up their Extended Code learning with the rest of the class.</i></p> <p><b>Knowledge and Progression</b> – When teaching the Extended Code we begin by teaching the children that a target sound can have multiple spellings. Each explicit unit that is taught focuses on one sound, and is taught over a two-week period. There are 11 non-explicit units which are woven into others (Using Lesson 10 – One Spelling, Different Sounds), this teaches the children the concept that one spelling can represent more than one sounds (for example &lt;ea&gt; can represent the sounds /ee/, /ae/ and /e/). These units are shown in the right-hand column in red. The sounds and spellings are presented in the order which allows pupils to read the greatest number of words as early as possible. Some sounds have an earlier unit which teaches the ‘first spellings’ (those most common), and a later unit which teaches ‘more spellings’ which are less common.</p> <p><b>Session content and sequence</b> – Every lesson begins with ‘Word Puzzles’. Within this section children learn to blend and segment, read and write, words with the different spellings of the target sounds. This is always followed by ‘One Sound, Different Spellings’ reading and writing words, and sorting them into the spellings of the sound.</p> <p>The third section of each session either: reviews a sound that has previously been taught, reading and writing words, and sorting them by the spelling of the sound; reviews the current unit, or a previous unit sound, using ‘Seek the Sound’, looking for the sound and it’s spellings in a text; Or teaches the non-explicit units ‘One Spelling, Different Sounds’.</p> <p>At the end of each lesson children alternately read or write sentences.</p> <p><b>Rehearsal and consolidation</b> – The children’s conceptual understanding grows with repeated exposure and through sensory manipulation of the material we are working with. For this reason the more practical and verbal the activities the more they are able to remember what has been taught.</p>	<p><b>Unit 1:</b> /ae/ - &lt;ai, ay, ea, a-e&gt; (first spellings)</p> <p><b>Unit 2:</b> /ee/ - &lt;e, ea, ee, y&gt; (first spellings)</p> <p><b>Unit 3:</b> &lt;ea&gt; - /ae, ee/</p> <p><b>Unit 4:</b> /oe/ - &lt;o, oa, ow, oe, o-e&gt; (first spellings)</p> <p><b>Unit 5:</b> &lt;o&gt; - /oe, o/</p> <p><b>Unit 6:</b> /er/ - &lt;er, ir, or, ur&gt; (first spellings)</p> <p><b>Unit 7:</b> /e/ - &lt;ea, ai, e&gt;</p> <p><b>Unit 8:</b> /ow/ - &lt;ou, ow&gt;</p> <p><b>Unit 9:</b> &lt;ow&gt; - /oe, ow/</p> <p><b>Unit 10:</b> /oo/ as in moon - &lt;oo, ew, ue, o, u-e&gt; (first spellings)</p> <p><b>Unit 11:</b> /ie/ - &lt;i, ie, y, i-e, igh&gt;</p> <p><b>Unit 12:</b> /oo/as in book - &lt;oo, u, oul&gt;</p> <p><b>Unit 13:</b> &lt;oo&gt; - /oo/ as in moon, /oo/ as in book</p> <p><b>Unit 14:</b> /u/ - &lt;u, ou, o&gt;</p> <p><b>Unit 15:</b> &lt;ou&gt; - /u, ow, oo (moon)/</p> <p><b>Unit 16:</b> /s/ - &lt;s, ss, st, c, ce, se, sc&gt;</p> <p><b>Unit 17:</b> &lt;s&gt; - /s, z/</p> <p><b>Unit 18:</b> /l/ - &lt;l, ll, al, el, il, le, ol&gt;</p> <p><b>Unit 19:</b> /or/ - &lt;or, aw, a, ar, au, al&gt; (first spellings)</p> <p><b>Unit 20:</b> /air/ - &lt;air, are, ear, ere, eir, ayer, ayor&gt;</p> <p><b>Unit 21:</b> /ue/ - &lt;ue, ew, u, u-e&gt;</p>

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**Timing and Pace** – All children begin to learn Extended Code on Day 1 of Year 1. This should not be delayed for any child, even if gaps are evident in their 'Initial Code' knowledge. This can be filled with intervention outside of the whole class lesson, words within lessons can be differentiated to meet their needs, and scaffolding put in place to ensure that they keep up.

**Extended Code:** Key Stage 2 (Years 3 -6)

When children move on to Key Stage 2 they continue to learn the Extended Code, revisiting each unit, one unit per week. In this way year group covers all 49 units over the course of the year.

*Children who have gaps in prior knowledge receive intervention to ensure they fill these gaps. Within lessons content is differentiated, and scaffolding put in place to ensure that all children 'keep up'.*

**Knowledge and Progression** – Progression in Key Stage 2 is delivered through progressive word lists for each unit. As the children move through Key Stage 2 word complexity increases with multisyllabic and less common spellings. These word lists also incorporate the word list set out in the National Curriculum for years 3-4 and 5-6. These can be found in Appendix 1.

**Session content and sequence** – Phonics sessions in KS2 are delivered on a two-week rolling cycle of 4 sessions per week, within which children cover one unit each week. In the same way as in Years 1 and 2 non-explicit units are woven into others (seen in the right-hand column in red). Lessons in KS2 follow this cycle:

Week 1

**Day 1:** Word Puzzles (blend and segment, read and write, words with the target sound); One Sound, Different Spellings (reading, writing and sorting words according to the spelling of the target sound); Sounds review (revisiting a previously taught sound).

**Day 2:** Word Puzzles; Seek the Sound (finding a given sound in a text); Building Polysyllabic words (sound level).

**Day 3:** Word Puzzles; One Sound, Different Spellings; Reading Polysyllabic words (sound level).

**Day 4:** One Spelling, Different Sounds (reading, writing and sorting words according to the different sounds represented by a single sound).

**Unit 22:** <ew> - /oo (moon), ue/

**Unit 23:** /oy/ - <oi, oy>

**Unit 24:** /ar/ - <ar, a, al, au>

**Unit 25:** /o/ - <o, a>

**Unit 26:** <a> - /a, o, ae, ar/

**Unit 27:** /ae/ - <ai, ay, ea, a-e, a, ei, ey, eigh> (more spellings)

**Unit 28:** /d/ - <d, dd, ed>

**Unit 29:** /ee/ - <e, ee, ea, y, ey, ie, i> (more spellings)

**Unit 30:** /i/ - <l, ui, y>

**Unit 31:** <y> - /y, l, ie, ee/

**Unit 32:** /oe/ - <oe, o-e, ow, oa, ou, ough, o> (more spellings)

**Unit 33:** /n/ - <n, nn, ne, gn, kn>

**Unit 34:** /er/ - <ar, er, ir, or, ur, ear, our> (more spellings)

**Unit 35:** /v/ - <v, vv, ve>

**Unit 36:** /oo/ as in moon - <oo, ew, u, ue, u-e, ui, ou, ough> (more spellings)

**Unit 37:** /j/ - <j, g, ge, dge>

**Unit 38:** /g/ - <g, gg, gh, gu>

**Unit 39:** <g> - /j, g/

**Unit 40:** /f/ - <f, ff, gh, ph>

**Unit 41:** <gh> - /f, g/

**Unit 42:** /m/ - <m, mm, mb, mn>

**Unit 43:** /or/ - <oar, ore, our, augh, ough> (more spellings)

**Unit 44:** /h/ - <h, wh>

**Unit 45:** /k/ - <c, k, ck, ch, cc> (more spellings)

**Unit 46:** /r/ - <r, rr, rh, wr>

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<p><u>Week 2</u></p> <p><b>Day 1:</b> Word Puzzles; One Sound, Different Spellings; Sounds review.</p> <p><b>Day 2:</b> Word Puzzles; Seek the Sound; Building Polysyllabic words (syllable level).</p> <p><b>Day 3:</b> Word Puzzles; One Sound, Different Spellings; Reading Polysyllabic words (sound/syllable level).</p> <p><b>Day 4:</b> One Spelling, Different Sounds.</p>	<p><b>Unit 47:</b> /t/ - &lt;t, tt, bt, te&gt;</p> <p><b>Unit 48:</b> /z/ - &lt;z, ze, zz, s, se, ss&gt;</p> <p><b>Unit 49:</b> /eer/ - &lt;eer, ere, ear&gt;</p>
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All sessions must be fast-paced, rigorous, challenging with a high expectation and no longer than 30 minutes. Initially in the reception year, the sessions may be broken down into shorter sessions over the day until the children are 'trained' in the routines of a phonics session and can maintain concentration for the full thirty minutes.

**Year Group Progression- Medium Term plans****EYFS Year/Initial Code Objectives: -****Skills:**

- Segment words for writing and spelling the words accurately in each unit.
- Blend sounds for reading the words in each unit

**Knowledge:**

- That sounds are represented by letters/spellings
- The spellings in each unit and the sounds they represent
- A sound can be represented by two letters

**Autumn**

<b><u>Week</u></b>	<b><u>Unit and spellings</u></b>
<b>1</b>	Unit 1: a, i, m, s, t
<b>2</b>	Unit 1: a, i, m, s, t
<b>3</b>	Unit 1: a, i, m, s, t
<b>4</b>	Unit 1: a, i, m, s, t
<b>5</b>	Unit 2: n, o, p
<b>6</b>	Unit 2: n, o, p
<b>7</b>	Unit 2: n, o, p
<b>8</b>	Unit 3: b, c, g, h
<b>9</b>	Unit 3: b, c, g, h
<b>10</b>	Assessment Time (units 1-3)

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<b>11</b>	Unit 4: d, e, f, v
<b>12</b>	Unit 4: d, e, f, v

**Spring**

<b><u>Week</u></b>	<b><u>Unit and spellings</u></b>
<b>1</b>	Unit 5: k, l, r, u
<b>2</b>	Unit 5: k, l, r, u
<b>3</b>	Unit 6: j, w, z
<b>4</b>	Unit 6: j, w, z
<b>5</b>	Assessment (Units 1-6)
<b>6</b>	Unit 7: x, y, ff, ll, ss, zz
<b>7</b>	Unit 7: x, y, ff, ll, ss, zz
<b>8</b>	Unit 8: VCC and CVCC words
<b>9</b>	Unit 8: VCC and CVCC words
<b>10</b>	Unit 9: CCVC words
<b>11</b>	Unit 9: CCVC words
<b>12</b>	Assessment (Units 1-9)

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**Summer**

<u>Week</u>	<u>Unit and spellings</u>
<b>1</b>	Unit 10: CCVCC, CVCCC and CCCVC
<b>2</b>	Unit 10: CCVCC, CVCCC and CCCVC
<b>3</b>	Unit 11: sh, ch, th, ck, wh, ng, q and u
<b>4</b>	Unit 11: sh, ch, th, ck, wh, ng, q and u
<b>5</b>	Unit 11: sh, ch, th, ck, wh, ng, q and u
<b>6</b>	Unit 11: sh, ch, th, ck, wh, ng, q and u
<b>7</b>	Phonics Assessment (units 1-11)
<b>8</b>	Phonics Assessment (units 1-11)
<b>9</b>	Revisit, revise and apply
<b>10</b>	Revisit, revise and apply
<b>11</b>	Revisit, revise and apply
<b>12</b>	Revisit, revise and apply

**Year 1 Objectives: -****Year 1 Extended Code Objectives: -**

## Skills:

- Segment: to spell the words containing the target sound.
- Blend: to read words containing the target sound.
- Manipulate: alternative sounds in and out of words

## Knowledge:

- That a sound can be represented by more than one spelling.
- The most common spellings which represent the target sound.

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- A spelling can represent more than one sound.
- The most common sounds represented by the target spelling.

### Autumn

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 1 /ae/ first spellings
2	Unit 1 /ae/ first spellings
3	Unit 2 /ee/ first spellings
4	Unit 2 /ee/ first spellings
5	Unit 4 /oe/ first spellings
6	Unit 4 /oe/ first spellings
7	<b>Assessments</b> (units 1-4)
8	Unit 6 /er/ first spellings
9	Unit 6 /er/ first spellings
10	Unit 7 /e/
11	Unit 7 /e/
12	Unit 8 /ow/

### Spring

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 8 /ow/
2	Assessments (units 1-8)
3	Unit 10 /oo/ as in moon
4	Unit 10 /oo/ as in moon
5	Unit 11 /ie/
6	Unit 11 /ie/
7	Unit 12 /oo/ as in book
8	Unit 12 /oo/ as in book
9	Assessments (units 1-12)
10	Unit 14 /u/

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<b>11</b>	Unit 14 /u/
<b>12</b>	Unit 16 /s/

## Summer

<u>Week</u>	<u>Unit and spellings</u>
<b>1</b>	Unit 16 /s/
<b>2</b>	Unit 18 /l/
<b>3</b>	Unit 18 /l/
<b>4</b>	Assessments (Units 1-18)
<b>5</b>	Unit 19 /or/ first spellings
<b>6</b>	Unit 19 /or/ first spellings
<b>7</b>	Unit 20 /air/
<b>8</b>	Unit 20 /air/
<b>9</b>	Unit 21 /ue/
<b>10</b>	Unit 21 /ue/
<b>11</b>	Assessments (Unit 1 – 21)
<b>12</b>	Assessments (Unit 1 – 21)

**Year 2 Extended Code Objectives: - NB: 2022-2023 the children in Year 2 began Sounds-Write in June 2022 (Year 1), so this year they have begun at Unit 4. The following progression chart will be true from September 2023.**

### Skills:

- Segment: to spell the words containing the target sound.
- Blend: to read words containing the target sound.
- Manipulate: alternative sounds in and out of words

### Knowledge:

- That a sound can be represented by more than one spelling.
- The most common spellings which represent the target sound.

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- A spelling can represent more than one sound.
- The most common sounds represented by the target spelling.

### Autumn

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 23 /oy/
2	Unit 23 /oy/
3	Unit 24 /ar/
4	Unit 24 /ar/
5	Unit 25 /o/
6	Unit 25 /o/
7	Assessment (Units 1 – 25)
8	Unit 27 /ae/ More spellings
9	Unit 27 /ae/ More spellings
10	Unit 28 /d/
11	Unit 28 /d/
12	Unit 29 /ee/ more spellings

### Spring

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 29 /ee/ more spellings
2	Assessments (Units 1 – 29)
3	Unit 30 /i/
4	Unit 30 /i/
5	Unit 32 /oe/ more spellings
6	Unit 32 /oe/ more spellings
7	Unit 33 /n/
8	Assessments (Units 1-33)
9	Unit 34 /er/ more spellings
10	Unit 35 /v/

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<b>11</b>	Unit 36 /oo/ as in moon – more spellings
<b>12</b>	Unit 37 /j/

**Summer**

<u>Week</u>	<u>Unit and spellings</u>
<b>1</b>	Unit 38 /g/
<b>2</b>	Unit 40 /f/
<b>3</b>	Unit 42 /m/
<b>4</b>	Assessments (Unit 1-42)
<b>5</b>	Unit 43 /or/ more spellings
<b>6</b>	Unit 44 /h/
<b>7</b>	Unit 45 /k/
<b>8</b>	Unit 46 /r/
<b>9</b>	Unit 47 /t/
<b>10</b>	Unit 48 /z/
<b>11</b>	Unit 49 /eer/
<b>12</b>	<b>Assessments (Unit 1-49)</b>

**Year 3 - 6 Extended Code Objectives: -**

## Skills:

- Segment: to spell the words containing the target sound.
- Blend: to read words containing the target sound.
- Manipulate: alternative sounds in and out of words

## Knowledge:

- That a sound can be represented by more than one spelling.
- The most common spellings which represent the target sound.

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- A spelling can represent more than one sound.
- The most common sounds represented by the target spelling.

### Autumn

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 1 and 27 /ae/ first and more spellings
2	Unit 2 and 29 /ee/ first and more spellings
3	Unit 4 and 32 /oe/ first and more spellings Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
4	Unit 6 and 34 /er/ first and more spellings
5	Unit 7 /e/
6	Unit 8 /ow/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
7	Unit 10 /oo/ as in moon
8	Unit 11 /ie/
9	Unit 12 /oo/ as in book Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
10	Unit 14 /u/
11	Unit 16 /s/
12	Unit 18 /l/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.

### Spring

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 19 and 43 /or/ first and more spellings
2	Unit 20 /air/
3	Unit 21 /ue/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
4	Unit 23 /oy/
5	Unit 24 /ar/
6	Unit 25 /o/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
7	Unit 28 /d/
8	Unit 30 /i/
9	Unit 33 /n/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.

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10	Unit 35 /v/
11	Unit 37 /j/
12	Unit 38 /g/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.

## Summer

<u>Week</u>	<u>Unit and spellings</u>
1	Unit 40 /f/
2	Unit 42 /m/
3	Unit 44 /h/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
4	Unit 45 /k/
5	Unit 46 /r/
6	Unit 47 /t/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
7	Unit 48 /z/
8	Unit 49 /eer/ Assess lowest 20% and children vulnerable to underachievement at the end of this unit.
9	<b><u>Assess, recap and revisit</u></b>
10	<b><u>Assess, recap and revisit</u></b>
11	<b><u>Assess, recap and revisit</u></b>
12	<b><u>Assess, recap and revisit</u></b>

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**Appendix 1:****KEY STAGE 2 Sounds Write word lists**

Unit 27 Sound /ae/ More spellings

(Unit 1 Sound /ae/ First spellings)

Year 3 Purple group	Year 3 Red group
Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>	Unit 1 Sound /ae/ First spellings <ai> <ay> <ea> <a-e>
play rain gate great apron reign grey eight eighth braking painful caveman daybreak	say play spray rain pain drain gate make game great break steak
Year 4	Year 4
Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>	Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>
rainbow remain decay Monday breaktime greatest	play rain gate great apron reign

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grateful skatepark papercut amiable reindeer disobey weight eighteen	grey eight eighth braking painful caveman daybreak
Year 5	Year 5
Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>	Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>
unafraid payable yesterday breakable persuade accommodate invasion newsagent unveil survey neighbour straight	rainbow remain decay Monday breaktime greatest grateful skatepark papercut amiable reindeer disobey weight eighteen
Year 6	Year 6
Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>	Unit 27 Sound /ae/ <ai> <ay> <ea> <a-e> <a> <ei> <ey> <eigh>
drainage	unafraid

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multilayered unbreakable persuadable straightaway investigate exaggerate relationship accommodation beige convey neighbourhood	payable yesterday breakable persuade accommodate invasion newsagent unveil survey neighbour straight
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Unit 29 Sound /ee/ more spellings  
 (Unit 2 Sound /ee/ first spellings)

Year 3 Purple group	Year 3 Red group
Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>	Unit 2 Sound /ee/ First spellings <e ea ee y>
between recent please breathe freeze disagree sunny probably donkey chimney shriek believe taxi material	be she he eat read please bee three freeze dolly sunny messy

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Year 4	Year 4
Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>	Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>
cartwheel displease breathe carefree cheesecake unhappy cheesy parsley honey mischief relief complete extreme bikini cheekier	between recent please breathe freeze disagree sunny probably donkey chimney shriek believe taxi material
Year 5	Year 5
Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>	Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>
beekeeper daydreamer disease	cartwheel displease breathe

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<p>committee exactly curiosity variety community honeysuckle journey misbelief achieve convenience develop immediate champion periscope</p>	<p>carefree cheesecake unhappy cheesy parsley honey mischief relief complete extreme bikini cheekier</p>
Year 6	Year 6
Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>	Unit 29 Sound /ee/ More spellings plus polysyllabic <e ea ee y ey ie i>
<p>beefeater undefeated onomatopoeia guarantee cacophony geography opportunity secretary dictionary necessary cemetery trolley moneybox development</p>	<p>beekeeper daydreamer disease committee exactly curiosity variety community honeysuckle journey misbelief achieve convenience immediate</p>

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mischievous vehicle overachieve immediately conscientious	champion periscope
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Unit 3 Spelling <ea> with sounds /ae/ and /ee/ - **Weave into other units. Not an independent unit**

Year 3 Purple group	Year 3 Red group
Unit 3 Spelling <ea> with sounds /ae/, /ee/ and /e/ plus polysyllabic words	Spelling <ea> with sounds /ae/, /ee/ and /e/
steak daybreak greatest eager leader teamwork breathable thread breath weather measure	break great steak tea sea clean leader head bread
Year 4	Year 4
Unit 3 Spelling <ea> with sounds /ae/, /ee/ and /e/ plus polysyllabic words	Spelling <ea> with sounds /ae/, /ee/ and /e/
breaktime greater breakable leadership beanbag	steak daybreak greatest eager leader

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heartbeat moonbeam threadbare headlight measurement beheaded	teamwork breathable thread breath weather measure
Year 5	Year 5
Unit 3 Spelling <ea> with sounds /ae/, /ee/ and /e/ plus polysyllabic words	Spelling <ea> with sounds /ae/, /ee/ and /e/
breakout greatened steakhouse underneath anteater beanstalks beneath measurements beaconing feather	breaktime greater breakable leadership beanbag heartbeat moonbeam threadbare headlight measurement
Year 6	Year 6
Unit 3 Spelling <ea> with sounds /ae/, /ee/ and /e/ plus polysyllabic words	Spelling <ea> with sounds /ae/, /ee/ and /e/
backbreaking breakages greatness	breakout greatened steakhouse

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beachcomber underneath cheapening bareheaded breastplate cleansers deafened	underneath anteater beanstalks beneath measurements beaconing feather
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Unit 32 Sound /oe/ More spellings  
 (Unit 4 Sound /oe/ First spellings)

Year 3 Purple group	Year 3 Red group
Unit 32 Sound /oe/ <o> <oa> <ow> <oe> <o-e> <ou> <ough>	Unit 4 Sound /oe/ First spellings <o> <oa> <ow> <oe> <o-e>
host volcano groan boast owner pillow oboe Joe alone stroke mouldy shoulder dough although	go so coat float grow slow know toe hoe home bone phone
Year 4	Year 4
Unit 32 Sound /oe/	Unit 4 Sound /oe/ First spellings

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<o> <oa> <ow> <oe> <o-e> <ou> <ough>	<o> <oa> <ow> <oe> <o-e>
notice possession occasionally lifeboat toaster flowchart crossbow potatoes tiptoe enclose suppose soul moulded doughnut furlough	host volcano groan boast owner pillow oboe Joe alone stroke mouldy shoulder dough although
Year 5	Year 5
Unit 32 Sound /oe/ <o> <oa> <ow> <oe> <o-e> <ou> <ough>	Unit 4 Sound /oe/ First spellings <o> <oa> <ow> <oe> <o-e>
programme profession soldier goalkeeper undercoat tomorrow pillowcase mistletoe dominoes telephone antelope bouquet poultry	notice possession occasionally lifeboat toaster flowchart crossbow potatoes tiptoe enclose suppose soul moulded

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soulmate	doughnut furlough
Year 6	Year 6
Unit 32 Sound /oe/ <o> <oa> <ow> <oe> <o-e> <ou> <ough>	Unit 4 Sound /oe/ First spellings <o> <oa> <ow> <oe> <o-e>
<p>pronunciation</p> <p>avocado</p> <p>portfolio</p> <p>unapproachable</p> <p>encroach</p> <p>widower</p> <p>Halloween</p> <p>photos</p> <p>tomatoes</p> <p>envelope</p> <p>episode</p> <p>shouldered</p> <p>boulder</p> <p>thoroughly</p>	<p>programme</p> <p>profession</p> <p>soldier</p> <p>goalkeeper</p> <p>undercoat</p> <p>tomorrow</p> <p>pillowcase</p> <p>mistletoe</p> <p>dominoes</p> <p>telephone</p> <p>antelope</p> <p>bouquet</p> <p>poultry</p> <p>soulmate</p>

### Unit 5 – Not an independent unit – weave into other units

Unit 5 Spelling <o> with sounds /o/ and /oe/

Year 3 Purple group	Year 3 Red group
Unit 5 Spelling <o> with sounds /o/ and /oe/	Unit 5 Spelling <o> with sounds /o/ and /oe/
<p>often</p> <p>opposite</p> <p>consider</p> <p>probably</p> <p>bookshop</p>	<p>go</p> <p>so</p> <p>yo-yo</p> <p>post</p> <p>old</p>

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hedgehog blog notice occasion hold post Congo outdo tempo	host most both blotch frog Bob nod on lost
Year 4	Year 4
Unit 5 Spelling <o> with sounds /o/ and /oe/	Unit 5 Spelling <o> with sounds /o/ and /oe/
continue popular promise possible postbox borrow monster protect only photo frozen nowhere motion lotion	often opposite consider probably bookshop hedgehog blog notice occasion hold post Congo outdo tempo
Year 5	Year 5
Unit 5 Spelling <o> with sounds /o/ and /oe/	Unit 5 Spelling <o> with sounds /o/ and /oe/
unpopular impossible	continue popular

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<p>bonanza discontinued foreign recognise recommend domino indigo profession vocalist opinion coconut local</p>	<p>promise possible postbox borrow monster protect only photo frozen nowhere motion lotion</p>
Year 6	Year 6
Unit 5 Spelling <o> with sounds /o/ and /oe/	Unit 5 Spelling <o> with sounds /o/ and /oe/
<p>environment correspond occupy monopoly occur conscience competition controversy ceremony disposable introduce locality aeronautics macaroni</p>	<p>unpopular impossible bonanza discontinued foreign recognise recommend domino indigo profession vocalist opinion coconut local</p>

(Unit 6 Sound /er/ first spellings  
Unit 34 Sound /er/ first spellings

Year 3 Purple group	Year 3 Red group
Unit 34 Sound /er/ <er> <ir> <or> <ur> <ar> <ear> <our>	Unit 6 Sound /er/ <er> <ir> <or> <ur>
adverb Germany skirt third worst worldwide purse church earth learner humour flavour	her verb germ girl bird shirt word work world hurt curl church
Year 4	Year 4
Unit 34 Sound /er/ <er> <ir> <or> <ur> <ar> <ear> <our>	Unit 34 Sound /er/ <er> <ir> <or> <ur> <ar> <ear> <our>
answer certain exercise interest underskirt thirteen wormer workshop burner furness earth	adverb Germany skirt third worst worldwide purse church earth learner humour

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<p>early heard calendar grammar regular armour rumoured centre</p>	<p>flavour</p>
<p>Year 5</p>	<p>Year 5</p>
<p>Unit 34 Sound /er/ &lt;er&gt; &lt;ir&gt; &lt;or&gt; &lt;ur&gt; &lt;ar&gt; &lt;ear&gt; &lt;our&gt;</p>	<p>Unit 34 Sound /er/ &lt;er&gt; &lt;ir&gt; &lt;or&gt; &lt;ur&gt; &lt;ar&gt; &lt;ear&gt; &lt;our&gt;</p>
<p>government interfere interrupt determined birthmark unstirred birdwatcher underworld autoworker disturb hurting searcher earnest peculiar vascular unarmoured neighbour</p>	<p>answer certain exercise interest underskirt thirteen wormer workshop burner furness earth early heard calendar grammar regular armour rumoured centre</p>
<p>Year 6</p>	<p>Year 6</p>

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Unit 34 Sound /er/ <er> <ir> <or> <ur> <ar> <ear> <our>	Unit 34 Sound /er/ <er> <ir> <or> <ur> <ar> <ear> <our>
exterminate illiterate numerator circumference temperature inventor liquorice disturbance churchyard caseworker worldliest unearthed earthquake researcher binocular molecular neighbourhood	government interfere interrupt determined birthmark unstirred birdwatcher underworld autoworker disturb hurting searcher earnest peculiar vascular unarmoured neighbour

## Unit 7 Sound /e/ Spellings &lt;e ea ai&gt;

Year 3 Purple group	Year 3 Red group
Unit 7 Sound /e/ Spellings <e ea ai>	Unit 7 Sound /e/ Spellings <e ea ai>
question special address calendar breath ready spread wealth	bed egg quest knelt then bread head dread

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thread instead against fountain certain	meant sweat said again
Year 4	Year 4
Unit 7 Sound /e/ Spellings <e ea ai>	Unit 7 Sound /e/ Spellings <e ea ai>
separate sentence remember experiment breakfast bedspread deaf feather displeasure deadly headache unsaid uncertain	question special address calendar breath ready spread wealth thread instead against fountain certain
Year 5	Year 5
Unit 7 Sound /e/ Spellings <e ea ai>	Unit 7 Sound /e/ Spellings <e ea ai>
aggressive excellent especially equipped endeavour displeasure jealous	separate sentence remember experiment breakfast bedspread deaf

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measure treasure heaven meadow fountains certainly	feather displeasure deadly headache unsaid uncertain
Year 6	Year 6
Unit 7 Sound /e/ Spellings <e ea ai>	Unit 7 Sound /e/ Spellings <e ea ai>
suggest prejudice environment demonstrator celebrity intelligence treacherous measurement pleasurable commonwealth cleanliness uncertainty unsaid	aggressive excellent especially equipped endeavour displeasure jealous measure treasure heaven meadow fountains certainly
Unit 8 Sound /ow/ spellings <ou ow>	
Year 3 Purple group	Year 3 Red group
Unit 8 Sound /ow/ spellings <ou ow>	Unit 8 Sound /ow/ spellings <ou ow>
groundsheet background around bouncy shouted	bound count ground spout house

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thousand compound coward cowslip scowling allow manpower drowsy	shout mouth growl how cow brown growl town owl
Year 4	Year 4
Unit 8 Sound /ow/ spellings <ou ow>	Unit 8 Sound /ow/ spellings <ou ow>
county outfit council discount surround without rounded hounded showered crowded cowgirl powerfully allowable drowsiness	groundsheet background around bouncy shouted thousand compound coward cowslip scowling allow manpower drowsy
Year 5	Year 5
Unit 8 Sound /ow/ spellings <ou ow>	Unit 8 Sound /ow/ spellings <ou ow>
outstanding paramount accountant underground	county outfit council discount

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housebound compounded doubtfulness counter allowance flowering showerproof gunpowder sunflower showerhead	surround without rounded hounded showered crowded cowgirl powerfully allowable drowsiness
Year 6	Year 6
Unit 8 Sound /ow/ spellings <ou ow>	Unit 8 Sound /ow/ spellings <ou ow>
roundabout flounder announcement badmouthing counsellor dismounted groundbreaking misdoubted powerlessly disembowelled overpowering downwards downhearted wheelbarrows	outstanding paramount accountant underground housebound compounded doubtfulness counter allowance flowering showerproof gunpowder sunflower showerhead

**Not an independent unit – Weave into other units:** Unit 9 Spelling <ow> sounds /oe ow/

Year 3 Purple group	Year 3 Red group
Unit 9 Spelling <ow> sounds /oe ow/	Unit 9 Spelling <ow> sounds /oe ow/
shower	allow

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flower power growler howling prowling window owner growing snowed glowing mower	crown crowd frown brown owl elbow mow grow arrow snow glow
Year 4	Year 4
Unit 9 Spelling <ow> sounds /oe ow/	Unit 9 Spelling <ow> sounds /oe ow/
showered powder townhouse drowsy manpower powerful knowing widow thrown follow narrow pillow swallow	shower flower power growler howling prowling window owner growing snowed glowing mower
Year 5	Year 5
Unit 9 Spelling <ow> sounds /oe ow/	Unit 9 Spelling <ow> sounds /oe ow/
showering gunpowder	showered powder

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allowance drowsiness powerfully township powderpuff Halloween widower windowsill shadowing narrowed unfollowed	townhouse drowsy manpower powerful knowing widow thrown follow narrow pillow swallow
Year 6	Year 6
Unit 9 Spelling <ow> sounds /oe ow/	Unit 9 Spelling <ow> sounds /oe ow/
underpowered cowardliness downtrending downloadable empowerments downhearted brainpowers showmanship showstopper flamethrower marshmallows overthrowing intergrowth	showering gunpowder allowance drowsiness powerfully township powderpuff Halloween widower windowsill shadowing narrowed unfollowed

(Unit 10 Sound /oo/ (as in moon) first spellings

(Unit 36 Sound /oo/ (as in moon) more spellings

Year 3 Purple group	Year 3 Red group
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Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>	Unit 10 Sound /oo/ <oo> <ew> <ue> <u-e> <o>
shampoo jewel shrew ruin untrue superglue ruler bruise suitable route coupon through	do to food hoop drew flew blue true June flute
Year 4	Year 4
Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>	Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>
loosen brewery sewer pursuit gruesome tissue conclude salute unsuitable suited uncouth group reroute	shampoo jewel shrew ruin untrue superglue ruler bruise suitable route coupon through

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<a href="#">fruit</a>	
Year 5	Year 5
Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>	Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>
gloomily jewellery Jewish bruising <a href="#">bruise</a> unsuited clueless absolute include ungrouped recoup	loosen brewery sewer pursuit gruesome tissue conclude salute unsuitable suited uncouth <a href="#">group</a> reroute
Year 6	Year 6
Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>	Unit 36 Sound /oo/ <oo> <ew> <u> <ue> <u-e> <ui> <ou> <ough>
waterproof microbrewery unscrewed unbruised pursuits superglue blueprinting rudeness absolutely	gloomily jewellery Jewish bruising <a href="#">bruise</a> unsuited clueless absolute include

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regrouped	ungrouped recoup
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## Unit 11 Sound /ie/ Spellings &lt;i ie y i-e igh&gt;

Year 3 Purple group	Year 3 Red group
Unit 11 Sound /ie/ Spellings <i ie y i-e igh>	Unit 11 Sound /ie/ Spellings <i ie y i-e igh>
diamond bicycle island tried spied cries cycle stylish hybrid decide wine whine arrive tighten frighten hiaghest	child find mild pie tie lies cry by fly bite five line bright light sigh
Year 4	Year 4
Unit 11 Sound /ie/ Spellings <i ie y i-e igh>	Unit 11 Sound /ie/ Spellings <i ie y i-e igh>
unwind biased	diamond bicycle

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Friday untied retries magpie cyclist python describe guide surprise admire collide dislike alight highlight nightmare height	island tried spied cries cycle stylish hybrid decide wine whine arrive tighten frighten highest
Year 5	Year 5
Unit 11 Sound /ie/ Spellings <i ie y i-e igh>	Unit 11 Sound /ie/ Spellings <i ie y i-e igh>
climate China identity bowtie unties allies xylophone recycle rhyme criticise recognise sacrifice	unwind biased Friday untied retries magpie cyclist python describe guide surprise admire

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unsightly frightening lightning	collide dislike alight highlight nightmare height
Year 6	Year 6
Unit 11 Sound /ie/ Spellings <i ie y i-e igh>	Unit 11 Sound /ie/ Spellings <i ie y i-e igh>
microscope triangle biography untied crier certified rhyming recyclable psychology recognise exercise coincide overnight highlighted brightened	climate China identity bowtie unties allies xylophone recycle rhyme criticise recognise sacrifice unsightly frightening lightning

## Unit 12 Sound /oo/ 'as in book' spellings &lt;oo u ould&gt;

Year 3 Purple group	Year 3 Red group
Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>	Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>
uncooked	book

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woodwork crooked booked pulled bullied pudding bushes tearfully wouldn't couldn't shouldn't	hood shook hook put pull bully full could would should
Year 4	Year 4
Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>	Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>
booklet football woollen cookie bullet butcher cushion pudding pulley wouldn't couldn't shouldn't	uncooked woodwork crooked booked pulled bullied pudding bushes tearfully wouldn't couldn't shouldn't
Year 5	Year 5
Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>	Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>

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woodpecker overlook footballer lookout ambush truthfully thoughtful cushioning carefully wouldn't couldn't shouldn't	booklet football woollen cookie bullet butcher cushion pudding pulley wouldn't couldn't shouldn't
Year 6	Year 6
Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>	Unit 12 Sound /oo/ 'as in book' spellings <oo u ould>
crookedly adulthood audiobook barefooted childhoods beautiful wonderfully pussycat bulletin wouldn't couldn't shouldn't	woodpecker overlook footballer lookout ambush truthfully thoughtful cushioning carefully wouldn't couldn't shouldn't

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## Unit 13 Spelling &lt;oo&gt; sounds m/oo/n b/oo/k

Year 3 Purple group	Year 3 Red group
Unit 13 Spelling <oo> sounds m/oo/n b/oo/k	Unit 13 Spelling <oo> sounds m/oo/n b/oo/k
shampoo balloon baboon doodle foolish uncooked woodwork crooked booked looked	do to food hoop shoot look foot good shook wood
Year 4	Year 4
Unit 13 Spelling <oo> sounds m/oo/n b/oo/k	Unit 13 Spelling <oo> sounds m/oo/n b/oo/k
loosen toothpaste mushroom shampoo hula-hoop booklet football woollen cookie wooden	shampoo balloon baboon doodle foolish uncooked woodwork crooked booked looked
Year 5	Year 5
Unit 13 Spelling <oo> sounds m/oo/n	Unit 13 Spelling <oo> sounds m/oo/n

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b/oo/k	b/oo/k
gloomily afternoon kangaroo waterproof tablespoon woodpecker overlooked footballer bookend overtook	loosen toothpaste mushroom shampoo hula-hoop booklet football woollen cookie wooden
Year 6	Year 6
Unit 13 Spelling <oo> sounds m/oo/n b/oo/k	Unit 13 Spelling <oo> sounds m/oo/n b/oo/k
groomsman toothache ovenproof showrooms monsoon crookedly adulthood audiobook barefooted childhoods	gloomily afternoon kangaroo waterproof tablespoon woodpecker overlooked footballer bookend overtook

## Unit 14 Sound /u/ spellings &lt; u ou o &gt;

Year 3 Purple group	Year 3 Red group
Unit 14 Sound /u/ spellings < u ou o >	Unit 14 Sound /u/ spellings < u ou o >
struck	but

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<p>difficult dusty clubs puppy touched country enough famous purpose love shove ton</p>	<p>fun jump luck cousin touch young trouble above come some won</p>
Year 4	Year 4
Unit 14 Sound /u/ spellings < u ou o >	Unit 14 Sound /u/ spellings < u ou o >
<p>bathtub teacup crumble number upright various double southern couple bishop colour bacon become</p>	<p>struck difficult dusty clubs puppy touched country enough famous purpose love shove ton</p>
Year 5	Year 5
Unit 14 Sound /u/ spellings < u ou o >	Unit 14 Sound /u/ spellings < u ou o >
<p>crunchiness interrupt</p>	<p>bathtub teacup</p>

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sufficient suggest muscle serious untouched countryside marvellous accompany uncover mammoth government recommend	crumble number upright various double southern couple bishop colour bacon become
Year 6	Year 6
Unit 14 Sound /u/ spellings < u ou o >	Unit 14 Sound /u/ spellings < u ou o >
insufficiently pronunciation unaccompanied agriculture curriculum untouchable youngster advantageous ambidextrous recommended stomach development apology apostrophe thorough	crunchiness interrupt sufficient suggest muscle serious untouched countryside marvellous accompany uncover mammoth government recommend

**Not an independent unit – Weave into other units:**

Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/

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Year 3 Purple group	Year 3 Red group
Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/	Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/
around rebound mound council trouble enough famous touched routes grouped coupon couth	cloud count found house double touch young cousin coup group route soup
Year 4	Year 4
Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/	Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/
outlook rounded amount counter untroubled untouched jealous country youth you mouse wound	around rebound mound council trouble enough famous touched routes grouped coupon couth
Year 5	Year 5

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Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/	Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/
announcer underground unfounded foundation fictitious numerous countryside troublesome souvenir uncouth regroup reroute	outlook rounded amount counter untroubled untouched jealous country youth you mousse wound
Year 6	Year 6
Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/	Unit 15 Spelling <ou> sounds m/oo/n /ow/ /u/
accountant boundary cloudless astounded youngster untouchable advantageous disastrous acoustic routine goulash unwounded	announcer underground unfounded foundation fictitious numerous countryside troublesome souvenir uncouth regroup reroute

Unit 16 Sound /s/ more spellings

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Year 3 Purple group	Year 3 Red group
Unit 16 Sound /s/ <s> <ss> <c> <se> <st> <ce> <sc>	Unit 16 Sound /s/ <s> <ss> <c> <se>
suspect spelling harmless gossip city central listen whistle bounce police promise release ascend science	cats sing slow miss press dress city acid cell else house
Year 4	Year 4
Unit 16 Sound /s/ <s> <ss> <c> <se> <st> <ce> <sc>	Unit 16 Sound /s/ <s> <ss> <c> <se> <st> <ce> <sc>
forwards opposite straight strange business possible cycle success false horse Christmas castle	suspect spelling harmless gossip city central listen whistle bounce police promise release

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<p>accidentally exercise experience dice chance medicine scissors abscess answer</p>	<p>ascend science</p>
<p>Year 5</p>	<p>Year 5</p>
<p>Unit 16 Sound /s/ &lt;s&gt; &lt;ss&gt; &lt;c&gt; &lt;se&gt; &lt;st&gt; &lt;ce&gt; &lt;sc&gt;</p>	<p>Unit 16 Sound /s/ &lt;s&gt; &lt;ss&gt; &lt;c&gt; &lt;se&gt; &lt;st&gt; &lt;ce&gt; &lt;sc&gt;</p>
<p>restaurant existence embarrass harass necessary frequency recognise universe wrestling gristle nuisance hindrance scenery scientist</p>	<p>forwards opposite straight strange business possible cycle success false horse Christmas castle accidentally exercise experience dice chance medicine scissors abscess</p>

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	<a href="#">answer</a>
Year 6	Year 6
Unit 16 Sound /s/ <s> <ss> <c> <se> <st> <ce> <sc>	Unit 16 Sound /s/ <s> <ss> <c> <se> <st> <ce> <sc>
<a href="#">physical</a> <a href="#">sincerely</a> uselessly harassment unnecessary criticise response license whistler restlessness experience prejudice adolescent fascinate	<a href="#">restaurant</a> <a href="#">existence</a> <a href="#">embarrass</a> <a href="#">harass</a> <a href="#">necessary</a> frequency <a href="#">recognise</a> universe wrestling gristle <a href="#">nuisance</a> <a href="#">hindrance</a> scenery scientist

**Not an independent unit – Weave into other units:**

Unit 17 Spelling <s> sounds /z/ /s/

Year 3 Purple group	Year 3 Red group
Unit 17 Spelling <s> sounds /z/ /s/	Unit 17 Spelling <s> sounds /z/ /s/
<a href="#">busy</a> <a href="#">exercise</a> blues halves phrase close <a href="#">answer</a> <a href="#">famous</a>	lids trees caves is his has trucks trots

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strength forwards promise increase	lines papers shoes cliffs
Year 4	Year 4
Unit 17 Spelling <s> sounds /z/ /s/	Unit 17 Spelling <s> sounds /z/ /s/
stairs theirs these wise loaves potatoes interest disappear consider decrease said something	busy exercise blues halves phrase close answer famous strength forwards promise increase
Year 5	Year 5
Unit 17 Spelling <s> sounds /z/ /s/	Unit 17 Spelling <s> sounds /z/ /s/
disaster hesitant misery positive physical musical signature system symbol	stairs theirs these wise loaves potatoes interest disappear consider

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desperate soldier sufficient	decrease said something
Year 6	Year 6
Unit 17 Spelling <s> sounds /z/ /s/	Unit 17 Spelling <s> sounds /z/ /s/
hesitation miserable reasonable resolution invisible disposable controversy conscious demonstrator infrastructure subordinate situation	disaster hesitant misery positive physical musical signature system symbol desperate soldier sufficient

## Unit 18 Sound /l/ spellings &lt;l ll al el il le ol&gt;

Year 3 Purple group	Year 3 Red group
Unit 18 Sound /l/ spellings <l ll al el il le ol>	Unit 18 Sound /l/ spellings <l ll al el il le ol>
well actually along early total oval towel camel fossil	doll Bill lips little pedal petal rebel travel gerbil

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stencil ramble bubble idol	pupil ankle apple petrol
Year 4	Year 4
Unit 18 Sound /l/ spellings <l ll al el il le ol>	Unit 18 Sound /l/ spellings <l ll al el il le ol>
windmill yellow build length arrival central enamel channel pencil nostril sprinkle wobble petrol	well actually along early total oval towel camel fossil stencil ramble bubble idol
Year 5	Year 5
Unit 18 Sound /l/ spellings <l ll al el il le ol>	Unit 18 Sound /l/ spellings <l ll al el il le ol>
parallel pillowcase available familiar individual survival towelling	windmill yellow build length arrival central enamel

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travel-agent civilised utensil trickled vegetable idol	channel pencil nostril sprinkle wobble petrol
Year 6	Year 6
Unit 18 Sound /l/ spellings <l ll al el il le ol>	Unit 18 Sound /l/ spellings <l ll al el il le ol>
parliament language intelligent caterpillar centralised individualised damsel swivel civilisation tranquil saddle muddle petrol	parallel pillowcase available familiar individual survival towelling travel-agent civilised utensil trickled vegetable idol

Unit 19 Sound /or/ first spellings

Unit 43 Sound /or/ more spellings

Year 3 Purple group	Year 3 Red group
Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>	Unit 19 Sound /or/ <or> <aw> <a> <ar> <au> <al>
roar board shore	or fort saw

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ignore four pour taught daughter bought brought thought	draw all water war warm August walk talk
Year 4	Year 4
Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>	Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>
hoarse coarse therefore restore anymore course source caught naughty thoughtful sought important history ordinary quarter	roar board shore ignore four pour taught daughter bought brought thought
Year 5	Year 5
Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>	Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>
boarding cupboard	hoarse coarse

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carnivore forecast tournament yourself naughtily daughter thoughtlessly wrought forty according	therefore restore anymore course source caught naughty thoughtful sought important history ordinary quarter
Year 6	Year 6
Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>	Unit 43 Sound /or/ <oar> <ore> <our> <augh> <ough>
keyboard borderline forethoughts unforeseeable recourse contoured naughtiest onslaughts thoughtfulness overwrought	boarding cupboard carnivore forecast tournament yourself naughtily daughter thoughtlessly wrought forty according

Unit 20 Sound /air/ more spellings

Year 3 Purple group	Year 3 Red group
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Unit 20 Sound /air/ <air> <are> <ear> <ere> <eir> <ayer> <ayor>	Unit 20 Sound /air/ <air> <are> <ear> <ere>
fairy éclair square share wearing teared there where their heir prayer mayor	air pair stair care dare stare bear pear wear there where
Year 4	Year 4
Unit 20 Sound /air/ <air> <are> <ear> <ere> <eir> <ayer> <ayor>	Unit 20 Sound /air/ <air> <are> <ear> <ere>
airbrush staircase farewell compare bearable menswear elsewhere somewhere heiress heirlooms prayers mayoral	fairy éclair square share wearing teared there where their heir prayer mayor

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Year 5	Year 5
Unit 20 Sound /air/ <air> <are> <ear> <ere> <eir> <ayer> <ayor>	Unit 20 Sound /air/ <air> <are> <ear> <ere>
disrepair hairbrush warfare caretaker pearshaped underwear thereabout nowhere their coheir prayers mayoral	airbrush staircase farewell compare bearable menswear elsewhere somewhere heiress heirlooms prayers mayoral
Year 6	Year 6
Unit 20 Sound /air/ <air> <are> <ear> <ere> <eir> <ayer> <ayor>	Unit 20 Sound /air/ <air> <are> <ear> <ere>
repairman millionairess nightmares unprepared unbearable swearing wherewithal anywhere heiress heirlooms prayer	disrepair hairbrush warfare caretaker pearshaped underwear thereabout nowhere their coheir prayers

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mayor	mayoral
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## Unit 21 Sound /ue/ spellings &lt; ue ew u u-e &gt;

Year 3 Purple group	Year 3 Red group
Unit 21 Sound /ue/ spellings < ue ew u u-e >	Unit 21 Sound /ue/ spellings < ue ew u u-e >
value avenue statue knew pewter nephew feud cubic fury confuse immune perfume	argue duel cue few new stew unit bugle unite use fuse huge
Year 4	Year 4
Unit 21 Sound /ue/ spellings < ue ew u u-e >	Unit 21 Sound /ue/ spellings < ue ew u u-e >
continue virtue valued newborn renew stewed popular century unique	value avenue statue knew pewter nephew feud cubic fury

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refuse schedule excuse	confuse immune perfume
Year 5	Year 5
Unit 21 Sound /ue/ spellings < ue ew u u-e >	Unit 21 Sound /ue/ spellings < ue ew u u-e >
queue barbeque continue unrenewable stewardess newspaper communicate community curiosity prosecute ridicule incubate	continue virtue valued newborn renew stewed popular century unique refuse schedule excuse
Year 6	Year 6
Unit 21 Sound /ue/ spellings < ue ew u u-e >	Unit 21 Sound /ue/ spellings < ue ew u u-e >
discontinue devalued argued grandnephew newsletters jewelleries prejudice documentation speculation distribute	queue barbeque continue unrenewable stewardess newspaper communicate community curiosity prosecute

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execute molecule	ridicule incubate
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**Not an independent unit – Weave into other units:**

Unit 22 Spelling <ew> sounds m/oon /ue/

Year 3 Purple group	Year 3 Red group
Unit 22 Spelling <ew> sounds m/oon /ue/	Unit 22 Spelling <ew> sounds m/oon /ue/
jewel shrew threw jewel Jewish news renew mildew steward nephew	blew brew chew flew crew stew few knew new pewter
Year 4	Year 4
Unit 22 Spelling <ew> sounds m/oon /ue/	Unit 22 Spelling <ew> sounds m/oon /ue/
chewing brewery sewer sewage jeweller steward cashew newborn renew stewed	jewel shrew threw jewel Jewish news renew mildew steward nephew

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Year 5	Year 5
Unit 22 Spelling <ew> sounds m/oon /ue/	Unit 22 Spelling <ew> sounds m/oon /ue/
aircrew jewellery jewelfish chewable Andrew renewable stewardess newspaper interview newsworthy	chewing brewery sewer sewage jeweller steward cashew newborn renew stewed
Year 6	Year 6
Unit 22 Spelling <ew> sounds m/oon /ue/	Unit 22 Spelling <ew> sounds m/oon /ue/
waterproof microbrewery unscrewed jewelleries breweries newsworthiness grandnephew newsletters unrenewable interviewing	aircrew jewellery jewelfish chewable Andrew renewable stewardess newspaper interview newsworthy

## Unit 23 Sound /oy/ spellings &lt; oi oy &gt;

Year 3 Purple group	Year 3 Red group
Unit 23 Sound /oy/ spellings < oi oy >	Unit 23 Sound /oy/ spellings < oi oy >
toilet	boil

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choice noise voice boiler enjoy royal loyal oyster annoyed	coil coin moist noise boy joy toy Roy annoy
Year 4	Year 4
Unit 23 Sound /oy/ spellings < oi oy >	Unit 23 Sound /oy/ spellings < oi oy >
boiling moisture avoid rejoice poison destroy employed convoys boycotted royalty	toilet choice noise voice boiler enjoy royal loyal oyster annoyed
Year 5	Year 5
Unit 23 Sound /oy/ spellings < oi oy >	Unit 23 Sound /oy/ spellings < oi oy >
moisturiser boisterous embroider humanoid asteroid employee unemployed overjoyed	boiling moisture avoid rejoice poison destroy employed convoys

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gargoyle flamboyant	boycotted royalty
Year 6	Year 6
Unit 23 Sound /oy/ spellings < oi oy >	Unit 23 Sound /oy/ spellings < oi oy >
moisturising boisterousness appointed disappointment checkpoint clairvoyant employment paperboy voyaging buoyancy	moisturiser boisterous embroider humanoid asteroid employee unemployed overjoyed gargoyle flamboyant

## Unit 24 Sound /ar/ spellings &lt; ar a al au &gt;

Year 3 Purple group	Year 3 Red group
Unit 24 Sound /ar/ spellings < ar a al au >	Unit 24 Sound /ar/ spellings < ar a al au >
Arthur smart started lather master father almond calming half aunty laughter draughts	dart cart park raft path grasp palm calm balm draught laugh aunt
Year 4	Year 4

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Unit 24 Sound /ar/ spellings < ar a al au >	Unit 24 Sound /ar/ spellings < ar a al au >
partner sharpen rampart asked pyjamas drama halving embalm behalf qualm great-aunt laughed <a href="#">heart</a>	Arthur smart started lather master father almond calming half aunty laughter draughts
Year 5	Year 5
Unit 24 Sound /ar/ spellings < ar a al au >	Unit 24 Sound /ar/ spellings < ar a al au >
<a href="#">parliament</a> partition harmony godfather debacle sonata embalming calmly palmerworm laughing laughter draught	partner sharpen rampart asked pyjamas drama halving embalm behalf qualm great-aunt laughed <a href="#">heart</a>
Year 6	Year 6
Unit 24 Sound /ar/ spellings < ar a al au >	Unit 24 Sound /ar/ spellings < ar a al au >

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parliamentary	parliament
participate	partition
armadillo	harmony
panorama	godfather
disaster	debacle
masterful	sonata
calmness	embalming
calmingly	calmly
embalment	palmerworm
laughingstock	laughing
laughable	laughter
draughtier	draught

## Unit 25 Sound /o/ spellings &lt; a o &gt;

Year 3 Purple group	Year 3 Red group
Unit 25 Sound /o/ spellings < a o >	Unit 25 Sound /o/ spellings < a o >
stop often probably frostbite qualify wander waffle waddle	bottle cot odd on wash swat wasp what
Year 4	Year 4
Unit 25 Sound /o/ spellings < a o >	Unit 25 Sound /o/ spellings < a o >
cottage blockage modern trombone quantity	stop often probably frostbite qualify

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wandered although squashed	wander waffle waddle
Year 5	Year 5
Unit 25 Sound /o/ spellings < a o >	Unit 25 Sound /o/ spellings < a o >
chocolate amateur apparent category explanation qualification equality unwanted alteration	cottage blockage modern trombone quantity wandered wallaby squashed
Year 6	Year 6
Unit 25 Sound /o/ spellings < a o >	Unit 25 Sound /o/ spellings < a o >
attached appreciate salamander diagonal awakening squadron quadrangle swashbuckling quadrupled yacht	chocolate amateur apparent category explanation qualification equality unwanted alteration

**Not an independent unit – Weave into other units:**

Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/

Year 3 Purple group	Year 3 Red group
Unit 26 Spelling <a> sounds /a/ /o/ /ae/	Unit 26 Spelling <a> sounds /a/ /o/ /ae/

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/ar/	/ar/
Ann David saddle wand watch equal lazy Hazel gravy asking father craft	at Dan rat want what wasp able apron baby ask vase llama
Year 4	Year 4
Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/	Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/
appear calendar natural quantity wandering waffling braking apron amazing mastered plastering lathered	Ann David saddle wand watch equal lazy Hazel gravy asking father craft
Year 5	Year 5
Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/	Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/

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average exaggerate sacrifice qualification equality squander persuasion invasion newsagent bathroom masterful fatherhood	appear calendar natural quantity wandering waffling braking apron amazing mastered plastering lathered
Year 6	Year 6
Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/	Unit 26 Spelling <a> sounds /a/ /o/ /ae/ /ar/
appreciate attached guarantee quadruple squabbled unwanted basically fatality accommodation redrafted nastiness grandfather	average exaggerate sacrifice qualification equality squander persuasion invasion newsagent bathroom masterful fatherhood

Unit 28 Sound /d/ spellings < d dd ed >

Year 3 Purple group	Year 3 Red group
Unit 28 Sound /d/ spellings < d dd ed >	Unit 28 Sound /d/ spellings < d dd ed >

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accident guard medical dampen muddy oddest daddy sadder believed played applied learned	skid drip did band odd fiddle saddle ladder looked dressed played opened
Year 4	Year 4
Unit 28 Sound /d/ spellings < d dd ed >	Unit 28 Sound /d/ spellings < d dd ed >
different decide ordinary guide maddest plodded cuddly bladder pointed marked tested listed	accident guard medical dampen muddy oddest daddy sadder believed played applied learned
Year 5	Year 5
Unit 28 Sound /d/ spellings < d dd ed >	Unit 28 Sound /d/ spellings < d dd ed >
definite determined correspond	different decide ordinary

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hindrance middling additive straddles shredders unharmed uncoated unlisted detached	guide maddest plodded cuddly bladder pointed marked tested listed
Year 6	Year 6
Unit 28 Sound /d/ spellings < d dd ed >	Unit 28 Sound /d/ spellings < d dd ed >
dictionary disastrous awkward denominator addressing saddlebags paddleboat downtrodden undressed undisturbed disjointed disordered	definite determined correspond hindrance middling additive straddles shredders unharmed uncoated unlisted detached

## Unit 30 Sound /i/ spellings &lt; i ui y &gt;

Year 3 Purple group	Year 3 Red group
Unit 30 Sound /i/ spellings < i ui y >	Unit 30 Sound /i/ spellings < i ui y >
into biscuit grinning building	bin if ill build

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guilty guitar pygmy myth crystal	guilt  gypsy hymn mystery
Year 4	Year 4
Unit 30 Sound /i/ spellings < i ui y >	Unit 30 Sound /i/ spellings < i ui y >
minute ordinary position cuisine guilder inbuilt physics crypt symbol	into biscuit grinning building guilty guitar pygmy myth crystal
Year 5	Year 5
Unit 30 Sound /i/ spellings < i ui y >	Unit 30 Sound /i/ spellings < i ui y >
privilege familiar equip circuitry circuit symptom rhythm lymphatic calypso	minute ordinary position cuisine guilder inbuilt physics crypt symbol
Year 6	Year 6
Unit 30 Sound /i/ spellings < i ui y >	Unit 30 Sound /i/ spellings < i ui y >
competition opportunity	privilege familiar

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dictionary guitarfish guiltiness rhythmically symptomatic physiological	equip circuitry circuit symptom rhythm lymphatic calypso
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**Not an independent unit – Weave into other units:**

Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/

Year 3 Purple group	Year 3 Red group
Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/	Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/
yellow young you've cygnet pygmy crystal cycle lying fly ready Runnymede tummy	yes yet you myth gym hymn my by cry Betty dolly happy
Year 4	Year 4
Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/	Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/
yourself you're	yellow young

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you've physics crypt symbol shy apply ally early February library	you've cygnet pygmy crystal cycle lying fly ready Runnymede tummy
Year 5	Year 5
Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/	Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/
yacht youthful yielded calypso rhythm lymphatic occupy cyclone replying frequently especially secretary	yourself you're you've physics crypt symbol shy apply ally early February library
Year 6	Year 6
Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/	Unit 31 Spelling <y> sounds /y/ /i/ /ie/ /ee/
yellowing yachtsman youngsters	yacht youthful yielded

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rhythmically symptomatic physiological comply slyly tycoon community accompany controversy	calypso rhythm lymphatic occupy cyclone replying frequently especially secretary
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## Unit 33 Sound /n/ spellings &lt; n nn ne gn kn &gt;

Year 3 Purple group	Year 3 Red group
Unit 33 Sound /n/ spellings < n nn ne gn kn >	Unit 33 Sound /n/ spellings < n nn ne gn kn >
never went gunner skinny Boyne shone gnome gnash kneel knock	and train banner funny done gone gnat gnaw knee knew
Year 4	Year 4
Unit 33 Sound /n/ spellings < n nn ne gn kn >	Unit 33 Sound /n/ spellings < n nn ne gn kn >
constant learn funnel spinney	never went gunner skinny

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caffeine undone sign reign knock knit	Boyne shone gnome gnash kneel knock
Year 5	Year 5
Unit 33 Sound /n/ spellings < n nn ne gn kn >	Unit 33 Sound /n/ spellings < n nn ne gn kn >
interfere relevant bandanna cannibal airborne outshone campaign foreign knife knowing	constant learn funnel spinney caffeine undone sign reign knock knit
Year 6	Year 6
Unit 33 Sound /n/ spellings < n nn ne gn kn >	Unit 33 Sound /n/ spellings < n nn ne gn kn >
conscience bargain innuendo funniness migraine foregone sovereign alignment knowledge	interfere relevant bandanna cannibal airborne outshone campaign foreign knife

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knapsack	knowing
Unit 35 Sound /v/ spellings < v vv ve >	
Year 3 Purple group	Year 3 Red group
Unit 35 Sound /v/ spellings < v vv ve >	Unit 35 Sound /v/ spellings < v vv ve >
beaver invite river bevy divvy luvvy above groove sleeve	van very vest navvy savvy civvy have live Dave
Year 4	Year 4
Unit 35 Sound /v/ spellings < v vv ve >	Unit 35 Sound /v/ spellings < v vv ve >
favourite various arrive skivvy chivvy savvies serve captive massive	beaver invite river bevy divvy luvvy above groove sleeve
Year 5	Year 5
Unit 35 Sound /v/ spellings < v vv ve >	Unit 35 Sound /v/ spellings < v vv ve >
controversy individual relevant revving civvies	favourite various arrive skivvy chivvy

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savviest native relative attractive	savvies serve captive massive
Year 6	Year 6
Unit 35 Sound /v/ spellings < v vv ve >	Unit 35 Sound /v/ spellings < v vv ve >
available achieve privilege chivvying skivvying savviness aggressive detective sensitive	controversy individual relevant revving civvies savviest native relative attractive

## Unit 37 Sound /j/ spellings &lt; j g ge dge &gt;

Year 3 Purple group	Year 3 Red group
Unit 37 Sound /j/ spellings < j g ge dge >	Unit 37 Sound /j/ spellings < j g ge dge >
jumper jolly jungle gentle giant genie garage hinge merge ledge smudge lodge	jem jam Jill gym gem germ bulge large huge badge hedge fridge

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Year 4	Year 4
Unit 37 Sound /j/ spellings < j g ge dge >	Unit 37 Sound /j/ spellings < j g ge dge >
jigsaw jackpot rejoice imagine German generate engage strange fringe sledge dislodge cartridge	jumper jolly jungle gentle giant genie garage hinge merge ledge smudge lodge
Year 5	Year 5
Unit 37 Sound /j/ spellings < j g ge dge >	Unit 37 Sound /j/ spellings < j g ge dge >
javelin justify Johnathon newsagent emergency generated discharge engorge plunge knowledge footbridge partridge	jigsaw jackpot rejoice imagine German generate engage strange fringe sledge dislodge cartridge
Year 6	Year 6

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Unit 37 Sound /j/ spellings < j g ge dge >	Unit 37 Sound /j/ spellings < j g ge dge >
juvenile Jerusalem Judaism geography gymnasium gentility submerge infringe unhinge featheredge acknowledge straightedge	javelin justify Johnathon newsagent emergency generated discharge engorge plunge knowledge footbridge partridge

## Unit 38 Sound /g/ spellings &lt; g gg gh gu &gt;

Year 3 Purple group	Year 3 Red group
Unit 38 Sound /g/ spellings < g gg gh gu >	Unit 38 Sound /g/ spellings < g gg gh gu >
tangle goose grape begging waggle lagging ghetto gherkin ghastly guilt guilder	big drug girl bigger digger ragged Ghana ghost ghoul guess guest guide
Year 4	Year 4

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Unit 38 Sound /g/ spellings < g gg gh gu >	Unit 38 Sound /g/ spellings < g gg gh gu >
group grammar against wiggle snigger swagger dinghy spaghetti yoghurt guards guided disguise	tangle goose grape begging waggle lagging ghetto gherkin ghastly guilt guilder
Year 5	Year 5
Unit 38 Sound /g/ spellings < g gg gh gu >	Unit 38 Sound /g/ spellings < g gg gh gu >
category galaxy grandmother giggliest aggrieves unplugged aghast gherkin ghosted guarantee guardsman guerrillas	group grammar against wiggle snigger swagger dinghy spaghetti yoghurt guards guided disguise
Year 6	Year 6
Unit 38 Sound /g/ spellings < g gg gh gu >	Unit 38 Sound /g/ spellings < g gg gh gu >

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>	>
disagreement bargain calligraphy aggressor sniggering aggravating Ghanaian ghoulish ghostly guarantor guesstimate guardhouses	category galaxy grandmother giggliest aggrieves unplugged aghast gherkin ghosted guarantee guardsman guerrillas

**Not an independent unit – Weave into other units:**

Unit 39 Spelling <g> sounds /g/ /j/

Year 3 Purple group	Year 3 Red group
Unit 39 Spelling <g> sounds /g/ /j/	Unit 39 Spelling <g> sounds /g/ /j/
tangle goose grape group rigid gentle giant genie	agree dig gate grin angel age Egypt gym
Year 4	Year 4
Unit 39 Spelling <g> sounds /g/ /j/	Unit 39 Spelling <g> sounds /g/ /j/
grammar against	tangle goose

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gallop gateway imagine German generate generous	grape group rigid gentle giant genie
Year 5	Year 5
Unit 39 Spelling <g> sounds /g/ /j/	Unit 39 Spelling <g> sounds /g/ /j/
category galaxy grandmother giggliest newsagent emergency generated generosity	grammar against gallop gateway imagine German generate generous
Year 6	Year 6
Unit 39 Spelling <g> sounds /g/ /j/	Unit 39 Spelling <g> sounds /g/ /j/
disagreement bargain calligraphy regrettable geography gymnasium gentility intelligence	category galaxy grandmother giggliest newsagent emergency generated generosity

Unit 40 Sound /f/ spellings < f ff gh ph >

Year 3 Purple group	Year 3 Red group
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Unit 40 Sound /f/ spellings < f ff gh ph >	Unit 40 Sound /f/ spellings < f ff gh ph >
before defend infant coffee effort suffer enough laugh coughed lymph graph phonics	fact fig flag cuff off stiff cough rough trough phone photo Philip
Year 4	Year 4
Unit 40 Sound /f/ spellings < f ff gh ph >	Unit 40 Sound /f/ spellings < f ff gh ph >
famous favourite February different difficult daffodil laughed draught roughly graphic dolphin telephone	before defend infant coffee effort suffer enough coughed laugh lymph graph phonics
Year 5	Year 5
Unit 40 Sound /f/ spellings < f ff gh ph >	Unit 40 Sound /f/ spellings < f ff gh ph >
familiar foreign	famous favourite

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forty sufficient effortless insufferable draughter laughable rougher diagraph graphically elephant	February different difficult daffodil laughed draught roughly graphic dolphin telephone
Year 6	Year 6
Unit 40 Sound /f/ spellings < f ff gh ph >	Unit 40 Sound /f/ spellings < f ff gh ph >
frequently interfere definite differentiate insufficient offensiveness toughness roughness coughing alphabet photosynthesis autograph	familiar foreign forty sufficient effortless insufferable draughter laughable rougher diagraph graphically elephant

**Not an independent unit – Weave into other units:**

Unit 41 Spelling <gh> sounds /f/ /g/

Year 3 Purple group	Year 3 Red group
Unit 41 Spelling <gh> sounds /f/ /g/	Unit 41 Spelling <gh> sounds /f/ /g/
tough trough	cough laugh

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enough ghoul ghetto dinghy	rough ghee ghost Ghana
Year 4	Year 4
Unit 41 Spelling <gh> sounds /f/ /g/	Unit 41 Spelling <gh> sounds /f/ /g/
draught laughed roughly dinghy spaghetti yoghurt	tough trough enough ghoul ghetto dinghy
Year 5	Year 5
Unit 41 Spelling <gh> sounds /f/ /g/	Unit 41 Spelling <gh> sounds /f/ /g/
draughter laughable rougner aghost gherkin ghosted	draught laughed roughly dinghy spaghetti yoghurt
Year 6	Year 6
Unit 41 Spelling <gh> sounds /f/ /g/	Unit 41 Spelling <gh> sounds /f/ /g/
toughness roughness coughing Ghanaian ghoulish ghostly	draughter laughable rougner aghost gherkin ghosted
Unit 42 Sound /m/ spellings < m mm mb mn >	
Year 3 Purple group	Year 3 Red group
Unit 42 Sound /m/ spellings < m mm mb	Unit 42 Sound /m/ spellings < m mm mb

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mn >	mn >
animal criminal grimly comma common hammer climb crumb thumb condemn solemn damn	meet slim time mummy summer summit bomb lamb limb hymn column autumn
Year 4	Year 4
Unit 42 Sound /m/ spellings < m mm mb mn >	Unit 42 Sound /m/ spellings < m mm mb mn >
woman women mention mammal commit whammy climber lambing crumble autumnal hymnbook columnist	animal criminal grimly comma common hammer climb crumb thumb condemn solemn damn
Year 5	Year 5
Unit 42 Sound /m/ spellings < m mm mb mn >	Unit 42 Sound /m/ spellings < m mm mb mn >

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<p>equipment temperature marvellous communicate committee immediate succumb entomb firebomb multi-columned bedamned discolumn</p>	<p>woman women mention mammal commit whammy climber lambing crumble autumnal hymnbook columnist</p>
Year 6	Year 6
Unit 42 Sound /m/ spellings < m mm mb mn >	Unit 42 Sound /m/ spellings < m mm mb mn >
<p>parliament determined stomach immediately community recommend catacomb honeycomb beachcomb non-columned condemning damndest</p>	<p>equipment temperature marvellous communicate committee immediate succumb entomb firebomb multi-columned bedamned discolumn</p>

Unit 44 Sound /h/ spellings < h wh >

Year 3 Purple group	Year 3 Red group
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Unit 44 Sound /h/ spellings < h wh >	Unit 44 Sound /h/ spellings < h wh >
heard heart history handle wholly wholesome whooping	hat her his hand who whole whose
Year 4	Year 4
Unit 44 Sound /h/ spellings < h wh >	Unit 44 Sound /h/ spellings < h wh >
perhaps heartbeat helmet harmful whosever whodunit wholemeal	heard heart history handle wholly wholesome whooping
Year 5	Year 5
Unit 44 Sound /h/ spellings < h wh >	Unit 44 Sound /h/ spellings < h wh >
harass hindrance handwriting handicap wholesale wholeness wholistic	perhaps heartbeat helmet harmful whosever whodunit wholemeal
Year 6	Year 6
Unit 44 Sound /h/ spellings < h wh >	Unit 44 Sound /h/ spellings < h wh >
halleluiah horizontal	harass hindrance

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misbehaved hairdressing wholesomeness wholeheartedly whosoever	handwriting handicap wholesale wholeness wholistic
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## Unit 45 Sound /k/ spellings &lt; c k ck ch cc &gt;

Year 3 Purple group	Year 3 Red group
Unit 45 Sound /k/ spellings < c k ck ch cc >	Unit 45 Sound /k/ spellings < c k ck ch cc >
acorn scarf carry baker book joke pickle bucket school chrome chasm occasion accustom accuse	cold crab comic kerb kind king brick truck neck anchor chemist echo hiccup piccolo raccoon
Year 4	Year 4
Unit 45 Sound /k/ spellings < c k ck ch cc >	Unit 45 Sound /k/ spellings < c k ck ch cc >
caught calendar continue	acorn scarf carry

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pancake ketchup kidney pinprick padlock pocket chronic schism schooner acclaim account according	baker book joke pickle bucket school chrome chasm occasion accustom accuse
Year 5	Year 5
Unit 45 Sound /k/ spellings < c k ck ch cc >	Unit 45 Sound /k/ spellings < c k ck ch cc >
category committee community bikini loudspeaker kilogram nutcracker paperback packaging architect synchronise monarchy accumulate accomplish accountant	caught calendar continue pancake ketchup kidney pinprick padlock pocket chronic schism schooner acclaim account according
Year 6	Year 6
Unit 45 Sound /k/ spellings < c k ck ch	Unit 45 Sound /k/ spellings < c k ck ch

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cc >	cc >
competition conscience conscious kaleidoscope kangaroo kinaesthetic candlestick stickleback anticlockwise synchronisation characteristic mitochondria accumulation accomplishment accountancy	category committee community bikini loudspeaker kilogram nutcracker paperback packaging architect synchronise monarchy accumulate accomplish accountant

## Unit 46 Sound /r/ spellings &lt; r rr rh wr &gt;

Year 3 Purple group	Year 3 Red group
Unit 46 Sound /r/ spellings < r rr rh wr >	Unit 46 Sound /r/ spellings < r rr rh wr >
bright friend rabbit narrow arrow arrive rhombus rhetoric rhomboid wreath wrapper wrong	rust rocky string Harry carrot hurry lorry rhino rhyme rhubarb wrap wreck

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	write
Year 4	Year 4
Unit 46 Sound /r/ spellings < r rr rh wr >	Unit 46 Sound /r/ spellings < r rr rh wr >
reorder resemble rework narrowly carried worrying rhyming rhythmic rhinestone written wreckage wrestle	bright friend rabbit narrow arrow arrive rhombus rhetoric rhomboid wreath wrapper wrong
Year 5	Year 5
Unit 46 Sound /r/ spellings < r rr rh wr >	Unit 46 Sound /r/ spellings < r rr rh wr >
critic rhyme relevant unmarried mulberry irritate rhyme rhythm rhetorical wrongful wretchedly wraparound	reorder resemble rework narrowly carried worrying rhyming rhythmic rhinestone written wreckage wrestle
Year 6	Year 6

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Unit 46 Sound /r/ spellings < r rr rh wr >	Unit 46 Sound /r/ spellings < r rr rh wr >
<p>guarantee</p> <p>unappreciated</p> <p>professional</p> <p>abhorrence</p> <p>horrendously</p> <p>reoccurrence</p> <p>rheumatically</p> <p>rhetorically</p> <p>rhythmically</p> <p>wrathfulness</p> <p>wrongfulness</p> <p>wrongdoings</p>	<p>critic</p> <p>rhyme</p> <p>relevant</p> <p>unmarried</p> <p>mulberry</p> <p>irritate</p> <p>rhyme</p> <p>rhythm</p> <p>rhetorical</p> <p>wrongful</p> <p>wretchedly</p> <p>wraparound</p>

## Unit 47 Sound /t/ spellings &lt; t tt bt te &gt;

Year 3 Purple group	Year 3 Red group
Unit 47 Sound /t/ spellings < t tt bt te >	Unit 47 Sound /t/ spellings < t tt bt te >
<p>tingle</p> <p>trample</p> <p>strap</p> <p>sitting</p> <p>squatting</p> <p>spitting</p> <p>redoubt</p> <p>debts</p> <p>subtlety</p> <p>haste</p> <p>haute</p> <p>haste</p> <p>torte</p>	<p>cats</p> <p>trip</p> <p>met</p> <p>butter</p> <p>matter</p> <p>rotten</p> <p>debt</p> <p>doubt</p> <p>subtle</p> <p>granite</p> <p>taste</p> <p>paste</p>
Year 4	Year 4

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Unit 47 Sound /t/ spellings < t tt bt te >	Unit 47 Sound /t/ spellings < t tt bt te >
twenty material quarter written cottage utterly doubtful debtor subtleness favourite separate gazette climate	tingle trample strap sitting squatting spitting redoubt debts subtlety haste haute haste torte
Year 5	Year 5
Unit 47 Sound /t/ spellings < t tt bt te >	Unit 47 Sound /t/ spellings < t tt bt te >
ancient equipment twelfth committee attitude buttercup doubtfully unsubtlety doubtlessly immediate composite chocolate	twenty material quarter written cottage utterly doubtful debtor subtleness favourite separate gazette climate
Year 6	Year 6
Unit 47 Sound /t/ spellings < t tt bt te >	Unit 47 Sound /t/ spellings < t tt bt te >

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<p>controversy secretary cemetery unutterable attribution regrettable doubtfulness undoubted indebted subordinate vinaigrette insubordinate</p>	<p>ancient equipment twelfth committee attitude buttercup doubtfully unsubtlety doubtlessly immediate composite chocolate</p>
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Unit 48 Sound /z/ spellings < z ze zz s se ss >

Year 3 Purple group	Year 3 Red group
Unit 48 Sound /z/ spellings < z ze zz s se ss >	Unit 48 Sound /z/ spellings < z ze zz s se ss >
<p>lazy cozy breeze bronze dazzle guzzle desert clothes Louise blouse scissors dissolve</p>	<p>zoo zero seize snooze buzzer jazz was legs choose please dessert possess</p>
Year 4	

Unit 48 Sound /z/ spellings < z ze zz s se ss >	Unit 48 Sound /z/ spellings < z ze zz s se ss >
dozen wizard freeze gauze blizzard drizzle busy business suppose surprise possession redissolved	lazy cozy breeze bronze dazzle guzzle desert clothes Louise blouse scissors dissolve
Year 5	
Unit 48 Sound /z/ spellings < z ze zz s se ss >	Unit 48 Sound /z/ spellings < z ze zz s se ss >
civilized amazing wheeze squeeze fuzzy muzzled positive disaster recognise bruise rescissory dispossess	dozen wizard freeze gauze blizzard drizzle busy business suppose surprise possession redissolved
Year 6	
Unit 48 Sound /z/ spellings < z ze zz s	Unit 48 Sound /z/ spellings < z ze zz s

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se ss >	se ss >
horizontal	civilized
zoology	amazing
unfreeze	wheeze
breezeless	squeeze
dizzying	fuzzy
fizziness	muzzled
physical	positive
reasonable	disaster
criticise	recognise
causeway	bruise
dispossession	rescissory
dissolvent	dispossess

## Unit 49 Sound /eer/ spellings &lt; eer ere ear &gt;

Year 3 Purple group	Year 3 Red group
Unit 49 Sound /eer/ spellings < eer ere ear >	Unit 49 Sound /eer/ spellings < eer ere ear >
cheer	deer
sneered	sneer
sphere	here
sincere	mere
smear	dear
tear	year
Year 4	Year 4
Unit 49 Sound /eer/ spellings < eer ere ear >	Unit 49 Sound /eer/ spellings < eer ere ear >
reindeer	cheer
steerage	sneered
revere	sphere
severe	sincere

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earful nearby	smear tear
Year 5	Year 5
Unit 49 Sound /eer/ spellings < eer ere ear >	Unit 49 Sound /eer/ spellings < eer ere ear >
engineer volunteers interfere atmosphere disappear fearsomely	reindeer steerage revere severe earful nearby
Year 6	Year 6
Unit 49 Sound /eer/ spellings < eer ere ear >	Unit 49 Sound /eer/ spellings < eer ere ear >
mountaineering commandeered hemisphere stratosphere disappearing multinuclear	engineer volunteers interfere atmosphere disappear fearsomely

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