Y5/6: A Suggested Order to Teach the Sequences Across the Year

To note: While a 'suggested' order is offered below in which to teach the Decision Spelling sequences, covering the National Curriculum for each phase group, you may well find that the needs of your class, or groups of children within your class, dictate the need to, on occasion, look into different phase groups to find a sequence that will help to address spelling issues as they arise in your class across the year. Ultimately, class teachers and perhaps subject leaders, are in command of the learning in their classrooms, and so are best placed to make informed decisions about which Decision Spelling sequence is needed now in order to address any gaps in children's learning, and to then move their learning on.

As an example, you may have a class of Year 6 children, but realise after marking an independent write in a class set of books, that there is a clear gap in the children's knowledge of the 'OUS' word ending. In this case, you can decide to look at the planning in a different phase group, in this case Year 3/4, to find a sequence specifically on the 'OUS' word ending.

In each term, you should find that there are spare weeks, and so finding time to guide children through sequences from different phase groups, as is appropriate and necessary, should be manageable.

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Autumn Term

Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	**Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.**	02 – Etymology	03 – OUGH	04 – Silent Consonants	05 – Developing Personal Spelling Lists	06 - Homophones	07 – The /shun/ Word Ending	**To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.**
Duration	**One week**	**One lesson**	**Two weeks**	**Two weeks**	**Two weeks**	**One week**	**One week**	**Two weeks**	**Two to three lessons**

Spring Term

Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	**Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.**	08 – The IE and EI graphemes	09 – The /shus/ Word Ending	010 – The IBLE and ABLE word endings	011 – Homophones	012 – The /shul/ Word Ending	**To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next term.**
Duration	**One week**	**One lesson**	**Two weeks**	**Two weeks**	**Two weeks**	**One week**	**Two weeks**	**Two to three lessons**

decision spelling

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Summer Term							
Sequence Code and Title	01 – Meta Language and statutory word list: use the words from the list given in the planning.	**Termly spellings from 'Y5/6 Assessment' given as an elicitation task: repeated at the end of term as a means of tracking progress.**	013 – The ENT, ANT, ENCE and ANCE Word Endings	014 – Adding Suffixes to Words Ending FER	015 – Homophones	016 – Hyphens	**To end the term, termly spelling list repeated and Personal Spelling lists reviewed and updated for next year.**
Duration	**One week**	**One lesson**	**Two weeks**	**Two weeks**	**One week**	**One week**	**Two to three lessons**