

Emersons Green Primary School

Spelling Progression

Year 1

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 6	<p>un-</p> <p><i>The prefix 'un-' is added to the beginning of a word without any change to the spelling of the root word.</i></p>	<p>Using the spelling rules for adding '-s' or '-es' as the plural marker for nouns and the third person singular marker for verbs.</p> <p><i>If the ending sounds like /s/ or /z/, it is spelt as '-s'. If the ending sounds like /ɪz/ and forms an extra syllable in the word, it is spelt as '-es'.</i></p> <p>Using '-ing', '-ed', '-er' and '-est' where no change is needed to the spelling of root words.</p> <p><i>'-ing' and '-er' always add an extra syllable and '-ed' sometimes does.</i></p> <p><i>The past tense of some verbs may sound as if it ends /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable) but all these endings are spelt '-ed'.</i></p> <p><i>As with verbs, if the adjective ends in two consonant letters (the same or different) the ending is simple added on.</i></p>			<p>Days of the Week</p> <p><i>Monday</i></p> <p><i>Tuesday</i></p> <p><i>Wednesday</i></p> <p><i>Thursday</i></p> <p><i>Friday</i></p> <p><i>Saturday</i></p> <p><i>Sunday</i></p>

Year 2

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 1			<p>Spellings of /ai/</p> <p>Spellings of /ee/</p> <p>Spellings of /igh/</p> <p>Spellings of /oa/</p> <p>Spellings of /oo/</p> <p>/dʒ/ spelled 'g', 'ge' and 'dge'</p> <p><i>The letter 'j' is never used for the /dʒ/ sound at the end of English words.</i></p> <p><i>At the end of a word, the /dʒ/ sounds is spelt 'dge' straight after short vowel sounds.</i></p> <p><i>After all other sounds, the /dʒ/ sounds is spelt as 'ge' at the end of a word.</i></p> <p><i>In other positions in words, the /dʒ/ sounds is often spelt as 'g' before e, i and y. The /dʒ/ sounds is always spelt as 'j' before a, o and u.</i></p> <p>/n/ spelled 'kn' and 'gn'</p> <p><i>The 'k' and 'g' at the beginning of these words was sounded hundreds of year ago.</i></p> <p>/r/ spelled 'wr'</p> <p><i>This spelling probably reflects an old pronunciation.</i></p>		<p>Common Words</p> <p><i>because</i></p> <p><i>most</i></p>

			<p>/s/ spelled 'c' before 'e', 'i' and 'y'</p> <p>/l/ spelled 'il' <i>There are not many of these words</i></p> <p>/or/ spelled 'oor' <i>e.g. door, floor, poor, moor</i></p> <p>/ʌ/ spelled 'o' <i>e.g. other, mother, nothing</i></p> <p>/b/ spelled 'a' after 'w' and 'qu' <i>'a' is the most common spelling of the /b/ (hot) sound after 'w' and 'qu'</i></p> <p>/or/ spelled 'a' and 'al'</p> <p>/i:/ spelled 'i' <i>e.g. climb, mind, sign, find, child, tiger</i></p>		
Term 2			<p>/zh/ spelled 's' and 'si'</p> <p>/ur/ spelled 'or'</p> <p>/or/ spelled 'ar', 'a' and 'al'</p> <p>/dʒ/ spelled 'g', 'ge' and 'dge' <i>The letter 'j' is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sounds is spelt 'dge' straight after short vowel sounds.</i></p>		<p>Homophones <i>blue/blew knight/night quite/quiet pair/pear be/bee to/two</i></p>

			<p><i>After all other sounds, the /dʒ/ sounds is spelt as 'ge' at the end of a word.</i></p> <p><i>In other positions in words, the /dʒ/ sounds is often spelt as 'g' before e, i and y. The /dʒ/ sounds is always spelt as 'j' before a, o and u.</i></p> <p>/n/ spelled 'kn' and 'gn' <i>The 'k' and 'g' at the beginning of these words was sounded hundreds of year ago.</i></p> <p>/r/ spelled 'wr' <i>This spelling probably reflects an old pronunciation.</i></p> <p>/s/ spelled 'c' before 'e', 'i' and 'y'</p> <p>/i:/ spelled 'ey' <i>The plural of these words is formed by the addition of '-s'</i></p> <p>/ʌ/ spelled 'o' <i>e.g. other, mother, nothing</i></p> <p>/oo/ spelled 'o' <i>e.g. who, to, approve, move, prove, improve</i></p> <p>/h/ spelled 'wh' <i>e.g. whom, who, whole, whose</i></p> <p>/ai/ spelled 'ea' <i>e.g. great, break, steak</i></p> <p>/b/ spelled 'a' after 'w' and 'qu'</p>		
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			<p>'a' is the most common spelling of the /b/ (<u>hot</u>) sound after 'w' and 'qu'</p>		
Term 3		<p>Adding the suffix '-ed' by doubling consonants - /id/, /t/ and /d/ spellings</p> <p>Adding the suffixes '-er', '-est' and '-ing' by doubling consonants</p> <p>Adding the suffix '-y-' by doubling consonants</p>	<p>/I/ or /əI/ spelled 'el', 'le' and 'al' at the end of words</p> <p><i>The 'el' spelling is much less common than 'le'. It is used after m, n, r, s, v, w and usually s. The 'le' spelling is the most common spelling for this sound at the end of words. Not many nouns end in 'al' but many adjectives do</i></p> <p>/oa/ spelled 'o'</p> <p><i>e.g. cold, old, gold, told, hold, stroll</i></p> <p><i>only, both, post, echo, most, going</i></p> <p>/e/ and /ee/ spelled 'e'</p> <p><i>e.g. ever, every, everybody, eve, even, evening</i></p>		<p>Homophones</p> <p><i>ate/eight</i> <i>which/witch</i> <i>one/won</i> <i>here/hear</i> <i>sun/son</i> <i>buy/by</i> <i>sea/see</i> <i>he'll/heal</i> <i>dear/deer</i></p>
Term 4		<p>Adding the suffixes '-ing', '-ed', '-er', '-est' and '-y' to words ending in 'e'</p> <p><i>The 'e' at the end of the root word is dropped before any suffix beginning in a vowel is added</i></p>	<p>'-tion' endings</p> <p>/oo/ spelled 'oul'</p> <p><i>e.g. would, should, could</i></p>	<p>Apostrophes for contraction</p> <p><i>In contractions, the apostrophe shows where letter or letters would be if the words were written in full</i></p> <p>Apostrophes for possession (singular nouns)</p>	<p>Common words</p> <p><i>people</i> <i>busy</i> <i>water</i></p>
Term 5		<p>Suffixes '-ment' '-ly', '-ful', '-less' and '-ness' with no change to the root word</p> <p><i>If a suffix starts with a consonant letter, it is added straight on to most root words without any</i></p>			

		change to the last letter of those words			
		Adding '-ly' and '-ness' to another suffix ('-ful', '-less')			
Term 6		Adding '-ed', 'er' and 'est' to words ending in 'y' <i>The 'y' is changed to an 'i' before the suffix is added</i>	'y' spelling /igh/ or /ee/ <i>This is by far the most common spelling for this sound at the end of words.</i>		Comparatives and superlatives Common words sugar eye again any many beautiful hour parents sure clothes
		Plural '-es' to words ending in 'y' <i>The 'y' is changed to an 'i' before -es is added</i>			
		Adding the suffix '-y' by doubling consonants			
Opportunity to revise Y2 spellings as needed					

Year 3

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 1	un-, dis- <i>Most prefixes are added to the beginning of root words without any changes in spelling. These prefixes have negative meanings.</i>	Revise suffixes –s, -es, -er, -ed, -ing <i>Apply Y2 rules for adding suffixes</i>	/ei/ sound spelt 'ei', 'eigh', 'aigh', 'ey'		Homophones <i>where wear brake break grate great eight ate weight wait</i> Hot List <i>busy</i>

					<p>eight eighth fruit learn library potatoes reign sentence</p>
Term 2	<p>mis- <i>Most prefixes are added to the beginning of root words without any changes in spelling. mis- has a negative meaning.</i></p> <p>re- <i>Most prefixes are added to the beginning of root words without any changes in spelling. re- means 'again' or 'back'.</i></p>		<p>/ɪ/ sound spelt with 'y' elsewhere than at the end of words <i>(myth, gym, pyramid, mystery)</i></p> <p>Words ending in /g/ spelt 'gue' <i>These words are French in origin</i></p> <p>Words ending in /k/ spelt 'que' <i>These words are French in origin</i></p>		<p>Hot List address arrive build caught different guard opposite special strange</p>
Term 3	<p>sub- <i>Most prefixes are added to the beginning of root words without any changes in spelling. sub- means 'under'.</i></p> <p>tele- <i>Most prefixes are added to the beginning of root words without any changes in spelling. tele- means 'at a distance' or 'long distance'.</i></p>	<p>Revise suffixes –ness, -ful <i>Apply Y2 rules for adding suffixes</i></p> <p>-ly <i>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</i></p>	<p>/k/ sound spelt 'ch' <i>These words are Greek in origin</i></p> <p>/ʃ/ sound spelt 'ch' <i>These words are mostly French in origin</i></p>		<p>Hot List famous favourite February group heard heart history important popular</p>
Term 4	<p>super- <i>Most prefixes are added to the beginning of root words without any changes in spelling. super- means 'above'.</i></p> <p>auto- <i>Most prefixes are added to the beginning of root words without any changes in spelling. auto- means 'self' or 'own'.</i></p>			<p>Adding 'sion' and 'ssion' to change a verb to a noun</p>	<p>Homophones meat meet knot not here hear heel heal he'll which witch won one allowed aloud main mane fair fare</p>

					Hot List <i>appear</i> <i>difficult</i> <i>disappear</i> <i>height</i> <i>length</i> <i>ordinary</i> <i>quarter</i> <i>straight</i> <i>weight</i>
Term 5		Revise all previously-taught suffixes Suffix 'ly' when there is an exception <i>If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</i> <i>If the root word ends with -le, the -le is changed to -ly.</i> <i>If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.</i>	Rare GPCs for /ɪ/ Revise vowel digraphs for sounds /ai/ /ee/	Apostrophes for contraction	Hot List <i>circle</i> <i>early</i> <i>earth</i> <i>mention</i> <i>minute</i> <i>natural</i> <i>recent</i> <i>woman</i> <i>women</i>
Term 6			/ʌ/ sound spelt 'ou' <i>(young, touch, double, country)</i>		Homophones <i>grown groan</i> <i>rain reign rein</i> <i>plain plane</i> <i>missed mist</i> <i>berry bury</i> Near-homophones <i>accept except</i> <i>quite quiet</i> <i>affect effect</i> Hot List <i>enough</i> <i>forward(s)</i> <i>often</i> <i>perhaps</i> <i>regular</i> <i>though</i>

					although thought through
Opportunity to revise Y3 spellings as needed					

Year 4

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 1			<p>Words with endings sounding like /ʒə/ <i>The ending sounding like /ʒə/ is always spelt –sure.</i></p> <p>Revise /ʃ/ sound spelt ‘ch’ <i>These words are mostly French in origin.</i></p> <p>Revise /ʌ/ sound spelt ‘ou’ <i>These words should be learnt as needed.</i></p> <p>Revise /eɪ/ sound spelt ‘ei’, ‘eigh’, ‘aigh’, ‘ey’</p>		<p>Homophones: <i>main mane they’re there their piece peace whose who’s medal meddle weather whether</i></p> <p>Hot List <i>actual actually answer breath breathe centre describe grammar medicine</i></p>
Term 2	<p>in-, il-, im-, ir- <i>Most prefixes are added to the beginning of root words without any changes in spelling. These prefixes have negative meanings. il- is used before a root word starting with ‘l’. im- is used before a root word starting with ‘m’ or ‘p’. ir- is used before a root word starting with ‘r’.</i></p>	<p>Suffixes –er, -ed, -ing, -en to multi-syllabic words <i>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</i></p>		<p>Apostrophes for singular possession</p>	<p>Hot List <i>bicycle business experiment island naughty position possible probably question</i></p>

Term 3			<p>Words with endings sounding like /tʃə/ <i>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending.</i></p> <p>Revise words ending in /g/ spelt ‘gue’ <i>These words are French in origin</i></p> <p>Revise words ending in /k/ spelt ‘que’ <i>These words are French in origin</i></p>	<p>Possessive apostrophe with plural words <i>The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s.</i></p>	<p>Homophones <i>scene seen mail male bawl ball</i></p> <p>Hot List <i>calendar certain complete continue imagine material purpose separate strength</i></p>
Term 4	<p>anti- <i>Most prefixes are added to the beginning of root words without any changes in spelling. anti- means ‘against’.</i></p> <p>inter- <i>Most prefixes are added to the beginning of root words without any changes in spelling. inter- means ‘between’ or ‘among’.</i></p>		<p>Endings which sound like /ʒən/ <i>If the ending sounds like /ʒən/, it is spelt as –sion.</i></p> <p>Endings which sound like /ʃən/, spelt -sion, –cian <i>Strictly speaking, the suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –sion is used if the root word ends in d or se. –cian is used if the root word ends in c or cs.</i></p>		<p>Hot List <i>decide extreme guide interest notice particular peculiar remember surprise</i></p>
Term 5		<p>Suffix –ous <i>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to – or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound</i></p>	<p>Endings which sound like /ʃən/, spelt –tion, –ssion <i>Strictly speaking, the suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</i></p>		<p>Hot List <i>accident accidentally believe century increase occasion occasionally possess possession</i></p>

		before the –ous ending, it is usually spelt as i, but a few words have e.	–tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. /s/ spelt ‘sc’ These words are Latin in origin.		
Term 6	Revise all previously-taught prefixes	Revise all previously-taught suffixes. Revise suffix ‘ly’ when there is an exception If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. If the root word ends with –le, the –le is changed to –ly. If the root word ends with –ic, –ally is added rather than just –ly, except in the word publicly.	Revise word etymology	Adding ‘ation’ to change a verb to a noun The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	Hot List consider exercise experience knowledge pressure promise suppose therefore various
Opportunity to revise Y3/4 spellings as needed					

Year 5

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 1			Words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. Words ending in –able and –ible The –able/–ably endings are far more common than the –ible/–		Homophones isle aisle aloud allowed affect effect herd heard past passed Hot List achieve ancient criticise develop

			<p>ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p> <p>Words with ‘silent’ letters</p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</p>		<p>dictionary excellent forty muscle occupy occur queue soldier</p>
Term 2	<p>Use of the hyphen</p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>Revise plural suffixes</p> <p>–s, –es, –ies</p>		<p>Revise the use of the apostrophe for contraction and possession</p>	<p>Homophones</p> <p>there they’re their to two too our are of off new knew where wear were we’re which witch weather whether</p> <p>Hot List</p>

					accompany communicate conscience conscious curiosity embarrass marvellous mischievous recognise stomach system thorough
Term 3		Adding suffixes beginning with vowel letters to words ending in –fer <i>The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.</i>	Words ending in –ably and –ibly <i>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the – able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</i>		Words with rare GPCs bruise guarantee yacht immediately vehicle Hot List bruise desperate determined disastrous guarantee immediately language opportunity temperature twelfth vehicle yacht
Term 4			Words with the /i:/ sound spelt ei after c	Using word etymology	Noun/verb homophones

			<p><i>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</i></p>		<p><i>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</i></p> <p>Hot List accommodate amateur equip equipped equipment harass hindrance identity neighbour nuisance suggest variety</p>
Term 5			<p>Revise endings which sound like /ʃən/, spelt -sion, –cian, –tion, -ssion</p> <p><i>Strictly speaking, the suffixes are – ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</i></p> <p><i>–tion is the most common spelling. It is used if the root word ends in t or te.</i></p> <p><i>–ssion is used if the root word ends in ss or –mit.</i></p> <p><i>–sion is used if the root word ends in d or se.</i></p> <p><i>–cian is used if the root word ends in c or cs.</i></p>	Using word etymology	<p>Homophones cereal serial farther father guessed guest morning mourning who's whose</p> <p>Hot List competition explanation familiar foreign interfere interrupt persuade physical privilege profession pronunciation signature</p> <p>Modal verbs and adverbs of possibility should could</p>

					<i>would</i> <i>ought</i> <i>might</i> <i>possibly</i> <i>definitely</i> <i>obviously</i> <i>certainly</i> <i>surely</i> <i>maybe</i>
Term 6					Revise Y5/6 statutory words taught this year
	Opportunity to revise all Y5 spellings as needed				

Year 6

	Prefixes	Suffixes	Letter strings/sounds	Spelling rules	Words to learn
Term 1	Revise previously-taught prefixes	Revise previously-taught suffixes			Homophones <i>there they're their</i> <i>which witch</i> <i>to two too</i> <i>our are</i> <i>your you're</i> <i>it's its</i> <i>where wear were we're</i> <i>new knew</i> <i>allowed aloud</i> <i>know no</i> <i>right write</i> <i>hear here</i> <i>some sum</i> <i>might mite</i> <i>whole hole</i> Revise Y3/4 statutory words
Term 2		Revise adding suffixes beginning with vowel letters to words ending in –fer	Endings which sound like /ʃəs/ spelt –cious or –tious <i>Not many common words end like this. If the root word ends in</i>		Hot List <i>according</i> <i>attached</i> <i>cemetery</i> <i>community</i>

		<p><i>The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.</i></p>	<p><i>–ce, the /ʃ/ sound is usually spelt as c.</i></p> <p>Revise words ending in –able and –ible and words ending in –ably and –ibly</p> <p><i>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</i></p>		<p><i>controversy especially frequently government leisure parliament prejudice sacrifice sincere sincerely</i></p>
Term 3			<p>Endings which sound like /ʃəl/</p> <p><i>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.</i></p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>		<p>Hot List</p> <p><i>aggressive apparent available average category convenience individual relevant restaurant rhyme rhythm shoulder</i></p>

			<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p> <p>Revise words with the /i:/ sound spelt ei after c The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.</p> <p>Revise words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>		<p>symbol vegetable</p>
Term 4					<p>Revise noun/verb homophones <i>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.</i></p> <p>Homophones <i>here hear knot not meet meat missed mist heard herd</i></p>

					<p> <i>grate great</i> <i>ate eight</i> <i>brake break</i> <i>son sun</i> <i>weight wait</i> <i>bridal bridle</i> <i>lead led</i> <i>steal steel</i> <i>farther father</i> <i>cereal serial</i> <i>guest guessed</i> <i>morning mourning</i> <i>who's whose</i> <i>compliment complement</i> <i>desert dessert</i> <i>principal principle</i> <i>profit prophet</i> <i>stationary stationery</i> <i>draft draught</i> <i>dissent descent</i> <i>assent ascent</i> <i>altar alter</i> <i>precede proceed</i> <i>wary weary</i> </p> <p> Hot List <i>appreciate</i> <i>awkward</i> <i>bargain</i> <i>committee</i> <i>correspond</i> <i>definite</i> <i>environment</i> <i>exaggerate</i> <i>existence</i> <i>necessary</i> <i>programme</i> <i>recommend</i> <i>secretary</i> </p>
Term 5			<p> Revise words with 'silent' letters <i>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch'</i> </p>		<p> Revise Y5/6 statutory words </p>

			<i>now represents in the Scottish word loch.</i>		
Term 6	Opportunity to revise KS2 spellings as needed				