

Phonic and Spelling Milestones

Schools approach to teaching phonics and Spelling....

Letters and Sounds and Spelling Shed

Year Group	Term	Phase	Set	Reading including Common Exception Words	Spelling Shed Scheme
Reception	1	Phase 1 alongside Phase 2 from day 1 Expectation segmenting and blending as they go.	Set 1:SATP Set2: INMD Set3:GOCK Set4: ck, e u r Set 5 : h b f ff l ll ss  Assessment week	To The No Go l Into Segmenting using phonemes taught	Formation of individual phonemes taught. Cursive from start.  CVC words from sets 1-5
	2	Phase 2	Set 6: j v w x Set7: y z qu zz Set 8 ch, sh, th, ng Set9 : ai ee igh oa Set 10 oo ar or Set 11: ur ow oi Assessment Week	He She We Me be was You they All are My her Segmenting using phonemes taught	All phase 2 common exception word CVC words from sets 6-11
	3	Phase 3 Phase 4	Set 12 ear, air, ure Set 13 er and revision of all previous sounds taught. Gap filling.	said some come were there little one when	All Phase 3 common exception words and words with adjacent consonant's e.g.: trap milk string

			Reading and Spelling Tricky words.	out what have like so do  Segmenting using phonemes taught	
4	Phase 4	Assessment week Read and write words with initial and/or final blends such as st, nd mp, nt, nk, ft,sk, lt,lp,tr,dr,gr,cr,br, fr,bl,fl,gl,pl,cl,sl,sp,st,tw,sm,nch, thr, scr, str Revisit, utilise and apply in context to ensure fully understood and used independently	All previously learnt common exception words  Segmenting using phonemes taught	All previously learnt spellings evidenced in independent writing. All phase 2,3,and 4 spelling words.	
5	Phase 5	Set 14: ay ou ie ea Set 15: oy ir ue aw Set 16: wh ph ew oe Set 17: au ey zh Assessment week	Oh their people mr mrs looked called asked could  Segmenting using phonemes taught	All previously learnt spellings evidenced in independent writing. Words containing sets 14-17 digraphs	
6	Phase 2, 3 4 and part 5	Revisit all phonemes taught so far to apply in context and ensure fully understood.	Read all previously introduced common	To spell all common exception words up to phase 4. Revison of phase 5 digraph words.	

			Assessment week including phonic screening to provide baseline.	exception words  Segmenting using phonemes taught	
Year 1	1	Phase 5 continued	Assessment week and phonic screening to gap fill . Split diagraphs Set 1: a_e e_e Set2: i_e o_e Set 3 : u_e and revisit all 2 weeks	Assessment of common exception words  Segmenting using phonemes taught	Spelling of all common exception words to phase 4  <ol style="list-style-type: none"> <li>1. The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.</li> <li>2. The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel.</li> <li>3. The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.</li> <li>4. Some words end with an /e/ sound spelled 'y'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'.</li> <li>5. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.</li> <li>6. Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</li> </ol>
	2	Phase 5 continued	Alternative sounds Set 4 : l o c g u Set 5 : le ea Set 6: a y ch ou Set 7: a ai ay a_e Set 8: e ee ea e_e	Revision of all common exception words so far	Days of week  <ol style="list-style-type: none"> <li>1. Adding -er, -est and un- to words.</li> <li>2. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.</li> </ol>

			Assessment week include Phonic baseline	Segmenting using phonemes taught	<ol style="list-style-type: none"> <li>3. The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.</li> <li>4. The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.</li> <li>5. The long vowel sound /a/ spelled with the split digraph a-e</li> <li>6. The long vowel sound /e/ spelled with the split digraph e-e.</li> </ol>
	3	Phase 5 continued	Set 9 : i ie i_e y Set 10: o oa o_e oh ough Set 11: u u_e ew ue Set 12: Contracted words don't isn't he's Set 13: we're I'll you're we'll Set14: can't didn't hasn't couldn't it's	Contracted words and words with familiar endings s ed etc..  Segmenting using phonemes taught	Months of the year <ol style="list-style-type: none"> <li>1. The long vowel sound /i/ spelled with a split digraph i-e.</li> <li>2. The long vowel sound /o/ spelled with the split digraph o_e.</li> <li>3. The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.</li> <li>4. The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.</li> <li>5. Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.</li> <li>6. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.</li> </ol>
	4	Phase 3 4 5	Assessment week including Phonic baseline and revise and revisit all 44 phonemes , digraphs and trigraphs	Words with familiar prefix e.g un and focus on segmenting in unfamiliar words.  Segmenting using	Spelling of contracted words from term 3. <ol style="list-style-type: none"> <li>1. The short vowel sound /e/ spelled ea.</li> <li>2. The vowel digraph er. In these words the sound is stressed</li> <li>3. The vowel digraph er. In these words the sound is unstressed and found at the end of words.</li> <li>4. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.</li> <li>5. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/</li> <li>6. The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the –ook words may have a longer sound.</li> </ol>

				phonemes taught	
	5	Phase 3 4 5	Continued as above to ensure readiness for phonics check.	Year 1 / 2 Common Exception words	<p>Confidently using phonemes taught segmenting independently Common Exception words</p> <ol style="list-style-type: none"> <li>1. The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.</li> <li>2. The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.</li> <li>3. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'</li> <li>4. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.</li> <li>5. The digraph 'ie' making the /aɪ/ sound as in pie.</li> <li>6. The digraph 'ie' making the /ee/ sound.</li> </ol>
	6	Phonic Screening Check and introduction to Phase 6	Spelling play Understand and apply Suffixes – ed, ing, ful, est, er, ment,ness,en,s,es	Year 1 / 2 Common Exception words	<p>Confidently using phonemes taught segmenting independently Common Exception Words</p> <ol style="list-style-type: none"> <li>1. The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.</li> <li>2. The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'</li> <li>3. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.</li> <li>4. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.</li> </ol>

					<ul style="list-style-type: none"> <li>5. The /er/ sound spelled with 'ear' or 'are'</li> <li>6. Words with 'ph' or 'wh' spellings.</li> </ul>
Year 2	1	Phase 6 Plus addressing any gaps from phonic screening check.	<p>Recap and revision of phonic gaps from all phonemes taught in Phase 2 - 5 . Pupils must be secure using all in decoding and spelling.</p> <p>Reminder of understanding and application of suffixes T6 Year 1. Understand the rules for adding ing, er,est, Investigate how adding suffixes and prefixes changes words Introduce the past tense</p>	Year 1 / 2 Common Exception words	<p>Confidently using phonemes taught segmenting independently</p> <p>Common Exception words</p> <ul style="list-style-type: none"> <li>1. The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.</li> <li>2. The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'</li> <li>3. The /j/ sound spelled with a g.</li> <li>4. The /s/ sound spelled c before e, i and y.</li> <li>5. The /n/ sound spelled kn and gn at the beginning of words.</li> <li>6. Challenge Words</li> </ul>
	2		<p>Letter strings el, le, il, al Words ending tion</p>		<ul style="list-style-type: none"> <li>1. The /r/ sound spelled 'wr' at the beginning of words.</li> <li>2. The /l/ or /ul/ sound spelled '-le' at the end of words.</li> <li>3. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</li> <li>4. The /l/ or /ul/ sound spelled '-al' at the end of words.</li> <li>5. Words ending in '-il.'</li> <li>6. Challenge Words</li> </ul>
	3		<p>Plurals Consonant suffixes – ly, ment, ness, ful, y</p>		<ul style="list-style-type: none"> <li>1. The long vowel 'i' spelled with a y at the end of words.</li> <li>2. Adding '-es' to nouns and verbs ending in 'y.'</li> <li>3. Adding '-ed' to words ending in y. The y is changed to an i.</li> <li>4. Adding '-er' to words ending in y. The y is changed to an i.</li> <li>5. Adding 'ing' to words ending in 'e' with a consonant before it.</li> <li>6. Challenge Words</li> </ul>

	4		Suffixes including ly to form adverbs and rules		<ol style="list-style-type: none"> <li>1. Adding 'er' to words ending in 'e' with a consonant before it.</li> <li>2. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>3. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>1. The 'or' sound spelled 'a' before ll and ll</li> <li>2. The short vowel sound 'o.'</li> <li>3. Challenge Words</li> </ol>
	5		Contracted words		<ol style="list-style-type: none"> <li>1. The /ee/ sound spelled '-ey'</li> <li>2. Words with the spelling 'a' after w and qu.</li> <li>3. The /er/ and /or/ sound spelled with or or ar.</li> <li>4. The /z/ sound spelled s.</li> <li>5. The suffixes '-ment' and '-ness'</li> <li>6. The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.</li> </ol>
	6		Homophones		<ol style="list-style-type: none"> <li>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings</li> <li>2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>3. Words ending in '-tion.'</li> <li>4. Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.</li> <li>5. The possessive apostrophe (singular)</li> <li>6. Challenge Words</li> </ol>
Year 3	1				<ol style="list-style-type: none"> <li>1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</li> <li>2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.</li> <li>3. Spelling Rule: The /i/ sound spelled with a 'y.'</li> </ol>

					<ol style="list-style-type: none"> <li>4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</li> <li>5. Words with endings that sound like /ch/ is often spelled -'ture' unless the root word ends in (t)ch.</li> <li>6. Challenge words</li> </ol>
	2				<ol style="list-style-type: none"> <li>1. Words with the prefix 're-' 're-' means 'again' or 'back.'</li> <li>2. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</li> <li>3. The prefix 'mis-' This is another prefix with negative meanings.</li> <li>4. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</li> <li>5. Adding suffixes beginning with vowel letters to words of more than one syllable. 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.</li> <li>6. Challenge words</li> </ol>
	3				<ol style="list-style-type: none"> <li>1. The long vowel /a/ sound spelled 'ai'</li> <li>2. The long /a/ vowel sound spelled 'ei.'</li> <li>3. The long /a/ vowel sound spelled 'ey.'</li> <li>4. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</li> <li>5. Homophones – words which have the same pronunciation but different meanings and/or spellings.</li> <li>6. Challenge Words</li> </ol>
	4				<ol style="list-style-type: none"> <li>1. The /l/ sound spelled '-al' at the end of words.</li> <li>2. The /l/ sound spelled '-le' at the end of words.</li> <li>3. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</li> </ol>



					<ol style="list-style-type: none"> <li>4. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</li> <li>5. Adding the suffix -ly. Words which do not follow the rules.</li> <li>6. Challenge Words</li> </ol>
	5				<ol style="list-style-type: none"> <li>1. Words ending in '-er' when the root word ends in (t)ch.</li> <li>2. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</li> <li>3. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.</li> <li>4. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</li> <li>5. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</li> <li>6. Challenge Words</li> </ol>
	6				<ol style="list-style-type: none"> <li>1. The suffix '-sion' pronounced /ʒən/</li> <li>2. Revision – spelling rules we have learned in Stage 3.</li> <li>3. Revision – spelling rules we have learned in Stage 3.</li> <li>4. Revision – spelling rules we have learned in Stage 3.</li> <li>5. Revision – spelling rules we have learned in Stage 3.</li> <li>6. Revision – spelling rules we have learned in Stage 3.</li> </ol>
Year 4	1				<ol style="list-style-type: none"> <li>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</li> <li>3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</li> <li>4. The prefix 'sub-' which means under or below.</li> <li>5. The prefix 'inter-' means between, amongst or during.</li> <li>6. Challenge Words</li> </ol>
	2				<ol style="list-style-type: none"> <li>1. The suffix '-ation' is added to verbs to form nouns.</li> </ol>

					<ol style="list-style-type: none"> <li>2. The suffix '-ation' is added to verbs to form nouns.</li> <li>3. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</li> <li>4. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</li> <li>5. Word with the 'sh' sound spelled ch. These words are French in origin.</li> <li>6. Challenge Words</li> </ol>
	3				<ol style="list-style-type: none"> <li>1. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</li> <li>2. Adding the suffix '-ous.' 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 though.</li> <li>3. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</li> <li>4. The 'ee' sound spelled with an 'i.'</li> <li>5. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</li> <li>6. Challenge Words</li> </ol>
	4				<ol style="list-style-type: none"> <li>1. The 'au' digraph</li> <li>2. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</li> <li>3. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</li> <li>4. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</li> <li>5. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</li> <li>6. Challenge Words</li> </ol>

	5				<ol style="list-style-type: none"> <li>1. Homophones – words which have the same pronunciation but different meanings and/or spellings.</li> <li>2. The /s/ sound spelled c before 'i' and 'e'.</li> <li>3. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'</li> <li>4. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'</li> <li>5. Prefixes – 'super-' 'anti' and 'auto.'</li> <li>6. The prefix bi- meaning two</li> </ol>
	6				<ol style="list-style-type: none"> <li>1. Challenge Words</li> <li>2. Plural possessive apostrophes.</li> <li>3. Revision – spelling rules we have learned in Stage 4.</li> <li>4. Revision – spelling rules we have learned in Stage 4.</li> <li>5. Revision – spelling rules we have learned in Stage 4.</li> <li>6. Revision – spelling rules we have learned in Stage</li> </ol>
Year 5	1				<ol style="list-style-type: none"> <li>1. Words ending in '-ious.'</li> <li>2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</li> <li>3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</li> <li>4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</li> <li>5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</li> <li>6. Challenge words</li> </ol>
	2				<ol style="list-style-type: none"> <li>1. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.</li> <li>2. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.</li> <li>3. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.</li> </ol>

					<ol style="list-style-type: none"> <li>4. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</li> <li>5. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely &gt; reliably</li> <li>6. Challenge Words</li> </ol>
	3				<ol style="list-style-type: none"> <li>1. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</li> <li>2. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</li> <li>3. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.</li> <li>4. Words with 'silent' letters at the start.</li> <li>5. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>6. Challenge Words</li> </ol>
	4				<ol style="list-style-type: none"> <li>1. Words spelled with 'ie' after c.</li> <li>2. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</li> <li>3. Words containing the letter string 'ough' where the sound is /aw/.</li> <li>4. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</li> <li>5. Adverbs of possibility. These words show the possibility that something has of occurring.</li> <li>6. Challenge Words</li> </ol>

	5				<ol style="list-style-type: none"> <li>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>3. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>4. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>5. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>6. Challenge Words</li> </ol>
	6				<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Challenge Words</li> <li>3. Revision: Year 5 words</li> <li>4. Revision: Year 5 words</li> <li>5. Revision: Year 5 words</li> <li>6. Revision: Year 5 words</li> </ol>
Year 6	1				<ol style="list-style-type: none"> <li>1. Challenge Words</li> <li>2. Challenge Words</li> <li>3. Challenge Words</li> <li>4. Challenge Words</li> <li>5. Challenge Words</li> <li>6. Challenge Words</li> </ol>
	2				<ol style="list-style-type: none"> <li>1. Challenge Words</li> <li>2. Challenge Words</li> <li>3. Challenge Words</li> <li>4. Challenge Words</li> </ol>

					<ul style="list-style-type: none"> <li>5. Spelling Rules: Words with the short vowel sound /i/ spelled y</li> <li>6. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</li> </ul>
	3				<ul style="list-style-type: none"> <li>1. Spelling Rules: Adding the prefix '-over' to verbs.</li> <li>2. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</li> <li>3. Spelling Rules: Words which can be nouns and verbs.</li> <li>4. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</li> <li>5. Spelling Rules: Words with a 'soft c' spelled /ce/.</li> <li>6. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</li> </ul>
	4				<ul style="list-style-type: none"> <li>1. Spelling Rules: Words with the /f/ sound spelled ph.</li> <li>2. Spelling Rules: Words with origins in other countries</li> <li>3. Spelling Rules: Words with unstressed vowel sounds.</li> <li>4. Spelling Rules: Words with endings /shuhl/ after a vowel letter.</li> <li>5. Spelling Rules: Words with endings /shuhl/ after a consonant letter.</li> <li>6. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</li> </ul>
	5				<ul style="list-style-type: none"> <li>1. Spelling Rules: Words ending in '-ably.'</li> <li>2. Spelling Rules: Words ending in '-ible'</li> <li>3. Spelling Rules: Adding the suffix '-ibly' to create an adverb.</li> <li>4. Spelling Rules: Changing '-ent' to '-ence.'</li> <li>5. Spelling Rules: -er, -or, -ar at the end of words.</li> <li>6. Spelling Rules: Adverbs synonymous with determination.</li> </ul>
					<ul style="list-style-type: none"> <li>1. Spelling Rules: Adjectives to describe settings</li> <li>2. Spelling Rules: Vocabulary to describe feelings.</li> <li>3. Spelling Rules: Adjectives to describe character</li> <li>4. Grammar Vocabulary</li> </ul>

					5. Grammar Vocabulary 6. Mathematical Vocabulary
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