10-15 minutes daily

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :--- | :--- | :--- | :--- | :--- |
| Introduce words. <br> Chn identify the sound. <br> Chn categorise words on <br> thinking frame. <br> Explore any conventions. | Partner test. <br> Chn speed spell words not <br> yet able to spell correctly. | Chn speed spell words not <br> yet able to spell correctly. | Chn speed spell words not <br> yet able to spell correctly. | Teacher dictation using <br> given words in context. |

Assessment weeks throughout year to be used to review, revise and assess as needed.
Additional words can be found here if needed: additional spelling words sorted by phoneme.xlsx

| Wk | Phoneme | Graphemes as previous years plus: |  |  |  | Building on KS1 knowledge | NC - Appendix 1 <br> (Spelling conventions to be taught) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Year 3 | Year 4 | Year 5 | Year 6 |  |  |
| 1 | Review GPCs from KS1 (no new graphemes for these phonemes at KS2): <br> d/d/ - d as in did, dd as in sudden <br> $v / v /-\mathbf{v}$ as in van, $\mathbf{v v}$ as in skivvy, $\mathbf{f}$ as in of <br> I/I/ - I as in lot, II as in bell <br> $x / k s /-x$ as in fox <br> $h / h /-h$ as in hit, wh as in who <br> $\mathrm{p} / \mathrm{p} /-\mathbf{p}$ as in pin, $\mathbf{p p}$ as in puppy <br> th $/ \theta /$ - th as in thin <br> th $/ ð /$-th as in the <br> $\mathrm{b} / \mathrm{b} /-\mathbf{b}$ as in bob, $\mathbf{b b}$ as in rubber <br> $z / z /-z$ as in zip, $\mathbf{z z}$ as in buzz, $\mathbf{s}$ as in his |  |  |  |  |  |  |
|  | All revising GPCs as above using wordlists below. Each year group to focus on own wordlist. |  |  |  |  |  |  |
|  |  | lid sudden very of | cold hidden everybody fall | difficult address believe savvy | describe muddle favourite revved | Phonemes with no new grapheme |  |

$\left.\begin{array}{|l|l|l|l|l|l|l|l|}\hline & & \begin{array}{l}\text { pull } \\ \text { zip } \\ \text { box } \\ \text { his } \\ \text { who } \\ \text { puppy } \\ \text { thin } \\ \text { the } \\ \text { buzz } \\ \text { rubber }\end{array} & \begin{array}{l}\text { boxes } \\ \text { webbed } \\ \text { whole } \\ \text { happier } \\ \text { path } \\ \text { father } \\ \text { frozen } \\ \text { buzzing }\end{array} & \begin{array}{l}\text { finally } \\ \text { poxy } \\ \text { heard } \\ \text { whose } \\ \text { appear } \\ \text { earth } \\ \text { although } \\ \text { bubbles } \\ \text { zealous } \\ \text { puzzling } \\ \text { existence }\end{array} & \begin{array}{l}\text { complex } \\ \text { illegal } \\ \text { wholehearted } \\ \text { opposite } \\ \text { through } \\ \text { therefore } \\ \text { business } \\ \text { squabbles } \\ \text { enzyme } \\ \text { quizzical } \\ \text { excellent }\end{array} & \text { in KS2 }\end{array}\right]$

| 4 | uh /a/ <br> I/al/ | ure as in picture ul as in careful re as in centre | o as in vision a as in musician ar as in irregular ou as in cautious | e as in confident our as in neighbour ough as in borough al as in special ol as in symbol | Appendix 1 Year 5/6 page 18 Words ending in -ant, -ance/-ancy, -ent, -ence/-ency | er as in farmer le as in little el as in tunnel il as in pencil | Y3/4 p12 The suffix -ation <br> Y3/4 p13 Words with endings sounding like /zə/ or /t t / <br> Y3/4 p13 The suffix - ous <br> Y3/4 p14 Endings which sound like / / $ə n$ /, spelt -tion, -sion, -ssion, -cian <br> Y5/6 p18 Endings which sound like / Səs/ spelt cious or -tious |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | answer treasure creature pressure centre careful playful beautiful difficult | quarter enclosure furniture occasion mention sugar popular separate famous various | leisure <br> signature <br> temperature <br> familiar <br> confident <br> neighbour <br> thorough <br> muscle <br> vegetable <br> vehicle | Wordlists and spelling conventions given in Appendix 1 page 18. |  |  |
| 5 |  | table tunnel pedal fossil little squirrel capital nostril | bicycle circle material meddle medal natural possible musician permission | disastrous conscious individual physical symbol bridle bridal cereal serial principle principal |  |  |  |
| 6 | t | Review GPCs from KS1. <br> Appendix 1 Y3/4 p11 Adding suffixes beginning with vowel letters | Review GPCs from KS1. <br> Appendix 1 Y3/4 p11 Adding suffixes beginning with vowel letters | pt as in receipt bt as in doubt | cht as in yacht th as in Thomas ct as in indict | $\mathbf{t}$ as in tip tt as in butter | Y5/6 p20 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |

$\left.\begin{array}{|l|l|l|l|l|l|l|}\hline & & \begin{array}{l}\text { to words of more } \\ \text { than one syllable }\end{array} & \begin{array}{l}\text { to words of more } \\ \text { than one syllable }\end{array} & \begin{array}{l}\text { Wordlists and } \\ \text { spelling } \\ \text { conventions given } \\ \text { in Appendix 1 p11. }\end{array} & \begin{array}{l}\text { Wordlists and } \\ \text { spelling } \\ \text { conventions given } \\ \text { in Appendix 1 p11. }\end{array} & \begin{array}{l}\text { definite } \\ \text { restaurant } \\ \text { twelfth } \\ \text { determined } \\ \text { palette } \\ \text { attached } \\ \text { committee } \\ \text { receipt } \\ \text { doubt } \\ \text { debt }\end{array}\end{array} \begin{array}{l}\text { desperate } \\ \text { identity } \\ \text { variety } \\ \text { pipette } \\ \text { pterodactyl } \\ \text { subtle } \\ \text { yacht } \\ \text { Thomas } \\ \text { thyme } \\ \text { indict }\end{array}\right]$

|  |  | voice cell science scene discipline crescent | decide sentence notice fascinate answer waltz quartz | convenience existence prejudice muscle sword thistle whistle | practise wrestle apostle psychic psychology psalm hindrance |  | whose presence cannot be predicted from the pronunciation of the word) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | i /I/ | y as in gym <br> o as in women | a as in village u as in busy ui as in build | ia as in marriage ai as in bargain | ie as in sieve E as in English | i as in it e as in pretty | Y3/4 p11 The /I/ sound spelt $y$ elsewhere than at the end of words |
|  |  | children interest improve consider history important pretty gym myth Egypt women | disappear promise bicycle mystery image village busy business minute building pyramid | signature physical rhythm language built marriage carriage bargain captain mountain | individual system average guilty sieve English equipped privilege prophet profit |  |  |
| 10 | r/r/ | Review GPCs from KS1. <br> Appendix 1 Y3/4 p12 The suffix -ly | Review GPCs from KS1. <br> Appendix 1 Y3/4 p12 The suffix -ly | rh as in rhyme | Appendix 1 Y5/6 p19 Adding suffixes beginning with vowel letters to words ending in -fer | $\mathbf{r}$ as in run $\mathbf{r r}$ as in barrel $\mathbf{w r}$ as in wrist | Y3/4 p12 The suffix -ly <br> Y5/6 p19 Adding suffixes beginning with vowel letters to words ending in -fer |
|  |  | Wordlists and spelling conventions given in Appendix 1 p12. | Wordlists and spelling conventions given in Appendix 1 p12. | relevant frequently interrupt correspond embarrass written wrongly rhyme | Wordlists and spelling conventions given in Appendix 1 p19. |  |  |


|  |  |  |  | rhythm rhetorical rhubarb rhombus |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | $\mathrm{e} / \varepsilon /$ | a as in any ai as in said ie as in friend | u as in bury | eo as in leopard | ei as in leisure ae as in haemorrhage | e as in bed ea as in head |  |
|  |  | remember <br> pencil <br> special <br> breath <br> treasure <br> any <br> many <br> said <br> again <br> friend | exercise experiment sentence whether weather measure anywhere anyone against friendly bury | definite develop especially profession endeavour anybody again friendship buried leopard | environment suggest pleasurable Thames against befriend burial jeopardy leisure haemorrhage |  |  |
| 12 | O /D/ | a as in want ow as in knowledge | Review GPCs from previous years. <br> Appendix 1 p15 possessive apostrophe with plural words. | au as in fault | e as in envelope ou as in cough ach as in yacht | 0 as in pot | $\text { Y3/4 p15 } 1 \text { p15 }$ possessive apostrophe with plural words <br> Y5/6 p20 Words containing the letter-string ough |
|  |  | often <br> bomb popular probably one <br> want <br> what <br> swan <br> wasp <br> knowledge | Wordlists and spelling conventions given in Appendix 1 p15. | accommodate curiosity correspond foreign quality wander quarantine because fault Australia | competition conscience restaurant assault claustrophobia encore ensemble cough trough yacht |  |  |


| 13 | i/ai/ | ye as in bye y_e as in type | ei as in height is as in island | uy as in guy ais as in aisle ai as in bonsai | ia as in diamond ei as in feisty | i as in find ie as in pie i_e as in like $y$ as in by igh as in night eye as in eye | Y5/6 p20 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | behind <br> gigantic <br> triangle <br> cried <br> exercise <br> why <br> fright <br> eye <br> dye <br> type | library <br> bicycle <br> replied <br> arrive <br> surprise <br> horrify <br> knight <br> height <br> island <br> isle | identity satisfied criticise qualify fortnight rhyme sleight buying aisle haiku | variety dignified recognise occupy lightning stereotype analyse Samurai diamond feisty |  |  |
| 14 | ee /i:/ | ie as in field ey as in money eo as in people e_e as in these | i_e as in marine ea_e as in please i as in taxi | ei as in protein ay as in quay | ae as in paediatric oe as in amoeba | e as in me ee as in see ea as in sea $y$ as in funny | Y5/6 p20 Words with the /i:/ sound spelt ei after c |
|  |  | secret <br> week <br> meet <br> meat <br> February <br> field <br> money <br> people <br> complete <br> extreme | recent <br> equal <br> seen <br> scene <br> breathe <br> naughty <br> believe <br> valley <br> machine <br> helicopter | frequently guarantee steel steal especially police achieve receipt protein quay | appreciate proceed repeatedly opportunity mischievous precede tambourine unbelievable amoeba Caesar |  |  |
| 15 | u /v/ | oul as in could o as in front | oe as in does ou as in young | Review GPCs from previous years. <br> Appendix 1 Y5/6 p19 Use of the hyphen | O as in thorough | $\mathbf{u}$ as in nut oo as in look | Y5/6 p19 Use of the hyphen |
|  |  | push pull shutter | butterfly flood shouldn't | Wordlists and spelling | interrupt pronunciation blood |  |  |


|  |  | some looked would could woman other Monday | mother nothing shove does enough trouble country | conventions given in Appendix 1 p19. | could've accompany stomach government tough thorough borough |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 16 | oo /u:/ | wo as in two ou as in soup oe as in shoe | eu as in sleuth ough as in through ui as in fruit | ou_e as in route oo_e as in ooze | Review GPCs from previous years. <br> Appendix 1 Y5/6 p19 Words ending in -able and -ible Words ending in ably and -ibly | 0 as in to $\mathbf{u}$ as in hula 00 as in soon ue as in blue u_e as in June ew as in blew | Y5/6 p20 Words containing the letter-string ough |
|  |  | to too two hula glue rule stew group youth shoe | who's <br> whose <br> brutal <br> loose <br> lose <br> drew <br> flute <br> sleuth <br> through <br> fruit | whom <br> crusade <br> balloon <br> clueless <br> parachute <br> bruise <br> acoustics <br> manoeuvre <br> route <br> ooze | Wordlists and spelling conventions given in Appendix 1 p19. |  |  |
| 17 | $\begin{aligned} & \hline \mathrm{y} / \mathrm{j} / \\ & \text { you } \\ & \text { /ju:/ } \end{aligned}$ | i as in onion $\mathbf{u}$ as in usual ew as in few ue as in cue u_e as in use | gne as in lasagne eu as in feud eau as in beauty | ewe as in ewe ie as in view | eue as in queue ui as in nuisance uu as in vaccuum | $y$ as in yes $\mathbf{u}$ as in usual ew as in few ue as in cue u_e as in use | Y5/6 p20 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |
|  |  | yellow <br> onion <br> actual <br> usual <br> popular | yesterday <br> lasagne union particular regular | yoghurt opinion occupy community pursued | yacht <br> communicate <br> humour <br> individual <br> substitute |  |  |


|  |  | newest <br> Tuesday rescue dune tube | fewest continue tune feud beautiful | tissue <br> molecule <br> therapeutic <br> ewe <br> reviewed | altitude pneumonia queue nuisance vacuum |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 18 | ar /a:/ | al as in half are as in are | ear as in heart arr as in charred | er as in clerk | Review GPCs from previous years. <br> Appendix 1 Y5/6 p19 Words ending in -able and -ible Words ending in ably and -ibly | ar as in car a as in father | Y5/6 p19 Words ending in -able and -ible Words ending in -ably and -ibly |
|  |  | father bar carpark garden spark party half calm palm are | guard <br> guardian <br> partial <br> farmyard <br> calf <br> qualms <br> heart <br> barred <br> charring <br> scarred | parliament <br> marvellous <br> bargain <br> heartily <br> disbarred <br> embalmed <br> behalf <br> clerk <br> sergeant <br> Berkshire | Wordlists and spelling conventions given in Appendix 1 p19. |  |  |
| 19 | m/m/ | Review GPCs from KS1. <br> Appendix 1 Y3/4 p11 prefixes sub, inter, super | Review GPCs from KS1. <br> Appendix 1 Y3/4 p11 prefixes re, anti, auto | mn as in solemn mme as in programme | gm as in diaphragm | m as in mum $\mathbf{m m}$ as in summer mb as in lamb | Y5/6 p20 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |
|  |  | Wordlists and spelling conventions given in Appendix 1 p11. | Wordlists and spelling conventions given in Appendix 1 p11. | amateur muscle stomach medicine committee recommend | parliament accompany cemetery mischievous communication immediately |  |  |


|  |  |  |  | plumber autumn solemn programme | succumb condemn diaphragm paradigm |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 20 | oh /əб/ | oe as in goes ew as in sew aoh as in Pharoah | 00 as in brooch ough as in dough ou as in soul | ol as in folk au as in mauve | eau as in plateau | 0 as in no o_e as in home oa as in boat ow as in grow | Y5/6 p20 Words containing the letter-string ough |
|  |  | most <br> comb <br> ghost <br> wrote <br> closed <br> coach <br> tomorrow <br> potatoes <br> sews <br> Pharoah | notice <br> suppose <br> throat knowing tomatoes brooch though although soul sole | echo <br> noticeable <br> approach <br> gloating <br> dough <br> shoulder <br> folk <br> yolkless <br> mauve <br> aubergine | avocado <br> ozone approachable loathsome furlough folklore chauffeur plateau chateau bureau |  |  |
| 21 | ay /ei/ | a as in paper eigh as in eight ey as in they | ei as in vein ea as in break aigh as in straight | au as in gauge et as in ballet | é as in café ae as in sundae er as in foyer | a_e as in make ai as in rain ay as in say | Y3/4 p14 <br> Words with the /ei/ sound spelt ei, eigh, or ey |
|  |  | plane <br> plain <br> rainbow <br> always <br> holiday <br> favourite <br> eight <br> weight <br> they <br> obey | grate <br> great <br> strange <br> potatoes <br> eighth <br> survey <br> reign <br> rain <br> rein <br> straight | accommodate <br> available <br> stationary <br> stationery <br> ancient <br> explanation <br> weightless <br> heinous <br> gauge <br> chalet | persuade <br> faithfully <br> pronunciation <br> surveillance <br> ricochet <br> tourniquet <br> canapé <br> fiancé/e <br> vertebrae <br> foyer |  |  |
| 22 | f/f/ | ffe as in giraffe | ft as in often ough as in enough | pph as in sapphire | Review and revise as needed. | $\mathbf{f}$ as in fun ff as in fluff ph as in dolphin | Y5/6 p20 Words containing the letter-string ough |
|  |  | famous forward fruit | favourite February therefore | familiar interfere forty |  |  |  |


|  |  | fluffiest different phonics dolphin telephone giraffe | difficult affect effect alphabet elephant often enough | sufficient <br> physical <br> prophet <br> profit <br> sapphire <br> tough <br> draught |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 23 | $\begin{aligned} & \mathrm{k} / \mathrm{k} / \\ & \mathrm{nk} / \mathrm{n} / \end{aligned}$ | ch as in school nk as in sink | cc as in occasion que as in unique | All GPCs | Review and revise as needed. | c as in cat $\mathbf{k}$ as in kit ck as in back | Y3/4 p14 Words with the /k/ sound spelt ch (Greek in origin) <br> Y3/4 p14 Words ending |
|  |  | peculiar <br> calendar <br> kit <br> duckling <br> cracked <br> school <br> echo <br> scheme <br> sink <br> blank | increase accidentally skinless tracking chemist chorus character occasionally antique unique | dictionary recognise sacrifice according accompany occur unthinkingly stomach choir plankton oblique cheque |  |  |  |
| 24 | $\begin{aligned} & \mathrm{w} / \mathrm{w} / \\ & \mathrm{kw} / \mathrm{kw} / \end{aligned}$ | 0 as in once | oi as in choir ui as in cuisine | kw as in awkward cqu as in acquaintance | Review and revise as needed. | w as in wet wh as in when qu as in quack |  |
|  |  | weight <br> were <br> went <br> when <br> what <br> while <br> quiet <br> quite <br> one <br> once | weather whether whisper quarter question choir cuisine anguish extinguish distinguish | twelfth <br> whimsical equipment frequently persuade language awkward acquaintance reservoir memoir |  |  |  |


| 25 | ou /av/ | ou_e as in house | All GPCs so far | ough as in plough | Review and revise as needed. | ou as in about ow as in cow | Y5/6 p20 Words containing the letter-string ough |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | roundabout playground pronoun thousand growled vowel powerful downstairs house mouse | pronounced proudly council counsel cowardly however downtrodden towering household bounce | confounded foundation outrageous aloud allowed accountability downloadable plough bough drought |  |  |  |
| 26 | or /כ:/ | ar as in warm al as in walk our as in your ore as in more ure as in sure | au as in autograph augh as in naughty aur as in dinosaur oar as in abroad | ough as in ought | Review and revise as needed. | or as in for aw as in saw oor as in door a as in all | Y5/6 p20 Words containing the letter-string ough Y3/4 p12 prefixes |
|  |  | forward reporter crawled bawl door poorly warn walk quarter therefore sure | important <br> ordinary <br> reassure <br> autobiography <br> automatic <br> caught <br> naughty <br> thought <br> dinosaur <br> soaring <br> nautical | assortment <br> awkward <br> according <br> authority <br> forty <br> ought <br> bought <br> nought <br> brought <br> fought <br> extraordinary |  |  |  |
| 27 | er /3:/ | ere as in were or as in word | ear as in early our as in courteous urr as blurred | err as in referring yrrh as in myrrh | Review and revise as needed. | er as in fern ir as in girl ur as in turn | Y5/6 p19 Adding suffixes beginning with vowel letters to words ending in -fer |
|  |  | certain fern circle | perhaps furniture century | journey adjournment determined |  |  |  |


|  |  | girl <br> purpose <br> surprise <br> were <br> worm <br> work <br> word | early heard earth learn courteous favourite blurred | interrupt occur deterred preferred transferred referred myrrh |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 28 | air /દə/ | ere as in there eir as in their ey're as in they're | ar as in parent | aer as in aeroplane aire as in millionaire ayer as in prayer | Tier 3 words for high school | are as in care air as in hair ear as in bear |  |
|  |  | share <br> square <br> fare <br> fair <br> chair <br> bear <br> wear <br> there <br> their <br> they're | carefully prepared barely impair despair hair heir therefore various parent | spared <br> repaired <br> premiere <br> aerial <br> aeroplane <br> aerodynamic <br> aerosol <br> solitaire <br> debonaire <br> millionaire <br> prayer |  |  |  |
| 29 | ear /ıə/ | ere as in here | ee as in steer er as in bacteria ir as in souvenir | ier as in pier eir as in weird | Tier 3 words for high school | ear as in hear |  |
|  |  | fearful bearded nearly appear disappear yearly hear here severe sphere | dearest hemisphere cheerfully volunteer reindeer mountaineer experience serious delirious souvenir | persevere interfere sincerely domineering engineer chandelier fierce bacteria cafeteria weird |  |  | Y3/4 p11 More prefixes |


| 30 | oy /כI/ | oi_e as in voice | uoy as in buoyant | awy as in lawyer | Tier 3 words for high school | oy as in boy oi as in boil |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | boy <br> enjoy <br> royal <br> loyalty <br> coin <br> pointed <br> spoil <br> adjoins <br> voice <br> rejoice | employment clairvoyant boycott destroyer disappointed poisonous boisterous invoices turmoil buoyant | gargoyle flamboyant unemployable poignant anthropoid rejoicing avoidance moisturise buoyancy lawyer |  |  | Y3/4 p13 The suffix -ous |
| 31 | sh / / / | ch as in chef ti as in fraction si as in pension | c as in ocean ci as in musician ss as in pressure ssi as in discussion | sci as in conscious xi as in anxious | Tier 3 words for high school | sh as in shop s as in sugar | Y3/4 p12 The suffix -ation <br> Y3/4 p14 Endings which sound like / /əən/, spelt -tion, -sion, -ssion, -cian <br> Y3/4 p14 Words with the / $/$ / sound spelt ch (mostly French in origin) <br> Y5/6 p18 Endings which sound like / Jəs/ spelt cious or -tious <br> Y5/6 p18 Endings which sound like / $\mathrm{f} \mathrm{l} / \mathrm{l}$ |
|  |  | shop <br> sugar <br> sure <br> chef <br> machine <br> mention <br> position <br> partial <br> pension <br> mission | brochure <br> chalet <br> ocean <br> curvaceous <br> impartial <br> reaction <br> special <br> musician <br> pressure <br> tissue <br> possession | cautious ambitious appreciate essential especially dictionary competition profession explanation conscience conscious anxious |  |  |  |
| 32 | zh /3/ | si as in division ti as in equation | g as in regime ge as in beige | z as in seizure | Tier 3 words for high school | su as in treasure | P13 Endings which sound like /zən/ |
|  |  | treasure measure | pleasure enclosure | leisure exposure |  |  |  |


|  |  | closure <br> usual <br> occasion <br> fusion <br> decision <br> version <br> equation | composure <br> casually <br> vision <br> visual <br> conclusion <br> regime <br> genre <br> beige | visualise <br> precision <br> erosion <br> collusion <br> aubergine <br> camouflage <br> sabotage <br> seizure |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 33 | g/g/ ng/n/ | gu as in guard <br> gh as in ghost | gue as in league <br> ngue as in tongue | All GPCs |  |  |


|  |  |  | digestion righteous | opportunity cello |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 35 | j /d3/ | ge as in barge dge as in dodge |  | di as in soldier du as in individual $\mathbf{g g}$ as in exaggerate | Tier 3 words for high school | j as in jug $\mathbf{g}$ as in gem | Y3/4 p13 Words with endings sounding like /tโə/ or / $32 /$ |
|  |  | jewel <br> jacket <br> imagine <br> giant <br> largely <br> edge <br> ledge <br> badge <br> bridge | adjacent objection jealousy judicial gentle energy fringe knowledge unabridged judgements | judicious prejudice dungeon language privilege vegetable soldier individual suggestion exaggerate |  |  |  |

