|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Testing period: week commencing** | **Tuesday 7th June** | **13th June** | **20th June** | **27th June** | **4th July** | **11th July** |
| **Round 1:**  **Key Words** | increase  important  interest | island  knowledge  learn | length  library  material | medicine  mention  minute | natural  naughty | notice occasion  often |
| **Round 2: Spelling Rule** | **Words with the /s/ sound spelt sc**  science  scene  discipline  fascinate  crescent | **Words with the /eɪ/ sound spelt ei, eigh, or ey**  vein  weight  neighbour  they  obey | **Possessive apostrophe with plural words**  girls’  babies’  children’s  men’s  mice’s | **Plurals: words ending in y**  flies  spies  carries  parties  babies | **Contractions**  can’t  didn’t  hasn’t  couldn’t  I’ll | **/ sound**  father  path  half  after  last |
| **Round 3:**  **Mystery Spellings**  Learn the rule.  You will be tested on 4 more words which follow this week’s rule. | These words are Latin in origin. How many more can you find? | There are lots of ways to spell the ‘ay’ sound.  In KS1, you looked at ‘ay’ (day), ‘a-e’ (plane), ‘ai’ (train), and ‘a’ (table).  Now, we look at the final 3 spelling patterns: ‘eigh’, ‘ei’ and ‘ey’.  There is no rule; the best way to practise is to read and practise writing these words lots of times. | 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.e. is an irregular plural – e.g. *children’s*). | The **y** is changed to **i** before **–es** is added. | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can’t* – *cannot*). | These words are pronounced /æ/ in some accents, like the ‘a’ sound in ‘cat’. |
| **Round 4: Homophones** | berry/bury | ball/bawl | affect/effect | accept/except | there/their/they’re | quite/quiet |