



# Swalwell Primary School

## English Policy

Academic Year	Headteacher	Deputy Headteacher	Assistant Headteachers	Chair of Governing body
2022-2023	Mrs R. Hocking	Mr R Warren	Mrs S. Leaver Mrs K. McCall	Mrs L.Grey

Review Date	Changes made	By whom	Date shared
4.11.2019	4.11.2019	Mrs S Leaver	
8/10/2022	8/10/2022	Mr R Warren	

## **Aims**

- To build on our children's experiences of language learning, recognising their individuality, taking into account their personal experiences and acknowledging differences in their backgrounds.
- Acknowledge the essential role parents have in the development of their children's language learning and to encourage them to take an active role in this learning.
- To provide a language rich environment that promotes a culture of reading and writing.
- To develop a love of books and high-quality literature that will not only support learning across the curriculum, but also extend beyond the classroom environment and enrich our children's lives.
- To teach children the craft of writing, in order to develop the confidence and skills to write well for a range of purposes and audiences.
- Make appropriate assessments and keep meaningful records to ensure progression and continuity.

## **Speaking and listening**

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

## **Aims**

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others
- To use drama and role play to explore a range of issues and further understanding of texts

## **Teaching and Learning**

- Use of talk partners
- Class discussions and debates
- Drama and role play
- School plays and assemblies
- School Council
- PSHE and circle time
- Retelling stories
- Performing poems
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate

## **Reading**

We believe the ability to read is fundamental to children's development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to be skilled in word recognition and comprehension, with teaching focusing on developing both areas.

## **Aims**

- To create a reading culture that promotes a life-long love and enjoyment of books.
- To read with confidence, fluency and understanding.

- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading, correct their mistakes and support their comprehension.
- To help children become critical readers to give them greater understanding of the wider world.

## Teaching and Learning

- In EYFS and Key Stage One discrete phonics lessons are taught in a systematic way on a daily basis through Sounds and Letters – Floppy Phonics. The skills learnt in these sessions are explicitly modelled and applied across the curriculum.
- Children in KS1 take part in daily 20 minute guided reading sessions, reading books matched to their phonic level. These sessions contain a mixture of purposeful reading activities including: small group reading with a teacher, 1:1 reading with a teaching assistant, follow-up comprehension activities, group reading comprehension and phonic activities.
- Children in KS1 are heard read at least twice a week with pupil premium children and those in need of additional reading being heard read at least three times a week.
- Children in KS2 take part in a daily 15 minute reading session where they are heard read 1:1 by an adult. One English lesson a week is used for class comprehension using their class text. The focus for this is mapped out with the teacher explicitly modelling strategies and language being explicitly taught.
- Children in KS2 are heard read at least once a week with pupil premium children and those in need of additional reading being heard read at least twice a week.
- Class texts are mapped out throughout KS2 to ensure progression and a range of literary heritage. The curriculum map also includes a poet to study and a poetic device (Appendix A).
- Children are encouraged to read at home with an adult three times a week. They take home a colour banded book matched to their phonic ability and a non-decodable book (KS1). Parents are expected to complete the reading record to document their home reading. Once children are competent readers, they take home books of their choice from the school or class library. Children are expected to read three times a week at home. Books in EYFS and KS1 being changed on a Tuesday and a Friday and in KS2 when the child has completed the book.
- In EYFS the children are taken at least termly to Whickham library to choose books, partake in activities and listen to stories. The Gateshead Central library team also deliver reading workshops in school for the children and parents as part of the Bookstart initiative.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- All classes follow a 'Readopoly' reading Scheme with rewards and track home reading engagement and allows children to achieve rewards at different reading milestones in each term and across the year.
- Each class has a dedicated 'reading spine' of books which are carefully selected to match the reading interests of each class whilst offering diversity both in terms of authors and content allowing children to broaden their literary and cultural understandings through exposure to the highest quality texts.
- A virtual library has been developed which is free to access for all children and offers another way to engage with a wide range of high quality texts on the class reading spine whilst also offering a wide range of other culturally diverse texts which can be read aloud, listened to and followed along by children and their families.

## **Additional support**

- Children who require additional support with phonics are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through phonics pre-teach and/or keep-up delivered by trained teaching assistants. This takes place in an afternoon.
- In KS2 and Year 2 once appropriate the children are taught PEE chain paragraphs to support clarity of answers. Different colours are used for each part until the children become secure using this: Point – pencil, Explanation – blue pen, Evidence – purple pen.
- Identified children receive additional 1:1 reading with a teacher or teaching assistant, reading three times a week.
- Probes are used to develop sight vocabulary for some children that need it.
- Children across Key Stage 2 Y access 'Reading Plus' in addition to their guided reading sessions.

## **Writing**

The National Curriculum (2014) divides writing skills into two dimensions:

- Transcription (spelling and handwriting – see separate policies)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

## **Aims**

- To understand the importance of audience and purpose.
- To develop strategies to communicate effectively through the written word.
- To recognise that drafting and redrafting is an essential part of the writing process.
- To develop confident, creative and imaginative writers who are able to demonstrate self-expression through writing for a range of different audiences and purposes. .

## **Teaching and Learning**

- We believe that children need to be exposed to a wide range of high quality texts in order to promote their writing skills. Therefore we have mapped out key texts for each year group for each half term (see Appendix A). Teachers are also encouraged to write their own LO's to exemplify the key elements being taught. Teachers give children regular opportunities to discuss what makes a good piece of writing so that children may apply this in their own work.
- Teachers explicitly model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Key areas/skills are displayed on washing lines in the learning environment for children to refer back to.
- Writing is taught in a sequential and progressive manner. Children analyse high quality texts; are taught the text features; practise using features and apply their understandings through their independent writing.
- Guided writing sessions are used to target specific needs of both groups and individuals.

- The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. These text types are mapped out in our long term plans for each year group to ensure that there is a breadth of coverage (see Appendix A).
- Children are expected to complete either a piece of short or extended writing every week. This often takes place towards the end of the week however teachers have flexibility to change this where appropriate.
- Children are given regular opportunities to edit and redraft their work using based on feedback given from adults, through self or peer assessment.
- We recognise that children write best when it is made meaningful to their understanding, their context and their experiences. Children are given regular opportunities for: talk for writing; to explore the writing task through drama and role play; to write from experience etc.

### **Additional support**

- We expect children to have their needs primarily met through quality first teaching in class. Additional support may be given to children in writing through a wide range of resources such as word banks, writing frames, audio recording, colourful semantics, etc.
- Based upon teacher assessment children may receive responsive intervention the same or next day from the teacher to address any misconceptions or discuss errors.

### **Grammar and Punctuation**

Grammar and punctuation knowledge enables writers and speakers to control and use language to meet the needs of purpose (genre) and audience and control sentence structure for impact. When these skills become automatic, pupils are able to utilise language to be able to speak, read and write clearly and with confidence and credibility.

- We teach grammar and punctuation daily (PAG) as part of every lesson where appropriate.
- We correct grammatical error orally/ written work (where appropriate).
- We have a systematic approach where we revisit key learning and build upon it in all areas.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- Grammar and punctuation are mapped out for each year group within the English long term plans and should be contextualised to the current text (see Appendix A).
- It is the expectation that PAG teaching feeds in to the final piece of writing.

### **Phonics and Spelling**

We recognise good phonics and spelling are necessary for effective written communication. High quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read and write fluently and automatically, freeing them to concentrate on the meaning and composition of the text. Spelling with ease increases the speed, quantity and quality of children's writing.

- Sounds and Letters – Floppy Phonics is the systematic synthetic programme used in EYFS and KS1 to teach phonics on a daily basis. This involves vocabulary development, reading, writing and speaking and listening.
- Tricky words and high frequency words from the statutory KS1 word list are mapped out (see Appendix A), with spellings being given out on a Monday and tested on a Friday. Children in KS1 receive a daily 15 minute spelling session to support this.
- Spelling patterns/rules and the KS2 statutory word list are mapped out for KS2 (see Appendix A) and spellings are tested weekly. Spelling patterns and rules are taught over a number of weeks to ensure they are embedded.
- A word wall is built up over time in each classroom showing the spellings that have been taught.
- Key topic or subject vocabulary is displayed to support spelling.
- Children have access to personal dictionaries, class dictionaries and thesauruses and word banks.

## **Handwriting**

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities.

## **Teaching and Learning**

- Handwriting is mapped out week by week to ensure progression (see Appendix A).
- Handwriting is taught in 15 minute discrete sessions with Years 1 – 4 having handwriting books of appropriate lines and Years 5 and 6 practising in their English book. In EYFS handwriting is part of phonics and the children receive specific fine and gross motor activities matched to their need.

## **Assessment**

- Staff assess children’s learning during and as part of every session, they adapt their practice accordingly.
- Formal assessments of Reading Comprehension, Spelling and PAG are carried out using NFER at least termly.
- Writing is assessed using individual GAP sheets and progress is monitored using PAT. These are tracked termly and form the basis of termly pupil progress meetings.
- Reading is assessed using group GAP sheets to provide a best fit and individual progress is monitored using PAT. These are tracked termly and form the basis of termly pupil progress meetings.
- Phonics is tracked half-termly using a Sounds and Letters assessment.
- Staff attend moderating sessions within our school and through links with cluster schools as well as through the Local Authority.
- End of Key Stage Assessments are analysed by the English Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

# Appendix A



## Reading Long-term plan

Term 1	
Week	Focus
1	<b>2b</b> retrieve and record information / identify key details from fiction and non-fiction
2	
3	<b>2d</b> make inferences from the text / explain and justify inferences with evidence from the text
4	
5	<b>2a</b> give / explain the meaning of words in context
6	
7	<b>2h</b> make comparisons within the text
8	<b>2e</b> predict what might happen from details stated and implied
9	
10	<b>2b</b> retrieve and record information / identify key details from fiction and non-fiction
11	
12	<b>2g</b> identify / explain how meaning is enhanced through choice of words and phrases
13	
14	<b>2c</b> summarise main ideas from more than one paragraph

Term 2	
Week	Focus
1	<b>2e</b> predict what might happen from details stated and implied
2	
3	<b>2d</b> make inferences from the text / explain and justify inferences with evidence from the text
4	
5	<b>2f</b> identify / explain how information / narrative content is related and contributes to meaning as a whole
6	
7	<b>2b</b> retrieve and record information / identify key details from fiction and non-fiction
8	
9	<b>2a</b> give / explain the meaning of words in context
10	
11	<b>2c</b> summarise main ideas from more than one paragraph
12	

Term 3	
Week	Focus
1	<b>2d</b> make inferences from the text / explain and justify inferences with evidence from the text
2	
3	<b>2b</b> retrieve and record information / identify key details from fiction and non-fiction
4	
5	<b>2a</b> give / explain the meaning of words in context
6	<b>2h</b> make comparisons within the text
7	
8	<b>2f</b> identify / explain how information / narrative content is related and contributes to meaning as a whole
9	
10	<b>2g</b> identify / explain how meaning is enhanced through choice of words and phrases
11	
12	<b>2c</b> summarise main ideas from more than one paragraph



## Writing Long-term plan



Year 1							
	Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)	
<b>Core Text</b>	I want my hat back -Jon Klassen	Beegu - Alex Deacon	Jack and the Beanstalk  Jack and the baked beanstalk (twist) – Colin Stimpson	Digital literacy – Bubbles  Big book of Blue - Yuval Zomner	Look up - little book of dreams - Mae Jemison	The Bear and The Piano – David Litchfield	
<b>Genre</b>	<b>Fiction</b>	Innovated story based on repetitive pattern.	Diary writing (recount) of time on Earth.	Rewriting of the beanstalk with a twist	Bubbles - Writing the end of the story.	Writing the story from the Bear’s perspective	
	<b>Non Fiction</b>	Class ‘Hat’ catalogue.	Whole School writing project – John Lewis Snowman Advert	Letter/postcard from Jack to his mother	Information text on a creature from book mirroring format	Biography of Mae Jemison  Personal Writing – Describing their own dreams / something they are proud of	
<b>Key SPAG Teaching</b>	<b>Sentence structure:</b>	*Write statement and question sentences *Write in simple sentences  *Use co-ordination or, and, but, so *Use ‘and’ to join words	*Use a wider variation of sentence openers *Some variation in sentence openers across writing  *Command, question and exclamatory sentences *Write in simple sentences	*Use co-ordination or, and, but, so *Use ‘and’ to join words and clauses  *Different sentence types	*Use subordination (when, if, that, because) *Use ‘and’ to join words and clauses  *Adverbs to start a sentences *Variation in sentence openers across writing	*Variation of sentence openers including subordination *Variation in sentence openers across writing	*Use subordination (when, if, that, because) *Use ‘and’ to join words and clauses  *Adverbs to start a sentences *Variation in sentence openers across writing
	<b>Punctuation:</b>	*Leave spaces between words	*Question marks and exclamation marks *Question marks and exclamation marks	*Capital letters, full stops, exclamation marks and question marks	*Capital letters, full stops, exclamation marks and question marks	*Capital letters, full stops, exclamation marks and question marks	*Capital letters, full stops, exclamation marks and question marks

	<ul style="list-style-type: none"> <li>*Capital letters, full stops and question marks</li> <li>* Capital letter for pronoun 'I'</li> <li>*Question marks</li> </ul>	<ul style="list-style-type: none"> <li>*Commas in a list</li> <li>*Bullet points for a list</li> <li>*Apostrophe for contractions</li> </ul>	<ul style="list-style-type: none"> <li>*Punctuate sentences using capital letters, full stops, question marks and exclamation marks</li> <li>*Capital letters for names and days of the week</li> <li>*Possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>*Punctuate sentences using capital letters, full stops, question marks and exclamation marks</li> <li>*Commas in a list</li> <li>*Bullet points for a list</li> <li>*Apostrophe for contractions</li> </ul>	<ul style="list-style-type: none"> <li>*Capital letters for names</li> <li>*Commas in a list</li> <li>*Bullet points for a list</li> </ul>	<ul style="list-style-type: none"> <li>*Punctuate sentences using capital letters, full stops, question marks and exclamation marks</li> <li>*Commas in a list</li> <li>*Bullet points for a list</li> <li>*Possessive apostrophe</li> </ul>
<b>Text Structure &amp; Organisation</b>	<ul style="list-style-type: none"> <li>*Group related ideas together</li> <li>*Use scaffolds matching pictures to sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Use past and present tense correctly</li> <li>* Bullet points</li> <li>*Connects ideas through numbered points, headings and line breaks</li> <li>*Write under given sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>*Group related ideas together</li> <li>*Use scaffolds to sequence and plan writing</li> <li>*Time connectives</li> <li>*Past progressive form of verbs (He was visiting...)</li> </ul>	<ul style="list-style-type: none"> <li>*Structured narrative within opening and ending</li> <li>*Sequence sentences to form a short narrative</li> <li>*Introduction and /or conclusion included</li> <li>*Present progressive form of verbs (I am flying...)</li> </ul>	<ul style="list-style-type: none"> <li>*Structured narrative within opening and ending</li> <li>*Sequence sentences to form a short narrative</li> <li>*Connects ideas through numbered points, headings and line breaks</li> <li>*Instructions in the correct order</li> <li>* Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>*Connects ideas through numbered points, headings and line breaks</li> <li>*Write under own sub-headings</li> <li>*Introduction and /or conclusion included</li> <li>* Write relevant ideas chronologically</li> <li>*Time connectives</li> </ul>
<b>Composition &amp; Effect</b>	<ul style="list-style-type: none"> <li>*Noun phrases</li> <li>*Simple adjectives in labels, captions and sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Content relevant to the task</li> <li>*Use words appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>*Use adjectives without repeating meaning</li> <li>*Use story language</li> </ul>	<ul style="list-style-type: none"> <li>*Noun phrases for description and specification</li> <li>*Extend the range of adjectives used to include emotions</li> </ul>	<ul style="list-style-type: none"> <li>*Use adjectives without repeating meaning</li> <li>*Extend the range of adjectives used to include quality</li> </ul>	<ul style="list-style-type: none"> <li>*Noun phrases for description and specification</li> <li>*Use words appropriate to task, engaging the reader</li> </ul>

**Poetic forms and devices**

Learning poetry by heart – 3 Michael Rosen poems to be learnt throughout the year and performed in assembly  
Poet study – Michael Rosen (Down behind the dustbins)  
Poetry device – rhyme / repetitive refrain

Year 2							
		Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
<b>Core Text</b>		Stuck - Oliver Jeffers	Traction Man – Mini Grey	The Lighthouse (Digital Literacy) (TBC) in line with children’s interests	Big Book of Blue- Yuval Zomner	The Lonely Beast- David Litchfield	The Proudest Blue- Ibtihaj Muhammad  Mrs Noah’s Pockets- Jackie Morris
<b>Genre</b>	<b>Fiction</b>	Narrative retelling of an item being ‘stuck’ up the tree	Character Description of Traction Man / Scrubbing Brush	Diary recount from the lighthouse keeper of his experiences		Write a section of the story from the beast’s point of view	Description of Mrs Noah creating her coat for the troublesome animals
	<b>Non Fiction</b>	Instructions about how to retrieve something from the tree	Christmas Stimulus - John Lewis Snowman Advert	News report about the night the lighthouse was saved	Information text on a creature from book mirroring format	Letters from people of the town to persuade the Beast to come back	Explanation Text of What children are proud of linked to Proudest Blue
<b>Key SPAG Teaching</b>	<b>Sentence structure:</b>	<ul style="list-style-type: none"> <li>*Use a wider variation of sentence openers</li> <li>*Some variation in sentence openers across writing</li> <li>*Command and exclamatory sentences</li> <li>*Write in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Vary sentence openers including subordination e.g. ‘When she laughs...’</li> <li>*Some variation in sentence openers across writing (Prepositions etc)</li> </ul>	<ul style="list-style-type: none"> <li>*Use adverbs to start sentences appropriate to the context (In the beginning, at that moment, without warning)</li> <li>*Variation in sentence openers across writing</li> <li>*Four sentence types</li> <li>*Use co-ordination</li> <li>*Use ‘and’ to join words</li> </ul>	<ul style="list-style-type: none"> <li>*Write statement sentences</li> <li>*Write in simple sentences</li> <li>*Use co-ordination</li> <li>*Use subordination</li> <li>*Use ‘and’ to join words and clauses</li> </ul>	<ul style="list-style-type: none"> <li>*Vary sentence openers</li> <li>*Variation in sentence openers across writing</li> <li>*Use co-ordination</li> <li>*Use subordination</li> <li>*Use ‘and’ to join sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Secure the range of subordination and coordination</li> <li>*Use ‘and’ to join sentences</li> </ul>
	<b>Punctuation:</b>	<ul style="list-style-type: none"> <li>*Secure capital letters and full stops</li> <li>*Leave spaces between words</li> <li>*Capital letters (inc. names) and full stops</li> </ul>	<ul style="list-style-type: none"> <li>*Commas in lists</li> <li>*Bullet points</li> <li>*Capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>*Exclamation and question marks</li> <li>*Question marks and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>*Secure capital letters and full stops</li> <li>*Capital letters (inc. names) and full stops</li> <li>*Exclamation marks</li> <li>*Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>*Capital letters, full stops, exclamation marks and question marks</li> <li>*Capital letters for names</li> </ul>	<ul style="list-style-type: none"> <li>*Apostrophes for possession</li> <li>*Capital letters, full stops, exclamation</li> </ul>

	<ul style="list-style-type: none"> <li>*Exclamation marks</li> <li>*Exclamation marks</li> <li>*Commas in a list</li> <li>*Bullet points for a list</li> <li>*Apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>*Exclamation marks</li> <li>*Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>*Capital letters for 'I', names, days and places</li> </ul>	<ul style="list-style-type: none"> <li>*Apostrophes for possession</li> </ul>	<ul style="list-style-type: none"> <li>*Commas in a list</li> <li>*Bullet points for a list</li> </ul>	<ul style="list-style-type: none"> <li>marks and question marks</li> <li>*Capital letters, full stops, exclamation marks and question marks</li> </ul>
<b>Text Structure &amp; Organisation</b>	<ul style="list-style-type: none"> <li>*Use past and present tense correctly</li> <li>*Group related ideas together</li> <li>*Use scaffolds matching pictures to sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction and /or conclusion included</li> <li>*Compose sentences orally</li> </ul>	<ul style="list-style-type: none"> <li>*Bullet points</li> <li>*Time connectives</li> <li>*Connects ideas through numbered points, headings and line breaks</li> <li>*Write under given sub-headings</li> <li>*Past progressive form of verbs (I was visiting...)</li> </ul>	<ul style="list-style-type: none"> <li>*Group related ideas together</li> <li>*Use scaffolds to sequence and plan writing</li> </ul>	<ul style="list-style-type: none"> <li>*Structured narrative within opening and ending</li> <li>*Sequence sentences to form a short narrative</li> <li>*Connects ideas through numbered points, headings and line breaks</li> <li>*Instructions in the correct order</li> <li>*Write under given sub-headings</li> <li>*Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>*Structured narrative within opening and ending</li> <li>*Sequence sentences to form a short narrative</li> <li>*Past and present tense used correctly</li> <li>*Time connectives</li> </ul>
<b>Composition &amp; Effect</b>	<ul style="list-style-type: none"> <li>*Content relevant to the task</li> <li>*Use words appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>*Noun phrases appropriate to the genre and no repeated adjectives</li> <li>*Simple adjectives in labels, captions and sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Content relevant to the task</li> <li>*Use words appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>*Noun phrases</li> <li>*Extended range of adjectives</li> <li>*Awareness of the purpose of writing</li> </ul>	<ul style="list-style-type: none"> <li>*Adventurous word choices to add detail</li> <li>*Use story language</li> <li>*Extend the range of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>*Choice of content is relevant to the task</li> <li>*Use words appropriate to task</li> <li>*Noun phrases used for description and specification</li> <li>*Extend the range of adjectives</li> </ul>
<b>Poetry</b>	Learning poetry by heart – 3 Julia Donaldson poems to be learnt throughout the year and performed in assembly					

Poet study – Julia Donaldson (Crazy Mayonnaisy mum)  
Poetry device – rhyme

Year 3 / 4							
	Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)	
<b>Core Text</b>	The Creakers – Tom Fletcher	Into the Forest By Anthony Browne	The Vanishing Rainforest by Jess French	Digital literacy –The Clocktower / adapted in line with Children’s interests	The Happy Prince By Oscar Wilde – Jane Ray Book	Beowulf – Rob Lloyd Jones	
<b>Genre</b>	<b>Fiction</b>	Rewrite the section of the story when the Creakers arrive in Lucy’s bedroom  Rewrite from Lucy’s point of view recounting her journey into the woleb	Narrative including speech from a section of the text	Narrative poetry about school (Allan Ahlberg – Please Mrs Butler)	Write an extended setting description comparing what she sees out of the window to when she goes out	Write a section of the story following the Swallows journey through the town carrying the Ruby	Descriptive writing with focus on characterisation
	<b>Non Fiction</b>		Whole School Writing Project - John Lewis – Snowman Advert	Non Chronological Report about the destruction of the Rainforest	Letter to persuade the girl to return to the clocktower	A speech by the prince persuading people to give, sacrifice and help others	Explanation of what really makes a hero
<b>Key SPAG Teaching</b>	<b>Sentence structure:</b>	*Widen the range of subordinating conjunctions used to include while, whereas, until <i>*Usually uses a range of subordinating conjunctions</i>  <i>*Mostly uses the correct forms 'a' or 'an'</i>	*Widen the range of subordinating conjunctions used to include unless, since until, whereas <i>*Usually uses a range of subordinating conjunctions</i>  *Fronted adverbial for how  <i>*Uses the present perfect form of verbs</i>	*Fronted adverbial for where and when <i>*Usually uses a range of adverbs (both to start and within sentences)</i>	*Prepositional phrases <i>*Usually uses prepositions (time and cause)</i>  *Noun phrase expanded using modifying adjectives and prepositional phrases	* Use a variety of sentence types including simple, compound and complex with a growing range of subordinating conjunctions  *Vary sentence structure through complex openings that include adverbials, subject reference and speech	*Noun phrase expanded using modifying adjectives and prepositional phrases  *Fronted adverbials

		(have or has) instead of the simple past				
<b>Punctuation:</b>	<ul style="list-style-type: none"> <li>*Apostrophes to mark possession</li> <li>*Consistently uses apostrophes to show contracted forms and singular possession</li> <li>*Secure full range of punctuation previously taught</li> <li>*Consistent use of full stops, capital letters, exclamation marks and question marks</li> </ul>	<ul style="list-style-type: none"> <li>*Use inverted commas to demarcate speech</li> <li>*Sometimes uses inverted commas to demarcate speech</li> <li>*Comma after the fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>*Apostrophes to mark possession (Find opportunities to teach in context e.g. 'The children's shoes..., The friends' lunches...)</li> <li>*Comma after fronted adverbial</li> </ul>	*Comma after the fronted adverbial	*Follow punctuation rules for speech	<ul style="list-style-type: none"> <li>*Comma after the fronted adverbial</li> <li>*Apostrophes for plural possession (Find opportunities to teach in context e.g. 'The warriors' swords...)</li> </ul>
<b>Text Structure &amp; Organisation</b>	<ul style="list-style-type: none"> <li>*Vary nouns to avoid repetition (e.g. the storm)</li> <li>*Beginning to use paragraphs to group related material</li> </ul>	<ul style="list-style-type: none"> <li>*Use connectives to link information across sentences</li> <li>*Paragraphs organised around a theme</li> </ul>	<ul style="list-style-type: none"> <li>*Organise non-fiction writing appropriately</li> <li>*Ideas are consistently organised in sections</li> </ul>	<ul style="list-style-type: none"> <li>*Simple adverbials used to open section and also as a device to link sections</li> <li>*Organise ideas into paragraphs around a theme</li> </ul>	*Write a well-structured five part story	*Makes appropriate choice of sentence openers to avoid repetition (nouns and connectives)
<b>Composition &amp; Effect</b>	<ul style="list-style-type: none"> <li>*Viewpoint is conveyed through description</li> <li>*Creates settings and characters</li> </ul>	<ul style="list-style-type: none"> <li>*Viewpoint and characterisation are conveyed through dialogue</li> <li>*Characterisation is sometimes conveyed through dialogue</li> </ul>	<ul style="list-style-type: none"> <li>*Build a rich and varied vocabulary</li> <li>*Consistently uses adventurous word choices to add additional detail</li> </ul>	<ul style="list-style-type: none"> <li>*Words are chosen deliberately e.g. appropriate verb choice, precise nouns etc</li> </ul>	*In narrative creates setting, character and plot	<ul style="list-style-type: none"> <li>*Build a rich and varied vocabulary</li> <li>*Viewpoint is conveyed through description and behaviour</li> </ul>
<b>Poetic forms and devices</b>	Learning poetry by heart – 3 Allan Ahlberg poems to be learnt throughout the year and performed in assembly Poet study – Allan Ahlberg Poetry form – Narrative poetry					
<b>Guided reading</b>	Tom Fletcher – The Creakers		E.B White - Charlotte's Web		S F Said – Varjak Paw	



Year 5							
	Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)	
<b>Core Text</b>	Danny Champion of the World By Roald Dahl	The Man Who Walked Between the Towers By Mordicai Gernstein	Greek myths – The Usborne book of Greek Myths and Legends	Digital literacy - Ruin	Shackleton’s journey By William Grill	Malala: My story of standing up for girls’ rights	
<b>Genre</b>	<b>Narrative</b>	Rewrite part of the narrative with a focus on characterisation and speech	Narrative Recount	Rewrite Greek myth	Retelling of story looking at how to build tension and portray action	Letters home from the crew	
	<b>Non-fiction</b>	Letters – formal and informal (e.g. Dad writing to complain to the school, Danny letter to mum)	Whole School Writing Project – John Lewis-Snowman Advert	Non-chronological report based on life in Ancient Greece	Explanation text on futuristic weapons or machines	Chronological report – experiment with various layout e.g. illustrated timeline	Biography of Malala – written in a narrative style Speech for girls’ rights
<b>Key SPAG Teaching</b>	<b>Sentence structure:</b>	*Relative clauses used to add extra information for the reader * Range of subordinating conjunctions *Use a variety of sentence types with a range of subordinating conjunctions	*Use of adverbs to make meaning more precise (Shades of meaning)	*Indicates degrees of possibilities using adverbs and modal verbs *Conjunctive adverbs	*Short sentences for effect and vary into longer sentences for description *Relative clauses	*Develop the range of subordinating conjunctions used *Relative clauses	*Modal verbs *Conjunctive adverbs
	<b>Punctuation:</b>	*Follows punctuation rules for speech including new speaker, new line plus interrupted speech	*Use commas to mark clauses – subordinating clause, main clause	*Follows punctuation rules for speech including new speaker, new line plus interrupted speech	*Commas to mark relative clauses	*Use commas to mark clauses	*Revision of plural possessive apostrophe *Brackets, dashes or commas to indicate parenthesis

		*Sometimes follows punctuation rules for speech	*Use apostrophes to mark singular and plural possession				
<b>Text Structure &amp; Organisation</b>		*Ideas are organised in to paragraphs *New paragraphs open with a topic sentence *Writes a well-structured form with appropriate elements	*Independent application of layout devices e.g. line breaks, subheadings and photographs *Organise non-fiction writing appropriately  *Appropriate choice of pronoun or noun to aid cohesion and avoid repetition	*Build cohesion within a paragraph by developing one idea across several sentences *Link information across sentences by using connectives	*Open a new paragraph with a topic sentence	*Link ideas across paragraphs using adverbials of time, place and number	*Control over the content of the paragraph to include topic sentences and the development of the idea *Can link ideas through tense choices
<b>Composition &amp; Effect</b>		*Characterisation is conveyed through dialogue *Characterisation through dialogue and appropriate verb choices *In narrative creates characters and plot * Understanding of when to make more formal/informal choices for vocabulary	*Create a narrative setting and build atmosphere *Chooses effective vocabulary *Build a rich and varied vocabulary	*Viewpoint is established through opinion, attitude and position	*Characterisation conveyed through behaviour * Create and build atmosphere *Verbs and adverbs well chosen to engage the reader	*Content is selected to inform and engage the reader	*Viewpoint is established through opinion and position *Use new vocabulary appropriately and effectively *Precise longer passages
<b>Poetic forms and devices</b>	Learning poetry by heart – 3 Christina Rossetti poems to be learnt throughout the year and performed in assembly Poet study – Christina Rossetti (poem What is pink? Must be learnt) Poetic form – question and answer poems						
<b>Guided reading</b>	Berlie Doherty – Street child		Louis Sacher – Boy in the girls’ bathroom		Anthony Horowitz - Alex Ryder: Storm Breaker		

Year 6							
		Autumn 1 (7 Weeks)	Autumn 2 (8 Weeks)	Spring 1 (6 Weeks)	Spring 2 (5 Weeks)	Summer 1 (6 Weeks)	Summer 2 (7 Weeks)
<b>Core Text</b>		Nowhere Emporium	Floodland  John Lewis – Snowman Advert	Six dots – a story of young Louis Braille  Greta Thunberg – the world is on fire	Digital literacy – TBC	The Island	High Rise Mystery
<b>Genre</b>	<b>Fiction</b>	Extended setting description	Retelling the escape from the island	Motivational speech about climate change	Retell sections of the story	Retelling of a section of the story	Informative enquiry update
	<b>Non Fiction</b>	Balanced Argument – should children go in the shop	Recount of family memories		Non-chronological report	Persuasive speech/letter from fisherman (informal)/mayor (formal)	Poetry – Free verse
<b>Key SPAG Teaching</b>	<b>Sentence structure:</b>	Demonstrate control over sentence length e.g. longer sentences for description, shorter sentences for tension  *Confidently uses relative clauses  *Indicate degrees of possibility using adverbs or modal verbs  *Independently uses a range of conjunctions	*Can maintain relative formality within an information text *Confidently uses relative clauses * Use relative clauses with an omitted relative pronoun when appropriate  *Use different sentence structures to show formal and informal speech e.g. informal conjunctive plus formal use of modals, informal contractions and question tags	*Demonstrate control over sentence length e.g. longer sentences for description, shorter sentences for tension *Vary sentence length *Passive voice	*Demonstrate control over sentence length e.g. longer sentences for description, shorter sentences for tension *Passive voice e.g. It is felt that... It is widely believed that...	*Use a range of clauses to add detail, express time and show cause and effect *Control over sentence length	*Vary the position of the main and subordinate clause for impact

<b>Punctuation:</b>	<ul style="list-style-type: none"> <li>*Bullet pointed list</li> <li>*Use commas to clarify meaning and avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>*Semi-colons within lists</li> <li>*Correct punctuation to demarcate speech</li> <li>*Sometimes follows the correct rules for 'interrupted speech</li> </ul>	<ul style="list-style-type: none"> <li>*Secure all previously taught punctuation, particularly commas to mark clauses</li> </ul>	<ul style="list-style-type: none"> <li>*Semi-colons to indicate stronger subdivision within sentences</li> <li>*Colons to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>*Further embed semi-colons</li> <li>*Use of hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>*Colons to mark the boundary between independent clauses</li> </ul>
<b>Text Structure &amp; Organisation</b>	<ul style="list-style-type: none"> <li>*Conjunctive adverbs used to link ideas within and across paragraphs</li> <li>* Can link ideas across paragraphs using adverbials of time</li> </ul>	<ul style="list-style-type: none"> <li>*Independent employ a wide range of layout devices</li> <li>*Ideas are linked and developed within a paragraph</li> <li>*Control over content within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>*Control ideas across paragraphs e.g. repetition of key ideas</li> <li>*Open a new paragraph with a topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>*Use ellipses to link paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>*Conjunctive adverbs</li> <li>*Create effective links across paragraphs (inc. ellipses)</li> </ul>	<ul style="list-style-type: none"> <li>*Control ideas across paragraphs e.g. consistent reference to her personality / temperament by using the range of cohesive devices taught</li> </ul>
<b>Composition &amp; Effect</b>	<ul style="list-style-type: none"> <li>*Describe settings and create atmosphere</li> <li>*Viewpoint is established</li> <li>*Precise vocabulary choices</li> <li>*Use new vocabulary appropriately and effectively</li> </ul>	<ul style="list-style-type: none"> <li>*Integrate dialogue to convey character and advance the action</li> <li>*Describe character and atmosphere</li> <li>* In narratives, describes atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>*Viewpoint/ characterisation is established and contrasting attitudes and opinions may be presented</li> </ul>	<ul style="list-style-type: none"> <li>*Select appropriate vocabulary</li> <li>*Characterisation is established and maintained through the use of mood, feeling and identifying details</li> </ul>	<ul style="list-style-type: none"> <li>*Describe settings and create atmosphere</li> <li>*Viewpoint is established and expanded through additional detail</li> </ul>	<ul style="list-style-type: none"> <li>*Select appropriate vocabulary to enhance meaning</li> </ul>
<b>Poetic devices and forms</b>	<p>Learning poetry by heart – 3 Benjamin Zephaniah poems to be learnt throughout the year and performed in assembly</p> <p>Poet study – Benjamin Zephaniah</p> <p>Poetic form – Free verse / Rap poetry</p>					
<b>Guided reading</b>	Charles Dickens – A Christmas Carol		Emma Carroll - Letters from the lighthouse		Sharna Jackson - The High Rise Mystery	



## Spelling Long-term plan

### Year 1

Term 1	
Week	Words
1	I, no, go, to, into
2	he, she, we, me, be
3	the, was, and, her
4	you, my, by
5	are, all, said,
6	have, like, your
7	<i>Revision</i>
8	so, do, some, come
9	is, his, has
10	they, says, today
11	little, pull, full
12	there, were, here
13	what, when, where
14	one, two, once
15	<i>Revision</i>

Term 2	
Week	Words
1	of, love, our, out
2	put, push, ask
3	house, friend, school
4	Mr, Mrs, people
5	oh, their, could
6	<i>Revision</i>
7	called, looked, asked
8	Days of the week
9	
10	Plurals –s and -es
11	
12	<i>Revision</i>

Term 3	
Week	Words
1	Prefix un-
2	
3	Suffix -ing
4	
5	
6	Suffix –ed
7	
8	
9	Suffixes –er and -est
10	
11	
12	<i>Revision</i>

Year 2

Term 1	
Week	Words / phonics
1	door, floor, poor
	Year 1 revision
2	class, grass, pass, bath, path
	Year 1 revision
3	find, kind, mind, behind
	/ur/ (ur, ir, er, ear, or)
4	half, father, fast, last, past, plant
	/u/ (u, o) /ar/ (ar, al, a)
5	child, children, wild, climb
	/zh/ (s, si) /w/ (w, wh)
6	could, should, would
	/f/ (f, ff, ph, gh)
7	<i>Revision</i>
	Pronunciation ch (/ch/ /sh/ /k/)
8	because, people, Mr, Mrs
	Pronunciation ie (/igh/ /ee/) ow (/ou/ /oa/)
9	old, cold, gold, hold, told
	Pronunciation a (/a/ /o/) Spelling /ch/ (ch, tch, ture)
10	most, only, both, clothes, whole
	/sh/ (sh, ch, ti, si, ssi, sci)
11	Suffix -ing
	/g/ (g, gu, gue, gh)

12	Suffix -ing
	/eer/ (ear, eer, ere, ier)
13	Suffix -ed
	/air/ (air, are, ear, ere)
14	Suffix -ed
	/n/ (n, kn, gn, nn)
15	<i>Revision</i>
	/r/ (r, wr, rr, rh)

Term 2	
Week	Focus
1	every, everybody, even
	/m/ (m, mb, mn, mm)
2	any, many, busy, money, pretty
	/k/ (k, ck, c, ch, qu)
3	hour, who, eye
	/or/ (or, ore, our, oor, oar, aw, al, augh, ough)
4	beautiful, again, parents
	/or/ (or, ore, our, oor, oar, aw, al, augh, ough)
5	Suffixes -er and -est
6	
7	Suffix -ly
8	
9	Suffix -ful
10	
11	Contractions
12	<i>Revision</i>

Term 3	
Week	Focus
1	Suffix -less
2	
3	Suffix -ment
4	
5	<i>Revision</i>
6	
7	Suffix -ness
8	after, water
9	great, break, steak
10	move, prove, improve, sure, sugar
11	Homophones
12	<i>Revision</i>

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	<b>The suffix –ly</b>	The suffix <b>–ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The <b>–ly</b> suffix starts with a consonant, so it is added straight on to most root words unless they end with <b>y</b> . If the root word ends with <b>y</b> , the <b>y</b> is changed to <b>i</b> . <b>Exceptions:</b> 1. If the root word ends with <b>–le</b> , the <b>–le</b> is changed to <b>–ly</b> . 2. If the root word ends with <b>–ic</b> , <b>–ally</b> is added rather than just <b>–ly</b> , except in the word <i>publicly</i> . 3. The words <i>truly, duly, wholly</i> .	sadly, completely, usually (usual + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly basically, frantically, dramatically  probably accidentally occasionally actually
4 5 6	<b>Prefixes</b> dis mis	Prefixes are added to the beginning of root words without any changes in spelling. Like <b>un–</b> , the prefixes <b>dis–</b> and <b>mis–</b> have negative meanings.	<b>dis–, mis–, disappear</b> , disappoint, <b>disbelieve</b> , disobey misbehave, mislead, misspell (mis + spell)
7 8 9	<b>Adding suffixes beginning with vowels to words of more than one syllable</b>	If the last syllable of a word is stressed and ends with one consonant which has just one vowel letter before it, the final consonant is doubled before any ending beginning with a vowel is added. The consonant is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

11	<b>Statutory word list</b>	Teach some words from the statutory word list 's' sound spelt as c before e,l,y	bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent
12	<b>Statutory word list</b>	Teach some words from the statutory word list <b>Split digraph – long vowel sounds</b>	Arrive, decide, describe, extreme, guide, surprise

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
14 15	<b>The /i/ sound spelt y elsewhere than at the end of words</b>	Pre-teach linked to topic (Egypt, pyramid and myths)	myth, gym, Egypt, pyramid, mystery
16 17 18	<b>Possessive apostrophe with plural words</b>	The apostrophe is placed after the plural form of the word; s is not added if the plural already ends in s, but <i>is</i> added if the plural does not end in s (i.e. is an irregular plural, e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

20 21	Prefixes	<b>super-</b> means 'above' <b>re-</b> means 'again' or 'back'	<b>re-</b> : redo, refresh, return, reappear, redecorate, <b>rebuild</b> , <b>reposition</b> <b>super-</b> : supermarket, superman, superstar
22 23	<b>Words with the /ai/ sound spelt ei, eigh, or ey</b>		vein, weigh, <b>weight</b> , <b>eight</b> , <b>eighth</b> , <b>reign</b> , neighbour, they, obey
24	<b>Statutory word list</b>	Teach some words from the statutory word list 's' sound spelt as c before e,l,y	<b>bicycle</b> , <b>centre</b> , <b>century</b> , <b>certain</b> , <b>circle</b> , <b>decide</b> , <b>exercise</b> , <b>experience</b> , <b>medicine</b> , <b>notice</b> , <b>recent</b>

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
26 27 28	Homophones and near homophones		Their/there/they're Our/are (*Teacher to identify and add into teaching any words identified in class) grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, meat/meet, , peace/piece, plain/plane, rain/rein
29 30 31	<b>Endings which sound like /zhun/</b>	If the ending sounds like /zhun/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television , <b>occasion</b>

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

33 34 35	<b>Words with endings sounding like /zhuh/ or /chuh/</b>	The ending sounding like /zhuh/ is always spelt <b>-sure</b> . The ending sounding like /chuh/ is often spelt <b>-ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>-er</b> ending, e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure picture, adventure, creature, furniture, departure, mixture
36	<b>Statutory word list</b>	Teach some words from the statutory word list Double consonants	<b>Address</b> , <b>appear</b> , <b>arrive</b> , <b>different</b> , <b>difficult</b> , <b>grammar</b> , <b>occasion</b> , <b>opposite</b> , <b>pressure</b> , <b>suppose</b>

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year: **breath**, **breathe**, **earth**, **fruit**, **heart**, **history**, **increase**, **minute**, **natural**, **opposite**, **position**, **quarter**, **island**, **regular**, **material**, **experiment**, **length**, **straight**, **sentence**, **question**



**YEAR 4**

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2 3	<b>The suffix –ous</b>	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowels. Sometimes there is no obvious root word. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added. A final ‘e’ must be kept if the /j/ sound of ‘g’ is to be kept. If there is an /i/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> (e.g. spontaneous, hideous, piteous).	poisonous, dangerous, mountainous, nervous, <b>famous</b> , various, tremendous, enormous, obvious, pompous, previous, ravenous humorous, glamorous, vigorous courageous, outrageous serious, previous, obvious, furious, envious , <b>various</b>
4 5 6	<b>Prefixes</b>	Prefixes are added to the beginning of root words without any changes in spelling. The prefix <b>in–</b> can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’. Before a root word starting with <b>l</b> , <b>in–</b> becomes <b>il–</b> . Before a root word starting with <b>m</b> or <b>p</b> , <b>in–</b> becomes <b>im–</b> . Before a root word starting with <b>r</b> , <b>in–</b> becomes <b>ir–</b>	inactive, incorrect illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible
7	<b>Statutory word list</b>	<b>Teach some words from the statutory word list</b> Unstressed vowels	<b>Different, favourite, February, interest, library, ordinary, separate,</b>

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

9 10	<b>The suffix –ation</b>	The suffix <b>–ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
11	<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	The Romans probably pronounced the <b>sc</b> in the Latin words from which these words come as /sk/, so deliberately pronouncing these words that way may help with spelling – e.g. the pronunciation /skene/ can be used when learning to spell <i>scene</i> .	science, scene, scissors, muscle, disciple, fascinate
12	<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		school, chorus, chemist, Christmas, character, anchor

**Revision Week**  
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
14 15 16 17	<b>Endings which sound like /shun/, spelt –tion, –sion, –ssion, –cian</b>	Strictly speaking, the endings are <b>–ion</b> and <b>–ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these endings often come from the last letter or letters of the root word. <b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> (invent) or <b>te</b> (inflate). <b>–ssion</b> is used if the root word ends in <b>ss</b> (express) or <b>–mit</b> (permit). <b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b> (Exceptions: <i>attend – attention; intend – intention</i> ) – <b>cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> (e.g. <i>music – musician, politics – politician</i> ).	invention, inflation, injection, action, completion, exception, expression, discussion, confession, permission, transmission, <b>possession</b> , admission expansion, extension, comprehension, tension musician, electrician, politician, magician, mathematician
18 19	<b>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</b>	league, tongue, synagogue, antique, unique, mosque	league, tongue, synagogue, antique, unique, mosque
20	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Answer, build, calendar, complete, consider, continue, early, group, guard, forward(s), caught, naughty

### Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

22 23 24	Prefixes	Prefixes are added to the beginning of root words without any changes in spelling. <b>anti–</b> means ‘against’. <b>auto–</b> means ‘self’ or ‘own’ <b>sub–</b> means ‘under’. <b>inter–</b> means ‘between’ or ‘among’	<b>sub–</b> : subdivide, subheading, submarine, submerge <b>inter–</b> : interact, intercity, international, interrelated (inter + related) <b>anti–</b> : antiseptic, anti-clockwise, antidote <b>auto–</b> : automatic, autograph
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### Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
26	<b>Statutory word list</b>	Teach some words from the statutory word list -ough letter string	Enough, though, although, thought, through
27 28	<b>The /u/ sound spelt ou</b>	These words should be learnt as needed.	young, cousin, double, trouble, couple, country
29 30 31	<b>Homophones and near homophones</b>		Their/there/they’re Our/are (*Teacher to identify and add into teaching any words identified in class) Wood/would

			accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein, scene/seen
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
33	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Promise, purpose, remember, special, strange, strength, surprise, women, woman, knowledge, knowledgeable, height, therefore, possible
34 35	<b>Words with the /sh/ sound spelt ch (mostly French in origin)</b>		chef, chalet, machine, brochure, champagne, chauffeur
36	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	Heard, imagine, important, learn, often, particular, peculiar, perhaps, popular, potatoes,
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			

\*\*The following words from the Y3/4 Statutory word list are cross curricular and should be taught explicitly throughout the year: **breath, breathe, earth, fruit, heart, history, increase, minute, natural, opposite, position, quarter, island, regular, material, experiment, length, straight, sentence, question**

## YEAR 5

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
1 2 3	<b>Homophones or other words that are often confused.</b>	<u>Examples</u> <b>aisle:</b> a gangway between seats (in a church, train, plane) <b>isle:</b> an island <b>aloud:</b> out loud <b>allowed:</b> permitted <b>altar:</b> a table-like piece of furniture in a church <b>alter:</b> to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) <b>bridal:</b> to do with a bride at a wedding <b>bridle:</b> reins etc. for controlling a horse <b>morning:</b> before noon <b>mourning:</b> grieving for someone who has died <b>cereal:</b> made from grain (e.g. <i>breakfast cereal</i> )	<b>farther:</b> further <b>father:</b> a male parent <b>guessed:</b> past tense of the verb <i>guess</i> <b>guest:</b> visitor <b>heard:</b> past tense of the verb <i>hear</i> <b>herd:</b> a group of animals <b>led:</b> past tense of the verb <i>lead</i> <b>lead:</b> present tense of that verb, or else a metal ( <i>heavy as lead</i> ) <b>past:</b> noun or adjective referring to a previous time (e.g. <i>in the past</i> ) or preposition or adverb showing place (e.g. <i>He walked past me</i> )

		<p><b>serial:</b> adjective from the noun <i>series</i> – a succession of things one after the other</p> <p><b>desert:</b> as a noun – a barren place (stress on first syllable); as a verb to abandon (stress on second syllable)</p> <p><b>dessert:</b> (stress on second syllable) a sweet course after the main course of a meal</p> <p><b>draft:</b> noun – a first attempt at writing something; verb – to make the first attempt, to draw in someone (e.g. to draft in extra help)</p> <p><b>draught:</b> a current of air.</p>	<p><b>passed:</b> past tense of the verb pass (e.g. <i>I passed him in the road.</i>)</p> <p>not belong to you</p> <p><b>steel:</b> metal</p> <p><b>wary:</b> cautious</p> <p><b>weary:</b> tired</p> <p><b>who's:</b> contraction of <i>who is</i> or <i>who has</i></p> <p><b>whose:</b> belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
4	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <p>-le words</p> <p>Add some individual common 'target words'</p>	<b>available, vegetable, vehicle, muscle</b>
5 6 7	<b>Word endings: -cious -tious</b>	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /sh/ sound is spelt as <b>c</b>, e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p>Exception: <i>anxious</i>.</p>	vicious, precious, <b>conscious</b> , delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
8 9	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <p>'c' makes 's' sound before 'i', 'e' and 'y'</p>	<b>cemetery, convenience, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice.</b>
<b>Revision x2 Weeks</b>			
(Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
12 13 14	<b>Words ending in: -able -ible -ably -ibly</b>	<p>The <b>-able</b> ending is far more common than the <b>-ible</b> ending. As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> 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 <b>-ation</b>. The first six examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable (adoration), applicable (application), considerable (consideration), tolerable (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horrible, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
15	<b>Statutory word list</b>	<p>Teach some words from the statutory word list</p> <ul style="list-style-type: none"> <li>- tion words</li> <li>- ous words</li> </ul>	<b>competition, explanation, profession, pronunciation. Disastrous, marvellous, mischeivous</b>

**Revision x2 Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
18 19 20	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 a clear /ee/. Exceptions: <i>protein, caffeine, seize.</i>	deceive, conceive, receive, perceive, ceiling (+ deceit, conceit, receipt)
21 22	<b>Statutory word list</b>	Teach some words from the statutory word list Revision from Y3/4 Add some individual common 'target words' as appropriate	Word families familiar, identity, signature, symbol 'y' makes the 'i' as in 'bin' sound physical, symbol, system

### Revision x2 Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
25 26 27	Words ending -cial -tial	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly linked to <i>finance, commerce and province</i> ).	Official, special, artificial, partial, confidential, essential.
28 29	<b>Statutory word list</b>	Teach some words from the statutory word list - Unstressed vowels	bruise, category, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable

### Revision x2 Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

32 33	<b>Statutory word list</b>	Teach some words from the statutory word list (These words are not linked by a particular pattern or rule)	amateur, awkward, bargain, controversy, curiosity, develop, guarantee, harass, hindrance, identity, interfere, interrupt, neighbour, queue, recognise, restaurant, yacht
34	<b>Statutory word list</b>	Teach some words from the statutory word list -ie are adjacent	soldier, sufficient, variety, ancient foreign (an exception to the pattern)

### Revision Weeks

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year: average, foreign, forty, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach shoulder, vehicle.

YEAR 6

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples Statutory Word List in Red
1 2	<b>Statutory word list</b>	Teach some words from the statutory word list - Suffixes and prefixes	<b>according, attached, criticise</b> (critic +ise), determined, equip (-ment, -ped), especially, frequently, <b>immediate (-ly)</b> , (un) <b>necessary</b> , <b>sincere (-ly)</b>
3 4 5 6	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.  Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> /dʒ/ sound) and <b>qu</b> , 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 learned.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)  assistant, assistance, obedient, obedience, independent, independence
<b>Revision Week</b> (Teacher assessment to be used to decide which rules and patterns previously taught need further input)			
8 9 10	<b>Statutory word list</b>	Teach some words from the statutory word list - Double consonants	<b>accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community, correspond, immediate(-ly), occupy, occur, opportunity, recommend, suggest</b>
11 12 13 14	<b>Homophones or other words that are often confused</b>	In these pairs of words, nouns end <b>-ce</b> and verbs end <b>-se</b> . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b> .  <b>compliment</b> : to make nice remarks about someone (verb) or the remark that is made (noun) <b>complement</b> : related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>Her scarf complemented her outfit.</i> ) <b>descent</b> : the act of descending (going down) <b>dissent</b> : to disagree/disagreement (verb and noun)  <b>affect</b> : usually a verb (e.g. <i>The weather may affect our plans.</i> )	<b>advice/advise</b> <b>device/devise</b> <b>licence/license</b> <b>practice/practise</b> <b>prophecy/prophesy</b>  <b>eligible</b> : suitable to be chosen or elected <b>illegible</b> : not legible (i.e. not readable) <b>eliminate</b> : get rid of/exclude <b>illuminate</b> : light up <b>precede</b> : go in front of or before <b>proceed</b> : go on

		<b>effect:</b> usually a noun (e.g. <i>The weather may have an effect on our plans.</i> ). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business.</i> ).	<b>principal:</b> adjective – most important (e.g. <i>principal ballerina</i> ); noun – important person (e.g. <i>principal of a college</i> ) <b>principle:</b> basic truth or belief <b>profit:</b> money that is made in selling <b>prophet:</b> someone who foretells the future <b>stationary:</b> not moving <b>stationery:</b> paper, envelopes etc. <b>steal:</b> take something that does
15	<b>Statutory word list</b>	Teach some words from the statutory word list -words originating from other countries.	conscience, conscious, <b>desperate</b> , yacht.

### Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

17 18 19	<b>Adding suffixes beginning with vowel letters to words ending in -fer.</b>	The r is doubled if the <b>-fer</b> is still stressed when the ending is added.  The r is not doubled if the <b>-fer</b> is no longer stressed	referring, referred, referral, preferring, preferred, transferring, transferred  reference, referee, preference, transference
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### Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

Week	Statutory Requirements Spelling Rule	Rules and Guidance	Examples <b>Statutory Word List in Red</b>
21 22	Use of the hyphen.	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. See also <a href="https://en.oxforddictionaries.com/punctuation/hyphen">https://en.oxforddictionaries.com/punctuation/hyphen</a> for examples and explanations of the correct use of hyphens in different contexts.	co-ordinate, re-enter, co-operate, co-own
23 24 25	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , the <b>k</b> was sounded as /k/ and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
26	<b>Statutory word list</b>	Teach some words from the statutory word list - 'i' before 'e' except after 'c' when the sound is 'ee'	achieve, <b>convenience</b> , mischievous (regional pronunciation, e.g. if use the 'ee' sound)

### Revision Week

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

28 29 30	<b>Words containing the letter-string ough</b>	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought, rough, tough, enough cough though, although, dough through <b>thorough</b> , borough plough, bough
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**Revision Weeks**

(Teacher assessment to be used to decide which rules and patterns previously taught need further input)

\*\*The following words from the Y5/6 Statutory word list are cross curricular and should be taught explicitly throughout the year: **average, forty, foreign, government, individual, language, leisure, lightning, muscle, persuade, programme, relevant, rhyme, rhythm, temperature, twelfth, stomach shoulder, vehicle.**







## Spelling Long-term plan

### Nursery

Term 1	
Developing Gross Motor Skills	
Week	Focus
1	Whole-body responses to the language of movement
2	Large movements with equipment
3	Large movements with malleable materials
4	Body responses to music

Term 2	
Developing Fine Motor Skills	
Week	Focus
1	Hand and finger play
2	Making and modelling
3	Messy play
4	Links to art
5	Using one-handed tools and equipment
6	Hand responses to music

Term 3	
Developing Patterns	
Week	Focus
1	Pattern-making
2	Investigating dots
3	Investigating straight lines and crosses
4	Investigating circles
5	Investigating curves, loops and waves
6	Investigating joined straight lines and angled patterns
7	Investigating eights and spirals

Reception

Term 1	
Week	Focus
1	Dots
2	Straight lines and crosses
3	Circles
4	Waves
5	Loops and bridges
6	Joined straight lines
7	Angled patterns
8	Eights
9	Spirals
10	Left-to-right orientation
11	Mix of patterns
12	Review of patterns

Term 2	
Week	Focus
	Long ladder letters
1	l
2	l, i
3	u, t
4	j, y
5	l, i, t, u, j, y
	One-armed robot letters
6	r
7	b, n
8	h, m
9	k, p
10	r, b, n, h, m, k, p
11	Practising all of the long ladder and one-armed robot letters
12	

Term 3	
Week	Focus
	Curly caterpillar letters
1	c
2	a, d
3	o, s
4	g, q
5	e, f
6	c, a, d, o, s, g, q, e, f
7	Practising all curly caterpillar letters
	Zig-zag monster letters
8	z, x
9	v, w
10	z, v, w, x
11	Practising all curly caterpillar and zig-zag monster letters
12	

Year 1

Term 1	
Week	Focus
	Long ladder letters
1	l, i, t
2	u, j, y
3	Capitals for long ladder letters
	One-armed robot letters
4	r, n, m, p
5	b, h, k
6	Capitals for one-armed robot letters
	Curly caterpillar letters
7	c, a, d, o
8	s, g, q
9	e, f
10	Capitals for curly caterpillar letters
11	Zig-zag monster letters
12	z, x
13	v, w
14	Capitals for zig-zag monster letters
15	Practise all letters taught so far

Term 2	
Week	Focus
	Diagonal join
1	Diagonal join to ascender: at, all
2	Diagonal join to ascender: th
3	Diagonal join to ascender: ch
4	Diagonal join to ascender: cl
5	Diagonal join, no ascender: in, im
6	Diagonal join, no ascender: cr, tr, dr
7	Diagonal join, no ascender: lp, mp
8	Diagonal join, no ascender, to an anticlockwise letter: id, ig
9	Diagonal join, no ascender, to an anticlockwise letter: nd, ld
10	Diagonal join, no ascender, to an anticlockwise letter: ng
11	Review and practise
12	

Term 3	
Week	Focus
	Diagonal join
1	Diagonal join, no ascender: ee
2	Diagonal join, no ascender: ai, ay
3	Diagonal join, no ascender: ime, ine
	Horizontal join
4	Horizontal join, no ascender: op, oy
5	Horizontal join, no ascender: one, ome
6	Horizontal join, no ascender, to an anticlockwise letter: oa, og
7	Horizontal join, no ascender, to an anticlockwise letter: wa, wo
8	Horizontal join to ascender: ol, ot
9	Horizontal join to ascender: wh, oh
10	Horizontal join to ascender: of, if
11	Review and practise
12	

Year 2

Term 1	
Week	Focus
1	Revisit long ladder and one-armed robot letters
2	Revisit curly caterpillar and zig-zag monster letters
3	Relative size and position of ascenders
4	Relative size and position of descenders
5	Revisit all capital letters
6	Diagonal join to ascender: eel, eet
7	Diagonal join, no ascender: a_e
8	Diagonal join, no ascender, to an anticlockwise letter: ice, ide
9	Horizontal join, no ascender: ow, ou
10	Horizontal join, no ascender: oy, oi
11	Horizontal join, no ascender, to an anticlockwise letter: oa, ode
12	Horizontal join, no ascender: ole, obe
13	Horizontal join, no ascender: ook, ool
14 15	Review and practise

Term 2	
Week	Focus
1	Diagonal join to r: ir, ur, er
2	Horizontal join to r: or, oor
3	Horizontal join from r to ascender: url, irl, irt
4	Horizontal join from r: ere
5	Join to and from r: air
6	Diagonal join to s: dis
7	Horizontal join to s: ws
8	Diagonal join from s to ascender: sh
9	Diagonal join from s, no ascender: si, su, se, sp, sm
10	Horizontal join from r to an anticlockwise letter: rs
11 12	Review and practise

Term 3	
Week	Focus
1	Diagonal join to an anticlockwise letter: ea, ear
2	Horizontal join to and from f to ascender: ft, fl
3	Horizontal join from f no ascender: fu, fr
4	Diagonal join, no ascender: qu
5	Horizontal join, no ascender: rr
6	Horizontal join, no ascender, to an anticlockwise letter: ss
7	Horizontal join to ascender: ff
8	Diagonal join, no ascender: zz
9	Horizontal join to ascender: ll
10	Practising: ed, ing
11 12	Review and practise

Year 3

Term 1	
Week	Focus
1	Revising joining from r to ascender: rb, rh, rk, rl, rt
2	Revising joining from r, no ascender: ri, ru, rn, rp, rr
3	Revising joining from r to an anticlockwise letter: ra, rd, rg, ro
4	Revising joining from r to e: re, pre, are, ere, ure, ore, ire
5	Revising joining from s to ascender: sh, sl, st, sk
6	Revising joining from s, no ascender: sw, si, se, sm, sn, sp, su, ss
7	Revising joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq
8	Revising join to and from s: dis, mis
9	Revising joining to f: if, ef, af, of
10	Revising joining from f to ascender: fl, ft, ff
11	Revising joining from f, no ascender: fe, fi, fu, fr, fy
12	Revising joining from f to an anticlockwise letter:

	fo, fa
13	Revising diagonal join, no ascender: qu
14	Review and practise
15	

Term 2	
Week	Focus
1	Diagonal join, no ascender: bi, bu, pi, pu
2	Diagonal join, no ascender, to an anticlockwise letter: ba, bo, pa, po
3	Diagonal join to ascender: bl, ph
4	Parallel ascenders: bb, dd, ll, tt
5	Relative size and consistency: ly
6	Relative size and consistency: less
7	Relative size and consistency: ful
8	Speed and fluency practise: er
9	Speed and fluency practise: est
10	Revising relative size and consistency: Capital letters
11	Review and practise
12	

Term 3	
Week	Focus
1	Consistency in letter spacing:

	Full stops, question marks, exclamation marks
2	Consistency in letter spacing: Inverted commas, commas
3	Consistency in spacing: apostrophes
4	Consistency in spacing between words: homophones in sentences
5	Consistency in spacing between words: homophones in sentences
6	Consistency in spacing between words: homophones in sentences
7	Consistency in spacing between words: sion
8	Consistency in spacing between words: sure
9	Consistency in spacing between words: ture
10	Consistency in spacing between words: double consonants
11	Review and practise
12	

Year 4

Term 1	
Week	Focus
1	Revising all joins to and from r: (see Year 3 for examples)
2	Revising all joins to and from s: (see Year 3 for examples)
3	Revising all joins to and from f: (see Year 3 for examples)
4	Revising all joins to and from w
5	Revising all joins to and from x
6	Revising all joins to and from z
7	Revising diagonal joins: a, e, i, m, n, u, z
8	Revising horizontal joins: o, r, v, w, x
9	Revising joining ascenders, no ascender or descender: b, f, h, k, l, t
10	Revising parallel ascenders: tl, ll, bb, bl, th
11	Revising joining descenders, no ascender or descender: g, j, p, q, y
12	Revising parallel ascenders and descenders: pp, ff, gl, ph
13	Revising joining anticlockwise letters: sc, cc, dd
14	Review and practise
15	

Term 2	
Week	Focus
1	Revising relative size and consistency: Capital letters
2	Revising relative size and consistency: Punctuation
3	Spacing between letters
4	Spacing between words
5	Writing at speed: High frequency words
6	Improving fluency: Statutory word lists
7	Speed and fluency: Suffixes in sentences
8	Speed and fluency: Suffixes in sentences
9	Speed and fluency: Prefixes in sentences
10	Speed and fluency: Prefixes in sentences
11	Review and practise
12	

Term 3	
Week	Focus
1	Consistency of size
2	Proportion
3	Spacing between letters and words
4	Size, proportion and spacing
5	Presentation: Capital letters
6	Presentation: Punctuation
7	Fluency: writing longer words
8	Speed and fluency
9	Speed and fluency
10	Speed and fluency
11	Review and practise
12	

Year 5

Term 1	
Week	Focus
1	Introduced sloped writing: <i>long ladder letters</i>
2	Introduced sloped writing: <i>one-armed robot letters</i>
3	Introduced sloped writing: <i>curly caterpillar letters</i>
4	Introduced sloped writing: <i>monster zig-zag letters</i>
5	Introduced sloped writing: <i>capital letters</i>
6	Diagonal join to ascender: <i>th, sh, nb, nd, ht, st</i>
7	Diagonal join, no ascender: <i>ai, ay, kn, er, ir, en</i>
8	Diagonal join to anticlockwise letter: <i>ac, sc, bo, da, en, ho</i>
9	Horizontal join to ascender: <i>wh, wl, oh, ol, of, ob</i>
10	Horizontal join, no ascender: <i>oi, oy, ou, op, ve</i>
11	Horizontal join to anticlockwise letter: <i>oo, oa, wa, wo, va, vo</i>
12	Joining from r: <i>ra, re, ri, ro, ru</i>
13	Joining from s: <i>sh, su, sc, sl, sw, sp</i>
14	Review and practise
15	

Term 2	
Week	Focus
1	Joining from f to ascender: <i>fl, ft</i>
2	Joining from f, no ascender: <i>fa, fe, fi, fo, fu</i>
3	Writing at speed: <i>ff</i>
4	Writing at speed: <i>rr</i>
5	Writing at speed: <i>ss</i>
6	Writing at speed: <i>qu</i>
7	Joining b and p to ascenders: <i>ph, pl, bl</i>
8	Joining b and p, no ascenders: <i>bu, bi, pe, pu, pi, pr</i>
9	Parallel downstrokes: <i>pp, bb, ll, dd</i>
10	Joining ascenders and descenders: <i>gl, ly</i>
11	Review and practise
12	

Term 3	
Week	Focus
1	Consistency of size
2	Proportion
3	Spacing between letters and words
4	Size, proportion and spacing
5	Presentation: capital letters
6	Presentation: punctuation
7	Fluency: writing longer words
8	Speed and fluency: sentences
9	Speed and fluency: paragraphs
10	Writing for different purposes
11	Review and practise
12	



Year 6

Term 1	
Week	Focus
1	Joining t and position of crossbar: <i>th, ti, tr, ta, tt</i>
2	Looping from g: <i>gl, gi, gr, ga, gg</i>
3	Looping from j and y: <i>je, jo, ye, yr, yo</i>
4	Different joins to f
5	Different joins to s
6	Different joins to b
7	Joining from v and w
8	Joining from x and z
9	The importance of consistent sizing
10	The importance of proportion
11	The importance of spacing between letters
12	The importance of spacing between words
13	The importance of positioning of ascenders and descenders
14	Review and practise
15	

Term 2	
Week	Focus
1	Position and size: capital letters
2	Position and size: punctuation
3	Handwriting for different purposes: presentation
4	Handwriting for different purposes: abbreviations
5	Handwriting for different purposes: note making
6	Handwriting for different purposes: drafting
7	Handwriting for different purposes: lists
8	Handwriting for different purposes: annotations
9	Handwriting for different purposes: neat writing
10	Handwriting for different purposes: print letters for personal details
11	Review and practise
12	

Term 3	
Week	Focus
1	Self-assessment: Evaluating handwriting
2	Self-assessment: Checking the joins
3	Self-assessment: Consistency of size
4	Self-assessment: Letters resting on baseline
5	Self-assessment: Ascenders and descenders
6	Self-assessment: Consistency of size of capital letters and ascenders
7	Self-assessment: Inappropriate closing of letters
8	Writing at speed: Identifying unclosed letters
9	Writing at speed: Spacing within words
10	Writing at speed: Spacing between words
11	Review and practise
12	

# Appendix B

Reading	Year 1	Year 2	Year 3
<p>AF1 Word reading</p>	<ul style="list-style-type: none"> <li>• Can read most familiar common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (with support).</li> <li>• Respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes.</li> <li>• Reads and identifies constituent parts of one or more syllable words that contain taught GPCs.</li> <li>• Read words containing taught GPCs and –s, –ing, –ed, –es, –er and –est.</li> <li>• Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter.</li> <li>• Beginning to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads words they have frequently encountered quickly and accurately, without overt sounding and blending.</li> <li>• Reads accurately by blending the sounds in words that contain known graphemes and especially recognising alternative sounds for graphemes.</li> <li>• Can read most words of two or more syllables, using taught alternative grapheme.</li> <li>• Reads words containing common suffixes.</li> <li>• Reads most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• reads books aloud, closely matched to their improving phonic knowledge, sounding out unfamiliar words Accurately, automatically and without undue hesitation.</li> <li>• Applies phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads age appropriate texts accurately and at speed (rather than reading with overt sound-blending).</li> <li>• Decodes most new words outside of their spoken vocabulary and make a good approximation to the word’s pronunciation.</li> <li>• Beginning to read silently.</li> </ul>
<p>AF2 Identify and retrieve key information from texts:</p>	<ul style="list-style-type: none"> <li>• Is becoming familiar with key stories, fairy stories and traditional tales.</li> <li>• Can retell some stories independently.</li> <li>• Can recite some rhymes and poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> <li>• Ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally.</li> <li>• Use dictionaries to check the meaning of words which they have read and explain the meaning of these words in context.</li> </ul>
<p>AF3 Deduce, Infer &amp; Predict</p>	<ul style="list-style-type: none"> <li>• When making predictions discuss the significance of the title and give simple reasons for their choices.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Makes inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts what might happen on the basis of what has been read so far.</li> <li>• Makes inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions to improve their understanding of a text.</li> </ul>

<p>AF4 Understanding structure and organisation of texts</p>		<ul style="list-style-type: none"> <li>Understand that non-fiction books that are structured in different ways.</li> </ul>	
<p>AF5 Writers' choice and use of language</p>	<ul style="list-style-type: none"> <li>Can recognise and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Able to clarify the meaning of words by linking new meanings to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect and give a simple explanation on the effect of particular words and phrases and how it captures the reader's interest and imagination.</li> </ul>
<p>AF6 Purpose, Viewpoint and personal responses</p>		<ul style="list-style-type: none"> <li>Expresses views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	
<p>AF7 Social, cultural &amp; historical traditions</p>			

Reading	Year 4	Year 5	Year 6
AF1 Word reading	<ul style="list-style-type: none"> <li>Will test out different pronunciations when reading longer unfamiliar words where there may be unusual correspondences between spelling and sounds.</li> <li>Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Reads most words effortlessly and works out how to pronounce unfamiliar words with increasing automaticity.</li> <li>Is beginning to show greater independence determining both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph e.g. <i>focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation'</i></li> <li>Is able to read silently and discuss what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Applies their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in POS Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>Can prepare readings with appropriate intonation to show their understanding and infer the meaning of unfamiliar words.</li> <li>Can determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph.</li> </ul>
AF2 Identify and retrieve key information from texts:	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally.</li> <li>With increasing independence can justify views about texts read.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>	
AF3 Deduce, Infer & Predict	<ul style="list-style-type: none"> <li>Predicts what might happen from details stated and implied.</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.</li> </ul>		<ul style="list-style-type: none"> <li>Draws inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.</li> <li>Predict what might happen from details stated and implied.</li> </ul>
AF4 Understanding structure and organisation of texts			
AF5 Writers' choice and use of language	<ul style="list-style-type: none"> <li>Can give a reasoned description of the effect of writer's language choices and how particular words and phrases capture the reader's interest and imagination.</li> <li>Demonstrates understanding of new words and explains their meaning in context.</li> </ul>		<ul style="list-style-type: none"> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
AF6 Purpose, Viewpoint and personal responses		<ul style="list-style-type: none"> <li>Recommend books to peers, giving reasons for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books read to them and those they can read themselves, building on their own and others ideas, challenging ideas courteously.</li> </ul>

AF7 Social, cultural & historical traditions			
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Writing	Year 1	Year 2	Year 3
Sentence Structure	<ul style="list-style-type: none"> <li>Join words and phrases using 'and'.</li> <li>Evidence that they have re-read sentences to check that they make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Uses co-ordination (or, and, but) and subordination (e.g. when, if, that, because).</li> <li>Writing evidences: statements, questions, exclamations and commands in context.</li> </ul>	<ul style="list-style-type: none"> <li>Uses conjunctions, adverbs and prepositions to express time and cause.</li> <li>Uses the correct forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.</li> <li>Uses the present perfect form (ppf) of verbs instead of the simple past e.g. <i>He has gone out to play</i> (ppf) contrasted with <i>He went out to play</i>.(pt)</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Leaves spaces between words.</li> <li>Uses a capital letter for the pronoun 'I', names of people, places and days of the week.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are mostly demarcated using full stops, question marks, exclamation marks and capital letters.</li> <li>Commas usually used in lists.</li> <li>Usually uses apostrophes to show contracted forms</li> <li>And sometimes uses apostrophes to show singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>Uses inverted commas to demarcate speech.</li> </ul>
Text Structure and Organisation	<ul style="list-style-type: none"> <li>Joins in with predictable phrases in stories.</li> <li>Can orally retell a familiar story.</li> <li>Can say out loud what they are going to write about.</li> <li>Compose sentences orally before writing them.</li> <li>Writes sequenced sentences to form a short narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct use of the correct tense (past and present).</li> <li>Mostly correct use of the progressive form of verbs to mark actions in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use paragraphs to group related material.</li> <li>Will use headings and subheadings to aid presentation (in non-fiction writing).</li> </ul>
Composition and Effect	<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses noun phrases for description and specification.</li> </ul>	<ul style="list-style-type: none"> <li>Creates settings and characters (in narrative).</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Sit correctly at the table.</li> <li>Hold a pencil correctly and comfortably.</li> <li>Begin to form lower case letters in the correct direction (starting and finishing in the correct place.</li> <li>Form digits 0-9.</li> <li>Form capital letters.</li> <li>Understand which letters belong to which handwriting 'families'.</li> </ul>	<ul style="list-style-type: none"> <li>Using the diagonal and horizontal strokes needed to join letters in some of their writing.</li> <li>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Use the horizontal strokes needed to join letters.</li> <li>Understand which letters, when adjacent to each other, are best left un-joined.</li> <li>Consistency and control of letter size (down strokes of letters are parallel, well- spaced and ascenders and descenders do not touch).</li> </ul>

Writing	Year 4	Year 5	Year 6
Sentence Structure	<ul style="list-style-type: none"> <li>Fronted adverbials used to add clarity: <ul style="list-style-type: none"> <li>- When (e.g. Later the same day...)</li> <li>- How (e.g. Quickly turning...slowly walking...)</li> <li>- Where (e.g. In a far-away land...)</li> </ul> </li> <li>Noun phrases are expanded by the addition of a modifying adjective <b>and/or</b> the addition of a prepositional phrase.</li> <li>Uses standard English forms for verb inflections instead of local forms e.g. 'we were' / 'we was'.</li> </ul>	<ul style="list-style-type: none"> <li>Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</li> <li>Uses relative clauses (beginning with: who, which, why, whose, where, that).</li> <li>Uses relative clauses with an omitted relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses a range of clauses.</li> <li>Beginning to vary the position of main and subordinate clause to achieve different effects.</li> <li>Use different sentence structures to show formal and informal speech (Use of question tags or use of subjunctive verb forms).</li> <li>Use the passive voice to affect the presentation of information in a sentence.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Uses a comma after a fronted adverbial.</li> <li>Uses apostrophes to mark singular and plural possession.</li> <li>Follows punctuation rules for speech e.g. (<i>commas after the reporting clause; end punctuation within inverted commas</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas are used to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a colon to begin a list, and semi-colons within a more complex list.</li> <li>Use semi-colons to indicate a stronger sub division in sentences.</li> <li>Use of colons to mark the boundary between independent clauses.</li> <li>Punctuation of bullet points to list information.</li> <li>Use of hyphens to avoid ambiguity.</li> </ul>
Text Structure and Organisation	<ul style="list-style-type: none"> <li>Organises ideas into paragraphs around a theme.</li> <li>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Uses commas to clarify meaning and avoid ambiguity.</li> <li>Uses devices to build cohesion <b>within</b> a paragraph (<i>e.g. firstly, then, this demonstrates</i>)</li> <li>Can link ideas <b>across</b> paragraphs using adverbials of time (<i>e.g. later</i>), place (<i>e.g. nearby</i>) and number (<i>e.g. secondly</i>).</li> <li>Can link ideas through tense choices <i>e.g. he <u>had</u> seen her before.</i></li> </ul>	<ul style="list-style-type: none"> <li>Usually creates effective links <b>across</b> paragraphs using grammatical connections.</li> <li>Development and control of content <b>across</b> paragraphs e.g. <i>through repetition of phrases</i>.</li> <li>Usually links ideas <b>across</b> paragraphs by using the range of cohesive devices taught.</li> <li>Able to use ellipses independently to link paragraphs.</li> </ul>
Composition and Effect	<ul style="list-style-type: none"> <li>Building a rich and varied vocabulary.</li> <li>In narrative creates settings characters and plot.</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describes atmosphere.</li> <li>Can précis longer passages.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing and to select the appropriate form/genre.</li> <li>Selecting appropriate vocabulary, understanding how such choices can change and enhance meaning.</li> <li>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Use the horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>Writes legibly, fluently and with increasing speed and is producing joined handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> </ul>



	<ul style="list-style-type: none"><li>• Understand which letters, when adjacent to each other, are best left un-joined.</li><li>• Increase legibility, consistency and quality by ensuring that :<ul style="list-style-type: none"><li>- the down strokes of letters are parallel and equidistant</li><li>- lines of writing are spaced so that ascenders and descenders do not touch.</li></ul></li></ul>		<ul style="list-style-type: none"><li>- Choosing which shape of a letter to use when given choices.</li><li>- Deciding as part of their personal style, whether or not to join specific letters.</li><li>- Choosing the writing implement best suited to the task.</li></ul>
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