



FRIEZLAND PRIMARY SCHOOL

# English Policy

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Date of next review	September 2026
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Chair of Governors	<i>J Goodwin</i>

## **Curriculum Intent Statement:**

### ***'A Family Committed to Making a Difference'***

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

At Friezland, we understand that literacy and communication are key life skills and that literacy is at the heart of all children's learning. We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. Emphasis on this starts in Reception and continues right the way through to Year 6.

We follow the [National Curriculum Programs of Study for English](#) which aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Teaching & Learning**

### **Speaking & Listening:**

Teachers provide many opportunities throughout the curriculum for pupils to develop their speaking and listening skills, including, but not limited to: drama activities (such as hot seating, interviews, conscience alley); show and tell; role play; collaborative learning and group tasks; debating; verbal reasoning in Maths; presentations and performances; Talk for Writing strategies and guided reading sessions. All pupils are assessed using WellComm on arrival into Reception which allows us to quickly identify areas of concern in language, communication and interaction development, in order to ensure we deliver targeted interventions. Teachers read well-chosen class books and texts to ensure children are exposed to rich vocabulary and syntax, themes and settings. Having adults as reading role models provides further opportunities to develop not only speaking and listening skills, but also comprehension and inference skills.

### **Reading:**

Reading is a whole-school priority and a love of reading is encouraged and promoted throughout the school: every day, during FRED (Friezland Reading Every Day) time, children

are able to enjoy reading independently or to hear stories. Each classroom has a reading area stocked with a whole range of fiction and non-fiction texts, which children can access throughout the day or borrow to take home. There is a real emphasis on the children being exposed to good quality texts from an early age. A love of reading is also fostered in activities and events such as World Book Day, author and story-teller visits and regular 'buddy reading' sessions, when older pupils read with younger children.

We use the Essential Letters and Sounds Phonics scheme to teach Early Reading and all of our Teachers and Teaching Assistants are trained to deliver ELS. It is taught from the beginning of Reception and continues daily through to the end of Year 1 with the aim of all pupils becoming confident, fluent readers.

Our Reading scheme (which is linked to our ELS Phonics scheme in Key stage 1 & Collins Big Cat in Key Stage 2) means that books are closely matched to children's reading levels to support their practice at home, and Reading Records are used as a home-school communication tool to track children's reading and support their progress.

When children progress from the reading scheme and become 'free readers' in Key Stage 2, parents will be informed via a letter. They will continue to be encouraged to choose from a wide variety of books including non-fiction texts, poetry and short novels.

Reading comprehension skills are taught through a mixture of individual, group and shared reading sessions, starting in Reception. Strategies such as predicting, summarising and inferring are taught discretely and, as their proficiency develops, children are provided with opportunities to apply their reading skills across the text-rich curriculum, in R.E., History and Science, for example. Carefully-chosen reading interventions in Key Stage 2 (Words First, Digismart and Reading Detectives Inference Training) are used to provide targeted support to help children keep up rather than catch up.

#### Writing:

At Friezland, we understand that children need a clear purpose and audience for their writing, and must be provided with inspiring and exciting stimuli. Therefore, we select high-quality texts, plan real-life experiences and provide a range of engaging 'hooks' including, and not limited to: images, films, stories and people to inspire children's writing. Teachers use modelling to teach writing, gradually building towards children writing independently. Vocabulary is developed through the specific teaching of new subject-related words and children are encouraged to use new vocabulary to improve their writing. Spelling, Punctuation and Grammar are taught both discretely and woven through lessons in other subjects, and children are taught to apply their SPaG knowledge to all their writing.

At Friezland, pupils are taught to evaluate their own and others' writing and revise their work (Make A Difference – MAD) in response to feedback. We provide opportunities to publish their writing for an audience including for displays, writing competitions and performances. We want our pupils to find their voice as an author and understand how to write for a reader.

In Reception, the early teaching of writing develops correct letter formation and pencil grip. As they progress through the Foundation Stage and Key Stage One, children will practise handwriting to develop fluency and stamina. Handwriting pens are introduced in Key Stage Two once children have developed a fluent handwriting style.

### **Assessment**

Pupils' writing is assessed on a formative basis through feedback and marking, and teachers use writing from a range of curriculum areas (not only English) to inform their summative judgements. Teachers regularly record pupils' progress in Writing and Reading against end of year objectives outlined in the national curriculum. From Year 2 to Year 6, Termly NFER assessments in Spelling, SPaG and Reading are used to support teacher assessments. Weekly spelling tests and pupils' handwriting books are also used as evidence to support judgements. Termly staff meetings enable teachers to moderate writing across all year groups and teachers also attend moderation sessions with colleagues across the borough, throughout the year, to ensure judgements are accurate. At Friezland, we also take part in the Comparative Judgement cycle, through Assessing Primary Writing, which enables our children's writing to be moderated against tens of thousands of children nationally and is an additional tool for teachers to use in securing their judgements of our pupils' writing.

### **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, special Educational need, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

### **Monitoring & Evaluating**

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision will be monitored by the subject co-ordinator in conjunction with the SLT and the Governing Board. Monitoring may take the form of lesson observations, data analysis, planning or book scrutinies and pupil voice. Feedback will be given to all staff along with recommendations to inform future policy, planning and practice. Professional development of the co-ordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice.

### **Appendices:**

- Appendix 1 – Friezland English Long Term Overview Reception – Year 6
- Appendix 2 – Teaching Phonics and Reading at Friezland
- Appendix 3 – Teaching Writing at Friezland
- Appendix 4 – Reception and KS1 Phonics and Spelling Overview
- Appendix 5 – Key Stage 2 Spelling Overview

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the Assessment Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data	Name D.O.B. Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic and paper records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

## Friezland English Key Texts: YR

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	ANIMALS  “Are all animals the same?”	FESTIVALS  “Which festivals do you celebrate?”	SPACE  “What can we find in space?”	SUPERHEROES  “What super power would you like to have?”	GARDENS  “What grows in my garden?”	SEASIDE & HOLIDAYS  “Why do we go to hot places for our holidays?”
<u>Key Texts</u>	Harry and his Bucketful of Dinosaurs (Ian Whybrow)  Dear Zoo (Rod Campbell)  Monkey Puzzle (Julia Donaldson)  <u>Other linked texts:</u> Starting School	Party invitation  That’s not my Snowman (Fiona Watt)  Nativity Story  <u>Other linked texts:</u> Tidy	Planet Awesome (Stacy McAnulty)  The Darkest Dark (Chris Hadfield)  How to Catch a Star (Oliver Jeffers)  <u>Other linked texts:</u> Chinese New Year Here we Are Aliens Love Underpants	Supertato (Sue Hendra)  The Three Little Superpigs (Claire Evans)  <u>Other linked texts:</u> Superpants Recipe books Healthy eating texts Easter	The Very Hungry Caterpillar (Eric Carle)  The Bad Tempered Ladybird (Eric Carle)  Mr Gumpy’s Outing (John Burningham)  <u>Other linked texts:</u> Butterfly Life Cycle From Acorn to Oak	Lucy and Tom at the Seaside (Shirley Hughes)  Sally and the Limpet (Simon James)  Commotion in the Ocean (Giles Andreae)  <u>Other linked texts:</u> The Train Ride

## Friezland English Long Term Plan: Y1-2

Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Key Text:</b>	The Great White Man-Eating Shark by Margaret Mahy  Rainbow Bear by Michael Morpurgo  The Ice Bear by Nicola Davies	Meerkat Mail by Emily Gravett	The Incredible Book Eating Boy by Oliver Jeffers	Mog's Christmas by Judith Kerr	Winter's Child by Angela McAllister	The Dragon Machine by Helen Ward  The Magic Paintbrush by Julia Donaldson  Malala's Magic Pencil by Malala Yousafzai	The Koala Who Could by Rachel Bright	The Bog Baby by Jeanne Willis	The Day the Crayons Quit by Drew Daywalt	The Pirates Next Door by Johnny Duddle	The Tear Thief by Carol Ann Duffy	The Magic Finger by Roald Dahl
<b>Genres of Writing:</b>	-Recount -Description -Non-Chron Report	-Letters	-Recount -Story	-Poetry	-Description -Non-Chron Report -Story	-Description -Non-Chron Report	-Story  -Letters -Poetry	-Recount -Description -Story	-Instructions -Description -Story	-Description -Instructions -Story	-Recount -Description -Non-Chron Report	
<b>Grammar &amp; Punctuation Specific Y1:</b>	Combine words to make sentences. Leave spaces between words. Begin to use capital letters and full stops. Use a capital letter for names and the personal pronoun I.		Join words using <i>and</i> . Punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people and places.		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops and question marks. Use plural noun suffixes <i>-s</i> and <i>-es</i> .		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Change the meaning of verbs and adjectives by adding the prefix <i>-un</i> .		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Change the meaning of verbs and adjectives by adding the prefix <i>-un</i> . Add suffixes <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> to verbs where no change is needed to the root.		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Use simple description. Sequence sentences to form short narratives, linking ideas or events by pronoun.	
<b>Grammar &amp; Punctuation Specific Y2:</b>	Use expanded noun phrases to describe and specify. Use subordination ( <i>because</i> ) and co-ordination ( <i>and</i> ). Punctuate sentences using capital letters and full stops.		Use co-ordination ( <i>and</i> , <i>but</i> , <i>or</i> ) and subordination ( <i>because</i> , <i>when</i> ). Add <i>-ly</i> to turn adjectives into adverbs. Use commas to separate items in a list.		Use present and past tenses correctly and consistently. Use the progressive form of verbs in the present and past tense. Use punctuation correctly – question marks and exclamation marks.		Write sentences with different forms: statement, question, exclamation, command. Use co-ordination ( <i>and</i> , <i>but</i> , <i>or</i> ) and subordination ( <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ). Use punctuation correctly.		Use apostrophes for the possessive and for contracted forms. Form nouns using suffixes such as <i>-ness</i> , <i>-er</i> . Form adjectives using suffixes such as <i>-ful</i> , <i>-less</i> . Use punctuation correctly.		Use present and past tenses correctly and consistently. Use co-ordination ( <i>or</i> , <i>and</i> , <i>but</i> ) and subordination ( <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i> ). Use expanded noun phrases to describe and specify. Add suffixes to spell longer words – <i>ment</i> . Proof- read to check for errors in spelling, punctuation and grammar.	

## Friezland English Long Term Plan: Y1-2

Year B	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Key Text:</b>	Beegu by Alexis Deacon	Pumpkin Soup by Helen Cooper	The Squirrels who Squabbled by Rachel Bright	Stanley's Stick by Neal Layton	Owl Babies by Martin Waddell  Dusk Until Dawn by Martin Bradley  Owls by Emily Bone  The Owl who was Afraid of the Dark by Jill Tomlinson	The Disgusting Sandwich by Gareth Edwards	The Colour Monster by Anna Llenas	Gorilla  Willy the Wimp  Silly Billy  The Night Shimmy  All by Anthony Browne	Stick Man  A Squash and a Squeeze  By Julia Donaldson	How to Hide a Lion by Helen Stephens	Traction Man by Mini Grey	Flat Stanley by Jeff Brown
<b>Genres of Writing:</b>	-Letters -Labels & Captions	-Instructions -Story	-Recount -Description -Story	-Description -Story	-Instructions -Non-Chron Report	- Instruction s	-Poetry	-Description -Story	-Description -Recount -Story	-Non-Chron Report - Instructions -Poetry	-Description	-Letters -Non-Chron Report
<b>Grammar &amp; Punctuation Specific Y1:</b>	Combine words to make sentences. Leave spaces between words. Begin to use capital letters and full stops. Use a capital letter for names and the personal pronoun I.		Join words using <i>and</i> . Punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people and places.		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops and question marks. Use plural noun suffixes <i>-s</i> and <i>-es</i> .		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Change the meaning of verbs and adjectives by adding the prefix <i>-un</i> .		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Change the meaning of verbs and adjectives by adding the prefix <i>-un</i> . Add suffixes <i>-ing, -ed, -er, -est</i> to verbs where no change is needed to the root.		Join words and clauses using <i>and</i> . Punctuate sentences using capital letters, full stops, question marks or exclamation marks. Use simple description. Sequence sentences to form short narratives, linking ideas or events by pronoun.	
<b>Grammar &amp; Punctuation Specific Y2:</b>	Use expanded noun phrases to describe and specify. Use subordination ( <i>because</i> ) and co-ordination ( <i>and</i> ). Punctuate sentences using capital letters and full stops.		Use co-ordination ( <i>and, but, or</i> ) and subordination ( <i>because, when</i> ). Add <i>-ly</i> to turn adjectives into adverbs. Use commas to separate items in a list.		Use present and past tenses correctly and consistently. Use the progressive form of verbs in the present and past tense. Use punctuation correctly – question marks and exclamation marks.		Write sentences with different forms: statement, question, exclamation, command. Use co-ordination ( <i>and, but, or</i> ) and subordination ( <i>when, if, that, because</i> ). Use punctuation correctly.		Use apostrophes for the possessive and for contracted forms. Form nouns using suffixes such as <i>-ness, -er</i> . Form adjectives using suffixes such as <i>-ful, -less</i> . Use punctuation correctly.		Use present and past tenses correctly and consistently. Use co-ordination ( <i>or, and, but</i> ) and subordination ( <i>when, if, that, because</i> ). Use expanded noun phrases to describe and specify. Add suffixes to spell longer words <i>-ment</i> . Proof- read to check for errors in spelling, punctuation and grammar.	



## Friezland English Long Term Plan: Y3-4

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text:</b>	Stone Age Boy by Satoshi Kitamura  The Wild Way Home by Sophie Kirtley (Class text)	Free Lance and the Lake of Skulls By Paul Stewart and Chris Riddell	Tuesday by David Wiesner	Nothing to See Here Hotel by Steven Butler	Who Let the Gods Out by Maz Evans	Fortunately the Milk by Neil Gaiman  Coming to England by Floella Benjamin
<b>Genres of Writing:</b>	<ul style="list-style-type: none"> <li>- Diary writing</li> <li>- Setting Descriptions</li> <li>- Character Description</li> <li>- Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Description</li> <li>- Non Chronological Report</li> <li>- Fact file</li> <li>- Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Recounts (witness statement)</li> <li>- Newspaper Reports/Police Report</li> </ul> <p>Poetry: Kennings</p>	<ul style="list-style-type: none"> <li>- Suspense story Writing</li> <li>- Postcard</li> <li>- Newspaper Report (Witness Statement)</li> </ul> <p>Poetry: Cinquains + Limerick</p>	<ul style="list-style-type: none"> <li>- Explanation Text (Care Guide)</li> <li>- Non-Chronological Reports</li> <li>- Advertisement</li> <li>- Letter writing (Job application)</li> </ul>	<ul style="list-style-type: none"> <li>- Story Writing</li> <li>- Biography of Floella Benjamin</li> <li>- Letter/postcard</li> </ul>
<b>Grammar &amp; Punctuation Specific Y3:</b>	Headings and sub-headings to aid presentation. <i>Link to instructions</i>  Expressing time using <b>Adverbs</b> (e.g. then, next, soon, so). <i>Link to instructions</i>	Use of determiners a or an according to whether the next word begins with a consonant or vowel (e.g. A rock, an open box)  Introducing paragraphs as a way to group related material. <i>Link to chronological reports</i>	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)  Introduction to speech marks to punctuate direct speech. <i>Link to newspapers</i>	Formation of nouns using a range of prefixes, such as super-, anti-, auto-,  Word families based on common words	Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because)	Expressing time using <b>prepositions</b> (e.g. before, after, during, in, because of)
<b>Terminology: Conjunctions, adverbs</b>	<b>Terminology: Consonant, vowel</b>	<b>Terminology: direct speech, inverted commas (or speech marks)</b>	<b>Terminology: Word families, prefix</b>	<b>Terminology: Conjunctions, adverbs, clause, subordinate clause</b>	<b>Terminology: adverbs, prepositions, clause, subordinate clause</b>	
<b>Grammar &amp; Punctuation Specific Y4:</b>	Standard English forms of verb inflections instead of local spoken forms. E.g. we were, instead of we was, or I did instead of I done.	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. <i>Link to non-chron report of Troll</i>  Use of paragraphs to organise ideas around a theme.	Appropriate choice of pronoun or noun across a sentence.  Use of speech marks to punctuate direct speech. <i>Link to newspapers</i>  Fronted adverbials	Apostrophes to mark single and plural possession (e.g. the girl's name, the boys' boots)	Use of commas after fronted adverbials (e.g. later that day, I heard the bad news)	The grammatical difference between plural and possessive -s
<b>Terminology: pronoun, possessive pronoun</b>	<b>Terminology: pronoun, possessive pronoun</b>	<b>Terminology: pronoun, possessive pronoun, adverbial</b>	<b>Terminology: pronoun, possessive pronoun</b>	<b>Terminology: adverbial</b>		

## Friezland English Long Term Plan: Y3-4

<b>Year B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Key Text:</b>	Iron Man by Ted Hughes	Eye of the Wolf by Daniel Pennac	Light on Cotton Rock by David Litchfield link to science topic	Tadeo Jones (animation) link to Ancient Egyptians	Flotsam by David Weisner	The Worst Witch by Jill Murphy
<b>Genres of Writing:</b>	<ul style="list-style-type: none"> <li>- Story writing</li> <li>- Character descriptions</li> <li>- Playscripts (monologue)</li> <li>- Poetry with narrative, repetition and onomatopoeia</li> </ul>	<ul style="list-style-type: none"> <li>- Story writing</li> <li>- Setting Descriptions</li> <li>- Character Descriptions</li> <li>- Non Chron reports: Sea Turtles (Science Link)</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Description</li> <li>- Character Description</li> <li>- Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Diary entries</li> <li>- Setting description</li> </ul>	<ul style="list-style-type: none"> <li>- Backstory</li> <li>- Persuasion (advert)</li> <li>- Persuasive letter</li> <li>- Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>- Setting Description</li> <li>- Character Description</li> <li>- Playscripts</li> <li>- Instructions</li> <li>- Persuasive advert</li> </ul>
<b>Grammar &amp; Punctuation Specific Y3:</b>	<p>Use of determiners a or an according to whether the next word begins with a consonant or vowel (e.g. A rock, an open box)</p> <p>Expressing time using <b>Adverbs</b> (e.g. then, next, soon, so). <i>Link to instructions</i></p>	<p>Headings and sub-headings to aid presentation.</p> <p>Introducing paragraphs as a way to group related material. <i>Link to chronological reports</i></p>	<p>Introduction to speech marks to punctuate direct speech.</p> <p>Word families based on common words</p>	<p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-,</p>	<p>Expressing time and cause using <b>conjunctions</b> (e.g. when, before, after, while, because)</p>	<p>Expressing time using <b>prepositions</b> (e.g. before, after, during, in, because of)</p>
<b>Grammar &amp; Punctuation Specific Y4:</b>	<p>Standard English forms of verb inflections instead of local spoken forms. E.g. we were, instead of we was, or I did instead of I done.</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. <i>Link to non-chron report of Sea Turtle</i></p> <p>Use of paragraphs to organise ideas around a theme. <i>Link to chronological reports</i></p>	<p>Appropriate choice of pronoun or noun across a sentence.</p> <p>Use of speech marks to punctuate direct speech.</p> <p>Fronted adverbials.</p>	<p>Apostrophes to mark single and plural possession (e.g. the girl's name, the boys' boots)</p>	<p>Use of commas after fronted adverbials (e.g. later that day, I heard the bad news)</p>	<p>The grammatical difference between plural and possessive -s</p>
<b>Grammar &amp; Punctuation Specific Y4:</b>		<b>Terminology: pronoun, possessive pronoun.</b>	<b>Terminology: pronoun, possessive pronoun, adverbial</b>	<b>Terminology: pronoun, possessive pronoun</b>	<b>Terminology: adverbial</b>	

## Friezland English Long Term Plan: Y5-6

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text:</b>	<b>Key text: Beowulf (Novel &amp; Poem)</b>  <u>Other texts:</u> The witches (Roald Dahl)	<b>Key Text: The Man who walked between the Towers</b> (Modicai Gerstein)	<b>Key Text: The Nowhere Emporium</b> (Ross Mackenzie)  <u>Other texts:</u> Classic narrative poetry	<b>Key Text: Macbeth</b>  <u>Other texts:</u> The Chocolate Tree, The boy who wouldn't obey – a Mayan legend, The Mayan civilisation		
<b>Genres of Writing:</b>	<ul style="list-style-type: none"> <li>- Character description</li> <li>- Setting description</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Non-chron report</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Diary</li> <li>- Story writing</li> <li>- Character Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Story writing: flashback</li> <li>- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Persuasive writing</li> <li>- Story writing</li> </ul>	<ul style="list-style-type: none"> <li>- Playscript</li> <li>- Letter</li> </ul>
<b>Grammar &amp; Punctuation Specific Y5:</b>	<ul style="list-style-type: none"> <li>- <b>Revise prior content</b></li> <li>- Noun to adjective with suffixes –ate / -ise / ify (spellings)</li> </ul>	<ul style="list-style-type: none"> <li>- Relative Clauses</li> <li>- Brackets, Dashes, commas for Parenthesis</li> <li>- Linking ideas across paragraphs</li> <li>- Devices to build cohesion</li> </ul>	Degrees of possibility with adverb & modal verbs	<ul style="list-style-type: none"> <li>- Verb prefixes (mis de re over etc)</li> <li>- Commas to clarify or avoid ambiguity</li> </ul>	<b>Revision</b>	<b>Revision</b>
	<b>Revision</b>	<b>Terminology: Cohesion, relative pronoun, relative clause, parenthesis, bracket, dash</b>	<b>Terminology: Modal verb</b>	<b>Terminology: Ambiguity</b>	<b>Revision</b>	<b>Revision</b>
<b>Grammar &amp; Punctuation Specific Y6:</b>	<ul style="list-style-type: none"> <li>- <b>Revise prior content</b></li> <li>- Expanded noun phrases for complicated information</li> </ul>	<ul style="list-style-type: none"> <li>- Wider range of cohesive devices</li> <li>- Formal vs informal in writing (said vs alleged or claimed)</li> <li>- Formal vs informal (question tags vs subjunctive)</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Semi-colon, colon and dash</li> </ul>	<ul style="list-style-type: none"> <li>- Hyphens</li> <li>- Layout devices (heading, columns, tables, bullets etc)</li> </ul>	<b>Revision</b>	<b>Revision</b>
	<b>Revision</b>	<b>Terminology: Synonym subjunctive</b>	<b>Terminology: Active &amp; Passive voice, Subject &amp; Object, colon, semi-colon</b>	<b>Terminology: Hyphen, bullet points</b>	<b>Revision</b>	<b>Revision</b>

## Friezland English Long Term Plan: Y5-6

<b>Year B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Key Text:</b>	<p><b>Key Text: The Explorer</b> (Katherine Rundell)</p> <p><u>Other linked texts:</u> Dr Seuss - The Lorax, The Great Kapok Tree, The Forest Forever</p>	<p><b>Key Text: Until I Met Dudley</b></p> <p><u>Other linked texts:</u> Mr Elephant's Rio Tour, Brazilian Folk Tales, How might Came from the sea</p>	<p><b>Key text: My Secret War Diary by Flossie Albright</b> (Marcia Williams)</p> <p><b>Key Text: Anne Frank's Diary</b></p> <p><u>Other linked texts:</u> The Boy in the Striped Pyjamas, Rose Blanche, When Hitler stole the pink rabbit</p>		<p><b>Key text: Beetle Boy</b> (M G Leonard)</p> <p><b>Key Text:</b> Poems with structure</p> <p><u>Other linked texts:</u> Michael Morpurgo: Kensuke's Kingdom Rebecca Stead: When you reach me Jules Verne: Around the world in 80 days</p>	
<b>Genres of Writing:</b>	<ul style="list-style-type: none"> <li>- Non-Chron report</li> <li>- Story writing</li> <li>- Biography: link naturalists / rainforests</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation Text</li> <li>- Persuasive writing</li> <li>- Letter</li> </ul>	<ul style="list-style-type: none"> <li>- Diary</li> <li>- Story writing</li> </ul>	<ul style="list-style-type: none"> <li>- Non-Chron report</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Story writing</li> <li>- Character Studies</li> </ul>	Poetry
<b>Grammar &amp; Punctuation Specific Y5:</b>	<ul style="list-style-type: none"> <li>- <b>Revise prior content</b></li> <li>- Noun to adjective with suffixes –ate / -ise / ify (spellings)</li> </ul>	<ul style="list-style-type: none"> <li>- Relative Clauses</li> <li>- Brackets, Dashes, commas for Parenthesis</li> <li>- Linking ideas across paragraphs</li> <li>- Devices to build cohesion</li> </ul>	Degrees of possibility with adverb & modal verbs	<ul style="list-style-type: none"> <li>- Verb prefixes (mis de re over etc)</li> <li>- Commas to clarify or avoid ambiguity</li> </ul>	<b>Revision</b>	<b>Revision</b>
	<b>Revision</b>	<b>Terminology: Cohesion, relative pronoun, relative clause, parenthesis, bracket, dash</b>	<b>Terminology: Modal verb</b>	<b>Terminology: Ambiguity</b>	<b>Revision</b>	<b>Revision</b>
<b>Grammar &amp; Punctuation Specific Y6:</b>	<ul style="list-style-type: none"> <li>- <b>Revise prior content</b></li> <li>- Expanded noun phrases for complicated information</li> </ul>	<ul style="list-style-type: none"> <li>- Wider range of cohesive devices</li> <li>- Formal vs informal in writing (said vs alleged or claimed)</li> <li>- Formal vs informal (question tags vs subjunctive)</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Semi-colon, colon and dash</li> </ul>	<ul style="list-style-type: none"> <li>- Hyphens</li> <li>- Layout devices (heading, columns, tables, bullets etc)</li> </ul>	<b>Revision</b>	<b>Revision</b>
	<b>Revision</b>	<b>Terminology: Synonym subjunctive</b>	<b>Terminology: Active &amp; Passive voice, Subject &amp; Object, colon, semi-colon</b>	<b>Terminology: Hyphen, bullet points</b>	<b>Revision</b>	<b>Revision</b>



## Teaching Reading and Phonics at Friezland

### Essential Letters and Sounds

Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is 'Getting all children to read well, quickly'. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words.

Children begin learning Phonics at the very beginning of Reception and it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply this independently.

Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading 1:1 with a member of staff, with a partner during paired reading and as a class.

Children continue daily Phonics lessons in Year 1 and further through the school to ensure all children become confident, fluent readers.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support each child's journey to becoming fluent and independent readers.

We begin by teaching the single letter sounds before moving to digraphs 'sh' (two letters spelling one sound), trigraphs 'igh' (three letters spelling one sound) and quadgraphs 'eigh' (four letters spelling one sound).

We teach children to:

- Decode (read) by identifying each sound within a word and blending them together to read fluently
- Encode (write) by segmenting each sound to write words accurately.

The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 interventions are used where needed. These interventions are short, specific and effective.

### Supporting Reading at Home:

- Children will only read books that are entirely decodable, this means that they *should* be able to read these books as they already know the code contained within the book.
- We only use pure sounds when decoding words (no 'uh' after the sound)

## Appendix 2

- We want children to practise reading their book 4 times across the week working on these skills:

Decode – sounding out and blending to read the word.

Fluency – reading words with less obvious decoding.

Expression – using intonation and expression to bring the text to life!

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds, we will make reading harder for our children. Please watch the videos below for how to accurately pronounce these sounds.

[PHASE 2 PRONUNCIATION VIDEO](#)

[PHASE 3 PRONUNCIATION VIDEO](#)

[PHASE 5 PRONUNCIATION VIDEO](#)

More support for parents and carers can be found here:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

**At the beginning of each academic year, we will hold a workshop in school for parents and carers to find out more about what we do for Phonics, Reading and English at Friezland. Please do join us.**



## **Teaching Writing at Friezland**

At Friezland Primary School, we understand that literacy and communication are key life skills and that literacy is at the heart of all children's learning. We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. Emphasis on this starts in Reception and continues right the way through to Year 6.

- We teach children to form letters correctly: Pre-cursive from Reception through Year One and lead into cursive from Year Two.
- We teach the correct pencil grip and sitting position - supporting children with pencil grips, wobble cushions, writing slopes or left-handed writing mats where necessary.
- We teach handwriting regularly according to the school guidance.
- In EYFS and Key Stage One, we teach phonics and spelling daily based on the Essential Letters and Sounds programme, according to the school guidance.
- In Key Stage Two we teach spelling rules and patterns each week, following the Purple Mash Progression through discrete lessons, during handwriting lessons and interwoven into English lessons.
- English Long Term Plans for Year A and Year B identify writing genres (text types) based on quality texts, plus specific punctuation, grammar and terminology which are covered each term. Medium term plans for each half term identify where children produce cross-curricular writing.

### **The sequence for teaching writing is as follows:**

- Immersion in the quality text, topic or memorable experience. This might include reading, drama, role play, investigation, visit, visitor, film, research etc.
- Familiarisation with the text type - teachers use quality models, either pre-written and checked/edited to suit the level expected of the children OR write their own.
- Identification of the key text features: structure, language and links (openers & connectives). This is shared on the working wall.
- At this stage, teachers may use the Talk for Writing strategy to enable the children to learn a model text - internalising the structure, language and links - which will support independent writing later on. This is most suitable when introducing a new text type and is expected in EYFS & Key Stage One, reducing in Years 3 & 4.
- Teaching of specific grammar, vocabulary, spelling and punctuation required for the text type. Worked examples are shared on the working wall.
- Planning using an IPEELL planning frame (progressing from whole class to group to individual by the end of KS2) including teacher modelling how to plan.
- Modelled writing by the teacher which specifically includes: how to convert the plan into writing and how to apply the specific grammar, vocabulary, spelling and punctuation learning. Teachers usually pre-write their model, or extracts of it, prior to modelling.
- Children write their version - the sequence of model/write may continue over a series of lessons.

## Appendix 3

- Teacher gives children feedback on their writing (written or verbal) according to the school's feedback and marking policy.
- Children respond to the feedback to edit and improve their writing - the sequence of feedback/responding may take place over a series of lessons.

### Independent Writing

- This could be a fresh stimulus or edited and improved work.
- The teacher refers children back to working walls and previous writing.
- If relevant, children plan their own writing using an IPEELL planning frame.
- Children write independently making use of any working walls, word banks, dictionaries and pre-learned models to support them.
- This piece of writing can be done in the Independent Writing book from the beginning OR can be written up into the Independent Writing book at the end of the sequence *but teachers do not make corrections.*
- **These pieces of independent writing are used to assess the children's writing progress. Children have at least two opportunities to complete an independent piece of writing each half term.**



## RECEPTION AND YEAR 1 PHONICS

**ELS Overview – Phase 1 to Phase 5**

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

*\*Phase 1 of Letters and Sounds (2007) can be used in Nursery/Pre-School settings before starting ELS in Reception and can still be used throughout the school day in Reception. However, direct phonics teaching – the teaching of sounds, graphemes, word reading and vocabulary – must start from the very beginning of Reception.*

*\*\*Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.*

# ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

\* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Appendix 4

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Appendix 4

Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					



## YEAR 2 SPELLING OVERVIEW

## Term-by-term progression

Year 2/Primary 3: Autumn 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	Week 7
Day 1	Vowels and consonants	Spellings of /igh/	/j/ spelled <g>	/n/ spelled <kn>	/ee/ spelled <ey>	/or/ spelled <oor>	/u/ spelled <o>
Day 2	Spellings of /ai/	Spellings of /oa/	/j/ spelled <ge>	/n/ spelled <gn>	/s/ spelled <c>	Common Words: because, most	/o/ spelled <a>
Day 3	Spellings of /ee/	Spellings of / (y)oo/	/j/ spelled <dge>	/r/ spelled <wr>	/l/ spelled <il>	/igh/ spelled <i>	/or/ spelled <a>/<al>

Year 2/Primary 3: Autumn 2							
	Week 1	Week 2	Week 3 Review	Week 4 Review	Week 5 Review	Week 6 CWs	Week 7 Review
Day 1	/zh/ spelled <s>	/ur/ spelled <or>	/j/ spelled <g>	/j/ spelled <ge>	/u/ spelled <o>	/oo/ spelled <o>	/j/ spelled <dge>
Day 2	/zh/ spelled <si>	/or/ spelled <ar>	/n/ spelled <gn>	/n/ spelled <kn>	/zh/ spelled <s> or <si>	/h/ spelled <wh>	/o/ spelled <a>
Day 3	Homophones	Homophones	/s/ spelled <c>	/ee/ spelled <ey>	/r/ spelled <wr>	/ai/ spelled <ea>	/or/ spelled <a>/<al>

Appendix 4

Year 2/Primary 3: Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/l/ spelled <el>	Doubling consonants of CVC words when adding a suffix -ed /id/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
Day 2	/l/ spelled <le>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
Day 3	/l/ spelled <al>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

Year 2/Primary 3: Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /id/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <oul>

Appendix 4

Year 2/Primary 3: Summer 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness after adding -ful/-less
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/-less)	Suffix -ness with no change to the root word

Year 2/Primary 3: Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
Day 1	<y> spelling /igh/ or /ee/	Plurals where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		

# Year 3 Spelling Overview

## Year 3 – Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /ei/ sound spelt <b>ei</b> , <b>eigh</b> or <b>ey</b>	Statutory word list	Words with the /ʃ/ sound spelt <b>ch</b>
A homophone is a word that sounds like another word but has a different meaning.	A homophone is a word that sounds like another word but has a different meaning.	<b>eight</b> <b>they</b> <b>obey</b> <b>vein</b> <b>weigh</b> <b>neighbour</b> <b>eighth</b> <b>neigh beige</b> <b>sleigh</b>	<b>eight</b> <b>arrive</b> <b>breath</b> <b>circle</b> <b>fruit</b> <b>guard</b> <b>height</b> <b>often</b> <b>popular</b> <b>eighth</b>	<b>chef chalet</b> <b>machine</b> <b>brochure</b> <b>chute</b> <b>parachute</b> <b>moustache quiche</b> <b>chauffeur</b> <b>chandelier</b>
<b>here</b> <b>hear</b> <b>knot</b> <b>not</b> <b>mail</b> <b>male</b> <b>ball</b> <b>bawl</b> <b>groan</b> <b>grown</b>	<b>meat</b> <b>meet</b> <b>berry</b> <b>bury</b> <b>peace</b> <b>piece</b> <b>break</b> <b>brake</b> <b>saw</b> <b>sore</b>			

NC Statutory learning focus

NC Statutory common exception words - Year 3&amp;4



**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
here hear knot popular not chef chalet chute parachute chandelier neigh male	meat chauffeur berry breath circle fruit break sore ball groan grown sleigh	they obey guard height vein weigh bury neighbour eighth moustache quiche meet	eight mail machine brochure peace piece arrive often brake saw bawl beige	<b>ASSESSMENT</b>

## Year 3 - Autumn 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Endings which sound like ʃən spelt – <b>cian</b>	The /I/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt <b>ou</b>	<b>word list</b>	Prefix – <b>in</b>
- <b>cian</b> meaning= occupation/'one who can'/possessing skill. - <b>cian</b> is used if the root word ends in c or cs.	<b>myth</b> <b>gym</b> <b>Egypt</b> <b>pyramid</b> <b>mystery</b> <b>crystal</b> <b>symbol</b> <b>syrup</b> <b>cygnet</b> <b>lyric</b>	<b>young touch</b> <b>double</b> <b>trouble</b> <b>country</b> <b>rough</b> <b>enough</b> <b>tough cousin</b> <b>couple</b>	<b>difficult</b> <b>famous</b> <b>extreme</b> <b>guide</b> <b>heart</b> <b>history</b> <b>popular</b> <b>minute</b> <b>natural</b> <b>believe</b>	<b>in-</b> meaning = Latin word meaning 'not', 'opposite of' or 'without'.  <b>inactive</b> <b>incorrect</b> <b>incredible</b> <b>independent</b> <b>incomplete</b> <b>incapable</b> <b>incompatible</b> <b>inconsiderate</b> <b>indefinitely</b> <b>inability</b>
<b>musician</b> <b>electrician</b> <b>magician</b> <b>optician</b> <b>politician</b> <b>mathematician</b> <b>physician</b> <b>technician</b> <b>dietician</b> <b>beautician</b>				

NC Statutory learning focus

NC Statutory common exception words- Year 3&4

(includes at least 8 statutory words per half term to cover 50% of list by end of year)

**Week 6 Consolidating**

**words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
myth pyramid mystery lyric musician optician politician guide heart history trouble  country dietician	famous extreme young couple mathematician physician touch double enough incomplete incapable  incorrect incredible	difficult popular independent rough technician politician tough cousin incompatible inconsiderate indefinitely Egypt	inactive inability minute natural believe crystal symbol syrup cygnet electrician magician gym	<b>ASSESSMENT</b>

# Year 3 - Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5
Recap Autumn Term  <b>optician</b> <b>pyramid</b> <b>trouble</b> <b>country</b> <b>incomplete</b> <b>mail</b> <b>male</b> <b>piece</b> <b>vein</b> <b>parachute</b>	Prefix – <b>super</b>  <b>Super-</b> meaning = comes from Latin and means 'over', 'above', or 'greater in quality'.  <b>supermarket</b> <b>superstar</b> <b>superman</b> <b>superhuman</b> <b>supersonic</b> <b>superfine</b>  <b>superficial</b> <b>supercomputer</b> <b>supertanker</b> <b>superstructure</b>	Prefix – <b>im</b>  <b>im-</b> meaning = 'no' or 'not'. <b>im-</b> is added as a prefix to root words beginning with <b>m</b> or <b>p</b> to change words to the opposite meaning.  <b>immature</b> <b>impossible</b> <b>impatient</b> <b>imperfect</b> <b>immortal</b>  <b>impolite</b> <b>immovable</b> <b>improbable</b> <b>imbalance</b> <b>impeccable</b>	Statutory word list  <b>appear</b> <b>material</b> <b>library</b> <b>perhaps</b> <b>sentence</b> <b>various</b> <b>regular</b> <b>bicycle</b> <b>possess</b> <b>caught</b>	Endings which sound like /3en/  <b>-sion</b> meaning = 'the action of' / 'the state of' / 'the result of'.  <b>division</b> <b>invasion</b> <b>confusion</b> <b>decision</b> <b>collision</b>  <b>television</b> <b>abrasion</b> <b>expansion</b> <b>erosion</b> <b>excursion</b>

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)

**Week 6****Consolidating words this half term**

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>superhuman collision television supercomputer supertanker superstructure impatient confusion imperfect decision pyramid trouble</b>	<b>impolite library perhaps bicycle superstar superman erosion impeccable immortal invasion optician country parachute</b>	<b>appear material possess caught expansion immature impossible improbable imbalance supermarket mail male</b>	<b>division abrasion sentence various regular immovable supersonic superfine superficial excursion piece vein incomplete</b>	<b>ASSESSMENT</b>

## Year 3 - Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like <b>ʃən</b> spelt <b>-tion</b>	Endings which sound like <b>ʃən</b> spelt <b>-sion</b>	Prefix - <b>re</b>	<b>Statutory word list</b>	Words with endings sounding like <b>/ʒə/</b> or <b>/tʃə/</b>
<b>tion</b> is the most common spelling for <b>/ʃən/</b> sound. Used to form nouns meaning the 'action of' / 'result of' / 'state of'.	<b>-sion</b> meaning = the 'action of' / 'state of' / 'result of'.	<b>re-</b> meaning = again or to repeat.	<b>imagine</b> <b>decide</b> <b>group</b> <b>learn</b> <b>weight</b> <b>build</b> <b>early</b> <b>island</b> <b>grammar</b> <b>therefore</b>	<b>measure</b> <b>treasure</b> <b>pleasure</b> <b>enclosure</b> <b>creature</b> <b>furniture</b> <b>picture</b> <b>nature</b> <b>adventure</b> <b>feature</b>
<b>action</b> <b>mention</b> <b>position</b> <b>solution</b> <b>fiction</b> <b>option</b> <b>caution</b> <b>relation</b> <b>introduction</b> <b>construction</b>	<b>expansion</b> <b>extension</b> <b>comprehension</b> <b>tension</b> <b>suspension</b> <b>apprehension</b> <b>dimension</b> <b>pension</b> <b>diversion</b> <b>confession</b>	<b>redo</b> <b>refresh</b> <b>return</b> <b>reappear</b> <b>redecorate</b> <b>replay</b> <b>reaction</b> <b>review</b> <b>recycling</b> <b>rebound</b>		

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)

Week 6 Consolidating words this half term				
Day 1	Day 2	Day 3	Day 4	Day 5
<b>action</b> <b>mention</b> <b>introduction</b> <b>construction</b> <b>pension</b> <b>diversion</b> <b>confession</b> <b>weight</b> <b>build</b> <b>early</b> <b>caution</b>  <b>creature furniture</b>	<b>solution</b> <b>expansion</b> <b>nature</b> <b>adventure</b> <b>refresh</b> <b>island</b> <b>grammar</b> <b>return</b> <b>feature</b> <b>extension</b> <b>comprehension</b>  <b>tension rebound</b>	<b>redo</b> <b>redecorate</b> <b>replay</b> <b>reaction</b> <b>picture</b> <b>position</b> <b>relation</b> <b>treasure</b> <b>fiction</b> <b>option</b> <b>measure</b>  <b>review</b>	<b>imagine</b> <b>pleasure</b> <b>enclosure</b> <b>decide</b> <b>recycling</b> <b>group</b> <b>learn</b> <b>therefore</b> <b>reappear</b> <b>suspension</b> <b>apprehension</b>  <b>dimension</b>	<b>ASSESSMENT</b>

# Year 3 - Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5
Recap – Spring Term	Suffix – ly	Suffix -ly	Statutory word list	Homophones and near homophones
<b>enclosure</b> <b>creature</b> <b>redecorate</b>  extension comprehension mention position immature supermarket missed	Suffix – ly is added to an adjective to form an adverb.  <b>happy</b> <b>happily</b> <b>angry</b> <b>angrily</b> <b>gentle</b> <b>gently</b> <b>simple</b> <b>simply</b> <b>second</b> <b>secondly</b>	Suffix – ly is added to an adjective to form an adverb.  <b>sad</b> <b>sadly</b> <b>complete</b> <b>completely</b> <b>usual</b> <b>usually</b> <b>final</b> <b>finally</b> <b>humble</b> <b>humbly</b>	<b>earth</b> <b>answer</b> <b>busy</b>  centre century describe exercise February occasion straight	A homophone is a word that sounds like another word but has a different meaning.  <b>missed</b> <b>mist</b> <b>plane</b> <b>plain</b> <b>scene</b> <b>seen</b> <b>rein</b> <b>rain</b> <b>blue</b> <b>blew</b>

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)



**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>happy happily February occasion mist plane gentle gently complete humbly enclosure     extension     comprehension</p>	<p>secondly straight scene describe sadly simple angrily blue blew busy position immature</p>	<p>earth answer rein century final finally humble angry simply second creature redecorate</p>	<p>missed plain rain completely usual usually seen exercise sad centre mention supermarket</p>	<p><b>ASSESSMENT</b></p>

## Year 3 - Summer 2

Week 1	Week 2	Week 3	Week 4 Consolidating			
Initial 's' sound spelt with ci, ce and cy	's' sound within word spelt with ce	Statutory word list	words this half term			
			Day 1	Day 2	Day 3	Day 4
circle certain century cycle civilian ceramic cylinder cinema celebrate circulate	sentence notice recent innocent parcel process grocer December distance voice	special strange possible probably strength surprise remember although notice recent	circle cycle civilian strange possible ceramic cylinder circulate notice parcel	sentence process voice probably strength notice recent innocent certain century	special surprise grocer December distance remember although recent cinema celebrate	ASSESSMENT

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)

Week 5 End of year statutory word assessment (40 words covered this year)					Week 6 End of year statutory word assessment (19 words covered this year and repeated words)				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
answer appear arrive believe bicycle breath build busy caught centre	century circle decide describe difficult early earth eight eighth exercise	extreme famous February fruit grammar group guard guide heart height	history imagine island learn library material minute natural notice occasion	ASSESSMENT	bicycle breath build fruit grammar group imagine island learn notice	answer appear arrive extreme exercise famous February material minute natural	often perhaps popular possess possible probably recent regular remember sentence	occasion special straight strange strength surprise therefore although various weight	ASSESSMENT

# Year 4 Spelling Overview

## Year 4 - Autumn 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /s/ sound spelt sc	<b>word list</b>	Endings which sound like <b>ʃən</b> spelt – <b>sion</b>
A homophone is a word that sounds like another word but has a different meaning.	A homophone is a word that sounds like another word but has a different meaning.	<b>science scene discipline fascinate crescent scissors scenery descent ascend descend</b>	<b>actual address calendar disappear experience particular thought separate difficult weight</b>	- <b>sion</b> meaning = 'the action of' / 'the state of' / 'the result of'.
<b>groan grown affect effect fair fare great grate through threw</b>	<b>heel heal main mane medal meddle key quay check cheque</b>			<b>expansion extension comprehension tension suspension occasion dimension diversion permission discussion</b>

NC Statutory learning focus

NC Statutory common exception words - Year 3&4

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6**  
**Consolidating words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
groan through actual threw scenery descent affect discussion great crescent scissors particular diversion	heel mane fare medal grate fascinate address calendar heal quay check cheque	science scene discipline extension thought separate difficult ascend descend meddle suspension occasion permission	effect fair main key disappear weight expansion tension comprehension experience dimension grown	<b>ASSESSMENT</b>

## Year 4 - Autumn 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
<p>Prefixes – <b>dis</b> and <b>mis</b></p> <p>The prefix <b>–dis</b>, now meaning 'not', comes from Latin with the literal meaning of 'apart' or 'away from'. The prefix <b>–mis</b> comes from old English and means 'wrong'.</p>	<p>Prefix – <b>il</b> and <b>il</b> words</p> <p>The prefix <b>il</b> – means 'not' or 'without'. It can give the opposite meaning to a word when added.</p>	<p>Adding suffix – <b>ation</b></p> <p><b>–ation</b> is added to a verb to form a noun. A silent <b>e</b> is dropped before adding <b>–ation</b>. When a word ends in a '<b>y</b>', change to '<b>i</b>' before the suffix <b>–ation</b> is added.</p>	<p><b>word list</b></p> <p><b>notice</b> <b>ordinary</b> <b>certain</b> <b>suppose</b> <b>breathe</b> <b>increase</b> <b>recent</b> <b>quarter</b> <b>group</b> <b>island</b></p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p><b>forgetting</b> <b>forgotten</b> <b>gardening</b> <b>gardener</b> <b>limiting</b> <b>beginning</b> <b>beginner</b> <b>limitation</b> <b>preferred</b> <b>limitations</b></p>
<p><b>disappoint</b> <b>disagree</b> <b>disobey</b> <b>disappear</b> <b>disinfect</b> <b>disconnect</b> <b>misbehave</b> <b>mislead</b> <b>misspell</b> <b>misfortune</b></p>	<p><b>illegal</b> <b>illegible</b> <b>illuminate</b> <b>illogical</b> <b>illiterate</b> <b>illicit</b> <b>illumination</b> <b>illusion</b> <b>illusive</b> <b>illustration</b></p>	<p><b>information</b> <b>adoration</b> <b>sensation</b> <b>preparation</b> <b>admiration</b> <b>foundation</b> <b>qualification</b> <b>experimentation</b> <b>exploration</b> <b>examination</b></p>		

NC Statutory learning focus

NC Statutory common exception words - Year 3&4

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>illegal</b> <b>ordinary</b> <b>breathe</b> <b>preparation</b> <b>admiration</b> <b>illiterate</b> <b>illicit</b> <b>illustration</b> <b>disappoint</b> <b>disappear</b> <b>adoration</b> <b>sensation</b> <b>disinfect</b></p>	<p><b>information</b> <b>disconnect</b> <b>illumination</b> <b>illusion</b> <b>illusive</b> <b>misbehave</b> <b>mislead</b> <b>gardener</b> <b>limiting</b> <b>increase</b> <b>recent</b> <b>quarter</b> <b>misfortune</b></p>	<p><b>notice</b> <b>group</b> <b>island</b> <b>limitation</b> <b>disagree</b> <b>illegible</b> <b>illuminate</b> <b>illogical</b> <b>foundation</b> <b>qualification</b> <b>beginning</b> <b>beginner</b></p>	<p><b>forgetting</b> <b>forgotten</b> <b>gardening</b> <b>limitations</b> <b>preferred</b> <b>disobey</b> <b>experimentation</b> <b>exploration</b> <b>examination</b> <b>certain</b> <b>suppose</b> <b>misspell</b></p>	<p><b>ASSESSMENT</b></p>

## Year 4 - Spring 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap Autumn Term  admiration foundation forgotten gardening great grate main mane fascinate comprehension	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que  league tongue antique  unique fatigue intrigue rogue vague opaque plaque	Endings which sound like /ʃən spelt – sion  -ssion meaning = ‘the action of’ / ‘the state of’ / ‘the result of’. -ssion is used if the root word ends in ss or mit.  expression possession discussion confession permission admission impression omission emission commission	word list  although through potatoes enough  possess natural believe different possible probably	words with the /k/ sound spelt ch  scheme chorus chemist  echo character ache monarch stomach orchid orchestra

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(includes at least 8 statutory words per half term to cover second 50% of list by end of year)



Week 6				
Consolidating words this half term				
Day 1	Day 2	Day 3	Day 4	Day 5
emission commission league tongue possess natural fatigue intrigue rogue vague fascinate comprehension	expression character ache possession discussion enough confession permission admission plaque main  mane admiration	although through chorus chemist echo potatoes believe stomach orchid impression great  grate foundation	scheme omission opaque different possible probably monarch orchestra antique unique forgotten gardening	<b>ASSESSMENT</b>

## Year 4 - Spring 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Endings which sound like <b>ʃən</b> spelt – <b>tion</b>	Suffix – <b>ous</b>	Suffix – <b>ous</b>	<b>word list</b>	Homophones and near homophones
Means ‘the action of’/ ‘the state of’/ ‘the result of’. - <b>tion</b> is the most common spelling for /ʃən/ sound; used if the root word ends in <b>t</b> or <b>te</b> .	<b>-ous</b> originates in old French and means ‘having’ or ‘full of’.	<b>-ous</b> originates in old French and means ‘having’ or ‘full of’.	<b>complete</b> <b>opposite</b> <b>experiment</b> <b>naughty</b> <b>grammar</b> <b>knowledge</b> <b>favourite</b> <b>caught</b> <b>promise</b> <b>occasion</b>	A homophone is a word that sounds like another word but has a different meaning.
<b>invention</b> <b>injection</b> <b>hesitation</b> <b>completion</b> <b>continuation</b> <b>opposition</b> <b>pollution</b> <b>question</b> <b>affection</b> <b>attraction</b>	<b>poisonous</b> <b>dangerous</b> <b>mountainous</b> <b>famous</b> <b>various</b> <b>tremendous</b> <b>enormous</b> <b>jealous</b> <b>continuous</b> <b>contentious</b>	<b>courageous</b> <b>outrageous</b> <b>serious</b> <b>obvious</b> <b>curious</b> <b>hideous</b> <b>spontaneous</b> <b>courteous</b> <b>disastrous</b> <b>glamorous</b>		<b>weather</b> <b>whether</b> <b>whose</b> <b>who’s</b> <b>accept</b> <b>except</b> <b>reign</b> <b>rein</b> <b>dear</b> <b>deer</b>

NC Statutory learning focus

NC Statutory common exception words - Year 3&4

(include at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6 Consolidating**  
words this half term

Day 1	Day 2	Day 3	Day 4	Day 5
<p>invention injection opposition pollution various tremendous enormous dear deer attraction contentious accept</p>	<p>poisonous dangerous obvious curious mountainous famous jealous who's except reign caught  courteous question</p>	<p>courageous serious hideous continuous disastrous glamorous weather whether hesitation completion continuation outrageous</p>	<p>complete opposite experiment naughty grammar knowledge favourite occasion rein spontaneous whose  promise affection</p>	<p><b>ASSESSMENT</b></p>

## Year 4 - Summer 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap – Spring Term	Suffix – <b>ly</b>	prefix – <b>sub, anti</b> and <b>auto</b>	<b>word list</b>	Prefix - <b>inter</b>
<b>weather</b> <b>whether</b> <b>serious</b> <b>obvious</b> <b>completion</b> <b>dangerous</b> <b>mountainous</b> <b>tongue</b> <b>antique</b> <b>expression</b>	If the root word ends in with – <b>ic, ally</b> I added . <b>-ly</b> often has the meaning of ‘like’.	<b>sub</b> – means ‘under’ or ‘below’. <b>anti</b> – means ‘against’ or ‘opposite of’. <b>auto-</b> means ‘self’.	<b>purpose</b> <b>straight</b> <b>surprise</b> <b>therefore</b> <b>pressure</b> <b>peculiar</b> <b>heard</b> <b>important</b> <b>interest</b> <b>consider</b>	<b>inter</b> – comes from Latin and means ‘between’, ‘among’ or ‘together’.  <b>interact</b> <b>intercity</b> <b>international</b> <b>interrelated</b> <b>interchange</b> <b>interconnected</b> <b>internet</b> <b>intermediate</b> <b>intermission</b> <b>interweave</b>
	<b>basic</b> <b>basically</b> <b>frantic</b>  <b>frantically</b> <b>dramatic</b> <b>dramatically</b>  <b>historic</b> <b>historically</b> <b>optimistic</b> <b>optimistically</b>	<b>subdivide</b> <b>subheading</b> <b>submarine</b>  <b>submerge</b> <b>antiseptic</b> <b>anticlockwise</b> <b>antisocial</b>  <b>antibiotic</b> <b>autobiography</b> <b>autograph</b>		

NC Statutory learning focus	NC Statutory common exception words - Year 3&4
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(include at least 8 statutory words per half term to cover second 50% of list by end of year)

Week 6 Consolidating words this half term				
Day 1	Day 2	Day 3	Day 4	Day 5
weather whether serious obvious completion dangerous mountainous tongue antique expression surprise consider	frantically subheading submarine submerge interact intercity dramatic dramatically historic historically heard important	subdivide antiseptic interrelated interchange autobiography autograph internet optimistic optimistically interweave straight therefore antisocial	purpose antibiotic pressure peculiar international interconnected basic basically frantic interest anticlockwise intermediate intermission	<b>ASSESSMENT</b>

## Year 4 - Summer 2

Week 1	Week 2	Week 3	Week 4 Consolidating			
Possessive apostrophes with plural words	Possessive apostrophes with plural words	Statutory word list	words this half term			
apostrophe is added at the end of plural words ending in s	s comes after the apostrophe if the plural does not end in s	<b>business medicine</b>	Day 1	Day 2	Day 3	Day 4
<b>girls'</b> <b>boys'</b> <b>babies'</b> <b>houses'</b> <b>sisters'</b> <b>trolleys'</b> <b>potatoes'</b> <b>pizzas'</b> <b>buses'</b> <b>arches'</b>	<b>children's</b> <b>people's</b> <b>men's mice's</b> <b>women's</b> <b>geese's</b> <b>fishermen's</b> <b>oxen's</b> <b>teeth's</b> <b>police's</b>	<b>accident</b> <b>accidentally</b> <b>actually</b> <b>continue</b> <b>forward</b> <b>forwards</b> <b>length</b> <b>occasionally</b> <b>though</b> <b>woman</b>	<b>girls'</b> <b>boys'</b> <b>business</b> <b>accident</b> <b>babies'</b> <b>houses'</b> <b>sisters'</b> <b>trolleys'</b> <b>potatoes'</b> <b>arches'</b>	<b>children's</b> <b>men's</b> <b>mice's</b> <b>actually</b> <b>continue</b> <b>forward</b> <b>oxen's</b> <b>teeth's</b> <b>police's</b> <b>length</b>	<b>occasionally</b> <b>though</b> <b>pizzas' buses'</b> <b>forwards</b> <b>people's</b> <b>woman</b> <b>women's</b> <b>geese's</b> <b>fishermen's</b>	<b>ASSESSMENT</b>

NC Statutory learning focus

NC Statutory common exception words - Year 3&4

(include at least 8 statutory words per half term to cover second 50% of list by end of year)

Week 5 End of year statutory words assessment (first half of full Y3&4 list)					Week 6 End of year statutory words assessment (second half of full Y3&4 list)				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
accident	busy	different	favourite	ASSESSMENT	increase	naughty	possession	separate	ASSESSMENT
accidentally	business	difficult	forward		important	notice	possible	special	
actual	calendar	disappear	forwards		interest	occasion	potatoes	straight	
actually	caught	early	fruit		island	occasionally	pressure	strange	
address	centre	earth	grammar		knowledge	often	probably	strength	
answer	century	eight	group		learn	ordinary	promise	suppose	
appear	certain	eighth	guard		length	particular	purpose	surprise	
arrive	circle	enough	guide		library	opposite	quarter	although	
believe	complete	exercise	heard		material	peculiar	question	thought	
bicycle	consider	experience	heart		medicine	perhaps	recent	through	
breath	continue	experiment	height		mention	popular	regular	various	
breathe	decide	extreme	history		minute	position	reign	weight	
build	describe	famous	imagine		natural	possess	remember	woman	
							sentence	women	

# Year 5 Spelling Overview

## Year 5 - Autumn 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap of mixed spellings pattern from previous years	Recap from previous years	Recap from previous years	<b>word list</b>	Words ending in <b>-able</b> and <b>-ably</b>
<p><b>optician</b></p> <p><b>pyramid</b></p> <p><b>trouble</b></p> <p><b>country</b></p> <p><b>incomplete</b></p> <p><b>peace</b></p> <p><b>piece vein</b></p> <p><b>weigh</b></p> <p><b>parachute</b></p>	<p><b>illuminate</b></p> <p><b>admiration</b></p> <p><b>foundation</b></p> <p><b>forgotten</b></p> <p><b>gardening</b></p> <p><b>great grate</b></p> <p><b>fascinate</b></p> <p><b>expression</b></p> <p><b>possession</b></p>	<p><b>redecorate</b></p> <p><b>mention</b></p> <p><b>position</b></p> <p><b>weather</b></p> <p><b>whether</b></p> <p><b>obvious</b></p> <p><b>completion</b></p> <p><b>mountainous</b></p> <p><b>tongue</b></p> <p><b>scheme</b></p>	<p><b>accompany</b></p> <p><b>amateur bargain</b></p> <p><b>bruise</b></p> <p><b>community</b></p> <p><b>competition</b></p> <p><b>explanation</b></p> <p><b>guarantee</b></p> <p><b>individual</b></p> <p><b>prejudice</b></p>	<p>The <b>-able / -ably</b> word ending is often used if there is a related word ending in <b>-ation</b>. e.g. <b>adorable/adoration</b></p> <hr/> <p><b>adorable</b></p> <p><b>adorably</b></p> <p><b>applicable</b></p> <p><b>applicably</b></p> <p><b>considerable</b></p> <p><b>considerably</b></p> <p><b>tolerable</b></p> <p><b>tolerably</b></p> <p><b>capable</b></p> <p><b>knowledgeable</b></p>

NC Statutory learning focus	NC Statutory common exception words - Year 5&6
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)



**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>illuminate admiration explanation guarantee applicably great individual fascinate optician pyramid trouble  country parachute</p>	<p>redecorate mention position weather obvious community competition completion tongue scheme foundation grate</p>	<p>accompany amateur prejudice considerable considerably expression possession piece whether tolerable forgotten  incomplete adorably</p>	<p>adorable bargain bruise tolerably capable knowledgeable vein weigh gardening applicable mountainous peace</p>	<p align="center"><b>ASSESSMENT</b></p>

## Year 5 - Autumn 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
<p>Words with silent letters - <b>k</b></p> <p><b>knew</b></p> <p><b>knock</b></p> <p><b>knobbly</b></p> <p><b>knit</b></p> <p><b>knapsack</b></p> <p><b>knuckle</b></p> <p><b>knead</b></p> <p><b>knack</b></p> <p><b>knob</b></p> <p><b>knowledge</b></p>	<p>Words with the <b>/i:/</b> sound spelt <b>ei</b> after <b>c</b> and other consonants</p> <p><b>deceive</b></p> <p><b>receive</b></p> <p><b>perceive</b></p> <p><b>ceiling</b></p> <p><b>receipt</b></p> <p><b>conceit</b></p> <p><b>deceit</b></p> <p><b>counterfeit</b></p> <p><b>seizes</b></p> <p><b>neither</b></p>	<p>Exceptions to the <b>i</b> before <b>e</b> rule except after <b>c</b></p> <p><b>ancient</b></p> <p><b>efficient</b></p> <p><b>science</b></p> <p><b>conscience</b></p> <p><b>sufficient</b></p> <p><b>inefficient</b></p> <p><b>proficient</b></p> <p><b>mischievous</b></p> <p><b>species</b></p> <p><b>deficiencies</b></p>	<p><b>word list</b></p> <p><b>occur</b></p> <p><b>forty</b></p> <p><b>according</b></p> <p><b>lightning</b></p> <p><b>stomach</b></p> <p><b>pronunciation</b></p> <p><b>signature</b></p> <p><b>criticise</b></p> <p><b>immediately</b></p> <p><b>attached</b></p>	<p>Words containing the letter string <b>ough</b></p> <p><b>ough</b> – these letters can be used to spell more than one sound.</p> <p><b>bought</b></p> <p><b>thought</b></p> <p><b>nought</b></p> <p><b>brought</b></p> <p><b>fought</b></p> <p><b>sought</b></p> <p><b>drought</b></p> <p><b>plough</b></p> <p><b>trough</b></p> <p><b>wrought</b></p>

NC Statutory learning focus	NC Statutory common exception words - Year 5&6
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>knew knock bought knit stomach pronunciation deceit conscience sufficient knuckle knob knowledge fought</p>	<p>deceive perceive criticise ceiling thought according deficiencies brought wrought counterfeit seizes neither</p>	<p>ancient efficient science sought signature inefficient species proficient mischief knack nought knapsack</p>	<p>occur forty knead plough trough lightning conceit immediately receive attached drought knobbly receipt</p>	<p><b>ASSESSMENT</b></p>

# Year 5 - Spring 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap Autumn Term	Words containing the letter string <b>ough</b>	Words ending in <b>-able</b>	<b>word list</b>	Homophones – words that are confused
<b>knuckle</b> <b>ceiling</b> <b>receipt</b> <b>inefficient</b> <b>proficient</b> <b>sought</b> <b>drought</b> <b>admiration</b> <b>considerable</b> <b>perceive</b>	<b>ough</b> – these letters can be used to spell more than one sound.  <b>through</b> <b>thorough</b> <b>borough</b> <b>enough bough</b> <b>though</b> <b>although</b> <b>dough</b> <b>thoroughness</b>  <b>ought</b>	<b>-able</b> is usually used if a complete root word can be heard before it.  <b>dependable</b> <b>comfortable</b> <b>understandable</b> <b>reasonable</b> <b>enjoyable</b> <b>reliable excitable</b> <b>preferable</b> <b>adorable</b>  <b>believable</b>	<b>especially</b> <b>neighbour</b> <b>determined</b>  <b>accommodate</b> <b>interfere</b> <b>committee</b> <b>apparent</b> <b>harass</b> <b>aggressive</b> <b>communicate</b>	A homophone is a word that sounds like another word but has a different meaning.  <b>ascent</b> <b>assent bridal</b> <b>bridle cereal</b> <b>serial</b> <b>compliment</b> <b>complement</b> <b>precede proceed</b>

NC Statutory learning focus	NC Statutory common exception words - Year 5&6
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(includes at least 8 statutory words per half term to cover 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>through thorough cereal serial communicate bough although dough thoroughness ought drought assent</p>	<p>dependable neighbour determined adorable believable knuckles sought considerable perceive bridal admiration complement</p>	<p>especially interfere excitable committee apparent receipt inefficient ceiling proficient reasonable though understandable borough</p>	<p>ascent harass aggressive bridle preferable compliment precede proceed plough enjoyable accommodate comfortable reliable</p>	<p align="center"><b>ASSESSMENT</b></p>

## Year 5 - Spring 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Endings which sound like /ʃəs/ spelt <b>-cious</b> or <b>-tious</b>	Words ending in <b>-ancy</b>	Nouns that end in <b>-ce/-cy</b> and verbs that end in <b>-se/-sy</b>	<b>word list</b>	Words with silent letters
- <b>cious</b> and <b>-tious</b> both have the meaning 'full of' or 'having'	<b>hesitancy</b> <b>truancy</b> <b>accountancy</b> <b>discrepancy</b> <b>infancy</b> <b>vacancy</b> <b>buoyancy</b> <b>tenancy</b> <b>compliance</b> <b>occupancy</b>	Advice is a noun which changes to advise when a verb.  <b>advice</b> <b>advise</b> <b>device</b> <b>devise</b> <b>licence</b> <b>license</b> <b>practice</b> <b>practise</b> <b>prophecy</b> <b>prophecy</b>	<b>dictionary</b> <b>existence</b> <b>especially</b> <b>neighbour</b> <b>average</b> <b>conscience</b> <b>vehicle</b> <b>shoulder</b> <b>relevant</b> <b>twelfth</b>	<b>doubt</b> <b>island</b> <b>lamb</b> <b>thistle</b> <b>knight</b> <b>knowledge</b> <b>knoll</b> <b>wring</b> <b>aisle</b> <b>daughter</b>
<b>ambitious</b> <b>cautious</b> <b>fictitious</b> <b>infectious</b> <b>nutritious</b> <b>repetitious</b> <b>superstitious</b> <b>gracious</b> <b>precious</b> <b>vicious</b>				

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>hesitancy accountancy conscience infancy lamb thistle neighbour nutritious repetitious vacancy gracious prophecy</p>	<p>advice device ambitious tenancy compliance shoulder relevant infectious superstitious vicious devise prophecy</p>	<p>dictionary existence fictitious knight knowledge especially license practice twelfth precious truancy daughter occupancy</p>	<p>doubt buoyancy island average advise vehicle cautious discrepancy knoll wring aisle licence practise</p>	<p align="center"><b>ASSESSMENT</b></p>

## Year 5 - Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Recap – Spring Term</p> <p><b>understandable</b>  <b>compliment</b>  <b>complement</b>  <b>repetitious</b>  <b>superstitious</b>  <b>truancy practice</b>  <b>practise</b>  <b>knowledge</b>  <b>thorough</b></p>	<p>Homophones – words that are confused</p> <p>A homophone is a word that sounds like another word but has a different meaning.</p> <p><b>aloud</b>  <b>allowed</b>  <b>stationary</b>  <b>stationery</b>  <b>steal</b>  <b>steel</b>  <b>wary</b>  <b>weary</b>  <b>who's</b>  <b>whose</b></p>	<p>Words ending in <b>ably</b> (continued)</p> <p>If you can hear a root word then often – <b>ably</b> can be added. Note letters can change or be removed from root word.</p> <p><b>advisably</b>  <b>affordably</b>  <b>agreeably</b>  <b>comparably</b>  <b>disputably</b>  <b>improbably</b>  <b>measurably</b>  <b>probably</b>  <b>noticeably</b>  <b>irritably</b></p>	<p><b>Statutory word list</b></p> <p><b>excellent</b>  <b>familiar</b>  <b>identity</b>  <b>privilege</b>  <b>recognise</b>  <b>yacht</b>  <b>sufficient</b>  <b>rhythm</b>  <b>leisure</b>  <b>soldier</b></p>	<p>Words with silent letters - <b>w</b></p> <p><b>wrangle</b>  <b>wrath</b>  <b>wreak</b>  <b>wrinkle</b>  <b>wriggle</b>  <b>wrist</b>  <b>answer</b>  <b>wren wrong</b>  <b>writhe</b></p>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover 50% of list by end of year)



**Week 6 Consolidating**  
words this half term

Day 1	Day 2	Day 3	Day 4	Day 5
<p>understandable compliment wrangle wrath truancy probably noticeably irritably practice practise knowledge thorough</p>	<p>aloud allowed disputably improbably measurably steel wary wreak wrinkle wrong privilege recognise yacht</p>	<p>comparably complement repetitious identity sufficient rhythm superstitious wriggle wren writhe stationary stationery steal</p>	<p>excellent weary who's whose familiar advisably affordably agreeably leisure soldier wrist answer</p>	<p><b>ASSESSMENT</b></p>

## Year 5 - Summer 2

Week 1 ly endings	Week 2 Words with silent letters - b	Week 3 Statutory word list	Week 4 Consolidating words this half term			
A mixture of verbs, adverbs and nouns. Some words can belong to more than one word class.	<b>tomb</b> <b>numb</b> <b>subtle</b> <b>doubt</b> <b>thumb</b> <b>crumb</b> <b>limb</b> <b>climb</b> <b>plumber</b> <b>debt</b>	<b>physical</b> <b>variety</b> <b>system</b> <b>rhyme</b> <b>ancient</b> <b>category</b> <b>develop</b> <b>occupy</b> <b>muscle</b> <b>suggest</b>	Day 1	Day 2	Day 3	Day 4
			<b>immediately</b> <b>frequently</b> <b>suddenly</b> <b>sincerely</b> <b>multiply</b> <b>anomaly</b> <b>imply</b> <b>gravelly</b> <b>abrasively</b>	<b>occupy</b> <b>variety</b> <b>rhyme</b> <b>muscle</b> <b>plumber</b> <b>limb</b> <b>gravelly</b> <b>physical</b> <b>climb</b> <b>abrasively</b>	<b>develop</b> <b>doubt debt</b> <b>immediately</b> <b>frequently</b> <b>suddenly</b> <b>numb subtle</b> <b>system</b> <b>atrociously</b>	<b>tomb</b> <b>thumb</b> <b>crumb</b> <b>sincerely</b> <b>multiply</b> <b>suggest</b> <b>anomaly</b> <b>imply</b> <b>ancient</b> <b>category</b>

NC Statutory learning focus	NC Statutory common exception words - Year 5&6
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(includes at least 8 statutory words per half term to 50% of list by end of year)

Week 5 End of year statutory words assessment (40 words covered this year)					Week 6 End of year statutory words assessment (18 words covered this year and repeated words)				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
accommodate accompany according aggressive amateur ancient apparent attached average bargain	bruise category committee communicate community competition conscience* criticise determined develop	dictionary especially excellent existence explanation familiar forty guarantee harass identity	immediately individual interfere leisure lightning muscle neighbour occupy occur physical	ASSESSMENT	prejudice privilege pronunciation recognise relevant rhyme rhythm shoulder signature soldier	stomach sufficient suggest system twelfth variety vehicle yacht accompany according	ancient existence explanation familiar forty dictionary especially rhyme determined bargain	guarantee harass identity determined develop excellent leisure lightning muscle amateur	ASSESSMENT

# Year 6 Spelling Overview

## Year 6 - Autumn 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap of words from Year 5	Recap of words from Year 5	Homophones – words that are confused	<b>word list</b>	Words ending in <b>-able</b> and <b>-ible</b>
<b>adorable</b> <b>adorably</b> <b>deceive</b> <b>receive</b> <b>ancient</b> <b>efficient</b> <b>fought</b> <b>sought</b> <b>through</b> <b>thorough</b>	<b>ascent assent</b> <b>accountancy</b> <b>discrepancy</b>  <b>stationary</b> <b>stationery</b> <b>considerably</b> <b>affordably</b> <b>wrath wreak</b>	<p>A homophone is a word that sounds like another word but has a different meaning.</p> <b>guessed</b> <b>guest</b> <b>heard herd</b>  <b>led</b> <b>lead (noun)</b>  <b>morning</b> <b>mourning</b> <b>past</b> <b>passed</b>	<b>attached</b> <b>available</b> <b>cemetery</b> <b>convenience</b> <b>environment</b> <b>foreign hindrance</b> <b>immediately</b> <b>temperature</b> <b>thorough</b>	<p><b>-able / -ible</b> means something can be done or is significant. 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.</p> <b>changeable</b> <b>noticeable</b> <b>knowledgeable</b> <b>manageable</b> <b>serviceable</b>  <b>forcible</b> <b>illegible</b> <b>legible</b> <b>eligible</b> <b>terrible</b>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>ascent accountancy adorably serviceable forcible available cemetery herd thorough mourning ancient stationery lead (noun)</p>	<p>guessed guest heard led affordably morning past terrible passed adorable temperature thorough noticeable</p>	<p>attached foreign efficient fought stationary advisably hindrance immediately eligible assent wrath wreak</p>	<p>changeable knowledgeable convenience deceive receive environment manageable sought through illegible legible discrepancy</p>	<p><b>ASSESSMENT</b></p>

## Year 6 - Autumn 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Adding suffixes beginning with vowel letters to words ending in <b>-fer</b>  The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.	Double consonants  <b>apparent</b> <b>appreciate</b> <b>attached</b> <b>communicate</b> <b>community</b> <b>correspond</b> <b>embarrass</b> <b>exaggerate</b> <b>excellent</b> <b>beginning</b>	Continuing words ending in <b>-ible and ibly</b>  The <b>ible</b> ending is common if a complete root word can't be heard before it.	<b>word list</b>  <b>equip</b> <b>equipped</b> <b>equipment</b> <b>criticise</b> <b>critic</b> <b>immediate</b> <b>ancient</b> <b>category</b> <b>develop</b> <b>sufficient</b>	Words containing the letter string <b>ough</b>  There are several sounds the letter string <b>ough</b> makes.
<b>referring</b> <b>referred</b> <b>referral</b> <b>preferring</b> <b>preferred</b> <b>transferring</b> <b>transferred</b> <b>reference</b> <b>referee</b> <b>preference</b>		<b>possible</b> <b>possibly</b> <b>horrible</b> <b>horribly</b> <b>visible</b> <b>visibly</b> <b>incredible</b> <b>incredibly</b> <b>sensible</b> <b>sensibly</b>		<b>rough</b> <b>tough</b> <b>enough</b> <b>though</b> <b>although</b> <b>drought</b> <b>cough</b> <b>thoughtless</b> <b>bough</b> <b>thoroughly</b>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
referring referral appreciate attached communicate preferring equipment reference referee preference rough possibly	apparent community bough thoroughly correspond horrible embarrass excellent beginning criticise preferred <span style="padding-left: 40px;">incredibly</span> <span style="padding-left: 40px;">cough</span>	possible immediate ancient visible tough exaggerate visibly incredible sufficient sensible sensibly transferred	equip equipped critic develop enough though although category drought thoughtless transferring <span style="padding-left: 40px;">referred</span> <span style="padding-left: 40px;">horribly</span>	<b>ASSESSMENT</b>

## Year 6 - Spring 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap Autumn Term	Endings which sound like /jəs/ spelt - cious	Endings which sound like /jəl/	word list	Homophones – words that are confused
discrepancy heard passed knowledgeable			correspond awkward achieve embarrass	
forcible preferring incredible incredibly though although	vicious precious conscious delicious malicious suspicious gracious spacious ferocious luscious	official special artificial partial confidential essential initial financial commercial provincial	profession sacrifice harass aggressive definite queue	descent dissent desert dessert draft draught principal principle profit prophet

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)



**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>vicious precious conscious delicious desert malicious gracious spacious ferocious luscious sacrifice aggressive</p>	<p>official special harass dessert draft initial partial confidential prophet artificial passed dissent</p>	<p>correspond awkward achieve discrepancy heard knowledgeable forcible preferring incredible though although queue</p>	<p>descent essential draught profession definite commercial provincial principle incredibly embarrass financial suspicious</p>	<p><b>ASSESSMENT</b></p>

## Year 6 - Spring 2

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
<p>Words with silent letters - t</p> <p><b>fasten</b> <b>hasten</b> <b>glisten</b></p> <p><b>moisten</b> <b>nestle</b> <b>thistle</b> <b>whistle</b> <b>wrestle</b> <b>bustle</b> <b>soften</b></p>	<p>Words ending in <b>-ent, -ence, -ency</b></p> <p>Usually use <b>-ent, -ence, -ency</b> after soft <b>c (/s/)</b> sound or soft <b>g</b> sound.</p> <p><b>innocent</b> <b>innocence</b> <b>decent decency</b> <b>frequent</b> <b>frequency</b> <b>confidence</b> <b>obedience</b> <b>independent</b> <b>independence</b></p>	<p>Double consonant</p> <p><b>necessary</b> <b>immediate</b> <b>marvellous</b></p> <p><b>profession</b> <b>programme</b> <b>recommend</b> <b>sufficient</b> <b>suggest</b> <b>collection</b> <b>channel</b></p>	<p><b>word list</b></p> <p><b>nuisance</b> <b>language</b> <b>secretary</b></p> <p><b>restaurant</b> <b>communicate</b> <b>government</b> <b>controversy</b> <b>determined</b> <b>accommodate</b> <b>signature</b></p>	<p>Words ending in <b>ance</b></p> <p>Loose meaning of <b>ance</b> is 'state or action of'</p> <p><b>observance tolerance</b> <b>substance assistance</b> <b>resistance significance</b> <b>reluctance</b> <b>importance</b> <b>appearance</b> <b>annoyance</b></p>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>fasten hasten secretary restaurant glisten profession programme moisten wrestle bustle soften observance</p>	<p>immediate marvellous innocence decency recommend sufficient suggest nestle determined accommodate frequent obedience independent</p>	<p>necessary collection channel substance tolerance appearance frequency confidence decent thistle independence innocent</p>	<p>nuisance language significance reluctance important communicate government annoyance assistance resistance controversy signature whistle</p>	<p><b>ASSESSMENT</b></p>

## Year 6 - Summer 1

Week 1	Week 2	Week 3	Week 4 Statutory	Week 5
Recap Spring Term	Abstract noun	Use of the hyphen	word list	Double consonants
<b>suspicious</b> <b>artificial</b> <b>confidential</b> <b>commercial</b> <b>innocence</b> <b>independent</b> <b>recommend</b> <b>significance</b> <b>appearance</b> <b>ferocious</b>	<p>An abstract noun is a word (noun) which portrays an idea, quality or state as opposed to an actual concrete object.</p> <p><b>disappointment</b>  <b>determination</b>  <b>enthusiasm</b> <b>graciousness</b>  <b>apprehension</b>  <b>consideration</b>  <b>opportunity</b> <b>speculation</b>  <b>enhancement</b>  <b>disturbance</b></p>	<p>Hyphens can be used to join a prefix to a root word. Words beginning with the prefix <b>co-</b> can be written with or without prefixes.</p> <p><b>co-ordinate</b>  <b>re-enter</b>  <b>co-operate</b>  <b>co-own</b>  <b>de-ice</b>  <b>co-author</b>  <b>re-examine</b>  <b>re-educate</b>  <b>re-form</b></p> <p><b>co-pilot</b></p>	<b>opportunity</b> <b>parliament</b> <b>programme</b> <b>privilege</b> <b>explanation</b> <b>disastrous</b> <b>exaggerate</b> <b>frequently</b> <b>necessary</b> <b>appreciate</b>	<b>accommodate</b> <b>accommodation</b> <b>aggressive</b> <b>embarrass</b> <b>apparatus</b> <b>success</b> <b>successfully</b> <b>willingness</b> <b>worthlessness</b> <b>happiness</b>

NC Statutory learning focus

NC Statutory common exception words - Year 5&6

(includes at least 8 statutory words per half term to cover second 50% of list by end of year)

**Week 6 Consolidating  
words this half term**

Day 1	Day 2	Day 3	Day 4	Day 5
<p>disappointment opportunity explanation enthusiasm apprehension re-enter re-form exaggerate independent happiness speculation</p>	<p>co-ordinate suspicious accommodate accommodation embarrass confidential commercial recommend significance ferocious de-ice re-examine</p>	<p>parliament success willingness innocence appearance recommend co-operate aggressive co-own re-educate determination enhancement disastrous</p>	<p>aggressive graciousness appreciate consideration co-author disturbance successfully worthlessness programme co-pilot artificial frequently necessary</p>	<p><b>ASSESSMENT</b></p>

# Year 6 - Summer 2

<b>Week 1</b> -ly ending	<b>Week 2</b> Words ending in -ant	<b>Week 3</b> Statutory word list	<b>Week 4 Consolidating</b> words this half term			
A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class.	<b>observant</b> <b>expectant</b> <b>hesitant</b> <b>tolerant</b> <b>triumphant</b> <b>dominant</b> <b>contestant</b> <b>defiant</b> <b>decongestant</b> <b>relevant</b>	<b>vegetable</b> <b>symbol</b> <b>sincerely</b> <b>pronunciation</b> <b>interrupt</b> <b>mischievous</b> <b>sincere</b> <b>desperate</b> <b>curiosity</b> <b>persuade</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>
			<b>disorderly</b> <b>ghastly</b> <b>wrinkly</b> <b>dastardly</b> <b>leisurely</b> <b>spritely</b> <b>heavenly</b> <b>unlikely</b> <b>comply</b> <b>melancholy</b>	<b>melancholy</b> <b>relevant</b> <b>persuade</b> <b>unlikely</b> <b>defiant</b> <b>desperate</b> <b>spritely</b> <b>disorderly</b> <b>observant</b> <b>vegetable</b>	<b>dastardly</b> <b>tolerant</b> <b>pronunciation</b> <b>ghastly</b> <b>expectant</b> <b>symbol comply</b> <b>decongestant</b> <b>curiosity</b> <b>dominant</b>	<b>heavenly</b> <b>contestant</b> <b>interrupt</b> <b>leisurely</b> <b>triumphant</b> <b>mischievous</b> <b>wrinkly</b> <b>hesitant</b> <b>sincerely</b> <b>sincere</b>

Week 5 End of year statutory words assessment first half of full Y5&6 list)					Week 6 End of year statutory words assessment (second half of full Y5&6 list)				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
accommodate	bargain	criticise	equipped	ASSESSMENT	identity	neighbour	queue	soldier	ASSESSMENT
accompany	bruise	curiosity	especially		immediate	nuisance	recognise	stomach	
according	category	definite	exaggerate		immediately	occupy	recommend	sufficient	
achieve	cemetery	desperate	excellent		individual	occur	relevant	suggest	
aggressive	committee	familiar	existence		interfere	opportunity	restaurant	symbol	
amateur	communicate	determined	explanation		interrupt	parliament	rhyme	system	
ancient	community	develop	foreign		language	persuade	rhythm	temperature	
apparent	competition	dictionary	forty		leisure	physical	sacrifice	thorough	
appreciate	conscience	disastrous	frequently		lightning	prejudice	secretary	twelfth	
attached	conscious	embarrass	government		marvellous	privilege	shoulder	variety	
available	controversy	environment	guarantee		mischievous	profession	signature	vegetable	
average	convenience	equip	harass		muscle	programme	sincere	vehicle	
awkward	correspond	equipment	hindrance		necessary	pronunciation	sincerely	yacht	