

## Intent

Everybody is a reader at St John's. We aspire for every child to become an excellent reader, who can: confidently select and use strategies to successfully recognise words; read with multidimensional fluency that includes appropriate expression, phrasing, smoothness and pace; continually develop their cultural capital and use this to comprehend a broad range of language and texts; have a passion for reading and can discuss the different pleasures that they gain from reading and read widely and often in different contexts in school and at home.

## Implementation

Initially, learners at St John's engage with a programme of synthetic phonics – Read Write Inc. This enables children to master word recognition by developing phonological awareness, the ability to decode words and also recognise familiar words from sight. Beyond the phonics programme, early readers are exposed to demanding and exquisite texts through their continuous provision and/or literacy lessons.

Once children have graduated from the programme of synthetic phonics, reading is taught through a six-part structure, centred around a demanding and exquisite novel, that enables them to engage with deliberate practice of reading fluently with strong comprehension. Using VIPERS (vocabulary, inference, prediction, evaluate, retrieval, summarise) daily lessons of reading are taught, which feed into our closely linked writing curriculum.

## Reading for Pleasure

St John's actively promotes reading for pleasure. Each class enjoys a book corner within their classroom and visits to the school library. Children, parents and carers are encouraged to engage in recreational reading at home for pleasure. Reading journals are used to capture children's reading engagement and promote discussions about books, both at home and in school. There are opportunities for parents to visit school as a 'mystery reader' every week in the EFYS and KS! Classroom and stories are shared on Class Dojo by teachers in the school. A termly delivery of exciting new books to each class helps to keep our book stock well stocked and also offers a range of different authors available for children to read.

Regular whole class story time are timetabled throughout the school week. These enable pupils to develop their knowledge of a range of different authors and genres. Children grow in confidence when discussing their preferences and opinions regarding texts. There is always an opportunity to share class texts and learn about the reading habits of peers, making comparisons with their own reading and recommendations for future reads.

## Impact

Phonics assessments track the impact of our synthetic phonics programme. These inform future practice to ensure all children progress through the scheme at or above age related expectations. This ensures pupils are adequately prepared for the year 1 Phonics Screening Check. Formative assessment is used throughout reading lessons across the school to track the progress of individual readers and groups. NFER assessments are used termly to assess the progress of our developing readers. Daily reading lessons are also supplemented with the use of CGP books to expose KS2 children to a range of extracts from a wide range of genres.

Where identified that children need further support with their decoding and phonics in Upper Key Stage 2 a recovery programme called Fresh Start from Read Write Inc is used to support all children reach age related expectations in reading.

# English Knowledge Progression

## English knowledge progression across EYFS

Reception	<u>Autumn 1 -All about us</u>	<u>Autumn 2 -Celebrations</u>	<u>Spring 1 -Growing</u>	<u>Spring 2 -Animal Kingdom</u>	<u>Summer 1 -Traditional Tales</u>	<u>Summer 2 -Traditional Tales</u>
	Settling/Part time Baseline/Starting School All about me- We are all different Tiger who came tea The family Book, People Who help us The Naughty Bus	My Birthday Rainbow fish Elmer- A Patchwork Elephant	The very Hungry Caterpillar Jaspers Beanstalk Oliver's Vegetables Brown bear, brown bear what do you see?	Handa's Surprise We're going on a bear hunt Stellaluna	Little Red Hen The Gingerbread Man 3 Billy Goats Gruff	Little Red Riding Hood The ugly duckling Goldilocks and the 3 bears
Literacy -Talk for Writing -Writing for a purpose	Reading Listen to and talk about stories Handle books carefully and correctly Suggest how it may end. Show an interest in illustrations Show an awareness of rhyme Writing Giving meaning to marks we make Hear and say initial sounds Linking sounds with letters Writing for a purpose Focus: Name Writing Drawing and labelling family Labelling my house Labelling people who help us	Reading Talk about the beginning, middle and end of the story Join in with repeated refrains from a story Begin to talk about the characters, setting and main events Know that print carries meaning Show an awareness of rhyme and alliteration Recognise familiar signs and logos Hear and say some initial sounds Begin to segment and blend simple words and captions Writing Linking sounds to letters Form recognisable letters Hear and say and write initial and final sounds in words Form some recognisable letters and represent some sounds in order to write simple words Begin to write captions Writing for a purpose Focus: Birthday cards/party lists Thank you cards Sequence and retell the National Day in UAE	Reading Continue a rhyming string Discuss the characters, events and setting in more detail Link sounds to letters Segment and blend simple words Writing Break the flow of speech into words Segment and write simple words Write a simple caption Writing for a purpose Focus: List of ingredients /recipe Story maps Retell story Compare different versions Speech Bubbles Character descriptions	Reading Extend vocabulary through retelling Read some simple words including keywords Read some simple sentences Enjoy an increasing range of books Writing Attempt to write a simple sentence Spell some keywords correctly Use finger spaces Focus: Character descriptions wanted posters Sequence story retell the story Comic strips A sorry letter	Reading Use phonics to read simple words and sentences Read some high frequency words with fluency Talk about they have read Writing Use phonic knowledge to write words that match the spoken sound Write sentences that can be read by themselves and others Focus: Favourite foods Story Writing Bean Diary Instructions Retell	Reading Use phonics to read words and sentences. Read high frequency words Show an understanding of what they have read. Writing Write sentences with some words spelt correctly, and others phonetically plausible Focus: Story writing Fact files Character descriptions Invent different stories

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# English Knowledge Progression

## English knowledge progression across EYFS

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'* (James Earl Jones)

	<u>Autumn 1 -All about us</u>	<u>Autumn 2 -Celebrations</u>	<u>Spring 1 -Growing</u>	<u>Spring 2 -Animal Kingdom</u>	<u>Summer 1 -Traditional Tales</u>	<u>Summer 2 -Traditional Tales</u>
<u>Reception</u>	Settling/Part time Baseline/Starting School All about me- We are all different Tiger who came tea The family Book, People Who help us The Naughty Bus	My Birthday Rainbow fish Elmer- A Patchwork Elephant	The very Hungry Caterpillar Jaspers Beanstalk Oliver's Vegetables Brown bear, brown bear what do you see?	Handa's Surprise We're going on a bear hunt Stellaluna	Little Red Hen The Gingerbread Man 3 Billy Goats Gruff	Little Red Riding Hood The ugly duckling Goldilocks and the 3 bears
<u>Phonics</u>	Group 1 Band A m, a, s, d, t, l, n, p	Group 1 Band B g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, x, z	Group 2 sh, th, ch, qu, ng, nk (blended words)	Group 2 & 3 Group 2 sounds & blended words (When chn are ready, move them on to gp 3) Group 3 ay, ee, igh, ow, oo, oo, ar, or	Group 3 & 4 Group 3 sounds & blended words (When chn are ready, move them on to gp 4) Group 4 air, ir, ou, oy, a-e, i-e, o-e, ea	Group 3 & 4 Exceeding 5 Group 3 & 4 sounds & blended words Exceed to Group 5
<u>HFV</u>	I, am, a, dad, at, it, is, in	dog, go, can, to, big, mum, on, get, cold, for, my, yes, was, went, of	they, this, she, he, going, me, the, we, and, up, no, are	day, play, away, see, look, all, said, you,	I, am, a, dad, at, it, is, in, dog, go, can, to, big, mum, on, get, cold, for, my, yes, was, went, of, they, this, she, he, going, me, the, we, and, up, no, are, day, play, away, see, look, all, said, you Recap all the words and use them in sentences.	
<u>Communication and Language</u>	Listens and responds to instructions and stories Use talk to connect ideas Use talk in pretending objects are something else Roleplay: Home corner	Listen and respond Use talk in pretending objects are something else Use vocabulary based on experiences Using complex sentences – and/because Understand how and why questions Understand prepositions, Roleplay: Restaurant	Maintain attention Use language to recreate roles Links statements and sticks to a main theme Respond to 2 part instructions Roleplay: Farm yard	Introduce a storyline Use talk to clarify thinking Maintain attention Listen and respond to discussions Understands humour Roleplay: Forest/woodlands	Develop own narratives Follow a story without props and pictures Respond with relevant comments Use past and present forms correctly Roleplay: Fruit and Veg shop	Listen attentively Answer how and why questions confidently Use own narratives and explanations Roleplay: Jungle Hut

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

## Breadth of Study-Reading

### Key Stage 1

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

### Key Stage 2

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# English Curriculum (reading texts)

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 1	Cycle A	Pumpkin Soup By Helen Cooper The Last Polar Bear By Jean Craighead George	The Rhythm of the Rain By Grahame Baker-Smith	The Secret of Black Rock By Joe Todd Stanton Paper Planes By Jim Hellmore & Richard Jones	Mr Grumpy's Car By John Burlingham The Lighthouse Keepers Lunch By David & Ronda Armitage	Lost in the Toy Museum By David Lucas The Adventures of Egg Box Dragon By Richard Adams	Traditional Tales
	Cycle B	Handa's Surprise By Eileen Browne	The Great Fire of London By Stewart Ross	Dear Earth By Isobel Otter Plant Awesome By Stacey McAnulty	The Secret Sky Garden By Martin Waddle Look What I found in the Wood By The National Trust	Grey Island Red Boat By Ian Black The Queens Nose By Dick King Smith	Grandma Bird By Benji Davis Sharing a Shell By Julia Donaldson
Milestone 2	Cycle A	Sheep Pig By Dick King Smith	The Pebble in my Pocket By Meredith Hopper	The Wild Robot By Peter Brown	Escape from Pompeii By Christina Balit	Let the Gods Out By Maz Evans	Danny the Champion of the World By Roald Dahl
	Cycle B	Iron Man By Ted Hughes	Bills New Frock By Anne Fine	The Explorer By Katherine Rundell		The Boy at the Back of the Class By Onjali Q'Rauf	Blue John By Berlie Doherty
Milestone 3	Cycle A	Roof Toppers By Katherine Rundell	Beowulf By Kevin Crossly Holland	Anne frank By Anne Frank	Good Night Mr Tom By Michelle Magorian	Clock Work By Phillip Pullman	Flood Land By Markus Sedgwick
	Cycle B	Long Walk to Water By Linda Suepark	Pig Heart Boy By Malorie Blackman	The Hobbit By J R Tolkien		Macbeth By William Shakespeare	Skellig By David Almond

Excite-Embrace-Encourage-Excel-Let Your Light Shine

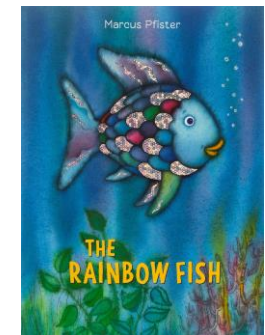
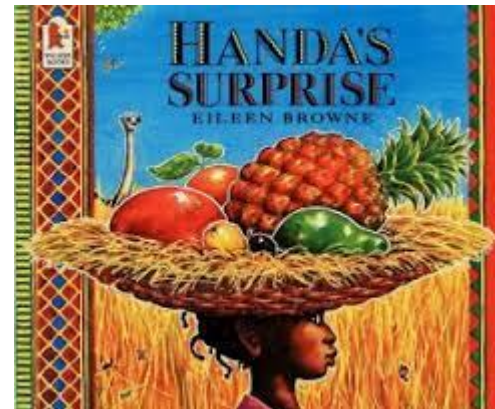
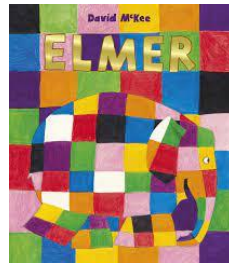
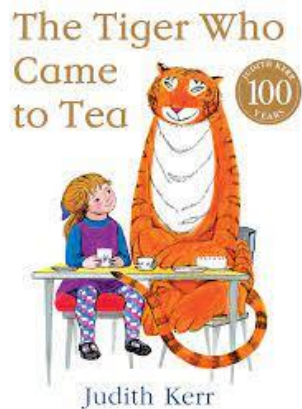




# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Reception	<u>Autumn 1 -All about us</u> Tiger who came tea The family Book, People Who help us The Naughty Bus	<u>Autumn 2 -Celebrations</u> My Birthday Rainbow fish Elmer- A Patchwork Elephant	<u>Spring 1 -Growing</u> The very Hungry Caterpillar Jaspers Beanstalk Oliver's Vegetables Brown bear, brown bear what do you see?	<u>Spring 2 -Animal Kingdom</u> Handa's Surprise We're going on a bear hunt Stellaluna	<u>Summer 1 -Traditional Tales</u> Little Red Hen The Gingerbread Man 3 Billy Goats Gruff	<u>Summer 2 -Traditional Tales</u> Little Red Riding Hood The ugly duckling Goldilocks and the 3 bears



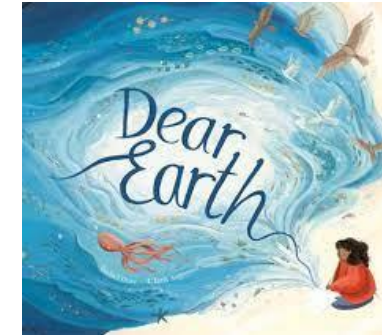
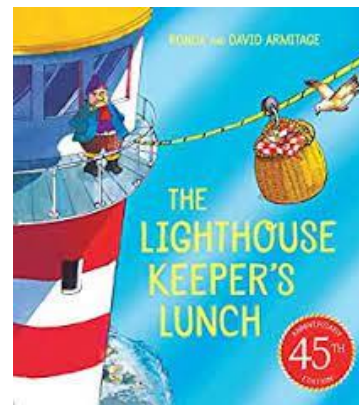
Excite-Embrace-Encourage-Excel-Let Your Light Shine



# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 1	Cycle A	Pumpkin Soup By Helen Cooper The Last Polar Bear By Jean Craighead George	The Rhythm of the Rain By Grahame Baker-Smith	The Secret of Black Rock By Joe Todd Stanton Paper Planes By Jim Hellmore & Richard Jones	Mr Grumpy's Car By John Burlingham The Lighthouse Keepers Lunch By David & Ronda Armitage	Lost in the Toy Museum By David Lucas The Adventures of Egg Box Dragon By Richard Adams	Traditional Tales
	Cycle B	Handa's Surprise By Eileen Browne	The Great Fire of London By Stewart Ross	Dear Earth By Isobel Otter Plant Awesome By Stacey McAnulty	The Secret Sky Garden By Martin Waddle Look What I found in the Wood By The National Trust	Grey Island Red Boat By Ian Black The Queens Nose By Dick King Smith	Grandma Bird By Benji Davis Sharing a Shell By Julia Donaldson



Excite-Embrace-Encourage-Excel-Let Your Light Shine

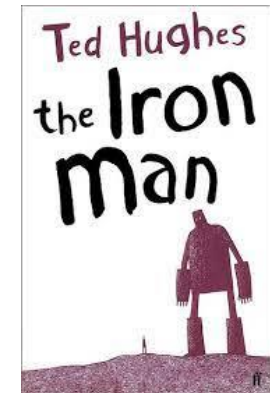
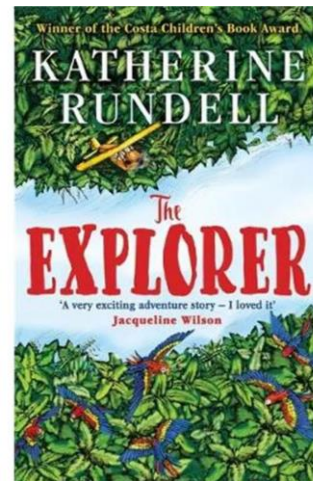
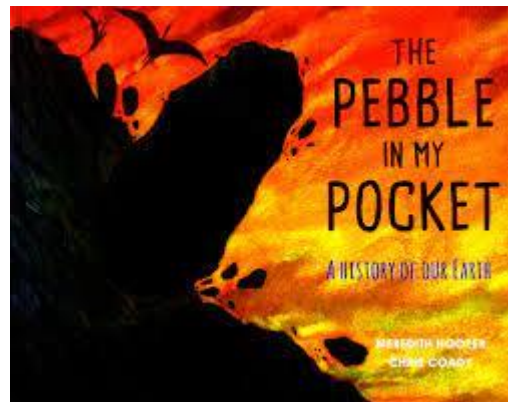
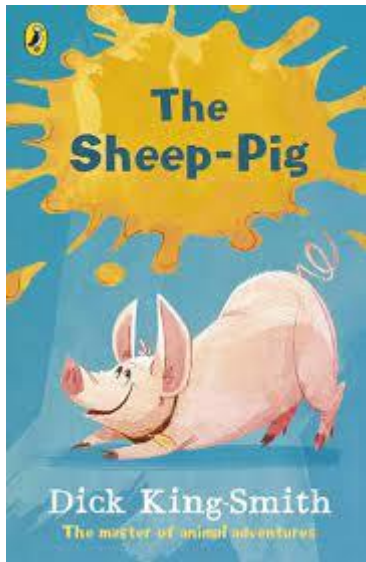




# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A	Sheep Pig By Dick King Smith	The Pebble in my Pocket By Meredith Hopper	The Wild Robot By Peter Brown	Escape from Pompeii By Christina Balit	Let the Gods Out By Maz Evans	Danny the Champion of the World By Roald Dhal
	Cycle B	Iron Man By Ted Hughes	Bills New Frock By Anne Fine	The Explorer By Katherine Rundell		The Boy at the Back of the Class By Onjali Q'Rauf	Blue John By Berlie Doherty

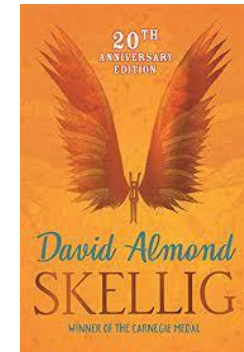
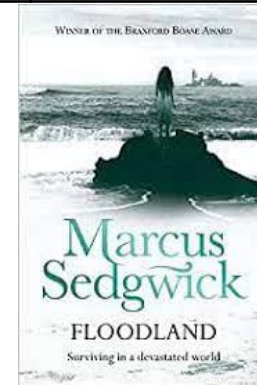
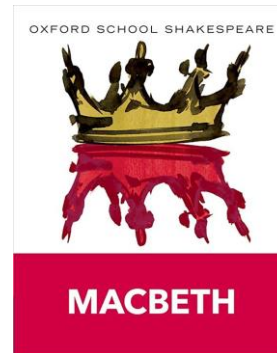
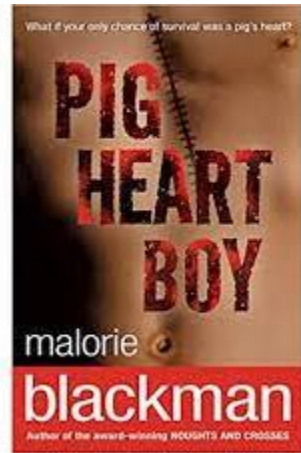
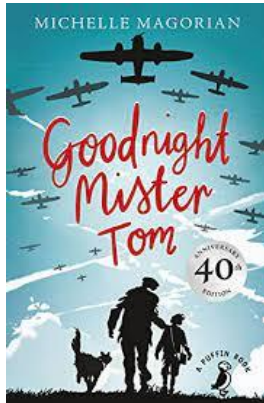
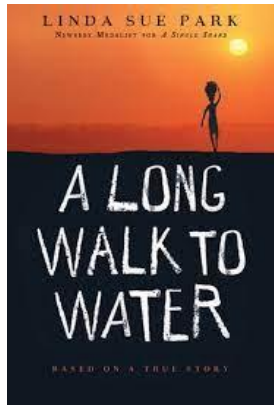


Excite-Embrace-Encourage-Excel-Let Your Light Shine

# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 3	Cycle A	Roof Toppers By Katherine Rundell	Beowulf By Kevin Crossly Holland	Anne frank By Anne Frank	Good Night Mr Tom By Michelle Magorian	Clock Work By Phillip Pullman	Flood Land By Markus Sedgwick
	Cycle B	Long Walk to Water By Linda Suepark	Pig Heart Boy By Malorie Blackman	The Hobbit By J R Tolkien		Macbeth By William Shakespeare	Skellig By David Almond



Excite-Embrace-Encourage-Excel-Let Your Light Shine

# English Skills Progression

## Reading progression across all milestones

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'* (James Earl Jones)

Concept	Milestone 1	Milestone 2	Milestone 3
<b>Read words accurately</b> This concept involves decoding and fluency.	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)</li> </ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# English Skills Progression

Reading progression across all milestones

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'* (James Earl Jones)

Concept	Milestone 1	Milestone 2	Milestone 3
<b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.	<ul style="list-style-type: none"><li>• Discuss events.</li><li>• Predict events.</li><li>• Link reading to own experiences and other books.</li><li>• Join in with stories or poems.</li><li>• Check that reading makes sense and self-correct.</li><li>• Infer what characters are like from actions.</li><li>• Ask and answer questions about texts.</li><li>• Discuss favourite words and phrases.</li><li>• Listen to and discuss a wide range of texts.</li><li>• Recognise and join in with (including role-play) recurring language.</li><li>• Explain and discuss understanding of texts.</li><li>• Discuss the significance of the title and events.</li><li>• Make inferences on the basis of what is being said and done.</li></ul>	<ul style="list-style-type: none"><li>• Draw inferences from reading.</li><li>• Predict from details stated and implied.</li><li>• Recall and summarise main ideas.</li><li>• Discuss words and phrases that capture the imagination.</li><li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li><li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li><li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li><li>• Recognise some different forms of poetry.</li><li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• Predict what might happen from details stated and implied.</li><li>• Identify main ideas drawn from more than one paragraph and summarise these.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Ask questions to improve understanding of a text.</li></ul>	<ul style="list-style-type: none"><li>• Recommend books to peers, giving reasons for choices.</li><li>• Identify and discuss themes and conventions in and across a wide range of writing.</li><li>• Make comparisons within and across books.</li><li>• Learn a wide range of poetry by heart.</li><li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li><li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li><li>• Ask questions to improve understanding.</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• Predict what might happen from details stated and implied.</li><li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• Retrieve and record information from non-fiction.</li><li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Provide reasoned justifications for views.</li></ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine





## Intent

The writing curriculum at St John's intends to inspire children's imagination, love of literacy and create the writers of the future. Whilst developing a deep understanding of key writing genres through a variety of demanding and exquisite texts, children learn about the key grammatical features that make up the English language. They consider how they as writers can use these features to develop their writing skills and be able to effectively write for any audience. At St John's we truly recognise the importance of literacy – we want our learners to be the best writers of the future, in all disciplines, be that as an author, journalist, scientist, mathematician, artist, historian or any other field linked to their career of choice.

## Implementation

Engagement with a programme of synthetic phonics (Read Write Inc), provides deliberate practice of writing sentences and spelling words. In addition to this, children are introduced to a demanding and exquisite texts that are used as a starting point for children to write for different purposes across the curriculum. As appropriate the Writing Cycle is adapted to suit our early writers, with opportunities to plan, draft, review and publish writing that the children are proud of.

Children, who have graduated from the programme of synthetic phonics, will study a demanding and exquisite novel for an entire half term. At the end of a writing cycle, each child will publish a fiction or non-fiction piece of writing.



## Writing Cycle

- 1. Immersion** – inspire learners and hook them into the text.
- 2. Analysis** – analyse model texts to springboard new grammatical learning so that children understand the route to mastery and beyond.
- 3. Knowledge** – explicitly teach grammatical knowledge linked to the genre the children will be writing
- 4. Plan** – engage in guided planning so the children are set up to be successful
- 5. Draft** – silent, independent drafting time with verbal feedback and prompts.
- 6. Edit** – modelled editing lessons which focus on correcting, refining and improving.
- 7. Review** – feedback from teacher and a chance to redraft.
- 8. Final Judgement** – every child writes up in neat; where appropriate teacher makes an age-related judgement.

### Suggested Lesson Structure within Cycle

- 1. Do Now Activity** – Children will begin a lesson on an independent activity which activates prior learning. Whole class feedback provided.
- 2. Vocabulary** - New vocabulary will be explicitly taught or prior knowledge will be revisited in depth.
- 3. Agenda** - What are we learning today and why? Children link lesson to prior learning.
- 4. Model and Check for Understanding** - Teacher models element within cycle, and checks for understanding.
- 5. Independent Practice** - Focus working time with adult support and feedback as appropriate.
- 6. Exit Ticket:** Question or retrieval practice to assess learning.

## Impact

Formative assessment of children's written outcomes within English and across the wider curriculum takes place continuously to acknowledge children's varying starting points and plan responsively for next steps in learning. Children's published work goes into a special write book termly and this follows the children through the school writing assessments with moderations internally take place at least termly.

# English Curriculum

*'When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*  
(James Earl Jones)

## Breadth of Study-Writing

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"><li>• Write stories set in places pupils have been.</li><li>• Write stories with imaginary settings.</li><li>• Write stories and plays that use the language of fairy tales and traditional tales.</li><li>• Write stories that mimic significant authors.</li><li>• Write narrative diaries.</li></ul>	<ul style="list-style-type: none"><li>• Write stories set in places pupils have been.</li><li>• Write stories that contain mythical, legendary or historical characters or events.</li><li>• Write stories of adventure.</li><li>• Write stories of mystery and suspense.</li><li>• Write letters.</li><li>• Write plays.</li><li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li></ul>
Non-fiction	<ul style="list-style-type: none"><li>• Write labels.</li><li>• Write lists.</li><li>• Write captions.</li><li>• Write instructions.</li><li>• Write recounts.</li><li>• Write glossaries.</li><li>• Present information.</li><li>• Write non-chronological reports.</li></ul>	<ul style="list-style-type: none"><li>• Write instructions.</li><li>• Write recounts.</li><li>• Write persuasively.</li><li>• Write explanations.</li><li>• Write non-chronological reports.</li><li>• Write biographies.</li><li>• Write in a journalistic style.</li><li>• Write arguments.</li><li>• Write formally.</li></ul>
Poetry	<ul style="list-style-type: none"><li>• Write poems that use pattern, rhyme and description.</li><li>• Write nonsense and humorous poems and limericks.</li></ul>	<ul style="list-style-type: none"><li>• Learn by heart and perform a significant poem.</li><li>• Write haiku.</li><li>• Write cinquain.</li><li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li></ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# Writing Milestone Progression

*When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)*

		Milestone 1	Milestone 2	Milestone 3
Concept-Composition	<b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
	<b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
	<b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
	<b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>
	<b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include:               <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul>

**Excite-Embrace-Encourage-Excel-Let Your Light Shine**



# Writing Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

		Milestone 1	Milestone 2	Milestone 3
Concept-Transcription	<b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.	<ul style="list-style-type: none"><li>• Sit correctly and hold a pencil correctly.</li><li>• Begin to form lower-case letters correctly.</li><li>• Form capital letters.</li><li>• Form digits 0-9.</li><li>• Understand letters that are formed in similar ways.</li><li>• Form lower-case letters of a consistent size.</li><li>• Begin to join some letters.</li><li>• Write capital letters and digits of consistent size.</li><li>• Use spacing between words that reflects the size of the letters.</li></ul>	<ul style="list-style-type: none"><li>• Join letters, deciding which letters are best left un-joined.</li><li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Write fluently and legibly with a personal style.</li></ul>
	<b>Spell correctly</b> This concept involves understanding the need for accuracy.	<ul style="list-style-type: none"><li>• Spell words containing 40+ learned phonemes.</li><li>• Spell common exception words (the, said, one, two and the days of the week).</li><li>• Name letters of the alphabet in order.</li><li>• Use letter names to describe spellings of words.</li><li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li><li>• Use the prefix un.</li><li>• Use suffixes where no change to the spelling of the root word is needed: <b>helping</b>, <b>helped</b>, <b>helper</b>, <b>eating</b>, <b>quicker</b>, <b>quickest</b>.</li><li>• Use spelling rules.</li><li>• Write simple sentences dictated by the teacher.</li><li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li><li>• Learn some new ways to represent phonemes.</li><li>• Spell common exception words correctly.</li><li>• Spell contraction words correctly (can't, don't).</li><li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li><li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li><li>• Distinguish between homophones and near-homophones.</li></ul>	<ul style="list-style-type: none"><li>• Use prefixes and suffixes and understand how to add them.</li><li>• Spell homophones correctly.</li><li>• Spell correctly often misspelt words.</li><li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>	<ul style="list-style-type: none"><li>• Use prefixes appropriately.</li><li>• Spell some words with silent letters (knight, psalm and solemn).</li><li>• Distinguish between homophones and other words that are often confused.</li><li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li><li>• Use dictionaries to check spelling and meaning of words.</li><li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li><li>• Use a thesaurus.</li><li>• Spell the vast majority of words correctly.</li></ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine



# Writing Milestone Progression

*When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'* (James Earl Jones)

		Milestone 1	Milestone 2	Milestone 3
Concept-Transcription	<p><b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul> </li> </ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine





# Writing Milestone Progression

*When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)*

		Milestone 1	Milestone 2	Milestone 3
Concept-Analysis and presentation	<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.	<ul style="list-style-type: none"> <li>Discuss writing with the teacher and other pupils.</li> <li>Use and understand grammatical terminology in discussing writing:</li> </ul> <b>Year 1</b> <ul style="list-style-type: none"> <li>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>Use and understand grammatical terminology in discussing writing:               <ul style="list-style-type: none"> <li>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>pronoun, possessive pronoun, adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <b>Year 5</b> <ul style="list-style-type: none"> <li>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
	<b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.	<ul style="list-style-type: none"> <li>Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Perform compositions, using appropriate intonation and volume.</li> </ul>

Excite-Embrace-Encourage-Excel-Let Your Light Shine



## Year 1 Spelling Overview - Autumn 1

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ai and oi vowel digraph	ay and oy vowel digraph	ee vowel digraphs	ea and ie vowel digraphs with /i:/ sound	Exception words list	ie digraph and i-e split digraph
Remember digraph means two letters together. These words have the ai and oi digraph.	The two digraphs ay and oy are used for sounds at the end of words and syllables				
rain wait train paid afraid oil join coin point soil	day play say way stay boy toy joy enjoy annoy	see tree green meet week seek peek feet need seem	sea dream meat each read (present tense) chief field thief reach teach	and the a do you to with of what put her on	lie tie pie cried tried five ride like time side

## Year 1 Spelling Overview - Autumn 2

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
ea vowel digraphs /ɛ/ sound	er and ir digraph /ɜ:/ sound	er digraph /ə/	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.	Exception words list	The /ŋ/ sound spelt n before k and using K for the /k/sound
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
head bread meant instead spread wear pear read (past tense) thread breath	her term were verb person girl bird shirt first third	better under summer winter sister letter anger writer faster swimmer	off well miss buzz back shell dress puff fizz pack	as said says are went was full house our but came Mr	bank think honk sunk Kent sketch kit skin tank thank

## Year 1 Spelling Overview - Spring 1

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Compound words	ur digraph	oo vowel digraph with /u:/ sound	oo vowel digraph with /ü/ sound	Days of the week and times of the day	Division of words into syllables
Compound words are two words joined together.					
football playground farmyard bedroom blackberry pancake rainbow springtime eyebrow suitcase	turn hurt church burst Thursday burn nurse surf turf purse	food pool moon zoo soon hoop root spoon roof boom	took foot wood good book wool stood hood shook cook	Monday Tuesday Wednesday Thursday Friday Saturday Sunday morning afternoon evening	pocket rabbit carrot thunder sunset market office magic puppet target

# Spelling Milestone Progression

*When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)*

## Year 1 spelling overview Spring 2

### Statutory learning focus

### Suggested common exception word list

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
oa, oe and ow vowel digraph	ou and ow vowel digraphs with /au/ sound	ue and ew vowel digraphs	ear and igh trigraph	Exception words list	or digraph and ore trigraph
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
boat coat road coach goal toe goes own snow grow	out about mouth around sound now how brown down town	blue clue true rescue Tuesday new few grew flew drew	high night light bright right dear hear beard near year	your they be he me she we no go so that an	for short born horse morning more score before wore shore

Excite-Embrace-Encourage-Excel-Let Your Light Shine





## Year 1 Spelling Overview - Summer 1

### Statutory learning focus

### Suggested common exception word list

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
aw and au digraph	ear, air, and are trigraphs with /ɛə/ sound	New consonant spellings ph and wh	Words ending – y and the e-e split digraph making /i:/ sound	Exception words list	Adding the prefix -un
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
saw draw law yawn crawl author August dinosaur astronaut sauce	bear pear wear dare bare care share scared air chair	dolphin alphabet phonics elephant phone when where which wheel while	very happy funny party family these theme complete even delete	my come here there some where up one mum had all can	unhappy undo unload unfair unlock unwell unable unplug unkind unsafe

## Year 1 Spelling Overview - Summer 2

Statutory learning focus	Suggested common exception word list				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>o-e and u-e split digraphs with /əʊ/ and /oo/ sound</b></p>	<p><b>-tch</b></p>	<p><b>The /v/ sound at the end of words</b></p>	<p><b>Adding s and es to words</b></p>	<p><b>Adding the endings -ing, ed, and er to verbs where no change is needed to the root word.</b></p>	<p><b>Adding -er and -est to adjectives where no change is needed to the root word.</b></p>
<p>home those woke hope hole June rule rude use tube</p>	<p>catch fetch kitchen notch hutch snatch match ditch hatch watch</p>	<p>have live give above love glove active save wave cursive</p>	<p>cats dogs spends walks rocks thanks catches goes teaches watches</p>	<p>hunting hunted hunter buzzing buzzed buzzer jumping jumped jumper walking</p>	<p>grander fresher thicker colder quicker quickest strongest freshest grandest longest</p>

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 2 Spelling Overview - Autumn 1

Statutory learning focus	Suggested common exception word list				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Mixed words from the range of spelling patterns and rules from previous year.	The /dʒ/ sound spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e</b> , <b>i</b> and <b>y</b>	<b>Homophones and near-homophones</b>	The /i:/ sound spelt <b>ey</b>	<b>Exception words list</b>	The /ɒ/ sound spelt <b>a</b> after <b>w</b> and <b>qu</b>
Can you identify any spelling patterns?				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
annoy dream cried instead summer blackberry moon hutch fresher sketch	charge bulge village gem giant magic giraffe energy jacket adjust	there their they're hear hear quite quiet see sea one won	key donkey monkey chimney valley journey alley honey hockey money	move prove just sure sugar eye could should would like big then	want watch wander quantity squash wallet wasp quality quarry wash

Excite-Embrace-Encourage-Excel-Let Your Light Shine



## Year 2 Spelling Overview - Autumn 2

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The /3:/ sound spelt <b>or</b> after <b>w</b> and the /ɔ:/ sound spelt <b>ar</b> after <b>w</b>	The suffixes <b>-ment, -ness, -ful, -less</b> and <b>-ly</b>	<b>Contractions</b>	Words ending in <b>-tion</b>	<b>Exception words list</b>	Consolidating from this term's spellings
word work worm world worth war warm towards worthless worst	enjoyment sadness careful playful hopeless plainness badly happiness employment darkness	can't didn't hasn't couldn't it's I'm they're he's you're don't	station fiction solution section motion creation celebration nation caution position	door floor poor because find kind have behind child children help will	not look word work hopeless celebration behind giraffe quiet journey sugar wander

## Year 2 Spelling Overview - Spring 1

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The /l/ or /əl/ sound spelt -le at the end of words	Homophones and near-homophones	The /l/ or /əl/ sound spelt -el at the end of words	The /l/ or /əl/ sound spelt -al at the end of words	Exception words list	Consolidating from this half term's spellings
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
table apple bottle little middle example battle terrible struggle possible	bare bear sun son to too two be bee night knight	camel tunnel squirrel travel towel tinsel vowel enamel angel level	metal pedal capital hospital animal magical signal mammal general formal	wild climb most only both old cold gold into told called	little terrible possible too tunnel hospital general climb most called



# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 2 Spelling Overview - Spring 2

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The possessive apostrophe (singular nouns)	Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it	Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	Exception words list	Consolidating from this half term's spellings
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
Megan's Ravi's girl's child's man's boy's bike's computer's school's parent's	copied copier happier happiest cried replied copying crying replying relied	hiking hiked hiker nicer nicest shiny describing described wiring tiled	patting patted humming hummed dropping dropped sadder saddest fatter fattest	every everybody even great break from pretty beautiful after fast asked	him them down child's replying describing patted dropped everybody after

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarshi

## Year 2 Spelling Overview - Summer 1

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The /r/ sound spelt wr at the beginning of words	The /aɪ/ sound spelt -y at the end of words	Adding -es to nouns and verbs ending in -y	The /ɔ:/ sound spelt a before l and ll	Exception words list	Consolidating from this half term's spellings
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
write written wrote wrong wrap wrist wiggle wreck wrinkle wrestle	cry fly dry try reply July spy fry supply magnify	flies tries replies copies babies carries cries spies supplies magnifies	all ball call walk talk always mall fall tall natural	last past father class grass dad plant path bath hour make	this have try wrong supply replies carries always natural plant

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 2 Spelling Overview - Summer 2

Statutory learning focus		Suggested common exception word list			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The /N/ sound spelt o	Words ending -il	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The /s/ sound spelt c before e, i and y	Exception words list	Consolidating from this half term's spellings
				Some of these words' grapheme and phoneme correspondence (GPC) do and some do not fit with prior learning.	
other mother brother nothing Monday cover money oven worry wonder	pencil fossil nostril pupil April gerbil lentil stencil utensil basil	badge edge bridge dodge fudge age huge change cage ledge	race ice cell city fancy lace dance price space trace	whole any many clothes busy people water again half money	city any bridge pupil brother money nostril fudge fancy clothes

Excite-Embrace-Encourage-Excel-Let Your Light Shine



Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

Year 3 Spelling Overview - Autumn 1

Statutory learning focus      Statutory spelling  
(include at least 8 statutory words per half term to hit 50% of list by end of year)

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /ei/ sound spelt ei, eigh or ey	STAT LIST – Random	Words with the /j/ sound spelt ch
			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots-prefixes- suffixes etc.)	
here hear knot not mail male ball bawl groan grown	meat meet berry bury peace piece break brake saw sore	eight they obey vein weigh neighbour eighth neigh beige sleigh	eight arrive breath circle fruit guard height often popular eighth	chef chalet machine brochure chute parachute moustache quiche chauffeur chandelier

Week 6 Consolidating				
All words practised at random this half term and then assessed on the fifth day.				
Day 1	Day 2	Day 3	Day 4	Day 5
here hear knot popular eighth 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	ASSESSMENT

Excite-Embrace-Encourage-Excel-Let Your Light Shine



Year 3 Spelling Overview - Autumn 2

Statutory learning focus      Statutory spelling  
(include at least 8 statutory words per half term to hit 50% of list by end of year)

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like -ən spelt – <b>cian</b>	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt <b>ou</b>	<b>STAT LIST – RANDOM</b>	Prefixes – <b>in</b>
cian is used if the root word ends in c or cs			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots-prefixes- suffixes etc.)	
musician electrician magician optician politician mathematician physician technician dietician beautician	myth gym Egypt pyramid mystery crystal symbol syrup cygnet lyric	young touch double trouble country rough enough tough cousin couple	difficult famous extreme guide heart history popular minute natural believe	inactive incorrect incredible independent incomplete incapable incompatible inconsiderate indefinitely inability

Week 6  
Consolidating

All words practised at random this half term and then assessed on the fifth day.

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	ASSESSMENT





Year 3 Spelling Overview - Spring 1

Statutory learning focusStatutory spelling

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
Recap Autumn Term	Prefixes – super	Prefixes – im	STAT LIST – Random	Endings which sound like /3en/	Consolidating				
A selection of words from range of spelling patterns/rules covered in Autumn term	Super – means 'above.'	im added as a prefix to root words beginning with m or p change the root words meaning to the opposite meaning.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	If ending sounds like /3en/, it is spelt as -sion	All words practised at random this half term and then assessed on the fifth day.				
optician pyramid trouble country incomplete mail male piece vein parachute	supermarket superstar superman superhuman supersonic superfine superficial supercomputer supertanker superstructure	immature impossible impatient imperfect immortal impolite immovable improbable imbalance impeccable	appear material library perhaps sentence various regular bicycle possess caught	division invasion confusion decision collision television abrasion expansion erosion excursion					
					Day 1	Day 2	Day 3	Day 4	Day 5
					superhuman collision television supercomputer supertanker superstructure impatient confusion imperfect Decision pyramid trouble	impolite library perhaps bicycle superstar superman erosion impeccable immortal invasion optician country parachute	appear material possess caught expansion immature impossible improbable imbalance supermarket mail male	division abrasion sentence various regular immovable supersonic superfine superficial excursion piece vein incomplete	ASSESSMENT



# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 3 Spelling Overview - Spring 2

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like /ʃən/ spelt - tion	Endings which sound like /ʃən/ spelt -sion	Prefix- re	STAT LIST Random	Words with endings sounding like /ʒə/ or /tʃə/
Teaching point - tion is the most common spelling for /ʃən/ sound.		re – means again or redo	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	
action mention position solution fiction option caution relation introduction construction	expansion extension comprehension tension suspension apprehension dimension pension diversion confession	redo refresh return reappear redecorate replay reaction review recycling rebound	imagine decide group learn weight build early island grammar therefore	measure treasure pleasure enclosure creature furniture picture nature adventure feature

Week 6

Consolidating

11 words practised at random this half term and then assessed on the fifth day.

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

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarshi

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 3 Spelling Overview - Summer 1

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Recap – Spring Term	Suffix – ly	Suffix -ly	STAT LIST Random	Homophones and near homophones
A selection of words from range of spelling patterns/rules covered in Spring term		Suffix – ly is added to an adjective to form an adverb.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots- prefixes- suffixes etc.)	
enclosure creature redecorate extension comprehension mention position immature supermarket missed	happy happily angry angrily gentle gently simple simply second secondly	sad sadly complete completely usual usually final finally humble humbly	earth answer busy centre century describe exercise February occasion straight	missed mist plane plain scene seen rein rain blue blew

Week 6

Consolidating

Is practised at random this half term and then assessed on the fifth day.

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

St. John Baptist School



Pehmarshi

Excite-Embrace-Encourage-Excel-Let Your Light Shine

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 3 Spelling Overview - Summer 2

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3 STAT LIST Random	Week 4 Consolidating			
initial 's' sound spelt with ci, ce and cy	's' sound within word spelt with ce	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes-suffixes etc.)	All words practised at random this half term and then assessed on the fourth day.			
			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

Week 5 of year statutory word assessment					Week 6 End of year assessment				
Assessment of first set of 40 statutory words on Day 5					Assessment of next 40 statutory words on Day 5				
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day 4	Day 5
accident accidentally actual actually address answer appear arrive believe bicycle	breath breathe build busy business calendar caught centre century certain	circle complete consider continue decide describe different difficult disappear early	earth eight eighth enough exercise experience experiment extreme famous favourite	ASSESSMENT	forward forwards fruit grammar group guard guide heard heart height	minute natural naughty history imagine increase important interest island knowledge	learn length library material medicine mention notice occasion occasionally often	ordinary particular opposite peculiar perhaps popular position possess possession possible	ASSESSMENT

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarshi

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 4 Spelling Overview - Autumn 1

Statutory learning focus

Statutory spelling

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

Week 1	Week 2	Week 3	Week 4	Week 5
Homophones and near Homophones	Homophones and near Homophones	Words with the /s/ sound spelt sc	STAT LIST – Random	Endings which sound like fən spelt – sion
			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	
groan grown affect effect fair fare great grate through threw	heel heal main mane medal meddle key quay check cheque	science scene discipline fascinate crescent scissors scenery descent ascend descend	actual address calendar disappear experience particular thought separate difficult weight	expansion extension comprehension tension suspension occasion dimension diversion permission discussion

Excite-Embrace-Encourage-Excel-Let Your Light Shine





## Year 4 Spelling Overview - Autumn 2

### Statutory learning focus

### Statutory spelling

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

Week 1	Week 2	Week 3	Week 4	Week 5
Prefixes – <b>dis</b> and <b>mis</b>	Prefixes – <b>il</b> and <b>il</b> words	Adding suffix – <b>ation</b>	<b>STAT LIST – RANDOM</b>	Adding suffixes beginning with vowel letters to words of more than one syllable
The prefixes <b>dis</b> and <b>mis</b> both have negative meanings.	The prefix <b>il</b> – can give the opposite meaning to a word when added.	<b>ation</b> – is added to a verb to form a noun (remember previously taught rules) silent <b>e</b> is dropped before adding <b>ation</b> When a word ends in a 'y', change to 'i' before the suffix <b>-ation</b> is added	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel is added. The consonant letter is not doubled if the syllable is unstressed.
disappoint disagree disobey <b>disappear</b> disinfect disconnect misbehave mislead misspell misfortune	illegal illegible illuminate illogical illiterate illicit illumination illusion illusive illustration	information adoration sensation preparation admiration foundation qualification experimentation exploration examination	<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>	<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>

Excite-Embrace-Encourage-Excel-Let Your Light Shine

## Year 4 Spelling Overview - Spring 1

### Statutory learning focus

### Statutory spelling

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

Week 1	Week 2	Week 3	Week 4	Week 5
Recap Autumn Term	Words ending with the /g/ sound spelt – <b>gue</b> and the /k/ sound spelt – <b>que</b>	Endings which sound like /ʃən/ spelt – <b>ssion</b>	<b>STAT LIST Random</b>	words with the /k/ sound spelt <b>ch</b>
A selection of words from range of spelling patterns/rules covered in Autumn term		<i>ssion</i> is used if the root word ends in <i>ss</i> or <i>mit</i>	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	
admiration foundation forgotten gardening great grate main mane fascinate comprehension	league tongue antique unique fatigue intrigue rogue vague opaque plaque	expression possession discussion confession permission admission impression omission emission commission	although through potatoes enough possess natural believe different possible probably	scheme chorus chemist echo character ache monarch stomach orchid orchestra

## Year 4 Spelling Overview - Spring 2

**Statutory learning focus**

**Statutory spelling**

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

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like <b>/ʃən/ spelt – tion</b>	Suffix – <b>ous</b>	suffix – <b>ous</b>	<b>STAT LIST Random</b>	Homophones and near homophones
Teaching point - <b>tion</b> is the most common spelling for <b>/ʃən/</b> sound. It is used if the root word ends in <b>t</b> or <b>te</b>			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	
invention injection hesitation completion continuation opposition pollution <b>question</b> affection attraction	poisonous dangerous mountainous famous various tremendous enormous jealous continuous contentious	courageous outrageous serious obvious curious hideous spontaneous courteous disastrous glamorous	<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>	weather whether whose who's accept except <b>reign</b> rein dear deer

## Year 4 Spelling Overview - Summer 1

Statutory learning focus	Statutory spelling			
Week 1	Week 2	Week 3	Week 4	Week 5
Recap – Spring Term	Suffix – ly	prefix – sub, anti and auto	STAT LIST Random	Prefix - inter
A selection of words from range of spelling patterns/rules covered in Spring term	If the root word ends in with – ic, ally I added .	sub – means ‘under’ anti – means ‘against’ auto- means ‘self’	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots- prefixes- suffixes etc.)	inter – means ‘between’ or ‘among.’
weather whether serious obvious completion dangerous mountainous tongue antique expression	basic basically frantic frantically dramatic dramatically historic historically optimistic optimistically	subdivide subheading submarine submerge antiseptic anticlockwise antisocial antibiotic autobiography autograph	purpose straight surprise therefore pressure peculiar heard important interest consider	interact intercity international interrelated interchange interconnected internet intermediate intermission interweave

## Year 4 Spelling Overview - Summer 2

Statutory learning focus		Statutory spelling	
Week1	Week 2	Week 3	Week 4
Possessive apostrophes with plural words	Possessive apostrophes with plural words	STAT LIST Random	Consolidating
Teaching point – apostrophe is added at the end of plural words ending in s	Teaching point – s comes after the apostrophe if the plural does not end in s	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	All words practised at random this half term and then assessed on the fourth day.
			Day 1
			Day 2
			Day 3
			Day 4
girls' boys' babies' houses' sisters' trolleys' potatoes' pizzas' buses' arches'	children's people's men's mice's women's geese's fishermen's oxen's teeth's police's	address believe business complete different eighth experience increase island medicine	girls' boys' business complete babies' houses' sisters' trolleys' potatoes' arches'
			children's men's mice's increase island medicine oxen's teeth's police's experience
			address believe pizzas' buses' different people's eighth women's geese's fishermen's
			ASSESSMENT



## Year 5 Spelling Overview - Autumn 1

### Statutory learning focus

### Statutory spelling

### Statutory spelling from Y3/Y4

Week 1	Week 2	Week 3	Week 4	Week 5
Recap of mixed spellings pattern from previous years	Recap from prior years	Recap from prior years	<b>STAT LIST – Random</b>	Words ending in <b>-able</b> and <b>-ably</b>
<i>Can you spot any patterns? Do you remember any rules?</i>	<i>Can you spot any patterns? Do you remember any rules?</i>	<i>Can you spot any patterns? Do you remember any rules?</i>	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	The <b>-able / -ably</b> word ending is often used if there is a related word ending in <b>-ation</b> . e.g. <i>adorable/adoration</i>
optician pyramid trouble country incomplete peace piece vein weigh parachute	illuminate admiration foundation forgotten gardening great grate fascinate expression possession	redecorate mention position weather whether obvious completion mountainous tongue scheme	accompany amateur bargain bruise community competition explanation guarantee individual prejudice	adorable adorably applicable applicably considerable considerably tolerable tolerably capable knowledgeable

## Year 5 Spelling Overview - Autumn 2

Statutory learning focus	Statutory spelling			
Week 1	Week 2	Week 3	Week 4	Week 5
Words with silent letters	Words with the /i:/ sound spelt ei after c and other consonants	Exceptions to the i before e rule except after c	STAT LIST - RANDOM	Words containing the letter string ough
Silent k			Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	ough – these letters can be used to spell more than one sound.
knew knock knobbly knit knapsack knuckle knead knack knob knowledge	deceive receive perceive ceiling receipt conceit deceit counterfeit seizes neither	ancient efficient science conscience sufficient inefficient proficient mischief species deficiencies	occur forty according lightning stomach pronunciation signature criticise immediately attached	bought thought nought brought fought sought drought plough trough wrought

## Year 5 Spelling Overview - Spring 1

Statutory learning focus	Statutory spelling			
Week 1	Week 2	Week 3	Week 4	Week 5
Recap Autumn Term	Words containing the letter string ough	Words ending in able	STAT LIST – Random	Homophones – words that are confused
A selection of words from range of spelling patterns/rules covered in Autumn term	ough – there are several sounds this letter string makes.	-able is usually used if a complete root word can be heard before it.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	
knuckle ceiling receipt inefficient proficient sought drought admiration considerable perceive	through thorough borough enough bough though although dough thoroughness ought	dependable comfortable understandable reasonable enjoyable reliable excitable preferable adorable believable	especially neighbour determined accommodate interfere committee apparent harass aggressive communicate	ascent assent bridal bridle cereal serial compliment complement precede proceed

## Year 5 Spelling Overview - Spring 2

### Statutory learning focus

### Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Endings which sound like /ʃəs/ spelt -cious or -tious	Words ending in -ancy	Nouns that end in -ce/-cy and verbs that end in -se/-sy	STAT LIST Random	Words with silent letters
		Advice is a noun which changes to advise when a verb.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	
ambitious cautious fictitious infectious nutritious repetitious superstitious gracious precious vicious	hesitancy truancy accountancy discrepancy infancy vacancy buoyancy tenancy compliance occupancy	advice advise device devise licence license practice practise prophecy prophecy	dictionary existence especially neighbour average conscience vehicle shoulder relevant twelfth	doubt island lamb thistle knight knowledge knoll wring aisle daughter

## Year 5 Spelling Overview - Summer 1

Statutory learning focus	Statutory spelling			
Week 1	Week 2	Week 3	Week 4	Week 5
Recap – Spring Term	Homophones – words that are confused	Words ending in ably (continued)	STAT LIST Random	Words with silent letters
A selection of words from range of spelling patterns/rules covered in Autumn term		If you can hear a root word then often – ably can be added. Note letters can change or be removed from root word.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	Silent w
understandable compliment complement repetitious superstitious truancy practice practise knowledge thorough	aloud allowed stationary stationery steal steel wary weary who's whose	advisably affordably agreeably comparably disputably improbably measurably probably noticeably irritably	excellent familiar identity privilege recognise yacht sufficient rhythm leisure soldier	wrangle wrath wreak wrinkle wriggle wrist answer wren wrong writhe



## Year 5 Spelling Overview - Summer 2

Statutory learning focus		Statutory spelling	
Week 1	Week 2	Week 3	Week 4
ly endings	Words with silent letters	STAT LIST Random	Consolidating
A mixture of verbs, adverbs and nouns. Some words can belong to more than one word class.	Silent b	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	All words practised at random this half term and then assessed on the fourth day.
			Day 1
			Day 2
			Day 3
			Day 4
immediately frequently suddenly sincerely multiply anomaly imply gravelly abrasively atrociously	tomb numb subtle doubt thumb crumb limb climb plumber debt	physical variety system rhyme ancient category develop occupy muscle suggest	occupy variety rhyme muscle plumber limb gravelly physical climb abrasively
			develop doubt debt immediately frequently suddenly numb subtle system atrociously
			tomb thumb crumb sincerely multiply suggest anomaly imply ancient category
			ASSESSMENT

## Year 6 Spelling Overview - Autumn 1

Statutory learning focus		Statutory spelling		
Week 1	Week 2	Week 3	Week 4	Week 5
Recap- Year 5	Recap – Year 5	Homophones – words that are confused	STAT LIST – Random	Words ending in -able and -ible
Mixed words from the range of spelling patterns and rules from previous year.  <i>Can you identify any spelling patterns?</i>	Mixed words from the range of spelling patterns and rules from previous year.  <i>Can you identify any spelling patterns?</i>	Can you spot any verbs or nouns?	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems- roots-prefixes- suffixes etc.)	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
adorable adorably deceive receive ancient efficient fought sought through thorough	ascent assent accountancy discrepancy stationary stationery considerably affordably wrath wreak	guessed guest heard herd led lead (noun) morning mourning past passed	attached available cemetery convenience environment foreign hindrance immediately temperature thorough	changeable noticeable knowledgeable manageable serviceable forcible illegible legible eligible terrible

## Year 6 spelling overview Autumn 2

### Statutory learning focus

### Statutory spelling

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

## Year 6 Spelling Overview - Spring 1

Statutory learning focus	Statutory spelling			
Week 1	Week 2	Week 3	Week 4	Week 5
Recap Autumn Term	Endings which sound like /ʃəs/ spelt – cious	Endings which sound like /ʃəl/	STAT LIST Random	Homophones – words that are confused
A selection of words from range of spelling patterns/rules covered in Autumn term	If root word end in – ce, the /ʃ/ sound is usually spelt as C	-cial is common after a vowel letter and -tial after a consonant letter. Warning, there are some exceptions.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots- prefixes- suffixes etc.)	
discrepancy heard passed knowledgeable 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	correspond awkward achieve embarrass profession sacrifice harass aggressive definite queue	descent dissent desert dessert draft draught principal principle profit prophet

## Year 6 Spelling Overview - Spring 2

Statutory learning focus

Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Words with silent letters	Words ending in -ent, -ence, ency	Double consonant	STAT LIST Random	Words ending in ance
Silent t	You can use this rule: Use -ent, -ence, -ency after soft c /s/ sound or soft g sound. Remember some words with these endings do not follow this rule.		Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	
fasten hasten glisten moisten nestle thistle whistle wrestle bustle soften	innocent innocence decent decency frequent frequency confidence obedience independent independence	necessary immediate marvellous profession programme recommend sufficient suggest collection channel	nuisance language secretary restaurant communicate government controversy determined accommodate signature	observance tolerance substance assistance resistance significance reluctance importance appearance annoyance



## Year 6 Spelling Overview - Summer 1

### Statutory learning focus

### Statutory spelling

Week 1	Week 2	Week 3	Week 4	Week 5
Recap – Spring Term	Abstract noun	Use of the hyphen	STAT LIST Random	Double consonants
		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.	Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	
suspicious artificial confidential commercial innocence independent <b>recommend</b> significance appearance ferocious	disappointment determination enthusiasm graciousness apprehension consideration opportunity speculation enhancement disturbance	co-ordinate re-enter co-operate co-own de-ice co-author re-examine re-educate re-form co-pilot	<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> accommodation <b>aggressive</b> <b>embarrass</b> apparatus success successfully willingness worthlessness happiness

# Spelling Milestone Progression

When I read great literature, great drama, great speeches or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.' (James Earl Jones)

## Year 6 Spelling Overview - Summer 2

Statutory learning focus		Statutory spelling	
Week 1	Week 2	Week 3	Week 4
ly	Words ending in -ant	STAT LIST Random	Consolidating
A mixture of verbs, adjectives and adverbs – some words can belong to more than one word class.		Morphology - Provides opportunity to find links from previously taught spelling/structure of words and parts of words (Stems-roots-prefixes- suffixes etc.)	All words practised at random this half term and then assessed on the fourth day.
			Day 1Day 2Day 3Day 4
disorderly ghastly wrinkly dastardly leisurely spritely heavenly unlikely comply melancholy	observant expectant hesitant tolerant triumphant dominant contestant defiant decongestant relevant	vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade	melancholy relevant persuade unlikely defiant desperate spritely disorderly observant vegetable
			dastardly tolerant pronunciation ghastly expectant symbol comply decongestant curiosity dominant
			heavenly contestant apparent leisurely triumphant interfere wrinkly hesitant sincerely committee
			ASSESSMENT

Excite-Embrace-Encourage-Excel-Let Your Light Shine

