

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 the Take One Book reading programme which teaches all comprehension strategies in a range of ways.

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' to KS1 classroom and stories are shared on Class Dojo by teachers in the school.

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. PIRA assessments are used termly to assess the progress of our developing readers.



English Knowledge Progression

English knowledge progression across EYFS

| Term | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---------------|--|---|--|--|--|---|
| Theme | Marvellous Me | | Let's Celebrate! | All Around the World | | The Great outdoors | Back in time |
| Curriculum links with KS1 | Cycle A | Superheroes | Homes and houses | Transport | Travel -Countries | Our Local Living world | Dinosaurs to dolls |
| | Cycle B | Kings, Queens and us | People who help us | Frozen lands-Arctic and Antarctic | Our planet | Amazing Africa | Seaside adventures |
| Curious questions | Cycle A | What is super about me? | What kinds of homes do children live in around the world? | Do all forms of travel have wheels? | If you could travel anywhere, where would you go? | Where and how do living things survive? | What would you take to play with on a dinosaur adventure? |
| | Cycle B | Do Knights exist in Pebmarsh? | What is a Celebration? | How do animals and humans survive in frozen lands? | What is below our feet and above our head? | Where and how do livings things survive? | What adventures have happened at the seaside? |
| Key Texts- These may change due to the children's interests | Cycle A | Super Duper You My Mum and Dad make me Laugh Supertato | Three Little Pigs Gruffalo A place called Home | The naughty bus Mrs Armitage's new wheels Cars trucks and things that go | Emma Jane's aeroplane One Hundred Decker rocket Lost and found | What the lady bird heard The giant jam sandwich Jack and the Beanstalk | How to grow a dinosaur Non-fiction dinosaurs Pinocchio |
| | Cycle B | Knight School How to catch a dragon Sleeping beauty | Doctorsaurus Mog goes to the VET Cops and Robbers | Non-fiction of Arctic and Antarctic Poles Apart The Emperor's Egg | The way back home, Alien tea on planet zum zee | Non- fiction African animals Handa's Surprise, Alan's big scary teeth | The Night Pirates Non-fiction seaside The Singing Mermaid |

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)

| | | | | | | |
|---|--|---|--|--|--|--|
| Phonics- We follow Read, Write Inc | Phase 1- listening and oral segmenting games Week4-8 m,d,s,a,t l n p g o c k | U b f e l h r j v y w z x ll ff ss zz | Sh ck qu th ng nk Consolidation and fluency | Consolidation and fluency | Consolidation and fluency | Consolidation and fluency |
| Literacy- 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 | 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 | Continue a rhyming string Discuss the characters, events and setting in more detail Link sounds to letters Segment and blend simple words | Extend vocabulary through retelling Read some simple words including keywords Read some simple sentences Enjoy an increasing range of books | Use phonics to read simple words and sentences Read some high frequency words with fluency Talk about they have read | Use phonics to read words and sentences. Read high frequency words Show an understanding of what they have read. |



English Knowledge Progression

English knowledge progression across EYFS

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| | | | | | | |
|--|--|--|--|---|---|---|
| <p>Literacy- Writing</p> <p>For guidance we use, Story Dough and Drawing club by Greg Bottrill</p> | <p>Giving meaning to marks we make</p> <p>Hear and say initial sounds</p> <p>Linking sounds with letters</p> <p>Writing for a purpose</p> <p><i>Focus: Story dough</i></p> | <p>Linking sounds to letters</p> <p>Form recognisable letters</p> <p>Hear and say and write initial and final sounds in words</p> <p>Form some recognisable letters and represent some sounds in order to write simple words</p> <p>Begin to write captions</p> <p><i>Writing for a purpose</i></p> <p><i>Focus: Story dough</i></p> | <p>Break the flow of speech into words</p> <p>Segment and write simple words</p> <p>Write a simple caption</p> <p><i>Writing for a purpose</i></p> <p><i>Focus: Drawing club</i></p> | <p>Attempt to write a simple sentence</p> <p>Spell some keywords correctly</p> <p>Use finger spaces</p> <p><i>Focus: Drawing club</i></p> | <p>Use phonic knowledge to write words that match the spoken sound</p> <p>Write sentences that can be read by themselves and others</p> <p><i>Focus: Drawing club vol 2</i></p> | <p>Write sentences with some words spelt correctly, and others phonetically plausible</p> <p><i>Focus: Drawing club vol 2</i></p> |
|--|--|--|--|---|---|---|



English Curriculum

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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

St. John Baptist School



Pehmarshi

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 Pattan's Pumpkin: An Indian Flood Story – Chitra Soudar | The Rhythm of the Rain By Grahame Baker-Smith Flood – Alvaro Villa | Moth – Isabel Thomas The Wolf, The Duck and The mouse – Mac Barnett & Jon Klassen Caterpillar Cake – M Goodfellow (Poems) | Boundless Sky – Amanda Addison Grandma Bird – Benji Davies | Pandora – Victoria Turnball Where do clothes come from? – C. Butterworth | Traditional Tales – The Three Billy Goats Gruff Look What I found in the Wood By The National Trust |
| | Cycle B | Grey Island Red Boat By Ian Black The Castle the King Built by Rebecca Colby | The Great Fire of London By Stewart Ross The GlassMaker's Daughter – Diane Hofmeyr Ossiri and the Bala Mengro – Katharine Quarmby & Richard O'Neill | Lots: The Diversity of Life on Earth – N. Davies Planet Awesome, By Stacey McAnulty | The Secret Sky Garden By Linda Sarah Message from the Moon – Hilda Offen (poems) | Ice Bear – Nicola Davies The Night Gardener – Terry Fan (PSHE link) | Wild – Emily Hughes One Day on our Blue Planet – Rainfores – Ella Bailey –also Savannah/Ocean - for habitats |
| Milestone 2 | Cycle A | The Iron Man by Terry Hughes | The Secrets of Stonehenge by Mick Manning The Pebble in my pocket by Meredith Hooper | Selfies with Komodos by Brian Moses | Darwin's super popping worm spectacular by Polly Owen | Blue John By Berlie Doherty | The Story of Blue Planet by Andri Magnanson |
| | Cycle B | Roman Soldiers by Tegan Evans | The Rage of the Sea Witch by Roland Chambers | The Language of Cat by Rachel Rooney | Amazon River by Frances Sangma | Luna and the Treasure by Joe Todd Stanton | Walter Tull's Scrap book by Michaela Morgan |
| Milestone 3 | Cycle A | The Savage by David Almond | Diary of a young Naturalist by Dara McAnulty Beowulf by Kevin Crossley Holland | Marshmallow Clouds by Ted Kooser | The Snow Goose by Paul Galico | Clockwork by Phillip Pullman | Floodland by Marcus Sedgwick |
| | Cycle B | The Final year by Matt Goodfellow | A Story like the wind by Gill Lewis Reaching for the moon by Katherine Johnson | Carol Ann Duffy Poems | The Story of Captain Nemo Dave Eggers | On the Origin of species by Sabine Radeva | Unlocking the universe Lucy Hawking |

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



English Skills Progression

Reading progression across all milestones

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



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. Where appropriate, teachers may use other examples or stimulus to inspire writing as in KS2 longer novels do not always lend themselves to a range of writing genres. 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 text in a smaller group. At the end of a writing cycle, each child will publish a fiction or non-fiction piece of writing. The writing will always be shared with an audience- this may be displayed, a performance or a private reading. It is essential that children's writing has a meaningful purpose.



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

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(James Earl Jones)

Breadth of Study-Writing

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



Writing Milestone Progression

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

St. John Baptist School



Pehmarshi

Writing Milestone Progression

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

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Pehmarshi

Writing Milestone Progression

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



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



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 /O/ 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 |



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 |

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 trigrams 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>o-e and u-e split digraphs with /əʊ/ and /oo/ sound</p> | <p>-tch</p> | <p>The /v/ sound at the end of words</p> | <p>Adding s and es to words</p> | <p>Adding the endings -ing, ed, and er to verbs where no change is needed to the root word.</p> | <p>Adding -er and -est to adjectives where no change is needed to the root word.</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> |



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 ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | Homophones and near-homophones | The /i:/ sound spelt ey | Exception words list | The /ɒ/ sound spelt a after w and qu |
| 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 |

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 /ɜ:/ sound spelt or after w and the /ɔ:/ sound spelt ar after w | The suffixes -ment, -ness, -ful, -less and -ly | Contractions | Words ending in -tion | Exception words list | 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 /ə/ sound spelt -le at the end of words | Homophones and near-homophones | The /l/ or /ə/ sound spelt -el at the end of words | The /l/ or /ə/ 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 |

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



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 |



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 /ʌ/ 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 |

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 |



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 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/ spelled – cian | The /l/ sound spelled y elsewhere than at the end of words | The /l/ sound spelled ou | STAT LIST – RANDOM | Prefixes – in |
| 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 cousin incompatible inconsiderate indefinitely Egypt | inactive inability minute natural believe crystal symbol syrup cygnet electrician magician gym | ASSESSMENT |

St. John Baptist School



Pehmarsit

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 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 | Prefixes - super | Prefixes - im | STAT LIST - Random | Endings which sound like /3en/ |
| 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 |
| 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 |

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 |
|--|---|--|---|------------|
| 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 |

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Pehmarsit

Spelling Milestone Progression

When I read great literature, great dramas, 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

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 |
|---|---|---|---|------------|
| 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 |



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



Pehmarsit

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 |



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 ʃən 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 |

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 – dis and mis | Prefixes – il and il words | Adding suffix – ation | STAT LIST – RANDOM | Adding suffixes beginning with vowel letters to words of more than one syllable |
| The prefixes dis and mis both have negative meanings. | The prefix il – can give the opposite meaning to a word when added. | ation – is added to a verb to form a noun (remember previously taught rules) silent e is dropped before adding ation When a word ends in a 'y', change to 'i' before the suffix -ation 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 disappear 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 | notice ordinary certain suppose breathe increase recent quarter group island | forgetting forgotten gardening gardener limiting beginning beginner limitation preferred limitations |



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 – gue and the /k/ sound spelt – que | Endings which sound like /ʃn/ spelt – ssion | STAT LIST Random | words with the /k/ sound spelt ch |
| 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 /ən spelt – tion | Suffix – ous | suffix – ous | STAT LIST Random | Homophones and near homophones |
| Teaching point - tion is the most common spelling for /ʃən/ sound. It is used if the root word ends in t or te | | | 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 question affection attraction | poisonous dangerous mountainous famous various tremendous enormous jealous continuous contentious | courageous outrageous serious obvious curious hideous spontaneous courteous disastrous glamorous | complete opposite experiment naughty grammar knowledge favourite caught promise occasion | weather whether whose who's accept except reign 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 | | | | | |
|---|---|---|--|--|---|------------|
| Week 1 | 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 | STAT LIST – Random | Words ending in -able and -ably |
| <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 -able / -ably word ending is often used if there is a related word ending in -ation . 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 4 Consolidating | | | |
|---|---|---|--|--|---|------------|
| Week 1 | Week 2 | Week 3 | | | | |
| ly endings | Words with silent letters | STAT LIST Random | All words practised at random this half term and then assessed on the fourth day. | | | |
| 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.) | 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 – able ending is added to a word ending in -ce or -ge, the e after the c or g 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 -fer | Double consonants | Continuing words ending in -ible and ibly | STAT LIST - RANDOM | Words containing the letter string ough |
| The r is doubled if the -fer is still stressed when the ending is added The r is not doubled if the -fer is no longer stressed | | The ible 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.) | ough – 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 co- 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 recommend 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 | opportunity parliament programme privilege explanation disastrous exaggerate frequently necessary appreciate | accommodate accommodation aggressive embarrass apparatus success successfully willingness worthlessness happiness |



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 1 | Day 2 | Day 3 | Day 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 |