



**Year 1  
Curriculum Overview:  
English Writing and Phonics**

<b>Autumn Term</b>	<b>Genre:</b>	<b>Non Fiction: Labels, lists and captions</b>	<b>Narrative: Stories with Predictable Phrasing</b>	<b>'Take One Book'</b>			<b>Recount</b>	<b>Poetry</b>																												
	<b>Approximate Teaching time:</b>	1 week	6 weeks	1 week			4 weeks	2 weeks																												
	<b>Final written outcome:</b>	Children will write labels and sentences for a toy museum.	Children will write sentences using patterned language, words and phrases from familiar stories	Children in all year groups will share a carefully chosen book to produce a range of writing.			Children will write a simple first person account based on Farmer Duck	Children will read, write and perform free verse poetry																												
	<b>Phonics:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d3d3d3; text-align: center;">Week 1</td> <td style="background-color: #d3d3d3; text-align: center;">Week 2</td> <td style="background-color: #d3d3d3; text-align: center;">Week 3</td> <td style="background-color: #d3d3d3; text-align: center;">Week 4</td> <td style="background-color: #d3d3d3; text-align: center;">Week 5</td> <td style="background-color: #d3d3d3; text-align: center;">Week 6</td> <td style="background-color: #d3d3d3; text-align: center;">Week 7</td> </tr> <tr> <td style="background-color: #d3d3d3;">Review Phase 3 GPCs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today</td> <td style="background-color: #d3d3d3;">Review Phase 3 GPCs: air, /z/, s-es Words with two or more diagraphs e.g. queen, thicker  Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today</td> <td style="background-color: #d3d3d3;">Phase 4 words containing: cvcc, ccvc, ccvcc, cccvc words and words with long vowels Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today</td> <td style="background-color: #d3d3d3;">Phase 5 /ai/ay play /ow/ou cloud /oi/oy toy /ee/ea each Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today</td> <td style="background-color: #d3d3d3;">Review longer words Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today</td> <td style="background-color: #d3d3d3;">Review week</td> <td style="background-color: #d3d3d3;">Review week</td> </tr> <tr> <td style="background-color: #d3d3d3; 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Genre:	Narrative: Contemporary Fiction	Non Fiction: Reports	Poetry	'Take One Book'	Narrative: Contemporary fiction.	Recount
	Approximate teaching time:	2 weeks	2 weeks	1 week	1 week	2 weeks
Final written outcome:	Using the book 'Can't You Sleep, Little Bear?' children will write a story based on their own experiences.	Children will create their own report about woodland animals.	Using Laura Purdie Salas' 'One Silver Speck' for inspiration, children will create their own poetry.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Using Jill Murphy's 'The Last Noo-Noo' as inspiration, children will create their own story about a magic tree.	Using the book 'Here Comes Mr Postmouse' children will draft a letter.
Spring Term	Phonics:	Week 1	Week 2	Week 3	Week 4	Week 5
		Phase 5 graphemes: /ee/ 'y' funny /e/ 'ea' head /w/ 'wh' /oa/ 'oe' 'ou' toe shoulder  Tricky words: any, many, again	Phase 5 graphemes: /igh/ 'y' fly /oa/ 'ow' snow /j/ 'g' giant /f/ 'ph' phone  Tricky words: who, whole, where, two	Phase 5 graphemes: /l/ 'le' 'al' apple, metal /s/ 'c' ice /v/ 've' give  Tricky words: school, call, different	Phase 5 graphemes: /u/ 'o-e' 'o' 'ou' Some, mother, young /z/ 'se' cheese /s/ 'se' 'ce' mouse, fence /ee/ 'ey' donkey  Tricky words: thought, through, friend, work	Phase 5 graphemes: Grow the code: /oo/ 'u' 'ew' 'ue' 'u-e' 'ui' 'ou' 'oo' fruit, soup /ee/ 'ea' 'e' e- e' 'ie' 'ey' 'y' 'ee' /s/ 'c' 'se' 'ce' 'ss' /z/ 'se' 's' 'zz' /oa/ 'ow' 'oe' 'ou' 'o-e' 'o' 'oa'
		Week 6	Week 7	Week 8	Week 9	Week 10
		Phase 5 graphemes: /ur/ 'or' word /oo/ 'u' 'oul' awful, would /air/ 'are' share /or/ 'au' 'aur'	Phase 5 graphemes: /ch/ 'tch' match /ch/ 'ture' adventure /ar/ 'al' half /ar/ 'a' father	Phase 5 graphemes: /or/ 'a' water Schwa /ə/ in longer words: different /o/ 'a' want /air/ 'ear'	Phase 5 graphemes: /ur/ 'ear' learn /r/ 'wr' wrist /s/ 'st' 'sc' whistle, science Schwa /ə/ at the end of words: actor	Phase 5 graphemes: /c/ 'ch' school /sh/ 'ch' chef /z/ /s/ 'ce' 'se' ze' freeze



Summer Term	Genre:	Narrative: Stories from our Experiences		Narrative: Traditional Tales		Non Fiction: Reports		'Take One Book'	Non Fiction: Explanations		Non Fiction: Instructions		Poetry
	Approximate teaching time:	2 weeks		2 weeks		2 weeks		1 week	2 weeks		2 weeks		2 weeks
	Final written outcome:	Children will write their own version 'Billy's Bucket'		Influenced by Little Red Riding Hood, children will re-write the story with an innovated ending.		Linked to History topic, children will write a report about flight.		Children in all year groups will share a carefully chosen book to produce a range of writing.	Using 'The Lighthouse Keeper's Lunch', children explain the safest way for the lighthouse keeper to get his lunch.		Linked to the DT topic, children will write their own set of instructions.		Children use 'Mrs Brocket's Strange Machine' as inspiration will create their own poetry.
	Phonics:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6						
	Review Phase 5 graphemes: 'ay' play 'a-e' shake 'ea' each 'e' he  *No new tricky words	Review Phase 5 graphemes: 'ie' pie 'i-e' time 'o' go 'o-e' home  *No new tricky words	Review Phase 5 graphemes: 'ue' blue rescue 'ew' chew new 'u-e' rude cute 'aw' claw  *No new tricky words	Review Phase 5 graphemes: 'ea' head 'ir' bird 'ou' cloud 'oy' toy  *No new tricky words	Review Phase 5 graphemes: 'i' tiger 'a' paper 'ow' snow 'u' unicorn  *No new tricky words	Review Phase 5 graphemes: 'ph' phone 'wh' wheel 'ie' shield 'g' giant  *No new tricky words							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13						
	Phase 5 graphemes: /ai/ 'eigh', 'aigh', 'ey', Eight, straight, grey, break  New tricky words: busy, beautiful,	Phase 5 graphemes: /zh/ 'su', 'si', treasure, vision /j/ 'dge', bridge /i/ 'y' crystal /j/ 'ge' large	Phase 5 graphemes: /sh/ 'ti', 'ssi', 'si', 'ci', potion, mission, mansion, delicious	Phase 5 graphemes: /or/ 'ough', 'our', 'oar', 'ore', daughter, pour, oar, more	Review week	Review week	Review week						



**Year 2**  
**Curriculum Overview:**  
**English Writing and Spelling**

<b>Autumn Term</b>	<b>Genre:</b>	<b>Narrative: Traditional Tales-Fairy Tales</b>	<b>'Take One Book'</b>	<b>Recount</b>		<b>Non Fiction: Explanations</b>	<b>Poetry</b>	
	<b>Approximate Teaching time:</b>	7 weeks	1 week	2 weeks		2 weeks	2 weeks	
	<b>Final written outcome:</b>	Children will write a re-telling of a traditional story, from a different viewpoint.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Linked to History, children will write first person recounts re-telling the events of the Great Fire of London.		Linked to Science, children will produce a simple flowchart or cyclical diagram and record a series of sentences to support their explanation.	Children will read list poems before writing and performing their own. They will also as write their own calligrams, based on a single world.	
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Words with the sounds /n/ spelt 'kn' and less often 'gn' at the beginning For example: knock, know, knee, gnat, gnaw	Words with the sounds /r/ spelt 'wr' at the beginning of words For example: write, written, wrote, wrong, wrap	Words with the sound /s/ spelt 'c' before e, i and y. For example: race, ice, cell, city, fancy	Words with the /j/ sound often spelt with g '-dge' and '-ge' at the end of words For example: badge, edge, dodge, fudge, age, huge, change, charge, village	Words with the /j/ often spelt with g before e, i and y. Words with the sound /j/ always spelt with 'j' before a, o and u. For example: gem, giant, magic, giraffe,	Common Exception Words For example: door, floor, again, wild, children, climb, parents, most, only, both	Review Week Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
	Words with the /l/ sound spelt with '-le' at the end of words For example: table, apple, bottle, little, middle	Words with the sound /l/ spelt with '-el' at the end of words For example: camel, tunnel, squirrel, travel, towel, tinsel	Words with the sound /l/ spelt with '-il' and '-al' at the end of words For example: pencil, fossil, nostril, metal, pedal, capital, hospital, animal	Words with the sound /igh/ spelt with '-y' at the end of words For example: cry, fly, dry, try, reply	Adding -ies to nouns and verbs ending in -y For example: flies, tries, replies, copies, babies, carries	Common Exception Words For example: find, mind, behind, old, cold, gold, hold, told, every, everybody	Review Week Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.	



<b>Spring Term</b>	<b>Genre:</b>	<b>Non-fiction: non-chronological report</b>	<b>Poetry</b>	<b>'Take One Book'</b>	<b>Recount</b>	<b>Non Fiction: Instructions</b>	
	<b>Approximate teaching time:</b>	3 weeks	2 weeks	1 week	2 weeks	2 weeks	
	<b>Final written outcome:</b>	Children will create their own non-chronological report about sharks.	Vocabulary building – children will develop a class poem, using this to innovate and perform their own.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Using the text 'Julian is a Mermaid' as inspiration, children will write a diary entry from the point of view of the main character.	Using the text '15 things to NOT do with a puppy', children will create a poster and advert describing a sequence of 'dos', 'don'ts' and requirements.	
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Adding -ed, -er and -est to a word ending in -y with a consonant before it. <i>For example: copier, copied, happier, happiest</i>	Adding -ing to a word ending in -y with a consonant before it. <i>For example: copying, crying, replying</i>	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. <i>For example: hiking, hiked, nicer, nicest</i>	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel. <i>For example: patting, patted, humming, dropping</i>	The sound /or/ spelt with 'a' before l or ll. <i>For example: all, ball, call, walk</i>	Common Exception Words. <i>For example: fast, last, father, class, grass</i>
Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	
The sound /u/ spelt with 'o'. <i>For example: other, mother, brother, nothing</i>		The sound /ee/ spelt with -ey. <i>For example: key, donkey, chimney, monkey</i>	The /o/ sound spelt with 'a' after w and qu. <i>For example: want, watch, wander, quantity</i>	The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w. <i>For example: word, work, worm, world</i>	The sound /zh/ spelt 's'. <i>For example: television, treasure, usual, division</i>	Common Exception Words. <i>For example: even, break, steak, great</i>	



<b>Summer Term</b>	<b>Genre:</b>	<b>Fantasy: Quest Stories</b>	<b>Poetry</b>	<b>'Take One Book'</b>		<b>Narrative: Stories by the Same Author</b>	<b>Non Fiction: Explanations</b>	
	<b>Approximate teaching time:</b>	3 weeks	3 weeks	1 week		3 weeks	3 weeks	
	<b>Final written outcome:</b>	Children will create their own quest stories based on their class book.	Children will plan and write their own poem based on Tennyson's 'The Eagle'	Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write their own version of a story by Anthony Browne.	Children will create their own explanation text detailing the life cycle of a plant.	
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		The suffixes –ment, -ness and –ful. For example, enjoyment, sadness, careful, playful	The suffixes –less and –ly. For example, badly, hopeless, penniless, happily	Words ending in –tion. For example, station, fiction, motion, section	Contractions. For example, can't, didn't, hasn't, couldn't	The possessive apostrophe. For example, Megan's, Ravi's, the girl's, the child's	Common Exception Words. For example, any, many, clothes, water, pretty, Christmas	
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
	Homophones and near homophones. For example, there, their, they're, hear, here, sea, see	Homophones and near homophones. For example, be, bee, quite, quiet, bare, bear	Homophones, near homophones and conjunctions. For example, night, knight, blue, blew, because, so, that, or	Months of the year/time. For example, January, February, March, hour, past, after	Months of the year/time. For example, November, December, half, minute, quarter, month	Question words. For example, who, why, what, how, which, when	Review week	



**Year 3  
Curriculum Overview:  
English Writing and Spelling**

<b>Autumn Term</b>	<b>Genre:</b>	<b>Narrative: Traditional Tales - Fables</b>		<b>Narrative: Writing and Performing a Play</b>		<b>'Take One Book'</b>		<b>Non Fiction: Recount</b>		<b>Poetry: Free Verse</b>		
	<b>Approximate Teaching time:</b>	4 weeks		2 weeks		1 week		3 weeks		2 weeks		
	<b>Final written outcome:</b>	Children will develop skills of character and setting description through the planning and writing of their own fable		Children will write and perform a play, based on a familiar story		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write a news reports of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer		Children will read, write and perform free verse poetry		
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
		Words with the long /ei / sound spelt with 'ei' <i>For example: eight, neighbour</i>	Words with the long /ei / sound spelt with 'ey' <i>For example: prey, survey</i>	Words with the long /ay / sound spelt with 'ai' <i>For example: claim, waist</i>	Words with /ea / sound spelt with 'ear' <i>For example: search, pearl</i>	Homophones & near homophones <i>For example: hear, here</i>	Homophones & near homophones <i>For example: break, brake</i>	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.				
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14					
	Creating adverbs using the suffix -ly (no change to root word) <i>For example: kindly, quickly</i>	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) <i>For example: lazily, easily</i>	Creating adverbs using the suffix -ly (root word ends in 'le') <i>For example: gently, simply</i>	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') <i>For example: basically, frantically</i>	Creating adverbs using the suffix -ly (exceptions to the rules) <i>For example: truly, duly</i>	Statutory Spellings Challenge Words <i>For example: believe, appear</i>	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.					



<b>Spring Term</b>	<b>Genre:</b>	<b>Narrative: Innovative Ending</b>	<b>Non Fiction: Explanations</b>	<b>'Take one Book'</b>	<b>Non Fiction: Non-Chronological Report</b>	<b>Poetry: Free Verse</b>	
	<b>Approximate teaching time:</b>	3 weeks	2 weeks	1 week	3 weeks	2 weeks	
	<b>Final written outcome:</b>	Children will write an innovated ending to a well-known story.	Children will create an information leaflet for a chosen location.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Children will write a non-chronological report about pirates.	Children will read, write and perform free verse poetry.	
	<b>Spelling:</b>	<p>Week 1</p> <p>Words with the short /i/ sound spelt with 'y'. For example, myth, gym, Egypt</p>	<p>Week 2</p> <p>Adding suffixes beginning with a vowel to multisyllabic words (do not double the final consonant). For example, gardener, limited, offering</p>	<p>Week 3</p> <p>Adding suffixes beginning with a vowel to multisyllabic words (double the final consonant). For example, forgetting, beginning, preferred</p>	<p>Week 4</p> <p>Creating negative meanings using the prefix 'mis'. For example, misspell, mislead, misbehave</p>	<p>Week 5</p> <p>Creating negative meanings using the prefix 'dis'. For example, dislike, disobey, discolour</p>	<p>Week 6</p> <p>Words with a /k/ sound spelt with 'ch'. For example, scheme, chorus, echo</p>
		<p>Week 7</p> <p>Homophones and near homophones. For example, grate/great, grown/groan</p>	<p>Week 8</p> <p>Homophones and near homophones. For example, scent/sent, vain/vein</p>	<p>Week 9</p> <p>Adding the prefix bi- (two/twice) and the prefix re- (again/back). For example, bilingual, reapply</p>	<p>Week 10</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. For example, league, plague, cheque</p>	<p>Week 11</p> <p>Words with a /sh/ sound spelt with 'ch'. For example, chef, chalet, machine</p>	<p>Week 12</p> <p>Statutory Spellings Challenge Words For example, address, busy, business</p>



<b>Summer Term</b>	<b>Genre:</b>	<b>Non Fiction: Persuasive Writing</b>	<b>Recount</b>	<b>'Take One Book'</b>			<b>Narrative: Exciting Stories</b>	<b>Non Fiction: Instructions</b>
	<b>Approximate teaching time:</b>	3 weeks	3 weeks	1 week			3 weeks	3 weeks
	<b>Final written outcome:</b>	Children will write a persuasive speech to discourage others from using plastic bags.	Children will write a diary entry from the point of view of a character.	Children in all year groups will share a carefully chosen book to produce a range of writing.			Children will write their own exciting story in the style of 'Fantastic Mr Fox'.	Children will write an explanation and instruction report about making dyes.
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		Words ending in -ary. For example, library, February, dictionary, boundary	Words with a short /u/ sound spelt with 'o'. For example, woman, wonder, month, govern	Words with a short /u/ sound spelt with 'ou'. For example, enough, young, touch, double, trouble	Word families based on common words, show how words are related in form and meaning. For example, instruct, structure, construction, instruction	Word families based on common words, show how words are related in form and meaning. For example, scope, telescope, microscope,	Word families based on common words, show how words are related in form and meaning. For example, press, suppress, express, compress	
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
	Words ending in the suffix -al. For example, natural, occasional, actual, accidental	Words ending with a /zhuh/ sound spelt with 'sure'. For example, treasure, measure, pleasure, enclosure	Words ending with a /chuh/ sound spelt with 'ture'. For example, creature, picture, nature, furniture	Words ending with a /cher/ sound spelt as 'ture'. For example, lecture, literature, mature, miniature	Silent letters revision. For example, island, answer, write, wrapper	Silent letters revision. For example, build, guide, guard, wheat	Review week.	



**Year 4  
Curriculum Overview:  
English Writing and Spelling**

<b>Autumn Term</b>	<b>Genre:</b>	<b>Narrative: Traditional Tales- Myths</b>	<b>Poetry: vocabulary Building</b>	<b>‘Take One Book’</b>			<b>Non Fiction: Persuasion</b>	<b>Poetry: Riddles</b>
	<b>Approximate Teaching time:</b>	4 weeks	2 weeks	1 Week			4 weeks	1 week
	<b>Final written outcome:</b>	Children will develop skills of character and setting description through the writing of their own Roman Myth.	Children will read, write and perform free verse poetry	Children in all year groups will share a carefully chosen book to produce a range of writing.			Children will assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Children will read, write and perform riddles.
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Words with /aw/ spelt with ‘augh’ and ‘au’ <b>For example:</b> caught, clause	Adding the prefix in- (meaning ‘not’ or ‘into’) <b>For example:</b> incorrect, inaccurate	Adding the prefix im- (before a root word starting with ‘m’ or ‘p’) <b>For example:</b> immature, immeasurable	Adding the prefix il-(before a root word starting with ‘l’) and the prefix ir-(before a root word starting with ‘r’) <b>For example:</b> illogical, irrelevant	Homophones & near homophones <b>For example:</b> meddle, medal	Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’). <b>For example:</b> farther & collision, television	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14		
Words with a /shuhn/ sound, spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) <b>For example:</b> expansion, extension	Words with a /shuhn/ sound, spelt with ‘ssion’ (if root word ends in ‘ss’ or ‘mit’) <b>For example:</b> confession, permission	Words with a / shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t’ / or has no definite root) <b>For example:</b> invention, injection	Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) <b>For example:</b> magician, electrician	Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound <b>For example:</b> dough, through	Statutory Spellings Challenge Words <b>For example:</b> experiment, potatoes	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.		



<b>Spring Term</b>	<b>Genre:</b>	<b>Non Fiction: Non-chronological report</b>		<b>Narrative: setting and character description</b>		<b>‘Take One Book’</b>		<b>Narrative: Folk tale</b>		<b>Narrative Poetry</b>		
	<b>Approximate teaching time:</b>	3 weeks		2 weeks		1 week		3 weeks		2 weeks		
	<b>Final written outcome:</b>	Children will develop written presentational skills to write a non-chronological report about the Amazon river		Children will create a narrative describing a magical place and the characters they meet there.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will rewrite a traditional tale from a different point of view.		Children will create, learn and perform their own narrative poems.		
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
		Homophones and near homophones. For example: accept/except, affect/effect	Homophones and near homophones. For example: serial/cereal, check/cheque	Nouns adding in the suffix -ation. For example, information, adoration, sensation	Nouns adding in the suffix -ation. For example, creation, radiation, indication	Adding the prefix ‘sub’ (meaning ‘under’) and adding the prefix ‘super’ (meaning ‘above’) For example, submerge, supervise	Plural possessive apostrophes with plural words. For example, girls’, boys’ babies’, womens’	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.				
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14					
	Words with the /s/ sound spelt with ‘sc’ For example: science, crescent, discipline	Words ending in a ‘soft c’ spelt ‘ce’. For example, centre, century, certain	Words with a ‘soft c’ spelt with ‘ci’ For example, circle, medicine, decimal	Word families based on common words, showing how words are related in form and meaning. For example, phone, phonics, microphone	Word families based on common words, showing how words are related in form and meaning. For example, solve, solution, insoluble	Statutory Spellings Challenge Words For example: length, difficult, purpose	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.					



<b>Summer Term</b>	<b>Genre:</b>	<b>Non Fiction: Explanations</b>	<b>Narrative: Stories with a theme</b>	<b>'Take One Book'</b>	<b>Narrative: Play scripts</b>	<b>Poetry</b>		
	<b>Approximate teaching time:</b>	2 weeks	4 weeks	1 week	4 weeks	2 weeks		
	<b>Final written outcome:</b>	Children will write an explanation text about a novel invention.	Children will write their own version of an African story.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Children will create, write and perform a play script for an innovated fairy tale.	Children will create, learn and perform their own nature poems.		
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		Adding the prefix inter- (meaning 'between' or 'among'). <i>For example, interact, interfere, international</i>	Adding the prefix anti- (meaning 'against'). <i>For example, antiseptic, anticlockwise, antisocial</i>	Adding the prefix auto- (meaning 'self' of 'own'). <i>For example, autograph, autobiography, automatic</i>	Adding the prefix ex- (meaning 'out'). <i>For example, exit, extend, explode, excursion</i>	Adding the prefix non- (meaning 'not'). <i>For example, non-stick, non-stop, nonsense</i>	Words ending in -ar/-er. <i>For example, calendar, grammar, regular, consider</i>	
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
	Adding the suffix -ous (no change to root word). <i>For example, dangerous, poisonous, mountainous</i>	Adding the suffix -ous (no definitive root word). <i>For example, tremendous, enormous, jealous</i>	Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or'). <i>For example, various, furious, glorious, victorious</i>	Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge'). <i>For example, famous, nervous, ridiculous</i>	Adverbials of frequency and possibility. <i>For example, regularly, occasionally, frequently, usually</i>	Adverbials of manner. <i>For example, awkwardly, frantically, curiously, obediently</i>	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.	



**Year 5  
Curriculum Overview:  
English Writing and Spelling**

Year 5 Autumn Term					
Genre	Narrative: Suspense & Mystery	Recount	'Take One Book'	Poetry	Reports
Approximate teaching time:	4 weeks	2 weeks	1 Week	3 weeks	3 weeks
Final written outcome:	Children will develop skills of building up atmosphere in writing and create their own suspense/mystery story.	Linked to History, children will compose a biographical account based on research about William the Conqueror.	One (or more) written outcome(s) linked with fiction/non-fiction modules already covered within this term.	Children will read, write and perform free verse; read and respond to cinquains; and Experiment with writing their own.	Children will write a report about video games, board games or consoles.
Composition:	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> <li>Use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Use devices to build cohesion within a paragraph with adverbials and conjunctions</li> <li>Link ideas across paragraphs using adverbials of time [for</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>recognise the style of different authors and their intended audience</li> <li>ensure that ideas or materials and their development are generally logical</li> <li>construct appropriate introductions in non-fiction</li> <li>makes precise and effective use of expanded noun phrases</li> <li>use a range of conjunctions to link, compare, contrast and</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Consolidate &amp; extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>explore imagery including metaphor and personification;</li> <li>compare different forms of poetry and describe impact on reader</li> <li>comment on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>experiment with writing poetry</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Ask questions to improve their understanding; Retrieve, record and present information from non-fiction</li> <li>Discuss understanding and exploring the meaning of words in context</li> <li>Identify how language, structure and presentation</li> </ul>



	<p>example, later], place [for example, nearby] or tense choices.</p>	<p>extend ideas, information and events</p> <ul style="list-style-type: none"> <li>• select the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate</li> <li>• make consistent use of style, appropriate to form, subject or audience to maintain interest</li> <li>• evaluate and edit own and others writing for vocabulary, punctuation, grammar and spelling</li> <li>• proof read for spelling and punctuation errors</li> </ul>		<p>using different forms</p> <ul style="list-style-type: none"> <li>• uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</li> <li>• use expressive and figurative language</li> </ul>	<p>contribute to meaning</p> <ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> </ul>
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					<ul style="list-style-type: none"> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proofread for spelling and punctuation errors</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> <li>Choose the writing implement that is best suited for a task</li> </ul>
<p><b>Vocabulary, grammar &amp; Punctuation:</b></p>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Use verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using adverbs and model verbs [for example, perhaps, surely]</li> <li>Use devices to build cohesion within a paragraph [for example,</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Use verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using adverbs and model verbs [for example, perhaps, surely]</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Consolidate &amp; extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>Use verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion, including adverbials of time, place and number</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>



	<p>then, after that, this, firstly]</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>			
<p><b>Transcription, Handwriting &amp; Presentation</b></p>	<p><b>Children will be taught to:</b></p> <p><b><u>Write legibly, fluently and with increasing speed by:</u></b></p> <ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task.</li> </ul>				
<p><b>Spelling</b></p>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>				



The termly plan for the teaching of spelling patterns is set out in the table below:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Words with endings that are spelt with: “-cious” <b>For example:</b> conscious, precious	Words with endings are spelt with: “-tious or -ious” <b>For example:</b> fictitious, ambitious	Words with the short vowel sound “i” spelt with “y” <b>For example:</b> rhythm, lyrics	Words with the long vowel sound “i” spelt with “y” <b>For example:</b> apply, supply	Homophones & near homophones <b>For example:</b> passed & past, aisle & isle	Homophones & near homophones <b>For example:</b> farther & father, guessed & guest	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Words with 'silent' letters <b>For example:</b> doubt, lamb	Words with 'silent' letters <b>For example:</b> wrestle, wrapper	Modal verbs <b>For example:</b> might, could	Words ending in ‘ment’ <b>For example:</b> equipment, environment	Adverbs of possibility and frequency <b>For example:</b> definitely, certainly	Statutory Spelling Challenge Words <b>For example:</b> vegetable, vehicle	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.



**Year 5  
Spring Term**

Genre	Narrative: circular tales	Persuasion	'Take one Book'	Instructions and Explanation	Poetry
<b>Approximate teaching time:</b>	2 weeks	3 weeks	1 week	3 weeks	2 weeks
<b>Final written outcome:</b>	Using the text 'The Promise', children will plan and write their own circular fable (circular events) based on an environmental theme.	Children will study a range of persuasive texts to write and deliver a persuasive speech based on a relevant topic.	One (or more) written outcome(s) linked with fiction/non-fiction modules already covered within this term.	Children will write a set of detailed instructions to create a device for futuristic travel. Texts will have a clear introduction and conclusion.	Using Walter de la Mare's 'The Listeners' as inspiration, children will create and perform their own innovated verses.
<b>Composition:</b>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Evaluate texts for their appeal on the intended audience (clarity of explanations; appropriate level of formality)</li> <li>Note examples of descriptive language and explain the mood or atmosphere they create</li> <li>Identify the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>In narrative, describe settings, characters and atmosphere</li> <li>Use a range of devices to build cohesion across paragraphs</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using modal verbs</li> <li>Recognise the style of different authors and their intended audience</li> <li>Use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Use devices to build cohesion within a paragraph with</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Consolidate &amp; extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using modal verbs</li> <li>Recognise the style of different authors and their intended audience</li> <li>Ensure that ideas or materials and their development are generally logical</li> <li>construct appropriate introductions in non-fiction make precise and effective use of expanded noun phrases</li> <li>use a range of conjunctions to link, compare, contrast</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use other similar writing models for their own</li> <li>Identify the audience for and purpose of the writing</li> <li>Note and develop initial ideas</li> <li>Rehearse orally, select alternative word choices and sentence constructions to best suit the purpose and effect of the text</li> <li>Proof read for spelling, grammar and punctuation errors</li> <li>Evaluate and edit, assessing the effectiveness of their own and others' writing</li> </ul>



	<ul style="list-style-type: none"> <li>• makes precise and effective use of expanded noun phrases</li> <li>• use a range of conjunctions to link, compare, contrast and extend ideas, information and events</li> <li>• select vocabulary and grammatical structures that are appropriate for the audience and purpose</li> <li>• make consistent use of style, appropriate to form, subject or audience to maintain interest</li> <li>• evaluate and edit own and others writing for vocabulary, punctuation, grammar and spelling</li> <li>• proof read for spelling and punctuation errors</li> </ul>	<p>adverbials and conjunctions</p> <ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices.</li> </ul>		<p>and extend ideas, information and event</p> <ul style="list-style-type: none"> <li>• select the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate</li> <li>• Make consistent use of style, appropriate to form, subject or audience to maintain interest</li> <li>• Evaluates and edit own and others writing for vocabulary, punctuation, grammar and spelling</li> <li>• Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear</li> <li>• To develop mood and atmosphere, including through dialogue between characters</li> <li>• Begin to explore the effect of different sentence structures, eg. Considering the effect of changing the order of the information on the reader</li> <li>• Consider the reader when adding in detail, eg. addressing the reader directly</li> <li>• explore imagery including metaphor and personification;</li> <li>• comment on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>• uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</li> </ul>
<p><b>Vocabulary, grammar &amp; Punctuation:</b></p>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Build cohesion within and across paragraphs through the use of conjunctions,</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate &amp; extend learning</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Use expressive and figurative language</li> </ul>



	<p>adverbials of time and place, pronouns and synonyms</p> <ul style="list-style-type: none"> <li>• Select appropriate sentence type, tense and verb forms</li> <li>• Use a comma after a fronted adverbial</li> <li>• Use appropriate punctuation for direct speech: inverted commas, comma after the reporting clause</li> <li>• Build a rich and varied vocabulary</li> <li>• Use a wide range of synonyms precisely and effectively</li> <li>• Using specific nouns, adjectives, expanded noun phrases and figurative language (similes and metaphors) to make writing more vivid</li> </ul>	<p>using suffixes [for example, – ate; –ise; –ify]</p> <ul style="list-style-type: none"> <li>• Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicate degrees of possibility using adverbs and model verbs [for example, perhaps, surely]</li> <li>• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> </ul>	<p>over the term, with a focus on areas of the writing intent which would benefit from revisiting.</p>	<p>using suffixes [for example, – ate; –ise; –ify]</p> <ul style="list-style-type: none"> <li>• Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicate degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>to create mood and atmosphere</p> <ul style="list-style-type: none"> <li>• Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, correct subject and verb agreement when using singular and plural</li> <li>• Maintain the use of present and past tense correctly</li> <li>• Use known phonics and morphology to spell accurately</li> <li>• Link ideas using adverbials of time, place, number or tense choice</li> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Make more precise and effective use of expanded noun phrases</li> </ul>
<p><b>Transcription, Handwriting &amp; Presentation</b></p>	<p><b>Children will be taught to:</b></p> <p><b><u>Write legibly, fluently and with increasing speed by:</u></b></p> <ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task.</li> </ul>				



**Children will be taught to:**

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

**The termly plan for the teaching of spelling patterns is set out in the table below:**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Creating nouns using -ity suffix. For example: community, curiosity	Creating nouns using -ness suffix. For example, happiness, madness, nastiness	Creating nouns using -ship suffix. For example, membership, ownership, partnership	Homophones and near homophones. For example, stationary, stationery, steal, steel	Homophones and near homophones. For example, alter, altar ascent, assent	Homophones and near homophones. For example, principal, principle
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Words with an /or/ sound spelt 'or'. For example, forty, scorch, absorb	Words with an /or/ sound spelt 'au'. For example, pause, cause, sauce	Convert nouns or adjectives into verbs using the suffix -ate. For example, pollinate, captivate, activate	Convert nouns or adjectives into verbs using the suffix -ise. For example, criticise, advertise, capitalise	Convert nouns or adjectives into verbs using the suffix -ify. For example, amplify, solidify, signify	Convert nouns or adjectives into verbs using the suffix -en. For example, blacken, brighten, flatten

**Spelling**



**Year 5  
Summer Term**

Genre	Classic Fiction	Poetry	'Take One Book'	Fantasy stories	Explanation
<b>Approximate teaching time:</b>	4 weeks	3 weeks	1 Week	3 weeks	2 weeks
<b>Final written outcome:</b>	Using 'The Hobbit' as inspiration, children will write a lost tale in the style of Tolkien.	Children will study a range of poetry and use poetic language to write poems about the sea and the sinking of Titanic.	One (or more) written outcome(s) linked with fiction/non-fiction modules already covered within this term.	Children will create their own fantasy story in the style of Shaun Tan.	Linked to Geography, children will create a detailed explanation of the processes involved in the water cycle.
<b>Composition:</b>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Increase their familiarity with a wide range of books, including fiction from our literary heritage</li> <li>Discuss and evaluate how authors use language, considering the impact on the reader</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of poetry</li> <li>Identify and discuss themes and conventions</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language,</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Consolidate and extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussion about books, building on their own and others' ideas and challenging views courteously</li> <li>Provide reasoned justification for their views</li> <li>Draw inferences such as inferring</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using modal verbs</li> <li>Recognise the style of different authors and their intended audience</li> <li>Ensure that ideas or materials and their development are generally logical</li> <li>Construct appropriate introductions in non-fiction make precise and effective use of expanded noun phrases</li> <li>Use a range of conjunctions to link, compare, contrast and extend ideas, information and event</li> </ul>



	<ul style="list-style-type: none"> <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>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader</li> <li>• Note and develop initial ideas</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Describe settings and atmosphere</li> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• In writing narratives, consider how authors have developed characters and settings in what they</li> </ul>	<p>considering the impact on the reader</p> <ul style="list-style-type: none"> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Use other similar writing as models for their own</li> <li>• Note and develop initial ideas</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Describe settings, characters and atmosphere</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</li> </ul>		<p>characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Make comparisons within and across books</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Summarise the main ideas drawn from more than one paragraph, identify key details</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate</li> <li>• Make consistent use of style, appropriate to form, subject or audience to maintain interest</li> <li>• Evaluates and edit own and others writing for vocabulary, punctuation, grammar and spelling</li> <li>• Proof read for spelling and punctuation errors</li> </ul>
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	<p>have read, listened to or seen performed</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p>both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>		<p>to support the main ideas</p> <ul style="list-style-type: none"> <li>• Précis longer passages</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader, e.g. parenthesis</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	
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<p><b>Vocabulary, grammar &amp; Punctuation:</b></p>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading: noun, adjective, verb, adverb, preposition, pronoun, conjunction, determiner</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate and extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li> <li>• Write dialogue</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify]</li> <li>• Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicate degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> </ul>
<p><b>Transcription, Handwriting &amp; Presentation</b></p>	<p><b><u>Children will be taught to:</u></b></p> <p><b><u>Write legibly, fluently and with increasing speed by:</u></b></p> <ul style="list-style-type: none"> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choose the writing implement that is best suited for a task.</li> </ul>				
<p><b>Spelling</b></p>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> </ul>				



- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

**The termly plan for the teaching of spelling patterns is set out in the table below:**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Words containing the letter string 'ough'. For example, though, although, dough, doughnut	Words containing the letter string 'ough'. For example, plough, bough, drought, brought	Adverbials of time. For example, yesterday, tomorrow, later, immediately	Adverbials of place. For example, nearby, everywhere, nowhere, inside	Words with an /ear/ sound spelt 'ere'. For example, sincere, interfere, sphere, adhere	Statutory spelling challenge words. For example, amateur, ancient, bargain, muscle	
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Unstressed polysyllabic words. For example, definite, desperate, literate, secretary	Adding verb prefixes de- and re-. For example, deflate, deform, decode, decompose	Adding verb prefix over-. For example, overthrow, overturn, overslept, overcook	Convert nouns or verbs into adjectives using suffix -ful. For example, boastful, faithful, doubtful, fearful	Convert nouns or verbs into adjectives using suffix -ive. For example, attractive, creative, addictive, assertive	Convert nouns or verbs into adjectives using suffix -al. For example, musical, political, accidental, mathematical	Review week



**Year 6**  
**Curriculum Overview:**  
**English Writing and Spelling**

	Genre:	Narrative: Fiction Genres		Non Fiction: Reports		'Take One Book'		Non Fiction: Explanations		Poetry
	Approximate Teaching time:	4 weeks		2 weeks		1 week		3 weeks		2 weeks
	Final written outcome:	Children will write a range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)		Children will write reports as part of a presentation on a non-fiction subject.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write an explanation linked to their RE topic.		Children will read, write and perform free verse poetry.
Autumn Term	Spelling:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
		Ambitious Synonyms: Adjectives For example: aggressive, hostile	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy For example: advice, advise	Adjectives ending in -ant into nouns ending in -ance/ -ancy For example: observant, observance	Adjectives ending in -ent into nouns ending in -ence/ -ency For example: innocent, innocence	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel For example: co-own, co-author	Hyphens: To join compound adjectives to avoid ambiguity For example: man-eating, little-used	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.		
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14		
		Words ending in -able For example: applicable, tolerable	Words ending in -able For example: adorable, valuable	Words ending in -ably For example: believably, considerably	Word families based on common words, showing how words are related in form and meaning For example: temper, temperature	Word families based on common words, showing how words are related in form and meaning For example: suggest, digest	Creating diminutives using prefixes micro-, or mini- For example: miniscule, minibus	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.		



<b>Spring Term</b>	<b>Genre:</b>	<b>Non Fiction: Discussion</b>	<b>Poetry</b>		<b>'Take One Book'</b>	<b>Non Fiction: Persuasion</b>	<b>Recount</b>	
	<b>Approximate teaching time:</b>	4 weeks	1 week		1 week	3 weeks	2 weeks	
	<b>Final written outcome:</b>	Children will write a discussion text containing a balanced argument to resolve a dilemma.	Children will read, write and perform free verse poetry based on the experiences of a child-refugee.		Children in all year groups will share a carefully chosen book to produce a range of writing.	Children will write a persuasive letter to our local MP about an issue they feel passionate about.	Using the text 'Hermelin' by Mini Grey, children will create a series of diary entries from the point of view of a character.	
	<b>Spelling:</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		Adding suffixes beginning with vowel letters to words ending in -fer. <b>For example:</b> referring, referred, referral	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions). <b>For example:</b> siege, niece, grief	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions). <b>For example:</b> deceive, conceive, receive	Word families based on common words, showing how words are related in form and meaning. <b>For example,</b> commit, committee	Word families based on common words, showing how words are related in form and meaning. <b>For example,</b> interrupt, interfere	Statutory spelling challenge words. <b>For example:</b> attached, available, average, competition	
Week 8		Week 9	Week 10	Week 11	Week 12	Week 13		
Words with endings which sound like /shuhl/ after a vowel letter. <b>For example:</b> official, special, artificial		Words with endings which sound like /shul/ after a consonant letter. <b>For example:</b> partial, confidential, essential	Words with a 'soft c' spelt /ce/. <b>For example:</b> cemetery, certificate, celebrate	Word families based on common words, showing how words are related in form and meaning. <b>For example:</b> accommodate, accompany	Word families based on common words, showing how words are related in form and meaning. <b>For example:</b> assign, design,	Statutory spelling challenge words. <b>For example:</b> foreign, apparent, appreciate, persuade		



Summer Term	Genre:	Narrative: Fiction Genres	Poetry	'Take One Book'	Non Fiction: Reports	Narrative: Classic Fiction	
	Approximate teaching time:	4 Weeks	1 Week	1 week	3 weeks	3 weeks	
	Final written outcome:	Children will create their own narratives reviewing key techniques to create settings, characterisation and atmosphere	Children will create observational poetry to explore identity through images and words.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Linked to our history topic, children will write a newspaper article reporting the outbreak of WW2	Linked to our history topic, children will write an account of a WW2 soldier 'going over the top' in the trenches in the style of a flashback.	
	Spelling:	Week 1 Word families based on common words, showing how words are related in form and meaning. For example, telegram, programme, hologram	Week 2 Words that can be nouns and verbs. For example, challenge, protest, broadcast, benefit.	Week 3 Words that can be nouns and verbs. For example, produce, present, reason, silence.	Week 4 Words with a long /o/ sound spelt 'ou' or 'ow'. For example, shoulder, smoulder, mould, poultry.	Week 5 Words ending in -ible. For example, possible, horrible, terrible, visible.	Week 6 Words ending in -ibly. For example, possibly, horribly, terribly, visibly.
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	Synonyms and antonyms. For example, bellowed, screeched, squealed	Synonyms and antonyms. For example, immense, vast, gigantic, gargantuan.	Synonyms and antonyms. For example, ecstatic	Synonyms and antonyms. For example, deafening, piercing	Synonyms and antonyms. For example, scorching, searing, sizzling	Synonyms and antonyms. For example, ambled, tottered, strolled, staggered.	Review week.