

**Hunmanby Primary School**  
**English Curriculum Map**

**Intent (to match school website)**

Hunmanby Primary School believes that Literacy is a fundamental and integrated component of the primary curriculum. We also believe that a pupils' ability to use and apply language competently and confidently in a range of situations is a vital tool for learning, fully accessing the curriculum and life beyond school. We want Literacy to be exciting and inspiring, and for all the children to find it stimulating and at the same time purposeful. We believe children should;

- Develop a love of language, reading and writing.
- Be provided with the opportunity to read, write and develop oral and listening skills through drama and other structured activities, ensuring a strong application of skills across the whole curriculum.
- Be given equal access and opportunity to develop Literacy skills to their full potential.
- Be provided with a rich variety of texts and 'real life' experiences to enhance their learning in Literacy.
- Have an audience and purpose in which to write
- Develop the confidence to speak, listen, read and write with fluency, understanding and appropriateness in a range of different situations.

**Implementation (to match school website)**

Teachers use The Write Stuff as a starting point to develop an exciting curriculum, by using meaningful learning hooks and the contexts of the broader curriculum (where appropriate) as the vehicle for learning Literacy skills, together with a central role played by books, selected texts and information pieces. Teachers maximise all opportunities to give Literacy a real purpose. Teachers use the national curriculum and in EYFS the Early Years Framework to plan Literacy.

**Writing**

We intend that all children at Hunmanby will become confident, competent writers and will develop their own writer's voice. Writing gives children a way to communicate effectively with others: to share their thoughts, ideas, beliefs, emotions, cultural identity and express who they are.

We use Jane Considine's 'The Write Stuff' approach. This programme teaches literacy through books and is based on two guiding principles; teaching sequences that slide between experience days, and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into

bite-sized chunks and taught under the structural framework of ‘The Writing Rainbow.’ Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing.

This writing approach allows children to...

- understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- improve their writing and make it more focused. Actionable feedback is provided to guide their learning.
- have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.

Using ‘The Write Stuff’ approach, we have developed a progressive long-term plan for the teaching of writing across the school, with high-quality and diverse reading materials at the heart of the teaching of writing.

### **Speaking and Listening**

Speaking and Listening is an extremely valuable tool which is used across all curriculum areas. The National Curriculum speaking and listening objectives are used in planning activities across the curriculum, through Curriculum Maestro. Children are encouraged to use Standard English when speaking with adults and in all formal situations. Situations are provided for children to experience different Speaking and Listening scenarios: one to one; group; whole class; role play; drama; performance poetry, reading aloud; giving and following commands/ instructions.

### **Phonics**

See separate ‘Early Reading and Phonics Policy.’

### **Spelling**

From Year 2, Spelling is taught every day for 20 minutes. We follow the Rising Stars spelling programme. Children work through different spelling rules linked to the National Curriculum PoS. They also have books that have spellings in them for the children to practise at home.

As a school we have an agreed spelling format that we follow in our marking and feedback. It consists of 4 steps and is designed to allow children to become independent spellers. The 4 steps are:

1. The spelling is identified for the child and written out at the bottom of their piece of work correctly. The child then has to copy the spelling 4 times next to it.
2. The spelling is identified by **sp** written in the margin and the word underlined. The child then has to use a dictionary independently to correct it and write the correct spelling above or in the margin.

3. The letters **sp** are written in the margin of the line the spelling mistake is on but the child has to work out which spelling on that line is spelt incorrectly and then correct it independently.
4. The child finds and corrects their own spellings in a piece of writing independently.

A child can be at any step in any year group depending on their spelling ability.

## **Reading**

We want all our children to love reading and once they have learnt to read, to use reading as a tool to learn as well as reading for enjoyment. At Hunmanby we believe in reading within the community too and have developed our Little Free Library as well as a reading shed for the community to use. Reading is initially taught by developing left to right eye movements, and learning the skill of blending phonemes for reading (see Little Wandle policy). Teachers provide a stimulating and print-rich environment and use play and more structured activities to teach and promote reading. We want reading to have a high profile in school and regularly have reading events as well as author visits in school to promote the enjoyment of reading. We have also changed reading books into phonics phases rather than colour bands as we feel this is more appropriate for the children in line with the Little Wandle programme. In Spring 2022, the staff and children undertook a whole school project to develop the new school library. Significant resources were purchased resulting in a modern, inviting space for classes to spend time in. Each class have weekly library sessions to encourage and promote the love of reading. Further developments have included the purchase of books relating to The Write Stuff genres and non-fiction text types.

## **Guided Reading**

Children will read to an adult three times a week in Reception and Year 1 through our Little Wandle programme. Each session focuses on a different area- fluency, prosody and comprehension. Guided Reading sessions are used to teach the progressive skills of reading; moving towards the higher order skills such as using inference, understanding viewpoint and literary features and techniques. Guided reading takes place daily from the Spring Term in Reception and from September in Year 1. This is linked to our Little Wandle Early reading and phonics programme. In Year 2 the children have a session with an adult focussing on higher order questions and inference skills, as well as taking part in other reading activities throughout the week. In KS2 the focus is on whole class reading sessions. Children move from a grouped approach to whole class during Year 3, when appropriate. In Year 3, 4, 5 and 6, Guided Reading is taught to the whole class three times per week, each session focuses on prosody and fluency, vocabulary and comprehension. Pupils may also participate in catch up interventions as well.

## **Whole Class Story Time**

At Hunmanby we value story time and think it is an extremely important activity. It is important that children hear adults read out loud and enjoy a variety of genres of books. The story is often linked to a particular topic or a story that fits in with the interests of the children; this is left to teacher's discretion. Across school we make sure we timetable story time in and this happens at least 4 times a week.

## **Handwriting**

At Hunmanby we have a whole school handwriting policy. We use the cursive script for handwriting. In EYFS/Y1 the children are taught how to form their letters correctly. By the end of Year 2 most of the children will be joining using the cursive handwriting script. In Year 3 and 4 handwriting practice happens to embed what the children have learnt in Year 2. Handwriting intervention takes place in KS2 for those children that need it.

### **Planning**

Teacher's plan using The Write Stuff- see long term plan. EYFS use curriculum maestro to plan their literacy and create lessons on their timetable using the planning tool.

### **Reading books in school**

The school's reading scheme draws together various published schemes. These books are levelled and colour coded by reading age. Staff use their professional judgment when assessing pupils' levels on the reading scheme and choosing new books. Assessments are made through guided and individual reading.

EYFS/Y1 and some Y2: These children follow the Little Wandle Reading Scheme. Books are matched to the phonics phase the children are learning. Therefore the book they are reading will have no sounds the children haven't learnt. The children have 3x30 minute sessions per week with an adult. They then take the same book home and keep this for a week so they can reinforce the skills of fluency, prosody and comprehension.

Y2: Children always have one reading scheme book which is monitored and regularly changed. Teachers and TAs who listen to children read regularly assess their ability to read and understand the level of book they are on. All reading books should link with the phonic level of the child and be used to practice the sounds taught in phonics to develop children's blending skills.

KS2: Children in KS2 change their own reading scheme books when they have finished it. They must have read it at home to an adult and their reading records must be signed before they can change their book. The children work their way through the reading scheme until they reach the end and then they move towards a more independent approach to choosing and reading a wide variety of text types, and these choices are made in conjunction with the class teacher.

### **ICT in Literacy**

The use of ICT is built into the delivery of Literacy wherever possible through the IWB via Curriculum Maestro. Class sets of laptops and ipads are also available for classes to link ICT and literacy work. In Year 5 and 6 children have their own chromebooks that they can produce work on as well as doing research.

### **Presentation**

Presentation is very important and this value is encouraged in the children. Their work conveys meaning / information, so the layout, organisation and neatness are vital for this to happen.

**Reception:** A variety of implements are used for mark making and emergent writing. Pencils should be used for first attempts at writing. Children are encouraged to write on paper with half plain and half lined and are encouraged to write on the lines.

**Y1 – Y6:** Pencils are used for written work, transferring to blue ink when there is a definite development towards fluent, correctly formed script. From year 2 work is headed and dated, however year 1 children will do this when they are ready. The full date is used for all literacy activities. Plain paper with line guides or lined paper can be used. Errors with ink are ruled through with a single line. Green pens are used from Y1-6 for all response tasks carried out.

### **SEND and Inclusion**

Children with SEND are supported by an Inclusion Passport. The teachers and TA's have a bank of resources which will support the children with SEND. Whenever possible there will be classroom support for children identified as having SEND. All children must be included in lessons and activities unless reasonable adjustments need to be made. Pupils not on the SEND register, but in need of 'catch up' sessions in reading, writing, SPaG or phonics are given access to these when and where appropriate. (Also refer to the school's SEND and Inclusion Policies and the Gifted and Talented Policy).

### **Homework**

The purpose of homework is to learn facts / spellings or to reinforce or develop skills, i.e. research skills, writing in a particular style, using apostrophes etc.

Children have a list of spellings in KS1 and KS2 to learn every week. Children take their reading books home every day and record any reading they do at home in their reading records, and adults who listen to them at home can write comments in the reading records too. Other Literacy type homework is given at the teachers' discretion.

### **Impact**

Work is formatively assessed through each Write stuff unit. Work is marked and children are given feedback either written or verbal which then leads to correction and/or improvement. The correction or improvement is then completed by the child in green pen.

Writing is assessed every half term using internal assessment proformas, that indicate whether children are working TOWARDS, WITHIN EXPECTED or at GREATER DEPTH for their year group. In EYFS and Year 6, statutory assessment frameworks are used. These can all be found in the children's literacy books (apart from EYFS). One piece of assessed writing is put into the child's writing assessment portfolio at the end of the academic year; this portfolio is passed up the school with the child.

Reading is assessed using a range of tools: individual reading books, guided reading, reading comprehension books and summative tests. Data is recorded via Curriculum Maestro. Phonic assessments are on going every half term to inform teaching and learning and ‘Keep Up’ groups. All pupils in the school are tracked using our pupil tracking system (Curriculum Maestro).

(Also see Assessment Policy).

### **Monitoring and Reviewing**

The subject leaders will monitor the implementation of this policy through: discussions with staff; monitoring children’s work and pupil progress; book scrutinies; support teachers; lesson observations to identify strengths and share good practice; provide appropriate resources; disseminate any relevant research, inspection findings or other information from courses or network meetings; liaise with the literacy governor; review and alter the policy every year or as necessary.

| <b>Long Term Overview</b> |  |   |  |  |   |  |
|---------------------------|--|---|--|--|---|--|
|                           | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
| <b>EYFS</b>               | The Three Billy Goats Gruff Draw themselves and write their name<br>-Draw their family<br>-Draw their friend<br>-I spy Initial sounds activity | Letters to Santa Retelling ‘Dipal’s Diwali’<br>-Draw and label a marvellous machine<br>- Retelling ‘Queen of the road | Reading and Retelling Traditional Tales Holiday news<br>-Draw and write about a toy from the past<br>-List of baby toys<br>-Writing labels to match pictures in the past | All about Spring Writing Holiday news<br>-Retelling ‘Handa’s Surprise’<br>-Sentence about favourite wild animal<br>-My mum is writing... | Holiday news<br>-Retelling ‘Jack and the Beanstalk’<br>-Farm animal writing<br>-My favourite minibeast writing<br>-‘The Hungry Caterpillar’ retelling | Retelling Commotion in the Ocean’<br>-Facts about a sea creature<br>-Comparison of the beach now and in the past<br>-Postcard writing<br>-Letter to my new teacher |
| <b>Year 1</b>             | Toys from the past   | Firework night (Poetry)   | The Queen’s Hat (Narrative)  | Seasons (Non-fiction)  | Pinocchio (Narrative)<br>Our trip to the woods (Recount)  | When I am by myself (Poetry)   |
| <b>Year 2</b>             | Little Red Reading Hood (Narrative)<br>Neil Armstrong (Recount)  | Marvellous Fluffy Squishy Itty Bitty (Story)  | Big Cats (non-chronological report)<br>If I were in charge (poetry)  | How to make a bird feeder (Instructions)   | The Owl who was afraid of the Dark (narrative)<br>Grace Darling (biography)   | Plants (Information)   |

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| <b>Year 3</b> | Stone Age Boy (Narrative)<br>Skara Brae (Holiday brochure)                                      | Skeletons and Muscles (Non-chronological report)<br>I asked the little boy who cannot see (poem) | Flood (Narrative, tragedy)        | Earthquakes (non-chronological report)                | The Magic Paintbrush (traditional tale)<br>The Journal of Lliona (non-fiction diary) | Incredible book eating boy (story comedy)<br>The colour collector (poem)          |
| <b>Year 4</b> | Journey (narrative adventure)<br>Journey into the wonderful world of a microbiome (explanation) | Arthur and the Golden Rope (Narrative)<br>The Creature (Newspaper report)                        | The River (Poetry)                | Once upon a raindrop (non fiction for a factual talk) | Feast (narrative)<br>Secrets of the Sun King (diary)                                 | Still I rise (poetry)<br>The lost thing (narrative)                               |
| <b>Year 5</b> | The Highway man (narrative poem)<br>Cosmic (science fiction)                                    | Mars Transmission (journal writing)<br>The Snowman (story)                                       | The Explorer (adventure story)    | The Mafecence (poetry)                                | David Attenborough (biography)<br>Zoo (fantasy story)                                | Balanced Arguments<br>The Fantastic Flying Books (Film)                           |
| <b>Year 6</b> | Kensuke's Kingdom (Narrative adventure)<br>Graveyard book (Narrative mystery)                   | Letters to Scrooge (persuasion)  | Thornhill (narrative ghost story) | Greta (speech writing)                                | Letters from the Lighthouse (recount)<br>Hope-a-potamus or Moth (poetry)             | Origin of the species (non-chronological report)<br>The Arrival (narrative story) |

| English- Word Reading  |   |  |   |  |
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| EYFS   | Year 1  | Year 2   | Year 3/4  | Year 5/6   |
| <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read some common irregular words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> | <p><b>Pupils should be taught to:</b></p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> | <p><b>Pupils should be taught to:</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes.</p> | <p><b>Pupils should be taught to:</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p><b>Pupils should be taught to:</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> |

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|  | <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> | <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered.</p> |  |  |
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| Reading- Comprehension   |  |  |  |   |
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| EYFS   | Y1   | Y2   | Y3/4   | Y5/6  |
| <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p><b>Pupils should be taught to:</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> | <p><b>Pupils should be taught to:</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> | <p><b>Pupils should be taught to:</b></p> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> | <p><b>Pupils should be taught to:</b></p> <p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> |



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| <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> | <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <p>Drawing on what they already know, or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> | <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> | <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry (e.g. free verse, narrative poetry).</p> <p><b>Understand what they read, in books they can read independently, by:</b></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> | <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books learning a wider range of poetry by heart.</p> <p>Preparing 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.</p> <p><b>Understand what they read by:</b></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> |
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|  | <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p> | <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied.</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>retrieve, record and present information from non-fiction.</p> <p>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.</p> |
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|  |  |  |  | <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p> |
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| English- Writing Transcription   |  |   |  |   |
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| EYFS   | Y1   | Y2  | Y3/4   | Y5/6  |
| <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Write some irregular common words.</p> | <p><b>Pupils should be taught to spell:</b></p> <p>Words containing each of the 40+ phonemes already taught.</p> <p>Common exception words.</p> <p>The days of the week.</p> <p><b>Pupils should be taught to:</b></p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p><b>Add prefixes and suffixes:</b></p> <p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> | <p><b>Pupils should be taught to spell by:</b></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular) for example, the girl's book.</p> | <p><b>Pupils should be taught to:</b></p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals, for example, girls', boys' and in words with irregular plurals, for example, children's.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p><b>Pupils should be taught to:</b></p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> |

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|  | <p>Using the prefix un–</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>Apply simple spelling rules and guidelines.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidelines.</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p> |  | <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p> |
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| Writing- Handwriting   |   |  |  |  |
|--|---|--|--|--|
| EYFS   | Y1  | Y2   | Y3/4   | Y5/6   |
| <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.</p> | <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> | <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p> |

| Writing- Composition   |  |  |   |  |
|--|--|--|---|--|
| EYFS   | Y1   | Y2   | Y3/4  | Y5/6   |
| <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>Pupils should be taught to write sentences by:</b></p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> | <p><b>Pupils should be taught to develop positive attitudes towards, and stamina for writing by:</b></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> | <p><b>Pupils should be taught to plan their writing by:</b></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for examples headings and subheadings).</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> | <p><b>Pupils should be taught to plan their writing by:</b></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> |

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|  |  | <p>Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> |
|--|--|--|--|---|

| Writing- Vocabulary, Grammar and Punctuation   |  |   |   |   |
|--|--|---|---|---|
| EYFS   | Y1   | Y2  | Y3/4  | Y5/6  |
| Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Leaving spaces between words.</p> <p>Joining words and joining clauses.</p> | <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> | <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> | <p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> |



|   |   |   |   |  |
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| Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. | <p>Using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Learning the grammar for year 1 in English Appendix 2.</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learning how to use sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify, e.g. the blue butterfly.</p> <p>Understanding how to use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand the grammar for year 2 in English Appendix 2.</p> <p>Understand some features of written Standard English.</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.</p> <p>Using the present perfect form of verbs to mark relationships of time and cause.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p> <p>Learning the grammar for years 3 and 4 in English.</p> <p><b>Appendix 2 indicate grammatical and other features by:</b></p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> | <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>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.</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2.</p> <p><b>Indicate grammatical and other features by:</b></p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Using a colon to introduce a list.</p> |
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|  |  |  | <p><b>Indicate grammatical and other features by:</b></p> <p>Using commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> | <p>Punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> |
|--|--|--|--|--|



Year 2 Spelling

|        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--------|--|--|--|--|--|--|
| Week 1 | <b>Focus:</b> revision of Year 1 material                            | <b>Focus:</b> homophones   | <b>Focus:</b> revision of Autumn term                                | <b>Focus:</b> homophones   | <b>Focus:</b> revision   | <b>Focus:</b> the /ɜ:/ sound spelled 'or' after 'w'                        |
| Week 2 | <b>Focus:</b> revision of Year 1 material                            | <b>Focus:</b> /r/ sound spelled 'wr' at the beginning of words           | <b>Focus:</b> revision of Autumn term                                | <b>Focus:</b> the /aɪ/ sound spelled -y at the end of words            | <b>Focus:</b> revision   | <b>Focus:</b> the /ɔ:/ sound spelled 'ar' after 'w'                        |
| Week 3 | <b>Focus:</b> common exception words                                 | <b>Focus:</b> /ʌ/ sound spelled 'o', as in <i>other, mother, brother</i> | <b>Focus:</b> common exception words                                 | <b>Focus:</b> adding -es to nouns and verbs ending in -y               | <b>Focus:</b> common exception words                                       | <b>Focus:</b> the /ɜ:/ sound spelled 's', as in <i>television</i>          |
| Week 4 | <b>Focus:</b> /dʒ/ sound spelled as -ge and -dge at the end of words | <b>Focus:</b> contractions   | <b>Focus:</b> the /l/ or /əl/ sound, spelled -le at the end of words | <b>Focus:</b> adding -ed, -ing, -er and -est to a root word            | <b>Focus:</b> the /ɔ:/ sound spelled 'a' before 'l' and 'll'               | <b>Focus:</b> suffixes -ment, -ness, -ful, -less and -ly                   |
| Week 5 | <b>Focus:</b> /s/ sound spelled 'c' before 'e', 'i' and 'y'          | <b>Focus:</b> more contractions  | <b>Focus:</b> the /l/ or /əl/ sound spelled -el at the end of words  | <b>Focus:</b> adding the endings -ing, -ed, -er, -est and -y           | <b>Focus:</b> the /i:/ sound spelled -ey, as in <i>key, donkey, valley</i> | <b>Focus:</b> the possessive apostrophe (singular nouns)                   |
| Week 6 | <b>Focus:</b> /n/ sound spelled kn- and gn-                          | <b>Focus:</b> words ending -il, as in <i>pencil, fossil, nostril</i>     | <b>Focus:</b> the /l/ or /əl/ sound spelled -al at the end of words  | <b>Focus:</b> adding -ing, -ed, -er, -est and -y to one syllable words | <b>Focus:</b> the /ɒ/ sound spelled 'a' after 'w' and 'qu'                 | <b>Focus:</b> words ending in -tion, as in <i>station, fiction, motion</i> |

# Year 3 Spelling

|        | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------|---|---|---|---|---|--|
| Week 1 | <b>Focus:</b> review of Year 2 suffixes (-ed, -ing, -er and -est)   | <b>Focus:</b> the /ai/ sound spelled 'ei', 'eigh' or 'ey'           | <b>Focus:</b> review of Autumn term spellings   | <b>Focus:</b> the prefixes <i>anti-</i> and <i>sub-</i> | <b>Focus:</b> review of Spring term spellings   | <b>Focus:</b> suffixes <i>-ally</i> and <i>-ation</i>            |
| Week 2 | <b>Focus:</b> review of Year 2 suffixes (-ness, -ment, -ful, -less) | <b>Focus:</b> the <i>un-</i> , <i>dis-</i> and <i>mis-</i> prefixes | <b>Focus:</b> review of Autumn term spellings   | <b>Focus:</b> prefix <i>auto-</i>                       | <b>Focus:</b> review of Spring term spellings   | <b>Focus:</b> suffixes (vowel letters)                           |
| Week 3 | <b>Focus:</b> words from the Year 3/4 word list                     | <b>Focus:</b> adding suffixes                                       | <b>Focus:</b> words from the Year 3/4 word list | <b>Focus:</b> prefix <i>inter-</i>                      | <b>Focus:</b> words from the Year 3/4 word list | <b>Focus:</b> <i>-sion</i> and <i>-tion</i> endings              |
| Week 4 | <b>Focus:</b> the /i/ sound spelled with a 'y'                      | <b>Focus:</b> spelling split digraphs                               | <b>Focus:</b> the prefix <i>re-</i>             | <b>Focus:</b> homophones and near-homophones            | <b>Focus:</b> the <i>-ly</i> suffix             | <b>Focus:</b> <i>in-</i> and <i>il-</i> prefixes                 |
| Week 5 | <b>Focus:</b> the /u/ sound spelled 'ou'                            | <b>Focus:</b> words from the Year 3/4 word list                     | <b>Focus:</b> prefix <i>super-</i>              | <b>Focus:</b> words from the Year 3/4 word list         | <b>Focus:</b> the <i>-ly</i> suffix             | <b>Focus:</b> <i>im-</i> and <i>ir-</i> prefixes                 |
| Week 6 | <b>Focus:</b> words from children's own writing                     | <b>Focus:</b> words from children's own writing                     | <b>Focus:</b> words from children's own writing | <b>Focus:</b> words from children's own writing         | <b>Focus:</b> words from children's own writing | <b>Focus:</b> review of Year 3 words from the Year 3/4 word list |

## Year 4 Spelling

|        | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--------|--|---|--|---|--|---|
| Week 1 | <b>Focus:</b> review of Year 3 suffixes                    | <b>Focus:</b> <i>-sion</i> and <i>-tion</i> endings                 | <b>Focus:</b> review Autumn term spellings                 | <b>Focus:</b> /k/ sound spelled 'ch'                | <b>Focus:</b> reviewing Spring term spelling               | <b>Focus:</b> <i>-que</i> endings   |
| Week 2 | <b>Focus:</b> review of Year 3 prefixes                    | <b>Focus:</b> <i>-ssion</i> endings                                 | <b>Focus:</b> reviewing Autumn term spelling               | <b>Focus:</b> /s/ sound spelled 'c'                 | <b>Focus:</b> reviewing Spring term spelling               | <b>Focus:</b> /s/ sound spelled 'sc'  |
| Week 3 | <b>Focus:</b> words from the Year 3/4 word list            | <b>Focus:</b> <i>-ation</i> suffix                                  | <b>Focus:</b> Year 3/4 word list                           | <b>Focus:</b> <i>-ture</i> endings                  | <b>Focus:</b> words from the Year 3/4 word list            | <b>Focus:</b> homophones and near homophones  |
| Week 4 | <b>Focus:</b> missing letters and possessive apostrophes   | <b>Focus:</b> <i>-cian</i> endings                                  | <b>Focus:</b> <i>-ous</i> endings                          | <b>Focus:</b> <i>-sure</i> and <i>-ture</i> endings | <b>Focus:</b> /sh/ sound spelled 'ch'                      | <b>Focus:</b> homophones and near homophones  |
| Week 5 | <b>Focus:</b> suffixes (vowel letters)                     | <b>Focus:</b> accurately spelling words from the Year 3/4 word list | <b>Focus:</b> <i>-ous</i> endings                          | <b>Focus:</b> unstressed vowels                     | <b>Focus:</b> <i>-gue</i> endings                          | <b>Focus:</b> words with the prefixes <i>un-</i> , <i>dis-</i> , <i>mis-</i> and <i>re-</i> |
| Week 6 | <b>Focus:</b> improving spelling in children's own writing | <b>Focus:</b> improving spelling in children's own writing          | <b>Focus:</b> improving spelling in children's own writing | <b>Focus:</b> words from the Year 3/4 word list     | <b>Focus:</b> improving spelling in children's own writing | <b>Focus:</b> reviewing words from the Year 3/4 word lists                                  |

# Year 5 Spelling

|        | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------|---|---|---|--|--|---|
| Week 1 | <b>Focus:</b> review of Year 4 prefixes                       | <b>Focus:</b> words from children's own writing   | <b>Focus:</b> review of Autumn term spellings               | <b>Focus:</b> words with silent letters                                | <b>Focus:</b> review of Spring term spellings            | <b>Focus:</b> words from children's own writing             |
| Week 2 | <b>Focus:</b> review of Year 4 suffixes                       | <b>Focus:</b> words ending in <i>-ious</i>  | <b>Focus:</b> words ending in <i>-able</i> and <i>-ible</i> | <b>Focus:</b> words ending in <i>-ant</i> and <i>-ent</i>              | <b>Focus:</b> revision of prefixes                       | <b>Focus:</b> the possessive apostrophe – plurals           |
| Week 3 | <b>Focus:</b> words from the Year 3/4 word list               | <b>Focus:</b> endings that sound like /sh/ and are spelled <i>-cial</i> or <i>-tial</i> | <b>Focus:</b> words ending in <i>-ably</i> and <i>-ibly</i> | <b>Focus:</b> words ending in <i>-ance/-ancy</i> or <i>-ence/-ency</i> | <b>Focus:</b> converting nouns and adjectives into verbs | <b>Focus:</b> turning adjectives into adverbs               |
| Week 4 | <b>Focus:</b> words containing the letter string <i>-ough</i> | <b>Focus:</b> words from the Year 5/6 word list   | <b>Focus:</b> homophones and near-homophones                | <b>Focus:</b> homophones and near-homophones                           | <b>Focus:</b> homophones and near-homophones             | <b>Focus:</b> words from the Year 5/6 word list             |
| Week 5 | <b>Focus:</b> words from the Year 5/6 word list               | <b>Focus:</b> words from the Year 5/6 word list   | <b>Focus:</b> words from the Year 5/6 word list             | <b>Focus:</b> words from the Year 5/6 word list                        | <b>Focus:</b> homophones and near-homophones             | <b>Focus:</b> words from children's own writing             |
| Week 6 | <b>Focus:</b> homophones and near-homophones                  | <b>Focus:</b> words from children's own writing   | <b>Focus:</b> words from children's own writing             | <b>Focus:</b> words from children's own writing                        | <b>Focus:</b> words from the Year 5/6 word list          | <b>Focus:</b> revision of words from the Year 5/6 word list |

## Year 6 Spelling

|        | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--------|---|--|--|--|---|--|
| Week 1 | Focus: review of Year 5 work on spelling              | Focus: use of the hyphen                                       | Focus: review of work  | Focus: review the role and use of suffixes                         | Focus: revise the use of the <i>-ough</i> letter string | Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'                 |
| Week 2 | Focus: words from the Year 5/6 word list              | Focus: words from the Year 5/6 word list                       | Focus: words from the Year 5/6 word list                         | Focus: review the role and use of suffixes                         | Focus: review of homophones                             | Focus: etymology – words with the /s/ sound spelled 'sc'   |
| Week 3 | Focus: 'ei' following the letter 'c'                  | Focus: words ending in <i>-gue</i> and <i>-que</i>             | Focus: words from the Year 5/6 word list                         | Focus: revision of /shun/ endings                                  | Focus: review of the use of apostrophes                 | Focus: etymology – American and British spelling           |
| Week 4 | Focus: words from the Year 5/6 word list              | Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound             | Focus: revision of words ending in <i>-sure</i> and <i>-ture</i> | Focus: revision of /shal/ and /shus/ endings                       | Focus: a spelling bee, based on the Year 5/6 word list  | Focus: <i>txtng</i> and <i>splng</i> : what are the rules? |
| Week 5 | Focus: adding suffixes to words ending in <i>-fer</i> | Focus: words from the Year 5/6 word list                       | Focus: revision of 'ou' spells 'u', as in <i>trouble</i>         | Focus: review of <i>-able/-ably</i> and <i>-ible/-ibly</i> endings | Focus: strategies for spelling in test conditions       | Focus: a review of English technical vocabulary            |
| Week 6 | Focus: words from children's own writing              | Focus: words from children's own writing: technical vocabulary | Focus: words from children's own writing and Year 3/4 word list  | Focus: words from children's own writing and Year 3/4 word list    | Focus: etymology  | Focus: personal end-of-year spelling review                |

