

Crich Junior School



Writing & SPaG

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, our curriculum is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners.

Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary. We provide engaging opportunities where children are immersed in independent problem solving techniques. We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it. Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

Our curriculum is based on the following key principles:

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

Our Unique Intent:

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

I want to be:

**an independent
learner**

resilient

**respectful and
tolerant**

**knowledgeable
and curious**

happy

confident

a team player

creative

**healthy and
active**

**a problem
solver**

kind



Intent

At Crich Junior School, we want our children to develop a love for the written word and we want to arm them with the skills and building blocks to continue writing for life. We use a variety of creative writing approaches including topic and book based writing to encourage and develop our children's love of writing. We develop strong levels of engagement through planning and discussions to enable all children to become creative and independent writers. Independent reading and class stories develop the children's cultural capital and vocabulary, which in turn, improves their confidence.

Over the course of the year, the children will encounter a wide range of authors and genres of sequenced writing to develop their creativity, with a strong emphasis on individual style.

Implementation

We begin the academic year, concentrating on shorter pieces of writing to develop structure, vocabulary, grammar and quality. A rich and varied range of genres are covered throughout the year and we refer to our legacy model to ensure, problem solving, knowledge building, creativity and confidence. These include: stories, fables, newspaper articles, diary entries, character descriptions, explanations, instructions, recounts, balanced arguments, persuasive writing, letters (formal and informal), poetry and play scripts.

Children learn to write, proof read and edit their work either individually, with peers or in small, teacher or TA led groups. Skills are developed over the four years to promote independent learning. Where we need to close the gap, groups and identified individuals will work with extra TA support, teacher intervention and have peer support to enable them to gain in both skill and confidence.

Cultural capital - Our use of the Literacy Tree scheme ensures a wide range of books (covering different genres and themes; fiction and non-fiction) are used to inspire the children's writing.

Impact

Characteristics of a confident writer

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination, which makes readers engage with, and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- Well organized and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and fluent.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

Our pupils will be able to:

- Present neatly
- Spell correctly
- Punctuate accurately
- Use sentences appropriately
- Write with purpose
- Use imaginative description
- Organize writing appropriately
- Use paragraphs

Writing transcription/ spelling	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /I/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/ horribly, terrible/ terribly, visible/ visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

Common Exception Words	Year 3	Year 4	Year 5	Year 6
<p>Prefixes and Suffixes</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly</p> <p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly</p> <p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly</p> <p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>

Common Exception Words	Year 3	Year 4	Year 5	Year 6
Further Spelling Conventions	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near homophones, including who's/ whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/ license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

Writing: Transcription, Handwriting	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	To use a neat, joined handwriting style with increasing accuracy and speed.	To 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]	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task
Joining Letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing: Composition	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</p>	<p>To plan their writing by 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>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

Writing: Composition	Year 3	Year 4	Year 5	Year 6
<p>Awareness of Audience, Purpose and Structure</p>	<p>To demonstrate an increasing understanding of purpose and audience by 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>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>

Writing: Vocabulary, Grammar and Punctuation	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of Phrases and Clauses	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice. To use question tags in informal writing.</p>

Writing: Vocabulary, Grammar and Punctuation	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity</p>
Use of Terminology	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>

A Year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.

A Year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

A year 5 writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

A Year 6 writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

The Literary Curriculum

from The Literacy Tree

Year 3	Autumn 1	Magic & wonder	<i>Leon and the Place Between</i> by Angela McAllister
			<i>The Heart and the Bottle</i> by Oliver Jeffers OR
			OR <i>The First Drawings</i> by Mordicai Gerstein
	Autumn 2	Dreams & curiosity	<i>The BFG</i> by Roald Dahl and Quentin Blake *book and film
			<i>The Tear Thief</i> by Carol Ann Duffy and Nicoletta Ceccoli
			OR <i>The Tin Forest</i> by Helen Ward and Wayne Anderson
	Spring 1	Pride & downfall	<i>The Pied Piper of Hamelin</i> by Michael Morpurgo
			<i>Escape from Pompeii</i> by Christina Balit
	Spring 2	Overcoming adversity	<i>Cloud Tea Monkeys</i> by Mal Peet and Elspeth Graham
			<i>Black Dog</i> by Levi Pinfold
			OR <i>Sparky</i> by Jenny Offill and Chris Appelhans OR <i>Cinderella of the Nile</i> by Beverley Naidoo
	Summer 1	From mystery to discovery	<i>The Mysteries of Harris Burdick</i> by Chris Van Allsberg
			<i>How to Live Forever</i> by Colin Thompson
			OR <i>Flotsam</i> by David Wiesner
	Summer 2	Confidence & caution	<i>Jim, A Cautionary Tale</i> by Hilaire Belloc and Mini Grey
			<i>The Legend of Sally Jones</i> by Jakob Wegelius
			OR <i>The Day I Swapped My Dad for Two Goldfish</i> by Neil Gaiman

The Literary Curriculum

from The Literacy Tree

Year 4	Autumn 1	Freedom & captivity	<i>The Iron Man</i> by Ted Hughes and Laura Carlin
			<i>Varmints</i> by Helen Ward and Marc Craste *book and film
			OR <i>Tar Beach</i> by Faith Ringgold
	Autumn 2	Invention & innovation	<i>FaRther</i> by Grahame Baker Smith
			<i>Until I Met Dudley</i> by Roger McGough and Chris Riddell
	Spring 1	Darkness & light	<i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith
			<i>The Selfish Giant</i> by Oscar Wilde and Michael Foreman or Alexis Deacon
			OR <i>Cinnamon</i> by Neil Gaiman and Divya Srinivasan
	Spring 2	Taking courage	<i>The Lion and the Unicorn</i> by Shirley Hughes
			<i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell
			OR <i>The Matchbox Diary</i> by Paul Fleischman and Bagram Ibatoulline
	Summer 1	Exploration & discovery	<i>Jonathan Swift's Gulliver</i> by Martin Jenkins and Chris Riddell
			<i>Shackleton's Journey</i> by William Grill
			OR <i>Weslandia</i> by Paul Fleischman and Kevin Hawkes
	Summer 2	Different worlds	OR <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck
<i>The Lion the Witch and the Wardrobe</i> by C.S. Lewis			
<i>Jabberwocky</i> by Lewis Carroll and Joel Stewart			
			OR <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> by Rob Sanders

The Literary Curriculum

from The Literacy Tree

Year 5	Autumn 1	Ambition & desire	<i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein
			<i>Robot Girl</i> by Malorie Blackman and Matthew Griffin
			OR <i>King Kong</i> by Anthony Browne
	Autumn 2	Power vs. principles	<i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung
			<i>Percy Jackson</i> by Rick Riordan
			OR <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly and Laura Freeman
	Spring 1	Belonging	<i>The Lost Thing</i> by Shaun Tan *book and film
			<i>Kaspar, Prince of Cats</i> by Michael Morpurgo and Michael Foreman
	Spring 2	Fairytale Endings	<i>The Lost Happy Endings</i> by Carol Ann Duffy and Jane Ray
			<i>The Sleeper and the Spindle</i> by Neil Gaiman and Chris Riddell
			OR <i>Beowulf</i> by Michael Morpurgo
	Summer 1	Lessons from History	<i>Freedom Bird</i> by Jerdine Nolen
<i>Otto, Autobiography of a Teddy-bear</i> by Tomi Ungerer			
OR <i>Anne Frank</i> by Josephine Poole			
Summer 2	Mystery & truth	<i>High Rise Mystery</i> by Sharna Jackson	
		<i>Curiosity</i> by Markus Motum	
		OR <i>Origami Yoda</i> by Tom Angleberger	
		OR <i>Firebird</i> by Saviour Pirotta and Catherine Hyde	

The Literary Curriculum

from The Literacy Tree

Year 6	Autumn 1	Migration & movement	<i>The Unforgotten Coat</i> by Frank Cottrell Boyce
			<i>The Arrival</i> by Shaun Tan
			OR <i>Rain Player</i> by David Wisniewski & <i>History in Infographics: The Maya</i> by Jon Richards and Jonathan Vipond
	Autumn 2	Evolution & inheritance	<i>The Promise</i> by Nicola Davies and Laura Davies
			<i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White
			OR <i>The Hidden Forest</i> by Jeannie Baker
	Spring 1	Enterprise & activism	<i>The Invention of Hugo Cabret</i> by Brian Selznick *book and film
			<i>Suffragette: The Battle for Equality</i> by David Roberts
			OR <i>The Templeton Twins: Have an Idea</i> by Ellis Weiner
	Spring 2	Utopia vs. dystopia	<i>The Three Little Pigs Project</i> by The Guardian *film
			<i>The Boy in the Tower</i> by Polly Ho-Yen
			OR <i>The Last Wild</i> by Piers Torday
	Summer 1	Good vs. bad	<i>Grimm Tales for Young and Old</i> by Phillip Pullman
			<i>Romeo and Juliet</i> by William Shakespeare, Helen Street and Charly Cheung *book and film
			OR <i>The Princess' Blankets</i> by Carol Ann Duffy and Catherine Hyde
	Summer 2	Crossing borders	<i>Night Mail</i> by W H Auden and GPO Film Unit *poem and film
			<i>Some Places More Than Others</i> by Renee Watson
			OR <i>A Beautiful Lie</i> by Irfan Master

Grammar and Spelling

Intent

The national curriculum is clear that children need to be exploring a variety of sentence structures and draw on this learning when composing their own writing. 'Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. We aim to make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to 'express their ideas'. This is highlighted as important for those children not currently meeting expectations in upper key stage two. 'Even though children's decoding skills may be poor, they should still be, 'hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these'. Throughout the year, our children will encounter all the grammar and spelling requirements to develop and broaden their knowledge, which in turn will build on their confidence.

Implementation

In order to meet the demands, aligned to the national curriculum, we have created a policy for progression, which introduces Alan Peat's 'Exciting Sentences' to coincide with the expectations of the national curriculum. This gives our children the opportunity to explore a variety of sentence structures across the key stages. Use of these sentences gives children the opportunity to meet the expectations of the national curriculum, exploring a range of punctuation in context. There are a minimum of three sentences and a maximum of six in each year group, which means that these sentence types can be explored and extended throughout the year so that they are completely embedded in the child's sentence repertoire. Also, many of the sentence types can be applied to narrative, non-fiction and even poetry. The format enables pupils to identify the sentence structure and solve the problem of how to incorporate it into their writing and by the children are in UKS2, they should be able to do this with increasing independence, increasing skill and confidence. The Literacy Tree ensures a wide range of additional grammar opportunities and spelling rules (including etymology). This is used implicitly in our teaching alongside our weekly Ed Shed spellings. (Spelling Shed) Educational research and indeed our own experiences here in school, demonstrate that children's engagement increases significantly through using online and highly visual resources. This online format allows for us to monitor progress and set tasks according to gaps that may arise. It is responsive to the children's learning. Where we need to close the gap, children will have TA support as well as booster sessions (both teacher and TA led).

Impact

By the end of year six, we hope that children will have a repertoire of 20+ exciting sentence types in their arsenal as well as the sentences types that they have derived following the exploration of the target sentences.

We aim to have confident spellers with the ability to incorporate exciting words, as well as their year group 'exception' words into their writing, with the ability to self/peer check and edit their writing accordingly.

Our children will have:

- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- Well organized and structured writing, which includes a variety of sentence structures.
- Imaginative writing that is well presented, punctuated, spelled correctly and fluent.

	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	As -ly	As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called 'evaporation'.	The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.	Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2) Terminology for pupils: subordinate clause (English Appendix 2)
	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.	Terminology for pupils: subordinate clause (English Appendix 2) Using conjunctions, adverbs and prepositions to express time and cause. (English Appendix 2)
	Double -ly ending	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. He tiptoed quietly and carefully.	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2)
	FANBOYS	He was a friendly man most of the time but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily. For, And, Nor, But, Or, Yet, So	A FANBOYS sentence is a two-part sentence. The first part of the sentence does not ends with a comma and the last part always begins with a conjunction.	using conjunctions, adverbs and prepositions to express time and cause (English Appendix 2) Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2)
	Simile	The huge monster chased the children like a tornado. The giant was as tall as a mountain.	Comparing one thing with another, using like a... or as a ...	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (LKS2 programme of study)

Year 4

	Sentence Type	Example	Rule	Link to National Curriculum
	First word last	Brilliant, the whole day was just brilliant!	Start with a key word, expand on that and then repeat key word at the end.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)
	Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use.	Using fronted adverbials... using commas after fronted adverbials Fronted adverbials (English Appendix 2)
	2A	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2A sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader. 3A are used more frequently. He was a tall, awkward man with an old jacket.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)
	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (LKS2 programme of study)
	With a(n) action, more action	With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (LKS2 programme of study)
	Personification of weather	The rain wept down his window. The waves smacked the boat.	An element of the weather is given a human attribute	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)

	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	3 ed	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is followed by a comma and separated by and.	Indicating degrees of possibility using adverbs (English Appendix 2)
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (English Appendix 2)
	2 pairs	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	Using expanded noun phrases to convey complicated information concisely p.40 Using commas to clarify meaning or avoid ambiguity in writing (UKS2 programme of study)
	This is that	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	This sentence is an example of a metaphor: a figure of speech that describes a subject by stating that it is, by way of a point of comparison, the same as another otherwise unrelated object.	Teachers should show pupils how to... develop their understanding of, and ability to use, figurative language'
	Sound! Cause	Splat! The water balloon burst as it hit the wall. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke. C-r-e-a-kl! The floorboards slowly began to tear themselves apart, revealing the mummified body.	This sentence opens with an attention grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.	Teachers should show pupils how to... develop their understanding of, and ability to use, figurative language'
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (English Appendix 2)

Year 6

	Sentence Type	Example	Rule	Link to National Curriculum
Year 6	O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	The first sentence tells the reader a character's outward action and the second reveals their true feelings. If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.	Brackets, dashes or commas to indicate parenthesis (English Appendix 2)
	Name – adjective pair –	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	Brackets, dashes or commas to indicate parenthesis (English Appendix 2)
	De:De	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	Two independent clauses (they make sense on their own) are separated by a colon (:). The first clause is descriptive and The second adds further detail	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (English Appendix 2)
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	Some; others sentences begin with the word some and have a semi-colon to replace the word but. There is no capital letter after the semicolon.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (English Appendix 2)
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was,	An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negative followed by a dash and then a question which relates to the three adjectives.	Brackets, dashes or commas to indicate parenthesis (English Appendix 2)

Progression of SpaG Objectives

<p>Y3</p>	<p>Introduction to paragraphs. Use of headings and sub-headings. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].</p>	<p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. Word families based on common words, showing how words are related in form and meaning. Spell homophones. Spell many common exception words.</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 unjoined increase the legibility, consistency and quality of their handwriting.</p>
<p>Y4</p>	<p>Fronted adverbials. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of paragraphs to organise ideas.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession [for example, the girl's name, the girls' names] - Possessive apostrophe in words with regular and irregular plurals. Use of commas after fronted adverbials.</p>	<p>The grammatical difference between plural and possessive – s. Standard English forms for verb inflections instead of local spoken forms. Spell most common exception words. Spell homophones.</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 unjoined. Increase the legibility, consistency and quality of their handwriting.</p>
<p>Y5</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Linking ideas across paragraphs using adverbials of time ,place and number or tense choices.</p>	<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]. Verb prefixes [for example, dis-, de-, mis-, over- and re-] Spell many common exception words.</p>	<p>Write legibly, fluently and with increasing speed.</p>

Progression of SpaG Objectives

<p>Y6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?</p> <p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices.</p> <p>Rhetorical questions.</p>	<p>Punctuation for effect</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>	<p>Synonyms and Antonyms-How words are related by meaning as synonyms and antonyms</p> <p>Spell many common exception words,</p> <p>Spell some words with silent letters.</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
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Year 3 Spelling Progression

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

Year 4 Spelling Progression

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

Year 5 Spelling Progression

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Week 1	Words ending in ‘-tious’ and ‘-ious’	Words ending in ‘-ant’	Words ending in ‘-able’, where the ‘e’ from the root word remains	Words spelled with ‘ie’ after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in ‘-cious’	Words ending in ‘-ance’ and ‘-ancy’	Words that are adverbs of time	Words where ‘ei’ makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled ‘-cial’	Words ending in ‘-ent’ and ‘-ence’	Words ending in ‘-fer’	Words where ‘ough’ makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled ‘-tial’	Words ending in ‘-able’ and ‘-ible’	Words with ‘silent’ first letters	Words containing ‘ough’	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled ‘-cial’ and ‘-tial’	Words ending in ‘-ably’ and ‘-ibly’	Words with ‘silent’ letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

Year 6 Spelling Progression

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Week 1	Challenge Words	Challenge Words	Adding the prefix 'over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '- cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '- tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary