



Year 1 Writing Overview			
Term	Autumn 1	Spring 1	Summer 1
Topic	Who am I?	Childhood Memory Box	Up and Away
Take One Book	Meesha Makes Friends by Tom Percival	The Lion Inside by Rachel Bright	Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck
Author Focus	Tom Percival	Rachel Bright	Sarah Roberts and Hannah Peck
Half-termly Writing Focus	Write a diary entry from a character's point of view	Write a journey story	Fact files about sea animals
Wider Reading	<ul style="list-style-type: none"> My Beautiful Voice by Joseph Coelho & Allison Colpoys After the Fall by Dan Santat The Gecko and the Echo by Jim Field and Rachel Bright Gustavo the Shy Ghost by Falvia Z. Drago 	<ul style="list-style-type: none"> How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr Zoo-ology by Joelle Jolivet The Lion King (1994 film) by Disney 	<ul style="list-style-type: none"> The Rainbow Fish by Marcus Pfister Tiddler Julia Donaldson & Axel Scheffler Sea by Patricia Hegarty & Britta Teckentrup The Big Book of the Blue by Yuval Zommer Look Inside Seas and Oceans by Megan Cullis & Bao Luu
Intended Outcomes	<ul style="list-style-type: none"> To write a diary entry in the first person (Meesha) based on events in a story. 	<ul style="list-style-type: none"> To write a story about a small animal (mouse) who befriends a large animal in the African savannah 	<ul style="list-style-type: none"> To write information about the sea animals looked at in the texts.
Term	Autumn 2	Spring 2	Summer 2
	Katie in London by James Mayhew	Beegu by Alexis Deacon	A Midsummer Night's Dream by Lit for Little Hands
Half-termly Writing Focus	Write a non-chronological report about London	Fiction- write own version of the story	Fiction – Character description
Wider Reading	<ul style="list-style-type: none"> Paddington's London Story Treasury by Michael Bond Granny Ting Ting by Patrice Lawrence Coming to England by Baroness Floella Benjamin The Story of the London Underground by David Long The Buildings that Made London by David Long Naughty Bus by Jan and Jerry Oke 	<ul style="list-style-type: none"> Moon by Britta Teckentrup Space Encyclopaedia by David A. Aguilar Man on the Moon (a day in the life of Bob) By Simon Bartram The Way Back Home by Oliver Jeffers 	<ul style="list-style-type: none"> A Midsummer Night's Dream by Georghia Ellinas & Jane Ray Twinkle by Katharine Holabird, Sarah Warburton Shakespeare Children's Stories 20 Books Collection by Macaw Books
Intended Outcomes	<ul style="list-style-type: none"> To write a non-chronological report about London using information gathered from the texts. 	<ul style="list-style-type: none"> To write their own version of the story with a new lost creature. 	<ul style="list-style-type: none"> To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower
Poetry Writing Focus	Rhyming Poetry Write a poem about friendship using rhyming couplets	Kennings Poetry Write a class Kennings poem about Beegu	Shape Poetry Create a shape poem about the rain

Other Selected Texts	<ul style="list-style-type: none"> • Out and about by Shirley Hughes • Under the moon and Over the Sea 	<ul style="list-style-type: none"> • Beware! By James Carter • https://poetryzone.co.uk/childrens-archive/kennings/ • Ian Bland Kennings Poems https://www.ianbland.com/the-power-of-the-kenning/ • 	<ul style="list-style-type: none"> • Word Whirls and Other Shape Poems by Jon Foster
Intended Outcomes	<ul style="list-style-type: none"> • Rhyming words • Create a poem about friendship 	<ul style="list-style-type: none"> • Performance poetry 	<ul style="list-style-type: none"> • Class shape poem as a class about the sun
Grammar Focus	<ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. • Join sentences by using conjunctions. • Understand what a noun is and identify them in a text or own writing. • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Join words and clauses using and 	<ul style="list-style-type: none"> • Leave finger spaces between words. • Understand what an adjective is and use them in my writing. • Begin to punctuate sentences using a capital letter and a full stop. • Reread what has been written to check that it makes sense. • Use imperative verbs to give instructions • Reread what has been written to check that it makes sense • Use time conjunctions to write a set of instructions • Understand what a noun is and identify them in a text or own writing 	<ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark in some of my writing • Use capital letters for names of people and places • Join words and clauses using and
Spelling Focus	<ul style="list-style-type: none"> • Apply simple spelling rules and guidance as listed in English Appendix 1 • Spell words containing each of the 40+ phonemes already taught • Name the letters of the alphabet in order • Write from memory simple sentences dictated by the teacher that include words using the GPS and common exception words taught so far • The sounds /f/ and /s/, spelt 'ff' and 'ss' e.g. off, yes • The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word e.g. hunting • The sound spelt n before g – 'ng' • The sound spelt n before k – 'nk' • The sound /ch/ spelt 'ch' • The sound /ch/ spelt '-tch' • The /v/ sound at the end of words spelt with 've' • The digraphs 'ai' and 'oi' are hardly ever used at the end of English words • The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables 	<ul style="list-style-type: none"> • Apply simple spelling rules and guidance as listed in English Appendix 1 • Spell words containing each of the 40+ phonemes already taught • Name the letters of the alphabet in order • Write from memory simple sentences dictated by the teacher that include words using the GPS and common exception words taught so far • The trigraph igh • The vowel digraph 'ar' • The vowel digraph 'er' (unstressed) 'er' (stressed) • The vowel digraph 'ir', 'ur' • Adding -er and -est to adjectives where no change is needed to the root word • Days of the week • Common exception words • The sound /k/ spelt with 'k' not 'c' before e, i and y • The split vowel digraphs 'a-e' and 'e-e' • The split vowel digraphs 'i-e' and 'o-e' • The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e' • The vowel digraphs 'oo' – very few words have oo at the end • The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew' • Some accurate use of the prefix un- • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est 	<ul style="list-style-type: none"> • Apply simple spelling rules and guidance as listed in English Appendix 1 • Spell words containing each of the 40+ phonemes already taught • Name the letters of the alphabet in order • Write from memory simple sentences dictated by the teacher that include words using the GPS and common exception words taught so far • The vowel digraphs 'ow' and 'ou' • Words ending with the sound /e/ spelt with 'y' • The vowel digraph 'or' and the vowel trigraph 'ore' • The vowel digraph 'aw' and 'au' • The vowel trigraph 'air' and 'are' • The vowel trigraph 'ear' • New consonant spelling 'ph' and 'wh' • Adding the prefix -un without any change to the spelling of the root word • Adding s and es to words • Compound words • Read words with contractions • Common exception words • Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est • Spell words containing phonemes already taught •

	<ul style="list-style-type: none">• The sound /oa/ spelt with the vowel digraphs 'on', 'ow', 'oe' (oa is very rare at the end of a word)• The sound /ce/ spelt 'e' and with the vowel digraph 'ee'• The vowel digraph 'ea'• The vowel digraph 'ie' making the /igh/ and /ee/ sounds	<ul style="list-style-type: none">• Discuss word meanings, linking new meaning to those already known• Use plural noun suffixes -s and -es• Spell words containing phonemes already taught• Change the meaning of verbs and adjectives by adding the prefix un-• Spell common exception words	
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Year 2 Writing Overview			
Term	Autumn 1	Spring 1	Summer 1
Topic	Heroes	Maybe it's because I'm a Londoner	Our Wonderful World
Take One Book	Look Up!	Grandad's Camper by Harry Woodgate	The Last Wolf by Mini Grey
Author Focus	Nathan Bryon	Jess Hitcham	Sharon Rentta
Half-termly Writing Focus	Recount – Diary Writing	Story with a journey focus	Letter
Other Selected Texts	<ul style="list-style-type: none"> There's a Superhero in My Book Elliot Midnight Hero Marvel/DC Comics Little People Big Dreams Traction Man – Mini Grey 	<ul style="list-style-type: none"> In Every House, on Every Street by Jess Hitcham Journey by Aaron Becker It's the Journey not the Destination by Carl Honore 	<ul style="list-style-type: none"> Little Red Riding Hood The Wolf's Story by Toby Forward and Izhar Cohen Into the Forest by Anthony Browne Little Evie in the Wild Wood by Jackie Morris and Catherine Hyde
Intended Outcomes	<ul style="list-style-type: none"> Write a diary entry about a space flight, drawing on wider reading about the topic to inform vocabulary choices 	<ul style="list-style-type: none"> To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited. 	<ul style="list-style-type: none"> To write a letter in role persuading characters to save the trees
Term	Autumn 2	Spring 2	Summer 2
Take One Book	The Owl Who Was Afraid of the Dark by Jill Tomlinson	My Name is Not Refugee by Kate Milner	Usborne Young Reading – The Tempest Retold by Rosie Dickins
Half-termly Writing Focus	Non-Chronological Report	Outcome: Recount – Diary entry	Fiction - Shakespeare
Other Selected Texts	<ul style="list-style-type: none"> Fantastical Women Little People Big Dreams: Rosa Parks, Florence Nightingale, Martin Luther King, Mary Seacole Heroes of Equality Knowledge organiser (history) Nurturing Nurses knowledge organiser (history) Speeches - Martin Luther King (History) Rosa Parks – BBC school's clip (History) 	<ul style="list-style-type: none"> The Proudest Blue by Ibtihaj Muhammad The Comet by Joe Todd-Stanton The Day the Crayons Quit by Drew Daywalt Handa's Surprise by Eileen Browne 	<ul style="list-style-type: none"> The Tempest (Shakespeare Children's Stories) by Macaw Books Mr William Shakespeare's Plays by Marcia Williams Storm Dragon by Dianne Hofmeyr After the Storm by Nick Butterworth Storm in a Jar by Samuel Langley-Swain
Intended Outcomes	<ul style="list-style-type: none"> To write a fact sheet about owls using information gathered from the text. To show greater choice and control in how to represent information using headings, subheadings and layout. 	<ul style="list-style-type: none"> To write a recount of events from the text from the character's point of view. 	<ul style="list-style-type: none"> To retell an abridged and adapted version of the story in the role of a narrator.
Poetry Focus	Performance Poems Environment focus	Rhyming Poetry London Magic Bus poem (with audio)	Nonsense Poetry Quangle Wangle
Other Selected Texts	<ul style="list-style-type: none"> Variety of poems about looking after our planet 	<ul style="list-style-type: none"> London's Burning poem Fire Acrostic Poems 	<ul style="list-style-type: none"> The Owl and the Pussy Cat

Intended Outcomes	<ul style="list-style-type: none"> Oral presentation skills Expression and emotion Peer feedback 	<ul style="list-style-type: none"> Understanding rhyme, rhythm and creative expression 	<ul style="list-style-type: none"> Imagery Writing nonsense verses
Playscripts (Reading)	Christmas Production	Play Time – Julia Donaldson	
Intended Outcomes	<ul style="list-style-type: none"> Reading fluency Characterisation Dialogue Performance skills 	<ul style="list-style-type: none"> Reading fluency Characterisation Dialogue Performance skills 	
Grammar Focus	Nouns Adjectives Verbs Sentence types Contractions	Adjectives Nouns Pronouns Commas in lists Conjunctions	Verbs Adverbs Speech Punctuation *consolidation of Year 2 Grammar
Spelling Focus	<ul style="list-style-type: none"> Applying spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far The sound /i/ spelt 'y' The vowel sound ew The vowel digraph ore The sound /f/ spelt 'ff' The sound /s/ spelt 'ss' The sounds /r/ spelt 'wr' at the beginning of words The trigraph 'ear' The trigraph 'air' The sound /ch/ spelt 'tch' Common exception words Months of the year / time Contractions 	<ul style="list-style-type: none"> Applying spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words Adding -ed, -er and -est to a word ending in -y with a consonant before it e.g. copier Adding -ing to a word ending in -y with a consonant before it e.g. copying Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel e.g. putting The sound /or/ spelt 'a' before 'l' or 'll' e.g. ball Common exception words The sound /u/ spelt with 'o' e.g. other The sound /ee/ spelt with 'ey' e.g. key The sound /o/ spelt with 'a' after w and qu e.g. want, squad The stressed /or/ spelt 'ar' after w e.g. worm, war The sound /zhr/ spelt 's' e.g. television 	<ul style="list-style-type: none"> Applying spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far The suffixes -ment, -ness and -ful The suffixes -less, and -ly Words ending in -tion The possessive apostrophe Homophones and near homophones Question words / SPaG terms The sound /s/ spelt 'c' before e, l and y e.g. ice The sound /j/ spelt with '-dge' and '-ge' at the end of words e.g. badge The sound /j/ often spelt with g before e, l and y The sound /j/ always spelt with 'j' before a, o and u e.g. adjust Common exception words The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words Adding -ies to nouns and verbs ending in '-y' e.g. flies



Year 3 Writing Overview			
Term	Autumn	Spring	Summer
Topic	Stone Age to Iron Age	Incredible Egyptians	Groovy Greeks
Take One Book	UG; Boy Genius of the Stone Age	The Egyptian Cinderella	Orchard book of Greek Myths
Author Focus	Raymond Briggs	Shirley Climbo	Geraldine McCaughrean and Emma Chichester
Half-termly Writing Focus	Recount of a Fable	Diary Entry – Egyptian Cinderella	Write a non-chronological report about a mythical creature
Other Selected Texts	<ul style="list-style-type: none"> Stig of the Dump The Hare and the Tortoise Lion and the Mouse The Ant and the Grasshopper The Fox and the Goat The Crow and the Pitcher Stone Age Boy by Satoshi Kitamura (Walker) Ug – Boy Genius 	<ul style="list-style-type: none"> Cinderella Chinese Cinderella – Ye Shen Mufaro’s Daughter Jack and the Beanstalk The Emperor’s clothes 	<ul style="list-style-type: none"> The Orchard Book of Greek myths: Pandora’s box; Daedalus and Icarus; Theseus and the Minotaur; Medusa and Perseus Greek Myths for young children Atticus the storyteller’s 100 Greek Myths
Intended Outcomes	<ul style="list-style-type: none"> Comic Strips of Hare and Tortoise Recount the Crow and the Pitcher Retell a fable to be used during storytime in Year 1. <p><u>Mini Unit:</u> Polar Express: Use descriptive language in my writing. Open task, choice of diary entry, story, poem, letter, text message, play, news report</p>	<ul style="list-style-type: none"> Write a diary entry set in Ancient Egypt based on the experiences of Egyptian Cinderella Descriptive writing – setting and characters Story mapping Discussion of feelings Letter to the Fairy Godmother 	<ul style="list-style-type: none"> Write a non-chronological report about a mythical creature for display
Term	Autumn 2	Spring 2	Summer 2
Half-termly Writing	Instruction texts – How to wash a Saber-Toothed Tiger	Newspapers – Discovery of the tomb of Tutankhamen	Traditional tales – Write own Greek myth
Other Selected Texts	<ul style="list-style-type: none"> How to Wash a Woolly Mammoth Savage Stone Age (Horrible Histories) by Terry Deary, illustrated by Martin Brown (Scholastic) The Stone Age: Hunters, Gathers and Woolly Mammoths by Marcia Williams (Walker) Ug- Boy Genius of the Stone Age 	<ul style="list-style-type: none"> Newspapers – Daily Mail, Daily telegraph etc... Tutankhamun news report First News newspaper articles Horrible histories: Awful Egyptians Ancient Egypt: Tales of Gods and Pharaohs 	<ul style="list-style-type: none"> Greek Myths for young children Atticus the storyteller’s 100 Greek Myths
Intended Outcomes	<ul style="list-style-type: none"> Read and write a recipe and method for a pizza. Write a set of instructions for a stone age pizza. Write instructions for how to wash a dinosaur. 	<ul style="list-style-type: none"> Write a news report of the discovery of Tutankhamen’s tomb by Howard Carter. Write a news report of the Three little pigs. Gather and record information 	<ul style="list-style-type: none"> Write a Greek myth focusing on plot- to be read to Year 1. Character description Retell the myth of Icarus

	<ul style="list-style-type: none"> Write a set of instructions for Ug – How to wash a Saber-Toothed Tiger Write a set of instructions for UG – Creating a game for him and his family. 		
Poetry Main Focus	Performance poetry – Michael Rosen, Shakespeare and Benjamin Zephaniah		Michael Rosen
Other Selected Texts	<ul style="list-style-type: none"> Macbeth – The Witches Spell No Breathing in Class I was born in the Stone Age (Michael Rosen) Talking Turkeys by Benjamin Zephaniah 		<ul style="list-style-type: none"> Chocolate cake No breathing in the classroom Baby sitter Hot Food The Outing I was born in the Stone Age Me and My brother Tea time Michael Rosen’s book of very silly poems
Intended Outcomes	<ul style="list-style-type: none"> Create and perform a poem linked to Halloween. Read, write and perform free verse Write a poem ‘The Witches Poem’ following a similar structure 		<ul style="list-style-type: none"> Research a particular poet. Personal responses to poetry Recite familiar poems by heart Rewrite a Michael Rosen poem, changing details.
Playscripts	Playscript – The Hare and the Tortoise	Year 3 and 4 Production Playscript	Playscript – Greek Myth Theseus and the Minotaur
Other Selected Texts	<ul style="list-style-type: none"> Playscript of a variety of fables https://www.kidsinco.com/2009/05/the-fox-and-the-stork/ The Stork and the Fox Peter and the Wolf The Fox and the Grapes 		<ul style="list-style-type: none"> Playscript for a Greek Myth http://mrsmcnickle.com/greekreaderstheatre.pdf Daedulus and Icarus
Intended Outcomes	<ul style="list-style-type: none"> To write their own version of a playscript linked to the Hare and the Tortoise. To perform their own playscript to the class. 		<ul style="list-style-type: none"> To write their own version of a playscript linked to Daedulus and Icarus To perform their own playscript to the class.
Grammar Focus	<ul style="list-style-type: none"> Understand the grammatical difference between the plural and the possessive –s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to ‘the strict maths teacher with curly hair’ Use fronted adverbials e.g. Later that day, I heard the bad news 	<ul style="list-style-type: none"> Understand the grammatical difference between the plural and the possessive –s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to ‘the strict maths teacher with curly hair’ Use fronted adverbials e.g. Later that day, I heard the bad news I can use paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> Understand the grammatical difference between the plural and the possessive –s Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to ‘the strict maths teacher with curly hair’ Use fronted adverbials e.g. Later that day, I heard the bad news

	<ul style="list-style-type: none"> • I can use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and punctuation within inverted commas • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use commas after fronted adverbial • Use and understand the terms: <ul style="list-style-type: none"> ○ preposition ○ conjunction ○ word family ○ prefix ○ clause ○ subordinate clause ○ direct speech ○ consonant ○ consonant letter vowel ○ vowel ○ inverted commas (or 'speech marks') determiner ○ pronoun ○ possessive pronoun ○ adverbial <p>accurately and appropriately when discussing my writing and reading</p>	<ul style="list-style-type: none"> • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and punctuation within inverted commas • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use commas after fronted adverbial • Use and understand the terms: <ul style="list-style-type: none"> ○ preposition ○ conjunction ○ word family ○ prefix ○ clause ○ subordinate clause ○ direct speech ○ consonant ○ consonant letter vowel ○ vowel ○ inverted commas (or 'speech marks') determiner ○ pronoun ○ possessive pronoun ○ adverbial <p>accurately and appropriately when discussing my writing and reading</p>	<ul style="list-style-type: none"> • I can use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and punctuation within inverted commas • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use commas after fronted adverbial • Use and understand the terms: <ul style="list-style-type: none"> ○ preposition ○ conjunction ○ word family ○ prefix ○ clause ○ subordinate clause ○ direct speech ○ consonant ○ consonant letter vowel ○ vowel ○ inverted commas (or 'speech marks') determiner ○ pronoun ○ possessive pronoun ○ adverbial <p>accurately and appropriately when discussing my writing and reading</p>
<p>Spelling Focus</p>	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Words with the long /ei/ sound spelt with ei e.g. eight • Words with the long /ei/ sound spelt with ey e.g. hey • Words with the long /ei/ sound spelt with ai e.g. straight • Words with /ai/ sound spelt with ear e.g. learn • Homophones and near homophones • Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable e.g. happily) 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) • Words with short /i/ sound spelt with 'y' e.g. myth • Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable – do not double the consonant) e.g. gardener • Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant) e.g. forgotten • Creating negative meanings using prefix mis- • Creating negative meanings using prefix dis- 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Words ending in -ary e.g. library • Words with a short /u/ sound spelt with 'o' e.g. woman • Words with a short /u/ sound spelt with 'ou' e.g. enough • Word families based on common words, showing how words are related in form and meaning • Words ending in the suffix -al • Words ending with an /zher/ sound spelt with 'sure' e.g. treasure

	<ul style="list-style-type: none">• Creating adverbs using the suffix -ly (root word ends in 'le' e.g. gently• Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') e.g. basically• Creating adverbs using the suffix -ly (exceptions to the rules) e.g. truly• Statutory spelling challenge words	<ul style="list-style-type: none">• Words with a /k/ sound spelt with 'ch'• Homophones and near homophones• Adding the prefix bi- (meaning 'two' or 'twice') and adding the prefix re- (meaning 'again' or 'back') e.g. bicycle• Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' e.g. league, mosque• Words with a /sh/ sound spelt with 'ch' e.g. chef• Statutory spellings challenge words	<ul style="list-style-type: none">• Words ending with a /cher/ sound spelt with 'ture' e.g. creature• Words ending with a 'cher/ sound spelt as 'ture' e.g. lecture• Silent letters revision
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Year 4 Writing Overview			
Term	Autumn 1	Spring 1	Summer 1
Topic	The Roman Empire	The Living Rainforest	The Terrible Tudors
Take One Book	The Roman soldier handbook	The Great Kapok Tree - L. Cherry	The Tudors: Kings, Queens, Scribes and Ferrets
Author Focus	Lesley Sims	Lynne Cherry	William Shakespeare
Half-termly Writing Focus	Non-chronological report	Adventure Story	Biography
Other Selected Texts	<ul style="list-style-type: none"> • Romulus and Remus (click for video) • 'Gladiators' • A Roman Adventure (The Histronauts) - Frances Durkin & Grace Cooke • Across the Roman Wall – Theresa Bremlin • Tiger, Tiger – Lynne Reid Banks 	<p>Rainforest:</p> <ul style="list-style-type: none"> • The Anansi stories (Trad.) – from Ashanti people of Wes Africa • The Shaman's Apprentice - Lynne Cherry & Mark Plotkin • Running Wild - Michael Morpurgo • Slowly, Slowly, Slowly, said the Sloth - Eric Carle • The Vanishing Rainforest - Richard Platt & Rupert van Wyk • The Explorer - Katherine Rundell • The Umbrella - Jan Brett • The Rainforest Grew All Around (Arbordale Collection) – Susan Mitchell • Wings of the Butterfly – from the Tukuna tribe, Amazon rainforest • How the Tiger got its stripes – Vietnamese folk tale 	<ul style="list-style-type: none"> • Extracts from Anthony and Cleopatra, Macbeth and Romeo and Juliet by Andrew Matthews • Mr William Shakespeare's Plays Marcia Williams • A Midsummer Night's Dream for Kids Lois Burdett • Shakespeare's The Tempest for Kids: 3 Short Melodramatic Plays for 3 Group Sizes Brendan P Kelso & Khara C Barnhart • Chasing the Stars Malorie Blackman (challenge for HA) • What's So Special About Shakespeare? Michael Rosen • Shakespeare's Globe (I Was There) Valerie Wilding • My Friend Walter Michael Morpurgo • The Executioner's Daughter Jane Hardstaff
Intended Outcomes	<ul style="list-style-type: none"> • Non chronological report - the Roman Army • Job vacancy adverts – Roman soldier • CV • Secret scrolls – battle plans and formations • Menus and invitations to lavish banquets (written from the office of the Roman Emperor) • Roman decrees • Design a board game/instructions on how to play a Roman game such as Battledore or Latrunculi: https://www.historyforkids.net/ancient-rome/daily-life/roman-games.html/ • Create your own Roman soldier's handbook/ how-do guide • Interviews 	<ul style="list-style-type: none"> • Argument, letter, leaflet • Retelling of myths and folktales • Letters home • Letter from the rainforest to humans • Black Park – being destroyed. Persuasive letter to prevent the destruction • United Nations – stopping the deforestation of the rainforests 	<ul style="list-style-type: none"> • 'Collect It' posters with biographical information • Shakespeare's diary • Non-chronological report about visiting the globe • Drama • Character or Setting description, Alternative ending to a story, Changing the Characters, biography, interviews • advertise new Shakespeare play at Globe theatre • Shakespeare stories by Leon Garfield

Term	Autumn 2	Spring 2	Summer 2
Take One Book	'Roman diary: the journal of Iliona' by Richard Platt and David Perkins	World Burn Down by Steve Cole	Diver's Daughter – Patrice Lawrence
Half-termly Writing Focus	Diary entry from a character's perspective	Persuasive letter	Narrative writing – folk tales
Other Selected Texts	<ul style="list-style-type: none"> • Escape from Pompeii by C.Balit • Empire's End - A Roman Story - Leila Rasheed • Romans on the Rampage - Jeremy Strong • The Roman Quests: Escape from Rome- Caroline Lawrence 	<ul style="list-style-type: none"> • Rain Player - David Wisniewski • The Chocolate Tree: A Mayan Folktale - Linda Lowery & Janice Lee Porter. • Popol Vuh - Victor Montejo, Luis Garay & David Unger • The Hero Twins: Against The Lords Of Death - Jolley Dan & Witt David 	<ul style="list-style-type: none"> • Extract from 'King of Shadows' by Susan Cooper
Intended Outcomes	<ul style="list-style-type: none"> • Diary Writing • Day in the life of a Roman slave • Pompeii citizen on the day of the Mount Vesuvius eruption 	<ul style="list-style-type: none"> • Descriptive writing, myths, legends, traditional stories, stories from other cultures • Rainforest survival guide • Explorer's journal 	<ul style="list-style-type: none"> • Autobiography of an explorer • Example High society/ Low society business card fact sheets for new foods • Games- Spanish Armada • Guide book to North America • How to...use wallpaper/ a toilet bowl! maps linked to explorers • Mary Queen of Scots obituary • Postcards from Sir Francis Drake around the world. • Recipes for newly discovered ingredients
Poetry Focus	'I am a Roman Soldier' and creating own Roman soldier poems	Poetry to Perform – Toni Morrison and Benjamin Zephaniah	Shakespearean Sonnets
Other Selected Texts	<ul style="list-style-type: none"> • Don't Quit – J Greenleaf Whittier • www.Planbee.com 	<ul style="list-style-type: none"> • The Life and Rhymes of Benjamin Zephaniah • Wicked World by Puffin Poetry • Benjamin Zephaniah, my story • Talking Turkeys • Take the Mic – The art of poetry • Youtube – Michael Rosen's top tips • CBBC Stars perform poetry 	<ul style="list-style-type: none"> • https://clpe.org.uk/poetryline/poeticforms/sonnet • Sonnet 18 • Sonnet 116 • https://clpe.org.uk/poetryline/poems/sonnet-sphere - Rachel Rooney
Intended Outcomes	<ul style="list-style-type: none"> • Setting description • Character profile 	<ul style="list-style-type: none"> • Dramatic conventions, significant poets, role play, performances • Colloquialisms in poetry, playing with convention (e.g. Creole) • To use a variety of poetic devices (e.g. word play, imagery, metaphor, repetition) to describe themselves/their school in poetic form. 	<ul style="list-style-type: none"> • Performing, role play, public speaking techniques, evaluation • Poems to flatter and amuse Queen Elizabeth 1 • Poems to denounce Mary Queen of Scots • Love Sonnets to new discoveries
Playscript Focus		<ul style="list-style-type: none"> • Key Stage Performance Playscript 	<ul style="list-style-type: none"> • Romeo and Juliet • Twelfth Night • Anthony and Cleopatra

<p>Grammar Focus</p>	<ul style="list-style-type: none"> • Draft and organise paragraphs around a theme. • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, and punctuation within inverted commas. • Use the present perfect form of verbs in contrast to the past tense • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Use fronted adverbials e.g. Later that day, I heard the bad news. To be taught as Time Sentence Starters. • Understand and apply prepositions correctly • Focus on first and third person • Focus on past and present tenses 	<ul style="list-style-type: none"> • Use fronted adverbials and sentence length e.g. Later that day, I heard the bad news, Suddenly I was afraid! • Draft and organise paragraphs around a theme. • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, and punctuation within inverted commas. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. • Reinforce tenses 	<ul style="list-style-type: none"> • Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. • Use fronted adverbials e.g. Later that day, I heard the bad news. • Recap previous taught objectives.
<p>Spelling Focus</p>	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Words with /aw/ spelt with augh and au • Adding the prefix in- (meaning 'not' or 'into') e.g. inactive • Adding the prefix im- (before a root word starting with 'm' or 'p') e.g. immature • Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') e.g. illegal, irrational • Homophones and near homophones • Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') e.g. expansion • Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') e.g. expression • Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) e.g. invention • Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs' e.g. musician • Word with 'ough' to make a long /o/, /oo/ or /or/ sound e.g. although • Statutory spellings challenge words 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include <ul style="list-style-type: none"> • Homophones and near homophones • Nouns ending in the suffix -ation • Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') e.g. submerge • Plural possessive apostrophes with plural words e.g. girls' • Words with the /s/ sound spelt with 'sc' e.g. science • Words with a 'soft c' spelt with 'ce' e.g. centre • Word families based on common words, showing how words are related in form and meaning e.g. phone • Statutory spellings challenge words 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include <ul style="list-style-type: none"> • Adding the prefix inter- (meaning 'between' or 'among') e.g. interact • Adding the prefix anti- (meaning 'against') e.g. antiseptic • Adding the prefix auto- (meaning 'self' or 'own') e.g. autograph • Adding the prefix ex- (meaning 'out') e.g. exit • Words ending -ar / -er • Adding the suffix -ous (no change to root word) e.g. dangerous • Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or') e.g. various • Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge') e.g. famous, porous • Adverbials of frequency and possibility e.g. regularly • Adverbials of manner e.g. awkwardly



Year 5 Writing Overview			
Term	Autumn	Spring	Summer
Topic	Earth and Space	Anglo-Saxons and Vikings	Life as a Victorian Child
Take One Book	<i>The Firework Maker's Daughter</i> by Phillip Pullman	<i>Beowulf</i> by Michael Morpurgo	<i>Street Child</i> by Berlie Doherty
Author Focus	Philip Pullman	Michael Morpurgo	Berlie Doherty
Half-termly Writing Focus	Persuasive Writing	Suspense Narrative	Setting Description
Wider Reading Texts	<ul style="list-style-type: none"> The Planets (film) Stormbreaker by Anthony Horowitz I am the storm by Jane Yolen Journey to the River Sea by Eva Ibbotson Library topic box selection 	<ul style="list-style-type: none"> Anglo-Saxon Boy by Tony Bradman Sword in the Stone by T.H. White The King who Threw Away his Throne by Terry Deary Kensuke's Kingdom by Michael Murpurgo War Horse by Michael Murpurgo How To Be an Anglo-Saxon in 13 Easy Steps - Scoular Anderson Library topic box selection 	<ul style="list-style-type: none"> Gaslight by Eloise Williams Oliver Twist by Charles Dickens 100 facts Victorian Britain by Jeremy Smith Inkheart by Cornelia Funke The Amazing Maurice and His Educated Rodents by Terry Pratchet Holes by Louise Sachar Young Victoria (Film) Library topic box selection London Transport Museum guide You Wouldn't Want to be a Victorian Schoolchild
Intended Outcomes	<ul style="list-style-type: none"> Information text about Indonesia Character Descriptions Persuasive advert 	<ul style="list-style-type: none"> Character Descriptions Setting descriptions to create suspense Suspense Narrative Balanced argument Writing in role 	<ul style="list-style-type: none"> Character Descriptions Freeze frames Setting description of a workhouse Diary writing in a role Understanding the role of supporting characters
Term	Autumn 2	Spring 2	Summer 2
Take One Book	Extract from 'The Wonderful Wizard of Oz'.	<i>Beowulf</i> by Michael Morpurgo (continued)	<i>Street Child</i> by Berlie Doherty (continued)
Half-termly Focus	Recount Newspapers Report	Information and instructions – Anglo Saxon remedies	Biographies
Wider Reading Texts	<ul style="list-style-type: none"> 'The Planets' suite – Gustav Holst (classical music stimulus) Hidden figures: The true story of four black women and the space race by Simon Bartram Look inside: Space by Rob Lloyd-Jones, Benedetta Giaufret Eyewitness: Volcano Eyewitness: Weather 	<ul style="list-style-type: none"> Anglo-Saxon Boy by Tony Bradman Sword in the Stone by T.H. White The King who Threw Away his Throne by Terry Deary Kensuke's Kingdom by Michael Murpurgo War Horse by Michael Murpurgo How To Be an Anglo-Saxon in 13 Easy Steps - Scoular Anderson 	<ul style="list-style-type: none"> Gaslight by Eloise Williams Oliver Twist by Charles Dickens 100 facts Victorian Britain by Jeremy Smith Inkheart by Cornelia Funke The Amazing Maurice and His Educated Rodents by Terry Pratchet Holes by Louise Sachar Young Victoria (Film)

	<ul style="list-style-type: none"> • Eyewitness: Earthquakes • Eyewitness: Space 	<ul style="list-style-type: none"> • Library topic box selection 	<ul style="list-style-type: none"> • Library topic box selection • London Transport Museum guide • You Wouldn't Want to be a Victorian Schoolchild
Intended Outcomes	<ul style="list-style-type: none"> • Recount of a disaster • News report- Write a newspaper report • Turn fiction into non-fiction 	<ul style="list-style-type: none"> • Instructions for an Anglo-Saxon inspired remedy. 	<ul style="list-style-type: none"> • Biography of Queen Victoria
Poetry Focus	Space Poems – awe and wonder	Narrative Poetry The Highwayman – Alfred Noyes The Jabberwocky by Lewis Carroll The Listeners by Walter De La Mere	Descriptive Poetry The Eagle – Alfred Lord Tennyson
Wider Reading Texts	<ul style="list-style-type: none"> • Starman by David Bowie • Man on the Moon by REM 	<ul style="list-style-type: none"> • Alice in Wonderland • 19th century poets 	<ul style="list-style-type: none"> • Christina Rossetti
Intended Outcomes	<ul style="list-style-type: none"> • What Planet am I? Space poems/riddles 	<ul style="list-style-type: none"> • Summarise a narrative poem • Understand the links between different characters • Write a diary in a role 	<ul style="list-style-type: none"> • Descriptive poem
Playscripts Focus	<ul style="list-style-type: none"> • 'Away in a spaceship' • 'Moon Lander' STEM learning • 'Space story' Peter Dixon 	<ul style="list-style-type: none"> • 'Meet the Anglo-Saxons' Sue Russell 	<ul style="list-style-type: none"> • Victorian classroom playscript • 'The Waif' Steven Lancefield
Grammar Focus	<ul style="list-style-type: none"> • Different types of nouns • Using verbs, adjectives and adverbs. • Pronouns • Determiners • Relative pronouns • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Prepositions 	<ul style="list-style-type: none"> • Expanded noun phrases • Apostrophes for omission • Apostrophes for possession • Homophones (their, there and they're) • Punctuating relative clauses • Punctuate bullet points consistently • Recognise and use parenthesis • Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbs of time, place, number or tense choices e.g. later, nearby, he had seen her before • Modal verbs e.g. might, should, will, must • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Use a colon to introduce a list • Prefixes and suffixes • Changing nouns using -ity suffix e.g. community • Creating nouns using -ness suffix e.g. happiness • Creating nouns using -ship suffix • Convert nouns or adjectives into verbs using the suffix -ate e.g. pollinate • Convert nouns or adjectives into verbs using the suffix -ise e.g. criticise • Convert nouns or adjectives into verbs using the suffix -ify e.g. amplify • Convert nouns or adjectives into verbs using the suffix 0en e.g. blacken • Adding verb prefixes de- and re- • Adding verb prefixes over- • Convert nouns or verbs into adjectives using suffix -ful

			<ul style="list-style-type: none"> • Convert nouns or verbs into adjectives using suffix -ive • Convert nouns or verbs into adjectives using suffix -al
Spelling Focus	<ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling , meaning or both of these in a dictionary • Use a thesaurus • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specially, as listed in English Apendix 1 • Words with endings that sound like /shuhs/ spelt with -cious e.g. vicious • Words with endings that sound like /shuhs/ spelt with -tious or -ious • Words with endings spelt with -cial • Words with endings spelt like -tial. • Words with endings spelt like -ancy. • Words with endings spelt like -ant • Words with endings spelt like -ance • Words with endings spelt like -ent 	<ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling , meaning or both of these in a dictionary • Use a thesaurus • Words with endings spelt like -ence • Words with endings spelt like -ency • Words with endings spelt like -able • Words with endings spelt like -ably • Words with endings spelt with -ible • Words with endings spelt with -ibly • Words with 'ferr' in the middle • Words with 'fer' in the middle • 	<ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling , meaning or both of these in a dictionary • Use a thesaurus • Prefixes co- and re- • Words with 'ei' • Words containing the letter string 'ough' • Words with 'silent' letters e.g. doubt, wrestle • Statutory spelling challenge words



Year 6 Writing Overview			
Term	Autumn 1	Spring 1	Summer 1
Topic	Their Past, Our Future	Travelling the Oceans	Crime and Punishment in the Local Area
Take One Book	'Goodnight Mister Tom' by Michelle Magorian	'Floodland' by Marcus Sedgwick	'Macbeth' by William Shakespeare
Author Focus	Michelle Magorian	Marcus Sedgwick	William Shakespeare
Half-termly Writing focus	Diary entry from a character's point of view Narrative	Narrative- adventure story,	Letter- writing to argue
Other Selected Texts	<ul style="list-style-type: none"> Non-fiction texts from project box Now or Never by Bali Rai After the War by Tom Palmer My secret war diary- Marcia Williams Allies by Alan Gratz My Best Friend the Evacuee by Sally Morgan Letters from the Lighthouse – Emma Carroll Poetry <ul style="list-style-type: none"> The Airman – unknown High Flight – John Eillespie Magee The Little Smuggler - Henryka Tazowertowing A Gunner's Day - unknown 	<ul style="list-style-type: none"> Floatsam Non-fiction texts from library box Journey to the River Sea by Eva Ibbotson Plastic Sucks by Dougie Poynter The Thing about Jellyfish by Ali Benjamin A long walk to Water by Linda Sue Park Swimming the English Channel I asked the River – Valeria Bllom The Sea's Hands – George Szirtes River Reflection -Jackie Kay 	<ul style="list-style-type: none"> The Viewer by Gary Crew Shakespearean Sonnets Real life toy adverts taken from magazines and websites. Jumanji by Chris Van Allsburg The Nowhere Emporium by Ross McKenzie The Lion, The Witch and The Wardrobe by C.S Lewis Thomas Grey – Ellergy in a Country Churchyard
Intended Outcomes	<ul style="list-style-type: none"> Chapter from another POV- including colloquial language. Character description Diary entry Thank you Letter Poetry <ul style="list-style-type: none"> Write a WW2 inspired poem 	<ul style="list-style-type: none"> Adventure story including dialogue Setting description/atmosphere Letter giving advice Perform a poem 	<ul style="list-style-type: none"> Description of new world Advert for toy, Board game Dialogue Blog/ emails
Term	Autumn 2	Spring 2	Summer 2
Take One Book	'Goodnight Mister Tom'	'The Viewer' by Gary Crew	'Macbeth' by William Shakespeare
Half-termly Writing Focus	Newspaper article- Zach's death Non-Fiction	Debate/ Persuasive speech	Persuasion- local tourist leaflet
Other Selected Texts	<ul style="list-style-type: none"> Current news reports Grammarsaurus examples Speeches- Obama, Winston Churchill, Chamberlain 	<ul style="list-style-type: none"> Grammarsaurus examples Previous pupil examples David Attenborough Blue Planet Let's investigate Plastic Pollution by Ruth Owen The Problem with Plastic by Ruth Owen 	<ul style="list-style-type: none"> Previous pupil examples Leaflets collected from local/national attractions Travel shows

		<ul style="list-style-type: none"> Blue Planet 2- David Attenborough On the Origin of Species by Sabina Radeva 	
Intended Outcomes	<ul style="list-style-type: none"> Newspaper report- recount Police report Evacuee letter (Topic books) Investigation write up (Science) 	<ul style="list-style-type: none"> Discussion text- plastic pollution (Geography books) River Thames Project – Teams Powerpoints and display Class debate (English books) Suspension bridge instructions (DT) Speech as Leader of Eels Island (English books) Journey of a Rosie Raindrop (Geography books) Report about Human Evolution (Science books) 	<ul style="list-style-type: none"> Tourist leaflet for the Thomas Gray memorial Speech writing (Historical and personal) Investigation write up (Science) Explanation of how light travels/ electrical circuit (Science books) Biography
Spelling and Grammar			
Grammar Focus	<ul style="list-style-type: none"> Use a wide range of clause structures (relative clauses), sometimes varying their position within the sentence Use commas to clarify meaning or avoid ambiguity in writing. Identifying the object and subject in a sentence (revision) Active and Passive Voice Use semi-colons, colons or dashes to mark boundaries between independent clauses. Formal and Informal speech (revision) Subjunctive form Parenthesis (revision) Cohesion across paragraphs (revision) 	<ul style="list-style-type: none"> Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes colons and hyphens. Using the different tenses (past progressive, present progressive etc) Synonyms and Antonyms (revision) Expanded Noun Phrases (revision) Hyphens Main clauses and Subordinate Clauses (revision) Modal Verbs (revision) Prepositions (revision) 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Use commas to clarify meaning or avoid ambiguity in writing. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Revision of previous objectives based on the children's misconceptions.
Spelling Focus	<ul style="list-style-type: none"> Spell most words correctly from the Year 5/6 spelling list Use a dictionary to check the spelling of uncommon words or more ambitious vocabulary Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, as for – request Use a thesaurus Revise all of the year 5/6 statutory words. Words ending in -ant, -ance, -ancy Words ending in -ent, -ence, -ency, -ant, -ance, -ancy Hyphens Suffixes (vowel letters) Scientific vocabulary Words from across the curriculum 'c' makes the 's' sound Suffixes and prefixes. 	<ul style="list-style-type: none"> Spell most words correctly from the Year 5/6 spelling list Use a dictionary to check the spelling of uncommon words or more ambitious vocabulary Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, as for – request Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 l' before 'e' rule Homophones and near homophones -ous ending Prefixes: super-, anto-, aub-, re-, il-, im-. 'u' sound spelt 'ou' 'y' makes the 'i' sound 	<ul style="list-style-type: none"> Use a dictionary to check the spelling of uncommon words or more ambitious vocabulary Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 'ei', 'egh' and 'ey' -tial and -cial endings -ation, -sion, -ssion and -tion endings -ough words Suffix ly 'que' and 'sc' words -tious and -cious 'ch' and 'gue' words -sure and -ture Unstressed vowels

