

Hollingbourne Primary School Writing Curriculum

The following outlines details of the teaching of writing by year group (and sometimes key stage) across the academic year. They focus upon all aspects of writing but are broken down into two main areas. These areas are 1. Transcription 2. Composition and Effect. Within these two sections there are several strands that contribute to the whole writing process. The table below outlines these strands and how they contribute to the writing process.

<u>Writing Area</u>	<u>Strand</u>	<u>Overview</u>
<i>Transcription</i>	<i>Handwriting</i>	<i>Progression of handwriting skills</i>
	<i>Phonics leading into spellings</i>	<i>Phonic knowledge and skills moving into spelling</i>
<i>Composition and Effect</i>	<i>Grammar</i>	<i>Terminology and how to apply it in writing</i>
	<i>Sentence building</i>	<i>Understanding concept, punctuation and sentence control</i>
	<i>Text building</i>	<i>Composing whole texts in appropriate ways</i>
	<i>Effect on the reader</i>	<i>Vocabulary and phrases; atmosphere and audience awareness</i>
<i>To inspire quality writing across genres, a range of texts (fiction, non-fiction and poetry) are chosen by class teachers and these are used as a springboard for the writing within each class. Other stimuli are also used regularly such as short films, videos and school trips/visits or activities. Details of the texts used across each class are detailed in Appendix 1.</i>		

The following tables (writing genre; handwriting; sentence building; authorial effect and whole text building) show progression from one year to the next throughout primary school, outlining what is taught in each individual year group. Where children are in a mixed year group class, the progression in writing will be taught over a two-year cycle to ensure all relevant year group expectations are taught and practised. This will secure learning prior to moving to the next class.

Writing Genre Progression Overview

<u>Year Group</u>	<u>Narrative Genre</u>	<u>Non Narrative Genre</u>
R	<i>Recount from personal experience</i>	<i>Label and/or caption</i>
1	<i>Recount from personal experience</i> <i>Short story telling</i> <i>Simple letter to known person/character</i> <i>Free verse poem based on adult model</i>	<i>Short piece for information e.g. about a pet</i>
2	<i>Recount / report e.g. about an event</i> <i>Familiar story e.g. traditional tale with innovations</i> <i>Simple letter to known person/character</i> <i>Free verse poem / poem with strong scaffold, based on adult model</i>	<i>Information piece in sections if appropriate e.g. about nocturnal animals</i>
3	<i>Recount / report</i> <i>Imaginative story e.g. adventure</i> <i>Story in the style of another culture</i> <i>Letter with a purpose, based on shared model</i> <i>Poetry e.g. shape poem, scaffolded poem</i>	<i>Non-chronological report</i> <i>Instructions</i> <i>Persuasive advert</i>
4 <i>Introduce formal texts in reading</i>	<i>Recount / report</i> <i>Imaginative story or retelling in the style of a myth / legend / another culture</i> <i>Letter to a local person/organisation</i> <i>Poetry in free verse as a means of expression</i> <i>Narrative poem which tells a story</i> <i>Diary entry from 1st person</i> <i>Playscript extract</i>	<i>Non-chronological report</i> <i>Instructions or guidance document</i> <i>Persuasive leaflet</i>
5 <i>Begin to write in formal / informal ways</i>	<i>Recount / report</i> <i>Imaginative story e.g. suspense / another culture</i> <i>Poetry in free verse as a means of expression</i> <i>Variety of poetry e.g. limerick</i> <i>Diary from 1st person</i> <i>Biography</i> <i>Playscript extract</i>	<i>Non-chronological report</i> <i>Explanation</i> <i>Instructions</i> <i>Persuasive leaflet</i> <i>Spoken and written argument</i>
6 <i>Write with a range of formality</i>	<i>Recount / report</i> <i>Imaginative story e.g. flashback / time shift / one story inside another etc</i> <i>Narrative in the style of classic literature or other culture/tradition</i> <i>Informal and formal letter</i> <i>Wide range of poetry e.g. riddle / varied structure</i> <i>Diary with appropriate level of formality</i>	<i>Non-chronological report</i> <i>Explanation / guidance document</i> <i>Instructions</i>

	<i>Biography</i> <i>Playscript extract</i>	<i>Spoken and written argument e.g. for debate</i>
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Progression in Handwriting Overview

<u><i>Year Group</i></u>	<u><i>Letter Formation and Understanding</i></u>	<u><i>Behaviours/Handwriting Style</i></u>
<i>R</i>	<i>Print letters: be taught the correct start and exit points for each letter, which should not include lead-in strokes from the line</i> <i>Form capital letters and corresponding lower-case letters</i> <i>Use capital 'I' for personal pronoun</i>	<i>Sit correctly on a chair at a table</i> <i>Learn to hold pencil correctly and practise pencil grip</i> <i>Use spaces between words</i>
<i>1</i>	<i>Print letters as above, orientating correctly on the line</i> <i>Form capital letters and lower-case letters correctly and confidently, starting and finishing in the right place</i> <i>Practise letters belonging to 'families' which are formed in similar ways e.g. c,o,g,d.</i> <i>Form digits 0-9</i>	<i>Use spaces between words</i> <i>Hold pencil comfortably and correctly</i> <i>Adult: model pre-cursive letters when ready – optional</i> <i>Practise separate pre-cursive letters when ready – optional</i>
<i>2</i>	<i>Form and orientate lower-case letters the correct size relative to one another</i> <i>Write capital letters and digits of the correct size, orientation and relationship to other letters e.g. Monday; 50p</i>	<i>Use spaces between words that reflect the size of the letters</i> <i>Use diagonal and horizontal lines to join some lower-case letters when ready (not expected standard); this is indicated by secure letter formation and secure letter orientation</i> <i>Respond to dictation from an adult, handwriting words in sentences</i>
<i>3</i>	<i>Lower case letters are distinct from capital letters, including those of same shape e.g. cC, sS, wW</i>	<i>Join lower case letters using school's chosen style</i> <i>Maintain even-sized lettering</i> <i>Descenders and ascenders are appropriate and parallel to each other</i>
<i>4</i>	<i>Check and correct any errors in letter formation</i> <i>Ensure even sized lower-case letters</i>	<i>Consider introducing ink pen – optional</i> <i>Check that lines are spaced sufficiently so that descenders and ascenders do not touch</i> <i>Build stamina and fluency to handwrite longer pieces</i>
<i>5</i>	<i>Practise as required</i> <i>Check accuracy</i>	<i>Develop fluent and legible style</i> <i>Decide whether or not to join specific letters</i>
<i>6</i>	<i>Practise as required</i>	<i>Choose the implement and writing style best suited for the task</i> <i>Write legibly and fluently with increasing speed</i>

Progression in Sentence Building

<u>Year Group</u>	<u>Construction</u>	<u>Punctuation</u>
R	<p>Captions and labels Expressions through simple phrases and sentences which can be read by others</p>	<p>Capital letter for name Sentence punctuation modelled by adult</p>
1	<p>Sentence-like constructions and some successful sentences Commonly uses and to join clauses</p>	<p>Uses capital letter to name some proper nouns Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect</p>
2	<p>Mainly writes coordinating sentences, but with some subordination e.g. using because, when and if Includes lists within sentences Sometimes writes questions Writes sentences in different forms e.g. statement, command, exclamation Usually maintains tense e.g. simple past or present tense</p>	<p>Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect Commas in lists Apostrophe for singular possession and contractions</p>
3	<p>Writes a variation of coordinating and subordinating sentences Writes questions Uses the adult model of fronted adverbials Uses the adult model of including dialogue in narratives Maintains the tense e.g. simple past, present tense and progressive tense</p>	<p>Sentences are mostly demarcated Commas in lists Beginning to use commas between clauses Beginning to use inverted commas for dialogue Uses apostrophe for regular plurals</p>
4	<p>Varies position of the main clause within sentences, either before or after the subordinating clause Successfully uses fronted adverbials to open sentences Writes more complex lists of longer items Includes dialogue within narratives Uses a range of tenses accurately, maintaining the chosen tense</p>	<p>All sentences demarcated Commas between clauses Commas after fronted adverbials Uses a colon to introduce a long list Uses inverted commas accurately for dialogue Uses apostrophe for regular and irregular plurals</p>
5	<p>Includes parenthesis within sentences Uses relative conjunctions e.g. that, which, who Writes short, irregular sentences for effect Begins to use the passive voice When tense is varied, it is appropriate to the writing Writes dialogue alongside narrative successfully Writes two main clauses within the same sentence</p>	<p>Uses punctuation associated with parenthesis, e.g. pair of commas / pair of dashes / brackets Uses all internal punctuation within speech Begins to use alternative punctuation to separate two main clauses e.g. semi-colon / colon</p>
6	<p>Controls a varied range of sentences, including parenthesis Writes dialogue accurately and independently Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present</p>	<p>Uses a range of punctuation to demarcate parenthesis Independently uses commas to separate clauses and avoid ambiguity Uses semi-colons and colons to separate clauses</p>

		<i>Independently uses all punc. associated with dialogue Uses single inverted commas to cite a quotation</i>
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Progression in Authorial Effect

<u>Year Group</u>	<u>Including purpose and audience, vocabulary and effect on the reader</u>
R	<p><i>Communicate with the reader in simple ways:</i></p> <ul style="list-style-type: none"> • <i>tell the reader orally something about themselves</i> • <i>relate orally a real event</i> • <i>provide information with a label or caption e.g. for a shop or role play area</i> • <i>write their name on their work</i> • <i>write simple expressions and orally explain what they say</i> • <i>use some of the vocabulary they know to support the context of their writing</i>
1	<p><i>Communicate with the reader in meaningful ways:</i></p> <ul style="list-style-type: none"> • <i>use the adult's model to write simply to the task</i> • <i>say out loud what they are going to write about</i> • <i>sometimes use an exclamation mark to amuse, interest or scare the reader</i> • <i>sometimes provide more detail about a noun by describing it</i> • <i>use a title to inform</i> • <i>reread what they have written to check its sense</i> • <i>discuss what they have written with an adult and other pupils</i> • <i>use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping</i> • <i>play with words in simple poems e.g. Pop Bang Whizz! The rocket goes</i>
2	<p><i>Communicate coherently with the reader:</i></p> <ul style="list-style-type: none"> • <i>write for different purposes e.g. real events, personal experiences, stories, poems</i> • <i>talk about who the audience will be</i> • <i>plan out loud what they are going to write about</i> • <i>write an account of connected events, real or imagined</i> • <i>choose vocabulary appropriate to the purpose of the task</i> • <i>use some vocabulary to enhance their writing for the reader, including in non-rhyming poems</i> • <i>use expanded noun phrases to add details for the reader</i>

	<ul style="list-style-type: none"> • <i>use punctuation for effect e.g. capitalised words (OH NO!), exclamation marks, question marks</i> • <i>sometimes use subheadings to organise information</i> • <i>evaluate their own and others' writing with adult and peers</i> • <i>read aloud what they have written, with appropriate intonation to make the meaning clear</i>
3	<p><i>Communicate coherently and effectively with the reader:</i></p> <ul style="list-style-type: none"> • <i>talk with the adult about the purpose of the writing and who the audience will be</i> • <i>plan and discuss what they are going to write about, and record ideas</i> • <i>orally compose sentences to check for meaning and effect</i> • <i>use vocabulary which has an effect on the reader e.g. to frighten or surprise them</i> • <i>play with words in different kinds of poems and talk about preferences</i> • <i>draw on vocabulary and phrasing of books read aloud or independently</i> • <i>in discussion with others, assess the effectiveness of their own writing for the audience</i> • <i>consider the sound of varied sentences to interest the reader</i> • <i>read aloud their own writing to check it makes sense</i>
4	<p><i>Communicate coherently and effectively with the reader:</i></p> <ul style="list-style-type: none"> • <i>know the purpose of the writing and who the audience will be</i> • <i>read and discuss similar texts to consider the effect on the reader</i> • <i>orally rehearse dialogue for effect; what does it tell the reader?</i> • <i>use vocabulary to create mood and atmosphere e.g. of settings or feelings</i> • <i>use new and less familiar vocabulary to add further detail and interest</i> • <i>experiment with words and their placement, including in poetry, discussing the effect of making changes</i> • <i>experience and discuss formality within texts, and how it contrasts with informality</i> • <i>assess the effectiveness of their own and others' writing, and suggest/make improvements</i>
5	<p><i>Communicate coherently and effectively with increased confidence, independence and audience awareness:</i></p> <ul style="list-style-type: none"> • <i>identify audience / different possible audiences</i> • <i>identify purpose and how the pupil intends to affect that audience</i> • <i>use other similar writing as models for their own</i> • <i>plan writing, noting and developing initial ideas</i> • <i>draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</i> • <i>begin to write in formal ways</i> • <i>describe e.g. settings, character, atmosphere, using well-chosen vocabulary</i> • <i>experiment with and discuss vocabulary and effect when writing poetry</i> • <i>with adult support, integrate dialogue to convey character and advance the action</i> • <i>structure the text to guide the reader</i>

	<ul style="list-style-type: none"> • <i>proof-read for clarity of meaning and effect</i>
6	<p><i>Communicate coherently and effectively with increased confidence, independence and audience awareness:</i></p> <ul style="list-style-type: none"> • <i>independently identify purpose and potential audience/s, and the intended effect of their writing upon them</i> • <i>draw on reading and research to select context and vocabulary</i> • <i>plan writing, noting and developing ideas, either independently or through peer discussion</i> • <i>draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</i> • <i>read work aloud to check its intended effect</i> • <i>use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</i> • <i>explore the effect of their poetry on the reader</i> • <i>use further organisational devices to guide the reader e.g. in non-narrative writing</i> • <i>proof-read for clarity of meaning and effect</i>

Progression in Whole Text Building

<u>Year Group</u>	<u>Including sequence and cohesion, text structure and appropriateness to genre</u>
R	<p><i>Write a label to name something</i> <i>Write an instruction e.g on a label in the class role play area</i> <i>Write a simple caption e.g to go with a picture or photograph</i> <i>Write a sentence about an experience</i> <i>Write a sentence to go with an event</i> <i>Write a sentence to describe a character</i> <i>Sometimes join a few ideas together e.g two or three phrases/sentences</i></p>
1	<p><i>Sequence ideas to form a short and simple narrative* (oral and written) based on a known story, sometimes using a pictorial story map as a guide</i> <i>Sequence ideas to recount a real experience</i> <i>Write a title</i> <i>Write to the simple purpose of the task, relating content to that purpose</i> <i>Use the audit's model to write a non-rhyming poem e.g as a 'list' of ideas inspired by the given context (such as fireworks/sweets/toys/autumn/gardens)</i></p>
2	<p><i>Sequence sentences and ideas to form a simple, coherent narrative* (oral and written) which makes sense</i> <i>In story writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale</i> <i>Sequence ideas correctly to record a real experience or event</i> <i>Sequence instructions in the right order, using some conjunctions for clarity</i> <i>Write to the purpose of the task, choosing content appropriately</i> <i>With guidance, write information about a given topic, organising into sections; write a title and sometimes add subheadings for different sections</i> <i>Use a scaffold to write poems in different ways, using other poems as midels</i></p>
3	<p><i>Use adult model to begin to organise paragraphs, as a way to group related material</i> <i>In story writing create settings, characters and plot, using a shared text to gather ideas</i></p>

	<p>Include headings and sub-headings in non-narrative writing Sequence ideas chronologically, using a range of conjunctions to make the sequence clear Using the adult model, begin to use fronted adverbials to vary sentence openings Maintain correct tense to achieve cohesion through the piece Begin to recognise and use some features of the chosen genre Using a model, write poems in different forms e.g shape poems/simple structure poems with scaffold</p>
4	<p>With some independence, organise paragraphs around a theme Create settings, characters and plot when writin stories, sometimes innovating with own ideas Independently include headings and sub-headings in non-narrative writing Use a wide range of conjunctions and adverbials to open some sentences Choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Maintain correct tense to achieve cohesion, sometimes managing change of tense when required Know and use some features of the chosen genre Write poems in different forms e.g haiku/list/free verse/narrative poetry</p>
5	<p>With some independence, organise information from beginning to end, using meaningful paragraphs Select from a range of conjunctions and adverbials to achieve fluency and cohesion through the piece, link ideas across paragraphs using adverbials of time or place e.g later, nearby or tense choices e.g he had seen her before Maintain cohesion through careful vocabulary choices, according to the content and purpose of the piece With adult model, begin to write a precis of longer passages Use organisational devices to structure non-narrative texts e.g headings/underlining/bullet points Sustain and adjust tense accurately through the piece Know and use the features of a range of genres Sometimes independently, write poetry in different forms using models to guide and inspire</p>
6	<p>Independently organise information from beginning to end, using meaningful paragraphs Link ideas across paragraphs using a wider range of cohesive devices to achieve fluence and cohesion e.g repetition of word or phrase; grammatical connections e.g use of adverbials such as: on the other hand, in contrast, as a consequence and ellipsis Write a summary of longer passages Use organisational devices to structure a range of non-narrative texts e.g columns or tables to structure text Ensure consistent and correct use of tense through the piece Confidently use the features of a wide range of genres across narrative and non-narrative forms Write a wider range of poetry in different forms e.g rhyming/narrative poem/mood poem/poems which include a change of structure/riddle etc</p>

*a narrative is defined by the STA as 'an account of connected events, real or imagined'

The following tables show the progression in grammar and punctuation. Termly objectives will build up gradually in terms of levels of challenge as the year progresses. However, these may be used flexibly depending upon individual class teacher planning and the texts being chosen for that term's study. Therefore, certain texts may require particular grammar and punctuation teaching which may differ to the order of the tables below. Other factors may also influence the order of teaching, for example, school trips, visitors to the school etc.

It is also important to note that opportunities to teach many of the topics below arise at other times throughout the school day. Teachers at Hollingbourne will make the most of every opportunity they have to give children further practise to apply what they have learnt.

Progression in Grammar and Punctuation

<u>Year Group:</u> <u>Reception</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>In Reception, it is important to begin to lay the ground for teaching the terminology and punctuation which will come later. Areas of focus: building experiences during and about which the child can express themselves; building confidence to speak in sentences; building new vocabulary; learning the names of things and beginning to describe them; beginning to understand what the terms <i>letter</i>, <i>word</i> and <i>sentence</i> mean.</p>					
Word classes	<p>know the names of members of the class; read and write lower case and upper case letters for proper nouns; label objects in the learning environment</p>	<p>use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories</p>	<p>know that names begin with a capital letter; know that the personal pronoun 'I' has a CL</p>	<p>talk about actions; know some 'doing' words which describe actions e.g. I am jumping; begin to read and write simple sentences which include 'being' words e.g. He is in the car.</p>	<p>reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. hopping, skipping, curling, weaving</p>	<p>orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</p>
Sentence functions	<p>listen to a variety of sentence models which include statement, question, command and explanation – in stories and information texts and in class talk; point to the question mark when reading big books together; model the word question e.g. I'm going to ask you a question; Who can answer this question?</p>					
Combining word, phrases and clauses	<p>model simple oral sentences as examples of clear units of meaning</p>	<p>encourage children to speak in meaningful sentences; expand responses with some detail</p>	<p>use the word and to join ideas together; model oral use of but, or and because as useful joining words</p>	<p>read and write sentences together in shared reading and shared writing; count the words in a sentence</p>	<p>make oral sentence chains, child after child, each making a contribution; read early conjunctions on word cards</p>	<p>with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences</p>
Verb tenses	<p>orally respond to child's error with correct verb form</p>	<p>read stories to model past tense verb form; talk together about pictures to model present tense verb form</p>	<p>also model verbs in progressive form e.g. Jack is running; Samir was singing.</p>	<p>when writing a shared sentence, ask child to check verb tense e.g. Should we say Kitty drank her milk? ;</p>	<p>continue to respond to child's error with correct verb form; respond to incorrect subject/verb agreement,</p>	<p>make corrections of pupil's oral and written errors, with a focus on oral correction e.g. We come out to play; You</p>

				<i>make deliberate errors and edit together</i>	e.g. 'We was' - 'Were you?'	<i>came out to play did you?</i>
Punctuation	<i>model CL and FS in classroom environment; read texts to children as often as possible, to reinforce familiarity with hearing the unit of a sentence</i>	<i>during shared sentence writing, emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS</i>	<i>use big books or shared texts which include an exclamation mark to show surprise</i>	<i>continue to ask children to help you write sentences together: What do we need to put at the end? What have I left out?</i>	<i>encourage and praise children for remembering to use a CL and FS when they write their own sentences</i>	
Vocabulary	<i>learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; read rhymes and poems to hear rhyming words</i>	<i>expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. under, next to, behind</i>	<i>expand vocabulary by offering a wide range of rich texts; read aloud to children; read more rhymes and poems to enjoy new words; clarify misconceptions of word meanings; continue to refine word meanings</i>	<i>build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary about nature</i>		

<u>Year Group: One</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>In Year 1, it is appropriate to prepare for teaching the grammatical terminology which will come later, by building the child's general confidence to understand and use language, and by building their understanding of the concepts behind that terminology. They need to be familiar with the sound and concept of a sentence before they can be expected to punctuate it.</p> <p>Areas of focus: building further experiences during and about which the child can express themselves; building confidence to speak in sentences, beginning to demarcate them; expanding new vocabulary and refining meanings of familiar words; finding ways to describe actions, present and past; reinforcing the unit of a sentence, both through hearing it spoken and composing it for themselves.</p>					
Word classes	<i>know that names of people begin with a CL; know words that are things or objects; know some words that are places e.g. forest, garden, kitchen, England</i>	<i>use describing words for objects in the environment, both in and out of the classroom; understand the terms describe and describing words</i>	<i>know that names of places begin with a CL e.g. town, county, country; know that the personal pronoun 'I' has a CL, and use in own writing</i>	<i>talk about actions; identify action/doing words in stories and rhymes; include doing and being words when composing sentences, orally and in writing</i>	<i>reinforce words which describe things during outings and in the environment; sometimes say and write describing words to describe things, places or people</i>	<i>orally use adverbs such as kindly, fast, carefully, crossly, which describe how an action is done; listen to stories which include adverbs to describe characters' actions</i>
Sentence functions	<i>listen to a variety of sentence types; model CL and FS routinely during shared writing; point to the question/exclamation mark when reading texts together</i>		<i>model the words question and exclamation; model writing ? and ! during shared writing; dictate short sentences which include ? and !</i>		<i>recognise and name a sentence which is a question or an exclamation; know when a sentence gives information or instruction; write simple instructions</i>	

Combining words, phrases and clauses	<i>model simple oral and written sentences as examples of clear units of meaning; write simple dictated sentences from memory</i>	<i>speak in meaningful sentences; expand oral responses with some detail, using the words and, or, but, when or because</i>	<i>orally tell a short story sequence using conjunctions which are familiar; write joining words in short sentences e.g. by sequence of pictures</i>	<i>read and write sentences together in shared reading and shared writing; sometimes include conjunctions to join two ideas</i>	<i>make oral sentence chains, each child making a contribution; read known conjunctions on word cards with confidence</i>	<i>compose meaningful oral and written sentences which explain or describe an experience or class activity, or which tell a short story sequence</i>
Verb tenses	<i>orally respond to child's error with correct verb form; read and write verbs in progressive form e.g. I am playing; She was looking.</i>	<i>draw child's attention to the past when talking about texts together, or when teaching spelling of words ending in ed; model re-reading to check sense</i>	<i>find verbs ending with ed when reading texts together; reinforce understanding of the words in the past, showing that the event has already happened</i>	<i>during shared writing, model simple sentences using both present, progressive and past tense verb forms e.g. The dog looks; The dog is looking; The dog looked; re-read sense of sentences</i>	<i>respond to incorrect subject/verb agreement, with a focus on oral correction e.g. 'I done' - 'You did that, did you?' Read and write common irregular past tense verbs e.g. came, was, took</i>	<i>continue to identify past tense verb forms during shared reading and writing; build bank of past tense words child can write e.g. looked, gave, ate, was, came, found, hid, made</i>
Punctuation	<i>know that sentences begin with CL; recognise and sometimes use ? and ! in writing; sometimes use CL to begin a sentence and FS to end a sentence in writing; shared writing to model punctuation</i>		<i>remember also to use CL for names of people and personal pronoun 'I'; model the words question and exclamation; model writing ? and ! during shared writing; dictate short sentences which include ? and !</i>		<i>ask children to help you write sentences together: What do we write at the end of this question?; edit sentences: What have I left out? What mistake have I made?; encourage and praise children for remembering to use a CL and FS when they write their own sentences</i>	
Vocabulary	<i>name people and their jobs, both in and out of school; people in our family; relevant places, town/county/country; wider range of colours e.g. purple, turquoise, brown days of the week; months of the year; read rhymes and poems to hear rhyming words</i>		<i>expand vocabulary to also describe mathematical activities; words associated with measure; shapes; size words; first/second/third...</i>	<i>expand vocabulary by offering a wide range of rich texts which children hear read aloud; read and sometimes recite more rhymes and poems to enjoy and discuss new words; clarify child's misconceptions of word meanings</i>		<i>build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary related to cross-curricular topics</i>

<u>Year Group: Two</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>In Year 2 children will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to them. Areas of focus: applying what they know about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions.</p>					

Word classes	introduce the term noun which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL	use adjectives to describe nouns e.g. a rough stone; find adjectives in shared reading; which noun do they describe? write noun phrases to add interest to written expressions	continue to use and apply the terms noun and adjective; identify verbs in texts, both 'doing' and 'being' words; children model actions to reinforce cross curricular learning e.g. crawling, jumping, skipping in P.E.	identify adverbs ending in 'ly' to describe how verbs are done; find noun phrases and verbs in stories and rhymes; evaluate which you like and why; include doing and being words, orally and in writing	cloze procedure sentences – select a suitable adjective / verb / noun; sentence – identify the noun / adjective / verb / adverb; increase complexity by including a higher level of challenge or abstraction	during shared reading and discussion of class story and poems, apply terminology learned, in order to express opinions or talk about events; expand range of adverbs to include those with different endings e.g. fast
Sentence functions	identify question/exclamation mark when reading texts together; know why they are used; write questions, exclamations and commands using relevant mark		during shared reading of non-fiction texts, identify statements which give facts or information; make choices about whether sentences are statements or not		play games to reinforce understanding of the four sentence functions; identify given sentences from a bag or box; compose different sentence types	
Combining word, phrases and clauses	model oral and written sentences as examples of clear units of meaning; coordinate some sentences using and, or, but; write simple dictated sentences from memory	introduce modelling of oral and written sentences using early subordination, with conjunctions when, if and because; write about real events	compose sentences which are usually grammatically accurate; join sentences together to write narrative sequences; write simple dictated sentences from memory	write sentences to accompany storyboards or story maps; independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions	make human sentence chains with word cards, finding the best conjunction to join two ideas; use mini-whiteboards to write, edit and improve sentences	revise and consolidate previous learning; identify the conjunction in a sentence; select an appropriate conjunction in a cloze procedure activity; reinforce use of subordinate conjunctions
Verb tenses	be familiar with the idea of present tense and past tense verb forms; locate and identify in shared texts; find verbs ending with ed when reading texts together; spell words ending with ed	during shared writing, model sentences using both present, progressive and past tense verb forms e.g. The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.	respond to incorrect subject/verb agreement, with a focus on oral correction e.g. 'We was' - 'Were you?' or 'I done' – 'You did, did you?'; continue to practise adding the suffix ed e.g. hummed	expand range of common irregular past tense verbs which can be spoken, read and written e.g. gave, shook, broke, sang, drove, swam	change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense	continue to identify present and past tense verb forms during shared reading and writing; build bank of past tense words child can write
Punctuation	establish routines to check and apply sentence demarcation e.g. re-read sentence aloud and discuss where the FS should go; proof read to identify errors; model CL and FS / ? / ! during		use a comma to separate items in a list; continue to respond to and reinforce use of start /end of sentence demarcation; apply contractions in writing e.g. can't, didn't; use KS1 punc' fans to		write about real events / narratives, and apply known punctuation marks to a range of sentence types, including some use of ? and !; demarcate most sentences with CL and FS; identify and use	

	<i>shared writing and when reading texts together; model apostrophe for omission</i>	<i>practise making selections; identify some commands which do not need !</i>	<i>apostrophe to mark singular possession; revise commas in a list</i>
Vocabulary	<i>revise key vocabulary including numbers, days of week, months of year; expand vocabulary of colours e.g. silver, mauve, navy; read rhymes and poems to hear rhyming words, descriptive words and varied verbs; know that people and places begin with a CL, and apply mostly independently in writing</i>	<i>expand vocabulary to also describe mathematical activities; words associated with measure of length and weight; shapes; fractions; prepositions</i>	<i>expand vocabulary by offering a wide range of rich texts which children hear read aloud; apply some of these words in oral and written compositions; read further rhymes and poems to enjoy, discuss and define new words; use a picture dictionary; clarify child's misconceptions of word meanings</i>
			<i>build vocabulary about the wider world through outings and outdoor walks, talks by visitors; refine vocabulary related to cross-curricular topics</i>

<u>Year Group: Three</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	In Year 3, the terminology introduced in Year 2 will need further application and consolidation, particularly word classes and their use within spoken and written contexts. Children will expand their repertoire of familiar punctuation as they begin to explore more complex sentence structures.					
Word classes	<i>review nouns, common and proper; learn to recognise a vowel and a consonant; select the determiner 'a' or 'an' appropriately; revise CL for proper nouns of people and places</i>	<i>introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; consolidate meaning of vowel and consonant</i>	<i>identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences</i>	<i>find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards</i>	<i>confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions</i>	<i>also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How?</i>
Functions of sentences	<i>model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag</i>		<i>write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement</i>		<i>make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy</i>	
Combining words, phrases and clauses	<i>during shared writing, model a range of sentence structures, some which include subordination; play 'Is it a sentence or not?' regularly</i>	<i>collect a bank of coordinating and subordinating conjunctions; identify the main clause</i>	<i>express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because; become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards</i>		<i>practise using adverbials to open some sentences; know how to use the comma accordingly; discuss and evaluate chosen conjunctions</i>	<i>use a growing range of conjunctions to confidently join ideas within sentences; identify conjunctions in texts and own writing</i>
Verb forms, tense and consistency	<i>revise words in the past tense with regular ed suffix; revise words</i>	<i>collect a bank of irregular past tense verb forms; change these</i>	<i>identify the tense of a given extract; convert sentences from one</i>	<i>sometime use the present /past perfect e.g. He has/had gone</i>	<i>maintain consistency of tense in narrative / report writing; practise</i>	<i>increasingly control a variety of verb forms in spoken and written</i>

	<i>ending in ing – progressive form</i>	<i>from present to past e.g. catch/caught; match word cards</i>	<i>tense to another; continue to build irregular verb bank</i>	<i>out to play, with a focus on spoken accuracy first</i>	<i>further contexts for present and past perfect verb forms</i>	<i>contexts; spot quickly during reading</i>
Punctuation	<i>identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans</i>	<i>revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns</i>	<i>learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to simple dictated sentences</i>	<i>know how to use the comma before closing inverted commas, in direct speech; continue to use apostrophes in a range of contexts</i>	<i>demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for omission and possession</i>	<i>begin to use a comma to separate main clause from subordinate clause; match words in contracted form to their equivalent e.g. could've = could have</i>
Vocabulary	<i>revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies; collect a bank of nouns using the suffixes ness, er and tion; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary</i>		<i>learn to read and spell some words with a prefix, discussing what that prefix means e.g. super-, anti-, dis-, mis-, in-; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing</i>	<i>refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary</i>		
Standard English and formality	<i>revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language</i>		<i>identify the subject of a sentence; make sure verb matches the subject e.g. We were going; Where were you? They did their homework.</i>		<i>in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally</i>	

<u>Year Group: Four</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.					
Word classes	<i>review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums</i>	<i>introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing</i>	<i>ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. some, every; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. They / The villagers</i>	<i>vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context</i>	<i>identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. my, your, her, their</i>	<i>also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - Do they make the sentence stronger?; play games to consolidate four key word classes</i>
Functions of sentences	<i>compose a range of sentence types, punctuating appropriately; comment on sentence types during</i>		<i>play games to secure understanding of different sentence functions; vary sentence types to interest</i>		<i>independently make suitable choices of sentence type according to chosen genre; write sentences</i>	

	shared and guided reading; compose a question for a given statement or a response to a given exclamation		the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands		with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing	
Combining words, phrases and clauses	during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions	readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives'	during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. however, secondly, when, before, after, while, because of, due to, as a result of, or the use of fronted adverbials; play games to select conjunctions in given contexts		discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfil the same purpose?	make successful choices when composing sentences, according to the genre; read own writing aloud to an audience, as part of evaluation process
Verb form, tense and consistency	revise the present perfect / past perfect e.g. He has/had gone to find his puppy, with a focus on spoken accuracy; sort sentence cards between simple / perfect tense	revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned	identify the tense of a challenging extract; convert from one tense to another; identify 1 st or 3 rd person in shared or guided reading	write a diary extract or journal / log in 1 st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form	maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms	increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; practise changing extract from one tense to another
Punctuation	revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts	revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. children's	revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences	model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice	demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
Vocabulary	collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics		define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. improper, illegal; discuss adverbials in own and others' writing; collect conjunctions in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?		identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English in dictated sentences		in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language	

<u>Year Group: Five</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>In Year 5, children will expand the range of more complex sentence structures to include relative clauses and embedded clauses. This necessitates the punctuation and control of parenthesis. With guidance, they will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will consolidate their knowledge of further word classes introduced in Years 3 and 4, and their understanding of different verb forms.</p>					
Word classes	<p>review common, proper and collective nouns; discuss abstract nouns e.g. <i>sadness, love</i>; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes</p>	<p>identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases</p>	<p>find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. <i>He was in bed / I met them after the party.</i></p>	<p>model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences</p>	<p>use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught</p>	<p>also identify word classes in contexts which are challenging; in guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?; How?</i>; play games to consolidate word classes</p>
Functions of sentences	<p>play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts</p>		<p>identify statements when reading cross curricular texts e.g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark</p>		<p>identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</p>	
Combining words, phrases and clauses	<p>during shared writing, model relative clauses in which the relative pronoun refers back to the noun e.g. <i>That's the boy who lives next door.</i></p>	<p>collect a bank of relative pronouns (/ conjunctions) in writing journal e.g. <i>which, who, that</i>; dictate sentences which include relative clauses</p>	<p>identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. <i>the day after, eventually, all of a sudden</i>; highlight cohesive devices in non-fiction and fiction texts</p>		<p>provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately</p>	<p>write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences</p>
Verb forms, tense and consistency	<p>identify modal verbs in sentences e.g. <i>could, may</i>, (also adverbs e.g. <i>perhaps, surely</i>); discuss their degree of possibility or certainty; revise spellings of regular and irregular past tense verbs</p>	<p>edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. <i>He has taken the dog for a walk / She had enjoyed gardening.</i></p>	<p>identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1st or 3rd person in shared or guided reading, and discuss tenses used</p>	<p>experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense</p>	<p>maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences which include modal verbs</p>	<p>increasingly control a variety of verb forms in spoken and written contexts; identify confidently during reading; spell correctly a wide range of verb forms useful and relevant to own writing</p>

Punctuation	model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear	revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. <i>the woman's hat, the women's hats</i>	edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; use punc' fans	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans	use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation	read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity
Vocabulary	discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>tolerance (tolerant)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives with the suffix 'ious' e.g. <i>vicious, cautious</i> ; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal		refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings	
Standard English and formality	revise correct use of subject/verb agreement to conform to Standard English e.g. <i>I done/did it carefully.</i>		identify, discuss and correct sentences which contain a double negative e.g. <i>I'm not doing nothing.</i>		in spoken and written contexts, apply known rules of Standard English to practise formal language	

<u>Year Group: Six</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	In Year 6, children will consolidate and apply the wide range of grammatical terminology gained thus far, and learn some new terms. They will demonstrate more control to write a wide range of sentence structures, and will improve their punctuation of parenthesis. They will identify the use of the active and passive voice, and choose the grammar and vocabulary to suit formal and informal writing. They will be able to recognise and understand different verb forms. Children will gain further precision in their vocabulary.					
Word classes	sort banks of nouns to identify common, proper, collective and abstract e.g. <i>strength, horror</i> ; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. <i>hollow</i>	identify synonyms and antonyms; identify the possessive pronoun e.g. <i>her, our, my</i> ; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect	find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time	practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing	use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing	
Function of sentences	play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence		identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question		identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when	

	types to interest the reader; identify rhetorical questions in texts		is reported or whether it needs a ? e.g. <i>He asked her to sit down.</i>		writing dialogue, in order to show character or advance the action
Combining words, phrases and clauses	during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. <i>I'm eating pasta, which is my favourite food.</i>	identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences	identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph		write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose; write different types of poems
Verb forms, tenses and consistency	identify modal verbs in sentences e.g. <i>should, may</i> , (also adverbs e.g. <i>possibly</i>); discuss their degree of certainty; revise spellings of a wide set of regular and irregular past tense verbs e.g. <i>bought, brought</i>	edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. <i>He's left the room / She had loved having a pet.</i>	identify the verb forms of a challenging extract which may mix forms; identify 1 st or 3 rd person in shared or guided reading; discuss the effect of the tense used; dictate sentences which model different verb forms	convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. <i>she was considering</i> ; edit and improve given examples	compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts employ and control a variety of verb forms in spoken and written contexts; spell correctly a wide range of verb forms useful and relevant to own writing; identify 1 st or 3 rd person when reading
Punctuation	use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear	model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences	identify and model use of hyphen e.g. <i>man-eating shark</i> ; revise use of possessive apostrophe for singular plural nouns e.g. e.g. <i>Tom's pen, factories' chimneys, children's pet</i>	use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans	use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity
Vocabulary	discuss and collect further nouns made from adjectives, with the suffixes <i>ance / ence</i> e.g. <i>innocence (innocent)</i> ; define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus		define and spell adjectives made from verbs e.g. <i>noticeable (notice), reliable (rely)</i> ; define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary		refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings
Standard English and formality	confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement		identify, discuss and correct sentences which contain a double negative e.g. <i>You can't have no sweets.</i>		apply Standard English to practise formal language, including the subjunctive form e.g. <i>Were they to get lost...</i>

The following tables show the progression in spellings through each year group and across each term. Reception year group do not appear on the tables below as they are taught phonics leading up to what they will need to know for Year One. All spellings in the lower years are taught in conjunction with phonics. At Hollingbourne Primary School we use Little Wandle Phonics Scheme. These tables illustrate how phonics teaching assists children with their spellings. During Year 2, children will rely less on phonics teaching and will move on to being taught rules and exceptions of spellings. They will be taught about how root words can assist them with spellings and spend time learning about the morphology (word structure) and etymology (word derivation) of words. At Hollingbourne Primary School, we use No Nonsense Spelling (Babcock) to assist us with this important teaching.

As mentioned above, as the year progresses, levels of challenge will build gradually, however, individual teachers will use the termly suggestions flexibly depending upon texts being used, outings and other curriculum topics.

	<u>Year Group One</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	Year One: Most children can already write their name and some high frequency words as part of their written expressions. They usually know one grapheme for each phoneme. During Year 1, they revisit those grapheme-phoneme relationships learned so far, and learn to recognise many new graphemes which are used to represent phonemes in words. They now use increasing skill in attempting phonically-plausible spellings, together with spelling a growing range of common exception words.						
S1	the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	off, well, back	miss, buzz		exceptions: if, pal, us, bus, yes.		
S2	the /ŋ/ sound spelt n before k		bank, think, honk, sunk				
S3	-tch	catch, fetch, hutch	exceptions: rich, which, much, such	kitchen, notch; revisit catch, fetch, hutch, ditch, latch,			
S4	the /v/ sound at the end of words	have		live, give, love			
S5	adding -s and -es to words (plural of nouns and the third-person singular of verbs)		if the ending sounds like /s/ or /z/, it is spelt as -s e.g. cats, dogs	if the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es e.g. witches	practise more plurals adding both -s and -es third person verbs adding -s e.g. she sings, he plays	the third person singular of verbs, adding syllable e.g. she washes	practise the third person singular of verbs e.g. catches, wishes
S6	adding the endings -ing, -ed and -er to verbs where no change is needed in the root word		add the endings -ing, -ed to verbs where no change is needed to the root word: jumping, jumped	further practice: -ing and -er : add an extra syllable to the word e.g. hunting, kinder	add -ed to words to make a past tense verb e.g. wished	add -ed to the word, sometimes makes an extra syllable e.g. wanted	

S7	adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word		syllables in names (becoming familiar with the term)	talk about syllables; clap syllables; hear syllables		grander, grandest, fresher, freshest, quicker, quickest	
S8	vowel digraphs and trigraphs: <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)</i>	<p>During Terms 1 and 2, Year 1 pupils often begin by revising the phonics they learned in Reception, e.g. Letters and Sounds Phases 2 and 3. Vowel digraphs and trigraphs need to be taught in coordination with the school's structured phonics programme, so that learning is accumulative and builds on previous knowledge.</p> <p>Plenty of engaging, multi-sensory activities are required to promote the learning process and make it enjoyable.</p> <p>Pupils arrive in Y1 usually knowing one grapheme for each of the 40+ phonemes, but throughout the year they need to learn a wider range of graphemes which form words which are appropriate to the texts children of this age will read and write.</p> <p>See Spelling Appendix Y1 for full list of suggested words.</p>					
S9	words ending in <i>-y (/i:/ or /ɪ/)</i>	names in class e.g. Danny, Sammy		very, happy, funny, silly, jolly,	party, family	continue to point out during reading and apply in writing	practise and revise earlier words
S10	new consonant spellings <i>ph</i> and <i>wh</i>		when, where, , what, why	where, what, which, wheel, while, why	continue to point out during reading	f, ff, ph	dolphin, alphabet, phonics, elephant
S11	using <i>k</i> for the <i>/k/</i> sound	revisit as part of phase 2					Kent, sketch, kit, skin, frisky, kitten
S12	compound words		syllables in names (becoming familiar with the word syllable)	talk about syllables; clap syllables; two syllable words of known objects (hearing, not spelling)	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own e.g. laptop	football, playground, farmyard, bedroom, blackberry	
S13	the days of the week	Today is Monday...	days of the school week	practise spelling all the days of the week			practise and check independent spelling
S14-S36	not in Y1 Programme of Study; see Y2						
Also	adding the prefix <i>un-</i>					undo, unhappy, unfair, unlock, unload	
S37	common exception words	the, a, do, to, today, of, are, was, is, his, has, I, you, they, be, he, me,	said, says, here, there, where, come, some,	were, your, one, two, three ... ten,	once, ask, friend, school, put, push, pull, full, house, our		practise and check full Y1 set

		she, we, no, go, so, by, my, love,					
Also	As part of the phonics activities in Y1, children will also learn to isolate phonics skills by reading pseudo words (alien)	CVC pseudo words using the phonemes they know	CVC pseudo words using the phonemes they know	CCVC and CVCC pseudo words using the phonemes they know	pseudo words using familiar vowel digraphs	pseudo words using familiar vowel digraphs and trigraphs	practise for screening check
	<u>Year Group Two</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p>Year Two: Children are usually able to write words using phonically-plausible spellings, so that the reader can decipher almost all of their written expressions. Most children also know a wide range of high frequency words which are useful in their reading and writing, including those common exception words which are not phonically decodable. Note: revision of vowel digraphs and trigraphs learned in Year 1 is often the focus of learning during the first term or two in Year 1 (e.g. Letters and Sounds Phase 5).</p>							
S1	the sounds /f/, /ll/, /sl/, /zl/ and /k/ spelt ff, ll, ss, zz and ck	revisit naturally as part of phonics work					
S2	the /ŋ/ sound spelt n before k		revisit bank, think, sink, sunk				
S3	-tch			revisit catch, fetch, kitchen, hutch			
S4	the /v/ sound at the end of words				revisit: love, have, give, dove, move, glove		
S5	adding -s and -es to words (plural of nouns and the third-person singular of verbs)			revisit cats, dogs, witches, riches	revisit gives, takes, washes, catches,		
S6	adding the endings -ing, -ed and -er to verbs where no change is needed in the root word	revisit wishing, wished, raining, jumper					
S7	adding -er and -est to adjectives where no change is needed in the root word		revisit quicker, grander, darkest				
S8	vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er	revisit phase 5 GPCs vowel digraphs and trigraphs; (this forms focus in Term 1, with	revisit phase 5 GPCs vowel digraphs and trigraphs, including split	continue for Y2 phonic-check retake pupils, as required	as required		

	(/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)	additional support for Y2 retakes of screening check)	digraphs and polysyllabic words				
S9	words ending in -y (/i:/ or /ɪ/)			revisit happy, very, funny, party, family, silly, sunny, merry			
S10	new consonant spellings <i>ph</i> and <i>wh</i>		revisit when, where, which, wheel, why		revisit dolphin, alphabet, phonics, elephant		
S11	using <i>k</i> for the /k/ sound	revisit sketch, skinny, kitten, Kent, Kate					
S12	compound words					revisit and apply e.g. hairbrush, fairground, football, waterfall	
S13	the days of the week	revisit			check		
S14	the /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y		jar, jog, join, age, huge, badge, edge, bridge	revisit and add e.g. gem, giant, magic, energy, charge, village			
S15	the /s/ sound spelt c before e, i and y		race, ice, cell, city,	fancy, Nancy			
S16	the /n/ sound spelt kn- and (less often) gn- at the beginning of words		know, knock, knee, gnat, gnaw				
S17	the /r/ sound spelt wr at the beginning of words			write, written, wrote, wrong, wrap			
S18	the /l/ or /əl/ sound spelt -le at the end of words			table, apple, bottle, middle, little,			
S19	the /l/ or /əl/ sound spelt -el at the end of words					camel, tunnel, squirrel, travel, towel, tinsel	

S20	the /l/ or /əl/ sound spelt –al at the end of words					metal, pedal, petal, capital, hospital, animal	
S21	words ending in –il						pencil, fossil, nostril
S22	the /aɪ/ sound spelt –y at the end of words			cry, dry, fly, try, reply, why, by, July			
S23	adding –es to nouns and verbs ending in –y				flies, tries, replies, copies, babies, carries		
S24	adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it			happy, happier, happiest, copy, copied, cry, cried		revisit +exceptions copying, crying, replying	
S25	adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it			hike, hiked, hiker, nice, nicer, nicest,			
S26	adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter			patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest etc.			revisit through mini dictation and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll					all, ball, call, always, walk, talk	
S28	the /ʌ/ sound spelt o						(revisit) other, mother, brother, nothing, Monday, another
S29	the /i:/ sound spelt –ey			key, donkey, monkey, chimney, valley			
S30	the /ɒ/ sound spelt a after w and qu				want, watch, wander, squash		
S31	the /ɜ:/ sound spelt or after w					word, work, worm, world, worth	
S32	the /ɔ:/ sound spelt ar after w				war, warm, towards		
S33	the /ɜ/ sound spelt s				television , treasure, usual		

S34	the suffixes –ment, –ness, –ful, –less and –ly				badly, sadly, kindly	enjoyment, sadness, careful, playful, hopeless	merriment, happily, happiness, plentiful,
S35	words ending in –tion				station, fiction, section, nation, motion	fictional, national	
S36	homophones and near-homophones	see sea, bee, be, blue, blew,	to, too, two, hear, here, one, won, sun, son	quite, quiet	new, knew, there, their, they're	night, knight,	bear, bare, your, you're, revisit full set
S37	common exception words	find, kind, mind, behind, child, wild, climb, they because, every, everybody, after, fast, last, past, father, class, grass, pass, plant, path, bath, again,	who, whole, people, water, parents, money, Christmas, Mr, Mrs, mother, other, I, eye, my, come	could, would, should, couldn't, wouldn't, shouldn't, old, cold, gold, hold, told, clothes, most, both, only, move, prove, improve half, child, children,	door, floor, poor, sugar, even, any, many, busy, sure (link with phonics 'sure/pure'), practise previous ce words	great, break, steak, hour, pretty, beautiful practise previous ce words	revise and check independent learning of all CE word list

Lower Key Stage Two							
	<u>Year Group Three</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
	<p>Overview: At the beginning of Year 3, children often need further practice in the spelling patterns and conventions learned in KS1, together with revision of the many common exception words and homophones learned the previous year. For this reason, the Test Code references begin with some of those from KS1, allowing time to plan for that important consolidation of learning. New learning for Year 3, indicated by the Programme of Study and Spelling Appendix, can then build upon those firm foundations. Pupils will use further prefixes and suffixes, and understand how to add them to words. They will learn some words which are often misspelt. Also, they will learn how to use the first two or three letters of a word to check its spelling in a dictionary. Pupils will develop their early proofreading skills in order to correct some of their own errors. *NB Words from the statutory word list are shown in bold font.</p>						
S1	words with the /f/ sound spelt 's' or 'ss'			introduce: sure, mission, sugar, pressure			
S4	the /v/ sound at the end of words		revisit: love, live, have, give, dove, move, glove				
S5	adding –s and –es to words (plural of nouns and the third-person singular of verbs)	revisit when linked to reading and writing	revisit when linked to reading and writing				
S8	vowel digraphs and trigraphs: e.g. ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, etc.	revisit selected GPCs e.g. oo / fruit, group igh / height or/ naughty, quarter	revisit other GPCs as they occur in reading and writing e.g. ou/ow; oi/oy, including split digraphs e.g. u-e	continue to apply segmenting skills for writing; draw links with reading texts where applicable	continue to apply segmenting skills for writing; draw links with reading texts where applicable	revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey complete , these, theme, extreme heel, heal, he'll, wheel, we'll	
S9	words ending in –y (/i:/ or /ɪ/)	revisit where these occur in reading and writing e.g. happy, sunny, family, history					
S10	consonant spellings ph and wh		revisit and check when, where, which, wheel, why		revisit and check dolphin, alphabet, phonics, elephant		
S12	compound words					revisit and apply e.g. swimsuit, fairground, football, waterfall, classroom	
S14	the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes				check: jog, join, age, huge,		

	spelt as g elsewhere in words before e, i and y				badge, edge, gem, giant, magic, energy, village		
S15	the /s/ sound spelt c before e, i and y		check: race, ice, cell, city, fancy				
S16	the /n/ sound spelt kn- and (less often) gn- at the beginning of words			revisit and check: know, knock, knee, gnat, gnaw			
S17	the /r/ sound spelt wr at the beginning of words						revisit and check: write, writing, written, wrote, wrong, wrap, wring
S18, - S21	the /l/ or /əɫ/ sound spelt -le at the end of words; the /l/ or /əɫ/ sound spelt -el at the end of words; the /l/ or /əɫ/ sound spelt -al at the end of words; words ending in -il			revisit and check; table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal;	pencil, fossil, nostril		
S22	the /aɪ/ sound spelt -y at the end of words	revisit as words arise in reading and writing: cry, dry, fly, try, why, by, July					
S23	adding -es to nouns and verbs ending in -y			revisit as words arise in reading and writing: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies			
S24, S25, S26	adding -ed, -ing, -er and -est which require a change to the root word	revisit and teach: patting, hummed, sadder, fattest, runny waving, runner, skipping, (also in Y3 -es): searches, reaches	revisit quicker, grander, darkest; teach: prettier, happier, nicer, fattest, largest	walked, hiked, cried, copied, hurried, replied, patted, hummed, dropped, skipped		revisit +exceptions copying, crying, replying	revisit through mini-dictations and apply in writing
S27	the /ɔ:/ sound spelt a before l and ll	revisit: tall, ball, call, always, walk					
S28	the /ʌ/ sound spelt o (similar to KS1; now spelt ou)						introduce: trouble, country, young, double, trouble, rough, touch

S29	the /i:/ sound spelt –ey			revisit: key, donkey, monkey, chimney, valley			
S30, S31, S32	the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w				revisit and check: watch, wander, squash; work, world; warm, towards		
S33	the /ɜ/ sound spelt s				check: television, treasure, usual teach: occasion(ally)		
S34	the suffixes –ment, –ness, –ful, –less and –ly		practise adding –ness: fair, kind, tidy, lovely, silly, happy, willing, fit, foolish, nasty	revisit -ness, -ful following a consonant sadness, painful; teach: -less –ly: careless carelessly colourless, harmless, useless, thoughtless helpful , helpfully thankful , thankfully			
S34 cont.	the suffixes ‘ful’ and ‘ness’ (used together)			forgetfulness; hatefulness; painfulness			
S35	words ending in –tion				word list: question, mention, position ; revisit: fiction, section, nation, motion new: invention; injection, action	fictional, national	
S36	homophones and near-homophones	break/brake; great/grate; eight/ate; weight/wait ; son/sun	revisit: to/two/too; hear/here; won/one; quite/quiet		revisit: new, knew, there, their, they’re teach: your/you’re; meet/meat; fair/fare; knot/not;		heel/heal/he’ll; rain/rein/reign; plain/plane; groan/grown; night/knight
S37 Both KS1& KS2	common exception words	revisit and check <i>many</i> Y2 common exception words	revisit and check <i>all</i> Y2 common exception words	accident, build, caught, different, earth, enough, famous, February, often, quarter, remember, through	answer; appear; bicycle; certain, circle; continue, describe; disappear; exercise; favourite	address, believe, breath, breathe, busy, centre, decide, difficult, early, experiment,	history, imagine, important, interesting, island, learn, length, strength, minute, notice, ordinary,

						fruit, group, guard, heard	peculiar, perhaps, possible
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable See Y4						
S39	the /i/ sound spelt y other than at the end of words		myth, gym, pyramid, mystery, Egypt				
S40	the /ʌ/ sound spelt ou						young, double, touch, trouble, country, rough
S41	prefixes: the prefixes un- (revise) and dis- (teach)	unlucky, unusual, undress, unwell disappoint, disagree, disobey, disown, dishonest, distrust, dislike, disappear					
S41 cont.	the prefixes mis- and re-		misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return				
S41 cont.	the prefixes sub- and tele-			subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television			
S41 cont.	the prefixes 'super' and 'auto'				superman, supermarket, superstar, autograph; autobiography, automaton		
S43	the suffix -ly			sadly, closely, completely, quickly, likely, lately, usually		happily, funnily, luckily	

				(usual + ly), finally (final + ly), comically			
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'					simply, humbly, gently, basically, frantically, dramatically, heroically	
S48	words with the /k/ sound spelt ch		Christmas		ache, anchor, school, choir, echo		
S50	words ending with -gue and -que		league, tongue, antique, unique				
S52	words with the /eɪ/ sound spelt ei, eigh, or ey	add rarer GPCs: weigh, hail, eight, straight , they, vein					
Furth er	the apostrophe for contractions (assessed in Grammar Test Paper 1)			revisit contractions from Y2 e.g. hasn't, isn't, won't, don't		revisit contractions of relevant words e.g. they're, you'll, couldn't, wouldn't	
	<u>Year Group Four</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p>Overview: Some pupils in Y4 continue to need consolidation of basic spelling rules and conventions from KS1, such as how to add common suffixes to root words, particularly those which require a change of the root word. However, during Y4 it is important to introduce all the remaining spelling objectives in the Programme of Study, by referring to the full Spelling Appendix for this age group. There is no STA written test for spelling at LKS2, but all learning for this age-group is included in either the Content Domain references from KS1 or KS2. The full statutory word list for Y3-4 also needs to be taught over time, alongside other similar words, so that children can spell increasingly challenging words. Pupils develop a range of personal strategies for learning irregular words, and for proofreading their spellings after writing. They also use further prefixes and suffixes, understanding how to add them. Y4 pupils should also develop confidence to look up words in a dictionary by looking at the first two or three letters. They will revise use of the possessive apostrophe for singular nouns, and extend this to plural nouns. *NB Words from the statutory word list are shown in bold font.</p>							
S8	vowel digraphs and trigraphs: e.g. ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.		words with the 'ei' sound spelt ei, eigh or ey e.g. they, weight , eight , grey, sleigh, reign				
S15	the /s/ sound spelt c before e, i and y	centre, century, certain, circle, decide, notice,					

S17	the /r/ sound spelt wr at the beginning of words	revise as required; writing, written, wrong, wrap					
S18?	the // or /ə/ sound spelt –le at the end of words; the // or /ə/ sound spelt –el at the end of words; the // or /ə/ sound spelt –al at the end of words; words ending in –il	3-4word list: actual, material, natural, possible, special					
S24-26	adding –ed, –ing, –er and –est	revisit and apply as required					
S30, S31, S32	the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w				revisit: watch, wander, squash; work, world; warm, towards		
S35	words ending in –tion				fiction, fraction, direction, attention invention, injection, action, completion, intention, mention, position, question		
S37	common exception words: (by end of Y4, children need to tackle all the statutory word list, and other similar words, which are commonly misspelt)	actual, material, natural, possible, special, certain, circle, decide, medicine, notice, recent	business, increase, perhaps, probably, describe, exercise, experience, experiment, extreme	February, forward, forwards, heart, library, caught, naughty, strange, promise, century, centre,	favourite, interest, interesting, minute, often, ordinary, potatoes, separate, surprise	enough, therefore, though, although, thought, through, knowledge, sentence, women, woman	address, appear, arrive, different, difficult, disappear, occasion, occasionally opposite, possession, suppose. various
KS2	The following section introduces spelling content domain references from the KS2 test framework.						
S38	adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed		cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited,			answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular	

S39	the /i/ sound spelt y other than at the end of words	revisit: myth, gym, pyramid, mystery, Egypt					
S40	the /ʌ/ sound spelt ou		revisit: young, touch, blood, trouble, country				
S41	prefixes: the prefixes in-, il-, im- and ir-		Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical				
S41 Cont.	prefixes: the prefixes anti- and inter-				antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive		
S42	The suffix -ation				teach: hesitation, adoration, information, sensation, preparation, admiration		
S43	The suffix -ly:						happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically teach: definitely, infinitely,
S44	words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture)	treasure, measure, pleasure, closure		mixture, adventure, capture, feature, moisture, nature, picture, vulture			

S45	endings which sound like /ʒən/ spelt 'sion'					division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion	
S46	the suffix -ous						spacious, envious, courageous, furious, monstrous, poisonous, mountainous, famous, various, dangerous
S47	endings that sound like /fən/, spelt -tion, -sion, -ssion, -cian				physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, corrosion; profession, session, percussion, passion, mission, possession ; fiction, fraction, direction, attention, mention		
S48	words with the /k/ sound spelt ch					revisit: ache, chemist, headache, choir, echo	
S49	words with the /ʃ/ sound spelt ch		revisit: chalet, chef, brochure, parachute, machine				
S50	words ending with -gue and -que	revisit: league, tongue, antique, unique					
S50 (similar)	the g sound spelt gu-			guide , guitar, guard , guidebook, guest, guardian, guarantee, guess			

S51	words with the /s/ sound spelt sc					science, scene, scissors, ascend, descend, scented, crescent, abscess	
S52	words with the /eɪ/ sound spelt ei, eigh, or ey		revisit: they, weigh, eight, eighth , grey, sleigh				
S61	homophones and other words that are often confused	peace/piece, main/mane, fare/fair heard /herd		scene/seen, male/mail, ball/bawl		revise full set of Y3-4 homophones e.g. weather/whether, who's/whose, medal/meddle, missed/mist, team/teem	
Further	possessive apostrophe	possessive apostrophe with singular proper nouns		possessive apostrophe with plurals		revise both singular and plural possession	
Upper Key Stage Two							
	Year Group Five	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Overview: At the beginning of Year 5, children will need further practice in the spelling patterns and conventions learned in Years 3 and 4, together with revision of the many common exception words and homophones learned previously. For this reason, some earlier Test Code references remain the same, allowing time to plan for that important consolidation of learning. New learning for Year 5, indicated by the Programme of Study and Spelling Appendix, can then build upon that knowledge. Pupils should become confident to check spellings in a dictionary using the first three or four letters. They also use a dictionary to support learning word roots, derivations and spelling patterns. Pupils will also strengthen their proofreading skills in order to correct some of their own errors, particularly of words they have learned. *NB Words from the statutory word list are shown in bold font.</p>							
S5	adding –s, -es and –ies to words (plurals of nouns and the third-person singular of verbs)		revise adding –s, -es and –ies: introduce categor(y)ies , communit(y)ies , opportunities , varieties				

S14	the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y			teach with common exception words: average, language, privilege			
S24, S25, S26	adding –ed, –ing, –er and –est	equip/equipped, accompany/ied, attached, develop/ed, queue/d, recognise/d					
S34	the suffixes –ment, –ness, –ful, –less and –ly				word list: environment, desperate/ly, equipment, frequently, government, parliament		
S35	words ending in –tion				word list: see below		
S37 KS1 and KS2	common exception words	revise statutory words from Y3-4 list as appropriate	revise statutory words from Y3-4 list as appropriate	Y5-6 words: average, bruise, guarantee, immediately, language, privilege vehicle, yacht	competition, leisure,	aggressive, disastrous, especially, excellent, marvellous, necessary, professional, recommended, restaurant, temperature	programme, explanation pronunciation communication
KS2	The following section demonstrates those aspects of spelling which are included in the KS2 programme of study						
S38	adding suffixes beginning with vowel letters to words of more than one syllable					according, determined, assigned, reassigned, resigned, resigning, resignation, designer, designing, designed, (signature); also suffixes –es, –ist, -	

						ise and –ive: aggressive	
S39	the /i/ sound spelt y other than at the end of words						revisit as required: myth, gym, pyramid, mystery, Egypt
S40	the /ʌ/ sound spelt ou						revisit as required : young, double, touch, trouble, country, rough
S41	prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir-)	revisit prefixes from Y3-4 unusual, unattached, disappoint, disagree, disobey, dishonest, distrust, disappear ; teach disastrous	revisit: misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return	revisit: subdivide; subheading; submarine; submerge; telephone; telescope; telegraph; television	revisit: superman, supermarket, autograph; autobiography, automaton	revisit: Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, teach: interfere , indefinite , interrupt , immediately ,	revisit: irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical
S42	the suffix –ation						explanation , communication (communicate) pronunciation , desperation (desperate) revelation
S43	the suffix -ly			immediate/ly , mischievous/ly , sincere/ly incredibly, sensibly, reliably, respectably, agreeably, enviably			
S43 cont.	the suffix -ly with root words ending 'le' or 'ic'				teach through segmenting words (morphology): geography, geographic, geographically;		

					telegraph, telegraphically, photographically		
S44-47	See Year 4				revise Y4: treasure, measure, creature, picture, adventure; teach: leisure	revise Y4: division, invasion, confusion, decision; Invention, action, expression, possession ; extension, comprehension; magician, politician etc	revise Y4: poisonous, dangerous, famous, jealous, courageous, serious, various , conscious etc.
S48-49	words with the /k/ sound spelt ch and with the /j/ sound spelt ch			revisit Y4: e.g. chemist / chef / brochure etc.			
S50	words ending with -gue and -que		revisit: league, tongue, antique, unique				
S51	words with the /s/ sound spelt sc					revisit: science, scene, scissors, ascend, descend, scented, crescent, abscess	
S52	words with the /eɪ/ sound spelt ei, eigh, or ey					revisit: they, weigh, eight, eighth, grey, sleigh	
The following section represents new learning for Years 5 and 6.							
S53	endings which sound like /ʃəs/ spelt -cious or -tious See Y6						
S54	endings which sound like /ʃəl/ See Y6						
S55	words ending in -ant, -ance/-ancy, -ent, -ence/-ency See Y6						
S56	words ending in -able and -ible	adorable, available , breakable, disposable, edible, enjoyable,		words ending -ably and -ibly: agreeably, considerably, enviably,			

		enviable, forgivable, horrible, incredible, invincible, identifiable, possible, reliable, reversible, valuable		incredibly, possibly, reliably, respectably, sensibly			
S57	Adding suffixes beginning with vowel letters to words ending in -fer See Y6						
S58	Words with the /i:/ sound spelt ei after c (and other ie/ei words)				ceiling, receive, receipt, deceit, perceive, conceit; learn ei and ie words: e.g. lie, belief, grief, brief, piece, niece, achieve , fiery, review; <i>and</i> vein, reign, reign, veil, weigh, neighbour , sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough	ought, bought, sought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough , borough plough, bough					
S60	Words with 'silent' letters	doubt, island, lamb, solemn, thistle, knight, debt, numb, autumn	revise previous words e.g. know, knowledge, knock, knee, gnat, gnaw				
S61	Homophones and other words that are often confused	aloud/allowed, affect/effect, herd/heard, Isle/aisle,		steel/steal, alter/altar, led/lead, assent/ascent, bridal/bridle	revisit: homophones from terms 1 and 3;	cereal/serial, father/farther, guessed/guest,	revise full set of learned homophones, including Y3-4 set

		past/passed			revisit homophones from Y3-4 Spelling Appendix 1 as required	morning/mourning, who's/whose	
Further	use of the hyphen (to spell words)		co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent				
	the apostrophe (assessed in Grammar Test Paper 1)		revisit: apostrophes for contraction and possession, singular and plural	know when and when <i>not</i> to use an apostrophe for possession in given examples			
	Use a dictionary to check the first 3 and 4 letters of words						e.g. relevant, revelation, referee, readjust; profession, programme , prosecute; prototype
	<u>Year Group Six</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<p>Overview: Most pupils in Year 6 will learn many spellings through study of the word's morphology (word structure) and etymology (word derivation). By now, children will have amassed plenty of knowledge and understanding about the ways English words are organised and spelt, and will use their skills in order to tackle unfamiliar and challenging words. They are competent to use a dictionary to look up information about words. They become increasingly proficient at identifying and editing their own relevant spelling errors. It is important that Year 6 pupils revisit and check spelling patterns and conventions from earlier years in the key stage, as these may be included in the statutory test. *NB Words from the statutory word list are shown in bold font.</p>							
S37	common exception words / words from the statutory word list	available, vegetable; accommodate, accompany, according, apparent, committee, correspond, embarrass, harass, interrupt, marvellous necessary, occupy, occur, opportunity, programme,	guarantee, queue, average, language, privilege, signature, temperature, amateur, familiar, leisure, neighbour, shoulder, soldier, foreign	awkward, especially, thorough, cemetery, controversy, frequently, immediately, marvellous, mischief/ mischievously, sincerely, yacht	achieve, achievement, ancient, bargain, excellent, forty, lightning, muscle, parliament, persuade, physical, prejudice, profession, restaurant, various/variety	determined, develop/ed, environment, government, hindrance, nuisance, dictionary, sacrifice, vehicle (see further words below)	conscience, convenience, existence, interfere/ence, sufficient

		recommend, sufficient, suggest					
S38	adding suffixes beginning with vowel letters to words of more than one syllable e.g. -ing, -en, -er, -ed, -ise, -ist, -ite, -al,						aggressive, appreciate, attached, average, category, cemetery, communicate, community, criticise, critical, curiosity, definite, equipped, exaggerate, identity, language, physical, recognise, secretary
S39	the /i/ sound spelt y other than at the end of words Y4-5	Revise e.g. myth, Egypt; add rhythm (& rhyme), symbol, system					
S40	the /ʌ/ sound spelt ou Y4-5		revise and check: e.g. country, young, touch				
S41	prefixes:			investigate prefixes and their meanings, revisiting some from Y3-4: aero, anti-, aqua-, auto-, bi-, circum-, extra-, pro-, semi-, super-, trans-	investigate prefixes and their meanings e.g. auto, hydro-, micro-, phon-tele-; autobiography, binoculars, archaeology, grapheme, hydroelectric telecommunication, microscope, phoneme	investigate / prefixes / suffixes / root words and their meanings: inter, chrono, crede, cyclo dict, tract, tele, audi, vita, script, demo, cede, port, pre, struct, fac, ology	
S42	the suffix -ation				explanation, communication pronunciation, desperate/ation		

S43	the suffix –ly Y5			frequently, definitely, immediately, sincere/ly			
S44	words with endings sounding like /ʒə/ or /tʃə/		quick check: e.g. adventure /pleasure new: signature, leisure				
S45	endings that sound like /ʒən/		quick check: division, decision, collision				
S46	the suffix –ous			revisit adding –ous/ly mischievous/ly, conscious/ly, courageous/ly, , disastrous/ly, marvellous, etc.			
S47	endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian				revisit and check from Y3-4 Appendix		
S48	words with the /k/ sound spelt ch			check: chemist, stomach , chorus, scheme, echo, character			
S49	words with the /ʃ/ sound spelt ch			check: chef, brochure, machinery			
S50	words ending with –gue and -que		revisit: league, tongue, antique, unique, & guarantee				
S51	words with the /s/ sound spelt sc				revisit: science, scene, scissors, ascend, descend, scented, crescent, muscle		
S52	words with the /eɪ/ sound spelt ei, eigh, or ey Y3-5		check: neighbour , obey, weigh, weight, vein				
The following section represents new learning for Years 5 and 6.							
S53	endings which sound like /ʃəs/ spelt –cious or –tious See Year 6		vicious, precious, conscious , delicious, malicious, suspicious,				

			ambitious, cautious, fictitious, infectious, nutritious				
S54	endings which sound like /ʃəl/ spelt cial and tial			official, commercial, glacial, special, facial, social, artificial, financial, racial; partial, confidential, essential, influential, substantial, torrential, preferential, residential			
S55	words ending in –ant, –ance/–ancy, –ent, –ence/–ency See Year 6 *NB Although the No Nonsense Spelling programme includes the suffixes –ent/ence/ency in Term 6, it would be wise to visit these earlier in readiness for the Y6 spelling test.					words ending -ant, -ance and -ancy; use -ance where the root word ends in -ant (observant)/ where the root word can add the ending -ation / if the related verb ends in -y, -ure, -ear, -ate / if the stem of the word ends in a hard /c/ or /g/ sound.	<i>*words ending –ent, –ence and –ency; use –ence where the root verb ends in -ere (e.g. interference)/ if the root verb has a stressed -er (infer) / if the word contains the syllables ‘cid’, ‘fid’, ‘sid’ or ‘vid’ (confidence); if the stem ends in a soft /c/ or /g/ (innocence).</i>
S56	words ending in –able and –ible	revisit words ending -ible/-able; ably and –ibly: e.g., horrible, terrible, possible, edible, reversible, invincible, legible; and adorable, available , forgivable, disposable, enjoyable, valuable, vegetable , breakable, identifiable; and incredibly, sensibly,					

		reliably, respectably, agreeably, enviably					
S57	adding suffixes beginning with vowel letters to words ending in -fer	refer, referring, referred, referral; preferred, preferring; transferred, transferring; <i>but</i> reference, referee, preference, transference					
S58	words with the /i:/ sound spelt ei after c (and other ie/ei words) See Y5 and revise				revisit Y5 e.g. ceiling, receive, receipt, deceit, perceive, conceit; and belief, grief, brief, piece, niece, achieve , fiery, review; sovereign, foreign ; <i>also</i> weird, protein, their, either, heir, height, variety		
S59	words containing the letter-string ough			e.g. bough, plough, drought; dough, although; cough, enough, tough; ought, brought, thought, sought; thorough			
S60	words with 'silent' letters See Y5			check: doubtful, island, solemn, bristle, knight, knowledge, twelfth , yacht			
S61	homophones and other words that are often confused		ce and se: advice/advise; device/devise; practice/practise; licence/license; prophecy/prophesy		revise all previously learned homophones; teach dessert/desert; stationery/stationary; complement/compliment; principle/principal; prophet/profit	practise and check any problematic homophones from Y5-6 Spelling Appendix	teach: draught/draft; dissent/descent; precede/proceed; wary/weary;
Further	use of the hyphen (to spell words)	revisit: co-operate, co-ordinate, co-exist, co-own, re-emerge, re-					

		enter, re-ignite, re-invent					
	the apostrophe (assessed in Grammar Test Paper 1)	revisit: apostrophes for contraction and possession, singular and plural		know when and when <i>not</i> to use an apostrophe for possession in given examples			
	use a dictionary to check the first 3 and 4 letters of words		revisit	ongoing independent and applied practice			

Appendix 1

The following tables list the texts teachers have chosen for their classes to study. They have been chosen for a large number of reasons, for example, engagement, class interest and sometimes to introduce children to authors they may not choose themselves, or may not have come across. These texts also provide a springboard and hook to enable teachers to illustrate various themes as well as introducing a range of punctuation and grammar to the children. The texts include a range of fiction, non-fiction and poetry (including nursery rhymes lower down the school). The texts listed below are in addition to texts studied within reading skills lessons.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R and Year 1	Supertato Supertato returns Super Worm The Lion who Wanted to love. What Pet Shall I Get There's a Snake at School The Very Helpful Hedgehog Christopher Nibble Colour Monster Don't Eat The Teacher Just Ducks <u>Nursery Rhymes</u> Worm at the end of the garden	Traction Man Toys in space The Paper Dolls Stick Man Sparks in the Sky Dipal's Diwali Room on the Broom Funny Bones There's an elf in your book Jack Frost <u>Nursery Rhymes</u> Months of the year Day of the week Five little snowmen Hot Cross Buns Dingle Dangle Scarecrow	Dear Dinosaur Tyranosaurus Drip Dinosaurs love Underpants The Three Little Pigs Little Red Riding Hood Billy Goats Gruff The Gingerbread Man Charlie Cooks Favourite book Harry and his Bucket Full of Dinosaurs <u>Nursery Rhymes</u> Humpty Dumpty Baa Baa Blacksheep I'm a little teapot Incy Wincy Spider	Yucky Worms The Very Hungry Caterpillar Omar and the Bees The Bad Tempered Ladybird From the Tiny Seed Oliver's Vegetables The Gigantic Turnip What the ladybird heard Spinderella Stuck <u>Nursery Rhymes</u> ABC Mulberry Bush Rain Rain go away	Vlad and The Great Fire of London. Katie In London Paddington Bear Elmer Shine The Family Book Sulwe The Great Hair Swap Eyes that kiss at the sides Big Bag of Worries The Lion Inside <u>Nursery Rhymes</u> London's Burning Oranges and lemons.	Man on the Moon Aliens love underpants. Whatever Next How to Catch a Star Night Pirates Pirates Next Door Pirates love Underpants The Singing Mermaid Granddad's Island <u>Nursery Rhymes</u> Row Row Row your Boat Twinkle Twinkl Little Star

	Old Macdonald had a farm Going to the zoo tomorrow					
Year 2	<u>Nursery Rhymes</u> Dinosaurs Down in the Jungle Five Current Buns The Big Ship Sails on the Ally Ally Oh Five Little Ducks Went Swimming One Day Busy Farmer Ben Five Little Monkeys Jumping on the Bed Ten Green Bottles One Man Went to Mow Oats and Beans and Barley Grow	<u>Nursery Rhymes</u> The Animals Went in Two by Two Head, Shoulders, Knees and Toes The Hokey Cokey Wind the Bobbin Up Little Jack Horner	<u>Nursery Rhymes</u> If You're Happy and You Know It Rock a Bye Baby Row, Row, Row Your Boat One Tomato, Two Tomatoes	<u>Nursery Rhymes</u> The Wheels on the Bus Brush Your Teeth Here We Go Round the Mulberry Bush The Grand Old Duke of York The Animal Fair	<u>Nursery Rhymes</u> I Can Sing a Rainbow I Hear Thunder	<u>Nursery Rhymes</u> Hickory Dickory Dock The Bear Went Over the Mountain Mary, Mary Quite Contrary
Year 3 and Year 4	Quest Journey	The Miraculous Journey of Edward Tulane Who Let the Gods Out	Iron Man	The Wild Robot Tar Beach	Kensuke's Kingdom Charlie Small	Krindlekrax
Year 5 and Year 6	The Boy in the Striped Pyjamas Eye of the Wolf Alma (Literacy Shed)	Once Beowulf Road's End (Literacy Shed)	Skellig A Series of Unfortunate Events The Piano (Literacy Shed)	The Raven Varjak Paw Titanium (Literacy Shed)	Holes Hamlet Eye of the Storm (Literacy Shed)	Outlaw Tuesday The Lighthouse (Literacy Shed)