

## Rationale

At The Forwards Centre our curriculum supports pupils who may have missed significant parts of their education. As a result, the Forwards Centre provides a focused learning journey starting with the fundamentals of reading. Our aim is to deliver a flexible reading model that can provide our learners with the keys to unlock their full potential in life.

We strive to encourage and promote a genuine love and interest of reading at the Forwards Centre, therefore, time in the day will be made for pupils to read independently or with a staff member. As a priority, we will develop confidence and motivation in our readers, which is anchored by regular opportunities to hear high quality non-fiction and fiction texts. The cross curricular vocabulary we teach, aims to provide our pupils with a greater understanding of the world around them and their ability to express themselves effectively.

We deliver engaging, cross curricular topics, so our pupils can write with purpose. As a result, we expose pupils to high quality non-fiction and fiction texts, whilst teaching the different genres of writing. Lessons are carefully sequenced to cover the key features of each genre so that skills can be gradually embedded and built upon progressively,

We want to instil a feeling of pride in our pupils writing, so we schedule time each day for handwriting practice, and give our pupils chances to express themselves by planning, editing and publishing their own work. Our ethos is to create a culture that challenges children to improve their writing, whilst developing a safe learning environment for children to work at their own pace.

At the Forwards Centre we believe that teaching handwriting is important because it helps our pupils to develop their fine motor skills, to communicate clearly, to improve their reading and spelling and to reduce cognitive load when composing a piece of writing. We know that repeated practice in handwriting is necessary for pupils to become fluent and legible writers, and research shows us that repeated practice in handwriting leads to success in higher-level writing tasks. We also know that pupils develop a sense of satisfaction when their writing is presented well and that in turn builds confidence, self-esteem and the motivation to write.

At the Forwards Centre we believe that teaching spelling is important because it helps our pupils to communicate clearly, to improve their reading and to enable them to write fluently. We know that our phonics work provides an effective foundation for teaching spelling and that teaching spelling is most effective when done through the current content that the pupils are learning.

At the Forwards Centre, we want our pupils to build the cultural capital they need to interconnect with society; therefore, it is our aim to teach a range of new words to our pupils. We want our pupils to have social mobility, and have the vocabulary to talk about their own writing with their friends and family. Ultimately, we want our pupils to generate long lasting life skills and work towards becoming confident, independent writers

## Contribution and Readiness

We ensure that the contribution and readiness are evident in the English curriculum by:

- Allowing children to articulate and translate their ideas and feelings through different genres of writing.
- Encouraging children to write independently whilst developing their transcription and composition skills.
- Showing a breadth of rich vocabulary that enhances communication skills and enables children to express their thoughts and contribute meaningfully in group settings.
- Allowing children understand different perspectives, cultures, and ideas, helping them understand their role in the school and wider community.
- Empowering students to contribute to cross curricular topics whilst promoting embedded learning.
- Preparing and equipping children with the fundamental skills required to take part in interesting conversations.
- Allowing our pupils to meaningfully integrate into society whilst preparing them for future challenges.

## Conduct and Morals

We ensure that pupils develop their own character attributes through the English curriculum by:

- Encouraging children to reflect on their values through social stories and understand the how their actions can affect others.
- Establishing a culture of respect during class reading time—listening and valuing diverse opinions with the aim of promoting good conduct.
- Reading books that address themes like sharing, fairness, and empathy, helping students understand and discuss moral values.
- Promoting teamwork and respect for others' ideas in lessons thus reinforcing positive conduct through cooperation.
- Fostering discussions around moral lessons and encouraging self-expression through writing

## Celebrating similarity and difference

We ensure that pupils celebrate similarity and difference through the English curriculum by:

- Reading a range of high-quality books that include various cultures and backgrounds and allow students to explore different experiences, values, and traditions.
- Read books that promote themes of acceptance, friendship, and differences within society.
- Writing personal narratives highlighting their unique backgrounds and experiences. Sharing these fosters understanding and celebration of individual differences.
- Writing to stimulate conversations about differences, encouraging reflection on societal issues and fostering a deeper appreciation for varied viewpoints.

## Caring for ourselves

We ensure that pupils learn to care for themselves through the English curriculum by:

- Teachers reading engaging stories to children encourages present-moment awareness, helping to reduce anxiety and promoting mindfulness.
- Reading non-fiction books can provide insights into personal development, health, and coping strategies.
- Articulating our thoughts and feelings in a therapeutic way with writing.



## Culture and Creativity

We ensure that pupils learn about culture and creativity through the English curriculum by:

- Introducing a variety of reading books that represent different cultures, countries, and experiences.
- Exposing our pupils to books that feature diverse characters in everyday settings, allowing children to see themselves and others in stories.
- Encouraging children to use their imagination to develop interesting plots, engaging characters, and descriptive settings in their writing.
- Being exposed to different forms of poetry and developing skills such as similes and metaphors.

## Curriculum Design

Our reading curriculum includes phonics, word reading and comprehension and is delivered daily in a bespoke 1 to 1 structure which is individualised to our pupils needs. Within this bespoke teaching model, pupils will experience a range of programmes such as: Twinkle Toes phonics and PM benchmarking reading scheme.

Children will read a range of different genres including fiction, non – fiction and poetry via the PM benchmarking scheme and the twinkl phonics (phonetically decodable books) and be challenged to their reading abilities.

Time is carefully planned in during the day for teachers to reads to the class to support the development of reading for pleasure and to promote a love for reading with high quality texts.

Pupils learn to write in a meaningful way with in non-fiction, fiction and poetry genres.

Tier 1 vocabulary is taught within the Twinkle phonics programme (HFW) and throughout the day in everyday situations



Tier 2 and 3 vocabulary is taught explicitly at the beginning of each writing journey where teachers will often use vocabulary word maps to help develop and build upon our pupils' schema.

Handwriting fluency is supported through extensive practice and feedback in daily tasks. Ongoing teacher feedback is given following writing practice and misconception are captured in specific teacher feedback.







Spelling is taught daily through Twinkle Toes phonics instruction which promotes phonic patterns to help our children spell words across all year groups. Through our approach, we teach spelling patterns and spelling rules in line with the national curriculum

# Curriculum Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Green Room Cycle A	<p><b>All About Us</b></p> <p><b>Non Fiction</b> Lists, labels and captions Instructions</p> <p><b>Fiction</b> Character description</p> 	<p><b>Celebrations</b></p> <p><b>Non Fiction</b> Informal Letter</p> <p><b>Fiction</b> Story retell Character description</p> <p><b>Poems</b> Acrostic</p> 	<p><b>GREAT Britain</b></p> <p><b>Non Fiction</b> Non chronological report</p> <p><b>Fiction</b> Simple story plot / setting</p> <p><b>Poems</b> Calligram/ Shape</p> 	<p><b>Times gone by</b></p> <p><b>Non Fiction</b> Recount</p> <p><b>Informal Letter</b></p> <p><b>Fiction</b> Story writing – Story with repetitive language</p> 	<p><b>Great Fire of London</b></p> <p><b>Non Fiction</b> Non Chronological report</p> <p><b>Fiction</b> Character and setting description</p> <p><b>Poems</b> Riddle</p> 	<p><b>Oh I do like to be by side the seaside</b></p> <p><b>Non Fiction</b> Informal Letter / Postcard Recount</p> <p><b>Fiction</b> Story writing</p> 
Green Room Cycle B	<p><b>People Who Help Us</b></p> <p><b>Non Fiction</b> Lists, labels and captions</p> <p><b>Fiction</b> Story writing/Retell</p> 	<p><b>Wonderful Weather</b></p> <p><b>Non Fiction</b> Informal letters</p> <p><b>Fiction</b> Character description – stories by the same author (Julia Donaldson)</p> <p><b>Poems</b> Rhyming Poems – Rhyming Poems (Quatrain – AABB or ABAB)</p> 	<p><b>Fairy Tales</b></p> <p><b>Non Fiction</b> Instructions Non chronological report</p> <p><b>Fiction</b> Story plot / setting</p> 	<p><b>Magical Maps</b></p> <p><b>Non Fiction</b> Recount Letter writing</p> <p><b>Fiction</b> Story writing – Story with repetitive language</p> 	<p><b>Explorers</b></p> <p><b>Non Fiction</b> Informal letter Recount</p> <p><b>Fiction</b> Character and setting description</p> <p><b>Poems</b> Quatrains</p> 	<p><b>Wonderful World</b></p> <p><b>Non Fiction</b> Non Chronological</p> <p><b>Fiction</b> Story writing</p> 

<p>Blue and Burqundy Room Cycle A</p>	<p><b>A long long time ago</b></p> <p><b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Story writing – Character description</p> <p><b>Poems</b> Limerick</p> 	<p><b>Natural Disasters</b></p> <p><b>Non Fiction</b> Diary entry</p> <p><b>Fiction</b> Story writing – Settings</p> <p><b>Poems</b> Haikus</p> 	<p><b>Who Rules? (and the Victorians)</b></p> <p><b>Non Fiction</b> Newspaper</p> <p><b>Fiction</b> Story writing – Narrative</p> <p><b>Poems</b> Free verse</p> 
<p>Blue and Burqundy Room Cycle B</p>	<p><b>Rivers and Mountains</b></p> <p><b>Non Fiction</b> Letter writing</p> <p><b>Fiction</b> Story writing –dialogue</p> <p><b>Poem</b> Free verse</p> 	<p><b>Ancient Egypt</b></p> <p><b>Non-Fiction</b> Non chronological report</p> <p><b>Fiction</b> Story writing - opening and endings</p> <p><b>Poems</b> Kenning</p> 	<p><b>Europe</b></p> <p><b>Non Fiction</b> Recount</p> <p><b>Fiction</b> Story writing - Write a story</p> <p><b>Poems</b> Tanka</p> 



<p>Purple Orange Yellow and Turquoise Room Cycle A</p>	<p><b>Invaders</b> <b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Descriptive writing</p> <p><b>Poetry</b> Cinquain</p> 	<p><b>Americas</b> <b>Non Fiction</b> Persuasive (Advert)</p> <p><b>Fiction</b>(Roald Dahl) Descriptive writing</p> <p><b>Poetry</b> Free verse</p> 	<p><b>Brilliant Bolton</b> <b>Non Fiction</b> Non Chronological Report</p> <p><b>Fiction</b> Extended narratives with dialogue</p> <p><b>Poetry</b> Narrative</p> 
<p>Purple Orange Yellow and Turquoise Room Cycle B</p>	<p><b>Our changing world</b> <b>Non Fiction</b> Persuasive Letter</p> <p><b>Fiction</b> Descriptive writing</p> <p><b>Poetry</b> Narrative</p> 	<p><b>Ancient Greece</b> <b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Myths and Legends Narrative</p> <p><b>Poetry</b> Cinquain</p> 	<p><b>Planet Earth</b> <b>Non Fiction</b> Newspaper</p> <p><b>Fiction</b> Diary</p> <p><b>Poetry</b> Free verse</p> 

## Our approach to handwriting

Every pupil in the Forwards Centre will take part in handwriting practice for 10 minutes every day. Teachers and Learning Mentors focus on observations and feedback during these sessions in order to monitor how the children are forming the letters and to support them to correct any errors.

Due to the fact that many of our pupils have significant gaps in their education, their handwriting may not be at the expected level for their age. On entry to the Forwards Centre and as part of our baselining processes pupils' handwriting is assessed and pupils are placed on the handwriting ladder at the point that most accurately reflects their handwriting on entry. From this, personal targets are set for pupils to focus on in their handwriting practise and throughout their other work. Pupils are supported to make progress up the ladder at an appropriate pace.

Members of staff, class teachers and learning mentors are required to model the agreed style of handwriting in their own writing when writing on the board or in pupils' books, and to have high expectations of pupils' handwriting and presentation in all work.

## Handwriting Ladder

Yrs

5&6

- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter
- I can choose the writing implement that is best suited for a task.
- I know what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version, unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Yr 4

- I can use handwriting that is legible and consistent; with down strokes of letters being parallel and equidistant; lines of writing that are spaced sufficiently so that ascenders and descenders of letters do not touch.

Yr 3

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters, when adjacent to one another, are best left unjoined

Yr 2

- I can form lower-case letters of the correct size relative to one and other.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I can write capital letters and digits of the correct size, orientation and relationship to one and other and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Yr 1

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction starting and finishing in the right place.
- I can form capital letters
- I can form digits 0-9
- I can understand which letters belong to which handwriting 'families' and I know how to practise these-  
curly caterpillar letters – c a o q g d e s f  
ladder letters – l l j t u y  
one armed robot letters – h m n b p k r  
zig zag monster letters v w x z

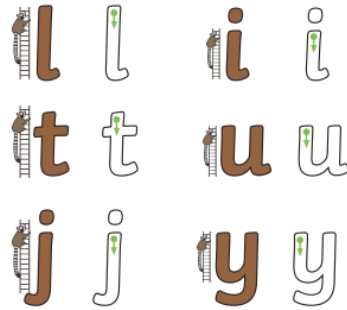


## Letter formation start points

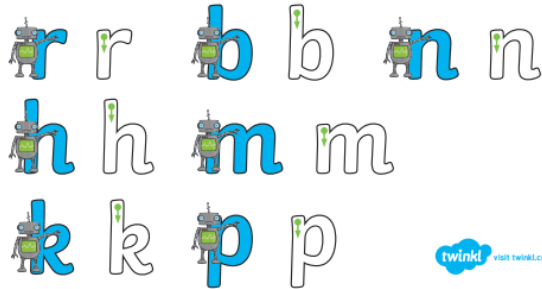
### Curly Caterpillar Letters



### Ladder Letters



### One Armed Robot Letters



### Zigzag Monster Letters



twinkl visit twinkl.com

## Diagonal and horizontal joins

1st join - diagonal join

ai ee ie ea er in

aw uo ig air ing

2nd - horizontal join

oa oo oi ou or

vu ra fi wo wa

## Our approach to spelling

We use the systematic phonics programme from Twinkl to teach our pupils to recognise sound patterns in words so that they can systematically read and understand how to pronounce words they are not already familiar with. Reading and spelling acquisition in children has been proven to be more successful when taught in this way. Pupils will learn each sound phoneme and learn to identify the connecting grapheme. Pupils learn to associate each phoneme with a corresponding grapheme, in order to sound out a word and spell it correctly.

Pupils' phonics knowledge is assessed on entry to the Forwards Centre and pupils are placed on the appropriate level of phonics which matches their ability. Pupils work through the programme at a pace that is right for them.

## Phonics Progression Map

### Level 1

#### **By the end of Level 1, children will:**

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> <li>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, E.g. Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/imitating voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVC or VC word.</li> </ul>

## Level 2

**By the end of Level 2, children should be able to:**

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

	1	2	3	4	5	6	7
<b>Sounds</b>	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 Revision
<b>Tricky Words</b>				to, the	no, go, I		

## Level 3

**By the end of Level 3, children should be able to:**

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read and spell some two-syllable words using Level 2 and Level 3 graphemes
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	Recap Sounds from Weeks 1-4	Recap Sounds from Weeks 5-7	Trigraphs and Consonant Digraphs	Graphemes and Vowel Digraphs	Level 3 Revision
<b>Tricky Words Reading</b>	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	Level 3 Revision
<b>Tricky Words Spelling</b>		the, to		no, go, I								the, to, no, go, I

## Level 4

**By the end of Level 4, children should be able to:**

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

	1	2	3	4	5
<b>Sounds</b>	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
<b>Tricky Words Reading</b>	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 Revision
<b>Tricky Words Spelling</b>	he, be, we, she, me	was, you	they, are, all	my, here	Level 4 Revision

## Level 5

**By the end of Level 5, children should be able to:**

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.
- spell the days of the week
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- add prefixes and suffixes
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- the prefix un–
- –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]



	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' aying /igh/ 'o_e' aying /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef prachute chute
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	some come	were there	little one	do when	what oh	could should would	want their	Mr Mrs
	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye

	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding -ing and -er to Verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gaspd yelled hunted started shouted wished	skirts raincoats hairbrushes bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
<b>Common Exception Words Spelling</b>	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

## Level 6

### By the end of Level 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.
- spell common homophones
- spell more words with contracted forms
- spell using the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly

	1	2	3	4	5	6	7	8	9	10
<b>Spelling Pattern</b>	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding -es to Words Ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ed and -ing to Words Ending in 'y'	'wr' saying /r/	'le' saying /l/	Adding -er and -est to Words Ending in 'y'	'el' saying /l/
<b>Regular Spellings</b>	by dry shy fly spy reply pylon python	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
<b>Common Exception Words Spelling</b>	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak

	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'al' and 'il' saying /l/	Adding -ed and -er to Words Ending in 'e'	'eer' saying /ear/	ture	Adding -est and -y to Words Ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing, -ed to CVC/CCVC words	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous

	21	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	Adding -er, -est, -y to CVC and CVCC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	Suffixes -ful, -less and -ly	Homophones/ Near Homophones	Prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early

## Level 7

### By the end of Level 7, children should be able to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.	

	<p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey  <b>mis-</b>: misbehave, mislead, misspell (mis + spell)  <b>in-</b>: inactive, incorrect</p>
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>



Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt <b>–sure</b> . The ending sounding like /tʃə/ is often spelt <b>–ture</b> , but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>–sion</b> .	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b> , but a few words have <b>e</b> .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous  serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b> . Clues about whether to put <b>t</b> , <b>s</b> , <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b> . <b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b> .  <b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b> . <b>Exceptions:</b> <i>attend – attention, intend – intention</i> . <b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b> .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension  musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent

Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

Spelling Word List			
accident(ally)	famous	material	purpose
actual(ly)	favourite	medicine	quarter
address	February	mention	question
answer	forward(s)	minute	recent
appear	fruit	natural	regular
arrive	grammar	naughty	reign
continue	group	notice	remember
decide	guard	occasion(ally)	sentence
describe	guide	often	separate
different	heard	opposite	special
difficult	heart	ordinary	straight
disappear	height	particular	strange
early	history	peculiar	strength
earth	imagine	perhaps	suppose
eight/eighth	increase	popular	surprise
enough	important	position	therefore
exercise	interest	possess(ion)	though/although
experience	island	possible	thought
experiment	knowledge	potatoes	through
extreme	learn	pressure	various
	length	probably	weight
	library	promise	woman/women

## Level 8

### By the end of Level 8, children should be able to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration),                      applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)                      changeable, noticeable, forcible, legible                      dependable, comfortable, understandable, reasonable, enjoyable, reliable                      possible/possibly, horrible/horribly, terrible/terribly,                      visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred                      reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter,                      co-operate, co-own</p>
<p>Words with the /i:/ sound spelt ei after c</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>

<p>Words containing the letter-string ough</p>	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p>
<p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p> <p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb <i>guess</i> guest: visitor heard: past tense of the verb <i>hear</i> herd: a group of animals led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>) precede: go in front of or before proceed: go on</p>

<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p>	<p>Not many common words end like this. If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> <b>Exception:</b> <i>anxious.</i></p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>
<p>Endings which sound like /ʃəl/</p>	<p><b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.  Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.  There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial)  assistant, assistance, obedient, obedience, independent, independence</p>
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>



## Word list

accommodate	definite	identity	profession
accompany	desperate	immediate(ly)	programme
according	determined	individual	pronunciation
achieve	develop	interfere	queue
aggressive	dictionary	interrupt	recognise
amateur	disastrous	language	recommend
ancient	embarrass	leisure	relevant
apparent	environment	lightning	restaurant
appreciate	equip (–ped, –ment)	marvellous	rhyme
attached	especially	mischievous	rhythm
available	exaggerate	muscle	sacrifice
average	excellent	necessary	secretary
awkward	existence	neighbour	shoulder
bargain	explanation	nuisance	signature
bruise	familiar	occupy	sincere(ly)
category	foreign	occur	soldier
cemetery	forty	opportunity	stomach
committee	frequently	parliament	sufficient
communicate	government	persuade	suggest
community	guarantee	physical	symbol
competition	harass	prejudice	system
conscience*	hindrance	privilege	temperature
conscious*			thorough
controversy			twelfth
convenience			variety
correspond			vegetable
criticise (critic + ise)			vehicle
curiosity			yacht

## Assessment and Progress in English

At the Forwards Centre we believe that regular assessment is crucial to learning, because it provides both staff and pupils with valuable insights into understanding and progress. It helps identify strengths and areas for improvement, guiding teaching strategies and the personalised support given to our pupils. Additionally, assessments help to ensure that learning objectives are met and that pupils are developing the skills and knowledge necessary for future success.

During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired. Every term teachers are asked to record any formative or summative assessments against the key knowledge objectives on the Insight system for the units of work that they have delivered.

We spend time understanding where our children are up to in their development when they first arrive and identify the gaps in learning they may have. Subsequently we set challenging individualised targets according to the level they are working at and plan and adapt work accordingly.