



THAMES VIEW JUNIOR SCHOOL WRITING POLICY AND GUIDANCE

September 2025



WRITING POLICY AND GUIDANCE ON WRITING AT THAMES VIEW JUNIOR SCHOOL

INTENT

At Thames View Junior School, we recognise that writing is integral to all aspects of life and we endeavour to ensure that our children develop a lifelong and enthusiastic attitude towards writing and the written word.

The skill of writing enables pupils to reflect upon their own feelings and understanding and communicate others while documenting and conveying their knowledge and ideas, build on experiences whilst encouraging expression and higher order thinking skills to develop.

Working hard to create a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles and genres.

By creating a language rich and stimulating environment and employing appropriate resources, we provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

The writing curriculum links with other subjects in the curriculum, so that the children learn apply writing skills with their growing knowledge of subject specific content, grammar and punctuation.

Thames View Junior School aims:

- To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- To ensure children have a clear understanding of the writing process: research, immersion, plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria and learning objective.
- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of

attainment.

- To ensure that children with writing difficulties are identified early and support is given promptly.
- To work in partnership with parents /carers in order to develop each child’s full writing potential.

IMPLEMENTATION

Teaching and Learning of writing at Thames View Junior School




Year 3:



Thames View Junior School – Reading and Writing Overview

BAME
Rights Respecting
Safeguarding
SMSC



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 3 Writing	THROUGH THE AGES (History Focus) 		ROCKS, RELICS AND RUMBLES (Geography Focus) 		EMPERORS AND EMPRIES (History Focus) 	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
	Week 1 and 2 Handwriting practice and simple sentence work	Week 1 – 3 Fiction - Character description - Stone Age Boy	Week 1 – 3 Fiction - Setting description - Escape from Pompeii	Week 1 -3 Fiction – Adventure Story – Stranded! A mostly true story from Iceland.	Week 1 – 4 Fiction- Innovated Myth – Romulus and Remus	Week 1 -4 Non- Fiction - Biography – Roman emperors
	Week 3 Creative writing - picture stimulus	Week 4 – 7 Non-fiction – Information Text - Stone Age	Week 4 -6 Non-fiction - 3 diary entries – before, during, after the volcanic eruption of Pompeii	Week 4-5 Non-fiction - Non-Chronological Report – Nature's Fireworks and Volcanoes	Week 5 -6 Non-fiction – Historical Poem	Week 5-7 Fiction - Letter – Roman Soldier
Week 4 – 7 Fiction - Setting Description – Stone Age settlement picture.						




Year 4:



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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 4 Writing	INVASION (History Focus) 		MISTY MOUNTAINS, WINDING RIVERS (Geography Focus) 		ANCIENT CIVILISATIONS (History Focus) 	
	Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
	Week 1 and 2 Handwriting practice and simple sentence work	Week 1 – 4 Fiction- Narrative – Rumpelstiltskin	Week 1 – 3 Fiction- Setting description – Flood	Week 1 – 3 Fiction- Narrative – Through the Digestive System	Week 1 – 4 Fiction- Character Description – Marcy and the Sphinx	Week 1 -4 Non – Fiction - Newspaper Report – Howard Carter's discovery
	Week 3 Creative writing - picture stimulus	Week 5-7 Non-Fiction - Non-Chronological Report – Anglo Saxons	Week 4 -6 Police Transcript – The Abominables	Week 4 -5 Non-fiction - Explanation Text – the Water Cycle	Week 5-6 Non-fiction - Cinquain Poem – Ancient Egyptian civilisations	Week 5-7 Instructional Text – How to mummify a body
Week 4 – 7 Fiction- Fairy Tale – Magic Porridge Pot						




Year 5:



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		AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 5 Writing		GROUND BREAKING GREEKS (History Focus) 		INVESTIGATING OUR WORLD (Geography Focus) 		OFF WITH HER HEAD (History Focus) 	
		Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
		Week 1 and 2 Handwriting practice and simple sentence work	Week 1 – 4 Fiction - Play Script – A Greek Comedy	Week 1 – 3 Fiction - Narrative – Alb	Week 1 -3 Non – Fiction - Balanced Argument – Types of Farming	Week 1 -3 Fiction - Letter – Treason	Week 1 – 4 Fiction - Narrative – Treason
		Week 3 Creative writing - picture stimulus					
	Week 4 – 7 Fiction - Narrative – Hercules	Week 5-7 Non-fiction - Brochure – Visit the British Museum	Week 4-6 Non-fiction - Non-Chronological report – Farming in the UK	Week 4-5 Newspaper Report – Global expedition	Week 4-6 Non-fiction - Biography – King Henry VIII	Week 5-7 Non-fiction - Sonnet - Shakespeare	




Year 6:



Thames View Junior School – Reading and Writing Overview

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		AUTUMN TERM		SPRING TERM		SUMMER TERM	
Year 6 Writing		MAAFA (History Focus) 		FROZEN KINGDOMS (Geography Focus) 		BRITAIN AT WAR (History Focus) 	
		Autumn 1 (6 weeks 4 days)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 4 days)	Spring 2 (4 weeks 4 days)	Summer 1 (5 weeks 4 days)	Summer 2 (7 weeks)
		Week 1 and 2 Handwriting practice and simple sentence work	Week 1-4 Fiction - Historical Narrative – The Village that Vanished	Week 1 – 3 Fiction - Narrative – Princess Blanket	Week 1 – 3 Non – fiction - Formal and informal letters – Shackleton's expedition	Week 1-3 Fiction - Descriptive writing – Friend or Foe.	Week 1-4 Fiction - Historical Narrative – The story of Mary Anning or Rose Blanche?
		Week 3 Creative writing - picture stimulus					
	Week 4-7 Biography – Harriet Tubman	Week 5-7 Non – Fiction - Persuasive Text – Abolishment of Slavery	Week 4 – 6 Non – Fiction - Playscript – Shackleton's Journey	Week 4-5 Non-Fiction - Non- Chronological Report – Relating to Frozen Kingdom	Week 4 -6 Non – fiction - Chronological Report – Journey of a soldier	Week 5-7 Non-fiction - Poetry – Dulce et Decorum Est	

At Thames View Junior School, we are following the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children’s writing to ensure that all children are progressing and achieving at least in line with national expectations. The writing curriculum will be monitored by the Literacy and Languages Lead to ensure that writing at our school provides challenge, stimulation and engagement to continually improve the standards of writing, for children to make progress in writing and for children to enjoy writing and the written word.

We understand that the two distinct, but related areas are involved in teaching children to write:

Transcription and Composition

Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation.

Composition is about sharing their ideas and thinking about the purpose for their writing, planning, drafting, evaluating and editing writing.

Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Strategies for the teaching of writing

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills. The National Curriculum describes what must be taught in Key Stage 2. The school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum for writing.

We ensure that writing is taught through:

- Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- Cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- A clear model for how to meet lesson objectives is presented to the class at the outset. A rubric is used to clarify the learning objective and success criteria needed to achieve it.
- Writing is linked to learning-focused objectives, with related success criteria. Teacher modelling of the thought processes of planning, drafting, writing and editing are regularly taught as part of the structure of a writing lesson.
- The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Demonstration, Shared and Guided Writing

Teaching Writing Strategy at Thames View Junior School

Demonstration Writing I DO – I will do it on a flip chart and you will watch and listen

I'll show you how to do something

Joint Composition WE DO – We will do it together on a flip chart, share ideas and create a piece of writing

Now we'll have a go together

Guided writing – We will do it all together and I will sit with you and support your writing

I'll support you in a small, focused group we will progress in the writing together

Independent writing

You have a go on your own using all the skills you have learned

Demonstration writing I DO

This is where the teacher shows the children how to do something in writing that is new, or challenging, and will help the children make progress. The teacher writes in front of the children on a flip chart, giving a running commentary, revealing the decisions that are being made and 'talkin gout loud' the writing process. The teachers need to have prepared a piece of writing prior to the lesson which underpins and shows the learning.

The children are witnessing a writer at work. This has to be well focused and fairly brisk so that it holds attention – this should be between 5 to 10 minutes.

It should be centred on the key aspects that need teaching, avoiding too many 'useful comments' that cloud the objectives.

Use coloured pens to make progress points stand out. As the teacher writes, the children offer comments, use talk partners to share ideas and suggestions so that they are fully engaged and not passive observers.

Joint composition WE DO

This is similar, except the children begin to take control, with the teacher scribing their ideas. If 'demonstration writing' is 'I'll show you and explain', then 'joint composition' is 'Now let's have a go together and you explain'.

There is a shift from the teacher as model towards the children doing more of the thinking, composing, explaining and working as writers.

The teacher is writing down what is said on a flip chart, taking over the transcription, but also reminding, prompting and challenging so that the writing remains focused on the progress points.

The teacher is constantly balancing the focus between pushing children to ‘generate’ ideas and then ‘judge’ what works best – pausing to reread and listening to the flow of composition so the next sentence can be composed. We read back to help us write on. What ends up on the board has to be the best work the teacher can elicit from the children. In the same way, when the children write their own version independently, what they end up with on their page has to be the best they can find within themselves.

The pace will need to be brisk, but have pauses for ‘thinking time’ and generating ideas on a whiteboard or with talk partners before sharing. On some occasions you may refer back to the model text to remind children of what effective writing sounds like, or to check a certain technique.

Applying skill in your writing **YOU DO**

Formative assessment is taking place all the time as the class is being taught, with the teacher picking up on what is happening and constantly trying to move the writing forwards, deepening understanding and engaging the learner. When children apply their learned skill, the teacher moves around the class giving immediate feedback. Children can write on a mini whiteboard and once checked and feedback to, can write it into their books to support their independent writing and show evidence of progress. The aim of this is to address inaccuracies or misconceptions. Teachers should be circulating the classroom, helicopter marking and editing work using blue pen and highlighters.

Guided writing

This is a form of group teaching, focused on children who have similar needs, based upon assessment of their writing and observation of how they write.

‘Guide’ the group through the part of the writing process that everyone else is focused upon. For example, if the class are working on the ‘opening’ to a story, then the guided session will also focus on guiding the group through writing their openings.

The teacher helps children remind themselves of targets, progress points and writing processes. The model and toolkit is revisited. Try writing on mini-whiteboards as children are more likely to experiment, before copying up into their books.

The main point about guided work is that the children should be doing most of the thinking and writing. It is a scaffolded bridge from dependence towards independence.

Take time to reflect. Writers nearly always read their work aloud, and this is an important habit to develop with children. You read your work aloud primarily to ‘listen’ to it – to hear how it sounds, whether it flows and the effect it creates.

Make it a habit to always re-read a paragraph through and ask the children the following questions:

- Which are the best bits and why?
- Are there any places we could improve?
- Are there any mistakes?

This begins to develop the habit of editing and proof-reading. Finally, at the end of the session, it is worth asking: What have we learned about writing?

To write this really effectively, what did we have to do?

Independent Writing

Gradually the teacher steps back so that the children take on more and more responsibility, moving from dependence to independence.

The teacher is the gatekeeper of quality. Nothing shoddy is accepted. Remind the children of the key features they need to use in order to ensure progress. Try pausing to hear several ideas and then ask the children to choose which they think will work best – and explain ‘why’.

Through constant teaching and giving immediate feedback, these complex writing processes eventually become increasingly well-orchestrated, internalised and automatic, especially where such processes are articulated. It is saying difficult things aloud that helps us all, in the end, to be able to say them silently in our heads.

The Teaching of Basic Skills

Grammar

At Thames View Junior School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition.

Aims:

- 1) To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.
- 2) To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/genre being covered.
- 3) To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by 'thinking out loud' during writing composition.
- 4) To feedback on pupils' understanding of grammatical concepts verbally and to ensure progress through immediate feedback
- 5) To improve outcomes for Thames View Junior pupils in SPAG tests.

Procedures

- Grammatical concepts are introduced to the children through the texts or writing studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/genre.
- Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar learning in question.
- Grammatical concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.
- Each class will have a weekly SPaG lesson that will focus of a particular grammatical concept as outlined in the NC. This is evidenced in writing books.
- Year Group Grammar and Spelling Overviews explicitly show what grammar and spelling needs to be taught each year – this is taken from the National Curriculum 2014. These are stored in the Staff Resources Shared Drive (SharePoint) and should be used every writing planning session
- Grammar targets are set for each year group per half term. The targets have been extracted from the year group overviews. Each year group has three targets per half term which allows for skills to be embedded and practised.
- The targets are stuck into the writing books (back inside cover) and have been written in the form of 'I can' statements. They should be ticked off regularly by teachers.

SPELLING

What are the principles and aims of teaching spelling?

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image.

We aim to equip children to spell fluently through a developmental process of investigating patterns and learning to apply a range of strategies appropriately. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns

within them and the various ways they can learn these patterns. In order to study words like this we have to take them out of context for the specific teaching of spelling. We believe that this is best achieved little and often and through stimulating, multi-sensory activities and games and explicit teaching of spelling each day.

How and when do we teach spelling?

Spelling is taught within the weekly SPaG lesson and then children are able to practice their spellings daily as a link between handwriting and weekly spelling words. We follow the teaching sequence of *revisit and review, teach, practice, apply, and assess*. Whilst the objectives that make up our medium-term planning come from the 2014 National Curriculum, this structure and many of the activities we use are from the Progressive Twinkl Spelling Programme for Year 3 to Year 6 – this programme build on all NC objectives, tricky and statutory words.

Children are taught spelling at stage not age. Differentiation of spelling is planned to ensure the needs of disadvantaged, EAL or SEND children are met.

Spelling

- 10 Spellings are given weekly to children from Year 3 to Year 6 as part of homework
- The same 10 weekly spellings are taught explicitly during the SPaG lesson
- Children are taught to follow the LSCWC (Look, Say, Cover, Write and Check) procedure, when learning new spellings.
- Spellings are assessed once a week in writing books during the SPaG lesson
- Spellings are assessed by the writing of individual words and / or by dictated sentences depending on the ability of individual children

Years 3 – 6

From Year 3 to Year 6 – there is a clear weekly spelling focus which will be taught explicitly in the SPaG lesson linked to handwriting practice; these spellings will also be sent home to learn.

From Year 3, children continue to use their phonic knowledge and their growing understanding of the morphology and etymology of words to support their spelling. There is an emphasis on developing confidence and assuming increased responsibility for identifying their own spelling errors and making reasoned choices about likely alternatives. They also learn to use a dictionary and thesaurus with increasing independence throughout KS2. When actually writing, children should be concentrating on higher order skills and therefore should simply 'have a go' at spelling and underline words (dotted line) they are unsure of. These should be self-checked at the end or in a natural break in composition. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions. In KS2 this also includes the statutory word lists.

NB Some children will need interventions in KS2 to continue to consolidate their phonic knowledge and skills.

How do we assess and monitor spelling?

Spelling is informally assessed through daily observations of children's work in lessons and marking. Spelling tests are set once a week. In addition to this children complete a NFER Spelling test at the end of each term and this score is tracked on the class assessment sheet.

The learning environment to support spelling

Classrooms use wall charts, grammatical word hoards and examples of pupils' investigations to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses.

The role of parents and carers

Parents are encouraged to support learning of spellings and use of phonics at home.

Assessment and recording

Assessment of grammar and punctuation is mainly undertaken using feedback and marking strategies which will inform assessments.

Weekly Spellings

All weekly spelling are keep on the school's shared drive for all to access [Spelling Overviews](#)

Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. Some exception words are used very frequently, which is why children are introduced to them very early on in their phonics learning. **Disadvantaged, SEND or EAL children need to learn these words before moving on.**

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

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Disadvantaged, SEND or EAL children need to learn these words before moving on.

Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

twinkl

Disadvantaged, SEND or EAL children need to learn these words before moving on.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate. **Disadvantaged, SEND or EAL children need to learn these words before moving on.**

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



Year 5 and 6 Statutory Spellings

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



Year 3 Weekly Spellings

Year 3 Term 1a

Week 1 Words with the long /eɪ/ sound spelt with ei	Week 2 Words with the long /eɪ/ sound spelt with ey	Week 3 Words with the long /eɪ/ sound spelt with ai	Week 4 Words with /ə:/ sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 7 Review Week
eight	hey	straight	earth	here	berry	Within this assess & review week, use the provided Year 3 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
eighth	they	campaign	early	hear	bury	
eighty	obey	contain	learn	heel	brake	
weight	grey	brain	heard	heal	break	
neighbour	prey	faint	earn	main	meet	
vein	whey	waist	pearl	mane	meat	
veil	survey	claim	search	mail	ball	
beige	convey	praise	unearth	male	bawl	
sleigh	disobey	complaint	earl	knot	fair	
freight	purvey	afraid	rehearse	not	fare	

Year 3 Term 1b

Week 1 Creating adverbs using the suffix -ly (no change to root word)	Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')	Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)	Week 6 Statutory Spelling Challenge Words	Week 7 Review Week
kindly	happily	gently	basically	truly	believe	Within this assess & review week, use the provided Year 3 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
quickly	angrily	simply	frantically	duly	appear	
safely	lazily	humbly	dramatically	wholly	often	
rudely	easily	nobly	magically	fully	group	
sweetly	busily	horribly	tragically	daily	breath	
strongly	greedily	terribly	comically	publicly	continue	
bravely	messily	possibly	actually	dryly	arrive	
secretly	wearily	incredibly	accidentally	slyly	women	
finally	cheekily	comfortably	occasionally	shyly	describe	
usually	clumsily	probably	eventually	cooly	height	

Year 3 Term 2a

Week 1 Words with short /i/ sound spelt with 'y'	Week 2 Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Week 3 Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Week 4 Creating negative meanings using prefix mis-	Week 5 Creating negative meanings using prefix dis-	Week 6 Words with a /k/ sound spelt with 'ch'	Week 7 Review Week
myth	gardener	forgetting	misspell	dislike	scheme	Within this assess & review week, use the provided Year 3 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
gym	gardening	forgotten	mislead	disobey	chorus	
Egypt	limited	beginning	mistreat	discolour	echo	
pyramid	limiting	beginner	misbehave	discover	character	
mystery	offering	preferred	mistrust	disappear	ache	
hymn	offered	preferring	misprint	dishonest	chaos	
system	benefited	occurred	misuse	disallow	stomach	
symbol	benefiting	occurring	misplace	disbelieve	chemistry	
lyric	focused	forbidden	misheard	disapprove	orchestra	
typical	focusing	committed	misread	discontinue	technology	

Year 3 Term 2b

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Week 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Week 5 Words with a /sh/ sound spelt with 'ch'	Week 6 Statutory Spellings Challenge Words	Week 7 Review Week
grate	scent	bicycle	league	chef	address	Within this assess & review week, use the provided Year 3 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
great	sent	biplane	plague	chalet	busy	
grown	vain	bisect	rogue	machine	business	
groan	vein	bilingual	vague	brochure	heart	
plain	rode	biannual	fatigue	crochet	fruit	
plane	road	reappear	unique	ricochet	breathe	
peace	steel	redecorate	antique	parachute	strange	
piece	steal	reapply	mosque	moustache	complete	
rain	waist	repay	cheque	champagne	extreme	
reign	waste	rebuild	technique	chute	forwards	

Year 3 Term 3a

Week 1 Words ending in -ary	Week 2 Words with a short /u/ sound spelt with 'o'	Week 3 Words with a short /u/ sound spelt with 'ou'	Week 4 Word families based on common words, showing how words are related in form and meaning.	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Word families based on common words, showing how words are related in form and meaning	Week 7 Review Week
library	woman	enough	instruct	scope	press	Within this assess & review week, use the provided Year 3 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
February	wonder	young	structure	telescope	suppress	
dictionary	month	touch	construction	microscope	express	
boundary	govern	double	instruction	horoscope	compress	
salary	brother	trouble	instructor	periscope	impress	
summary	another	country	unit	inspect	prevent	
primary	shovel	courage	union	spectator	invent	
secondary	above	rough	united	respect	venture	
ordinary	Monday	tough	universe	perspective	adventure	
necessary	discover	cousin	university	spectacles	eventful	

Year 3 Term 3b

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zher/ sound spelt with 'sure'	Week 3 Words ending with a /cher/ sound spelt with 'ture'	Week 4 Words ending with a /cher/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision	Week 7 Review Week
natural	treasure	creature	lecture	island	build	Within this assess & review week, use the provided Year 3 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
occasional	measure	picture	literature	answer	guide	
actual	pleasure	nature	mature	write	guard	
accidental	enclosure	furniture	miniature	wrapper	wheat	
medical	closure	capture	mixture	knife	whale	
national	leisure	culture	moisture	knock	honest	
capital	exposure	moisture	sculpture	thumb	whirl	
vocal	pressure	future	signature	doubt	gnome	
sensational	composure	gesture	temperature	half	gnaw	
personal	fissure	structure	texture	calm	surprise	

Year 4 Weekly Spellings

Year 4 Term 1a

Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')	Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 7 Review Week
caught	inactive	immature	illegal	medal	division	Within this assess & review week, use the provided Year 4 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
naughty	incorrect	immeasurable	illegible	meddle	invasion	
taught	inaccurate	impossible	illogical	missed	confusion	
daughter	insecure	immortal	illiterate	mist	decision	
autumn	indefinite	imperfect	illicit	scene	collision	
clause	incomplete	impatient	irregular	seen	television	
cause	infinite	immovable	irrelevant	board	revision	
astronaut	inedible	impolite	irresponsible	bored	erosion	
applaud	inability	important*	irrational	which	inclusion	
author	indecisive	improper	irresistible	witch	explosion	

Year 4 Term 1b

Week 1 Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 2 Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Week 3 Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Week 4 Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Week 5 Words with 'ough' to make a long /o/ ,/oo/ or /or/ sound	Week 6 Statutory Spellings Challenge Words	Week 7 Review Week
expansion	expression	invention	musician	though	interest	Within this assess & review week, use the provided Year 4 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
extension	discussion	injection	politician	although	experiment	
comprehension	confession	action	electrician	dough	potatoes	
tension	permission	question	magician	through	favourite	
corrosion	admission	mention	mathematician	breakthrough	imagine	
supervision	transmission	attraction	dietician	thought	material	
fusion	possession	translation	statistician	bought	promise	
conclusion	profession	devotion	technician	brought	opposite	
persuasion	depression	position	clinician	fought	minute	
suspension	impression	solution	beautician	ought	increase	

Year 4 Term 2a

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Nouns ending in the suffix -ation	Week 4 Nouns ending in the suffix -ation	Week 5 Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Week 6 Plural Possessive Apostrophes with plural words	Week 7 Review Week
accept	cereal	information	creation	submerge	girls'	Within this assess & review week, use the provided Year 4 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
except	serial	adoration	radiation	subheading	boys'	
affect	check	sensation	indication	submarine	babies'	
effect	cheque	preparation	ventilation	subordinate	parents'	
aloud	through	education	relegation	subway	teachers'	
allowed	threw	location	dedication	superman	women's	
weather	draft	exaggeration	demonstration	supervise	men's	
whether	draught	concentration	abbreviation	supersede	children's	
whose	stares	imagination	translation	superpower	people's	
who's	stairs	organisation	vibration	superhuman	mice's	

Year 4 Term 2b

Week 1 Words with the /s/ sound spelt with 'sc'	Week 2 Words with a 'soft c' spelt with 'ce'	Week 3 Words with a 'soft c' spelt with 'ci'	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spellings Challenge Words	Week 7 Review Week
science	centre	circle	phone	solve	length	Within this assess & review week, use the provided Year 4 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
crescent	century	decide	phonics	solution	strength	
discipline	certain	medicine	microphone	insoluble	purpose	
fascinate	recent	exercise	telephone	dissolve	history	
scent	experience	special	homophone	solvent	different	
scissors	sentence	cinema	real	sign	difficult	
ascent	notice	decimal	reality	signature	separate	
descent	celebrate	accident	realistic	assign	suppose	
scientist	ceremony	city	unreal	design	therefore	
scenery	certificate	citizen	realisation	signal	knowledge	

Year 4 Term 3a

Week 1 Adding the prefix inter- (meaning 'between' or 'among')	Week 2 Adding the prefix anti- (meaning 'against')	Week 3 Adding the prefix auto- (meaning 'self' or 'own')	Week 4 Adding the prefix ex- (meaning 'out')	Week 5 Adding the prefix non- (meaning 'not')	Week 6 Words ending in -ar/ -er	Week 7 Review Week
interact	antiseptic	autograph	exit	non-stick	calendar	Within this assess & review week, use the provided Year 4 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
interfere	anticlockwise	autobiography	extend	non-stop	grammar	
intercity	antisocial	automatic	explode	non-starter	regular	
international	antidote	autofocus	excursion	non-smoker	particular	
intermediate	antibiotic	autocorrect	exchange	nonsense	peculiar	
internet	antivenom	autopilot	export	non-fiction	popular	
intergalactic	anti-ageing	autopsy	exclaim	non-drip	consider	
interrupt	antifreeze	automobile	expel	non-violent	remember	
intervene	antiperspirant	autonomy	external	non-profit	quarter	
interlude	antigravity	autocue	exterior	non-believer	integer	

Year 4 Term 3b

Week 1 Adding the suffix -ous (No change to root word)	Week 2 Adding the suffix -ous (No definitive root word)	Week 3 Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Week 4 Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')	Week 5 Adverbials of frequency and possibility	Week 6 Adverbials of manner	Week 7 Review Week
dangerous	tremendous	various	famous	regularly	awkwardly	Within this assess & review week, use the provided Year 4 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
poisonous	enormous	furious	nervous	occasionally	frantically	
mountainous	jealous	glorious	ridiculous	frequently	curiously	
joyous	serious	victorious	carnivorous	usually	obediently	
synonymous	hideous	mysterious	herbivorous	rarely	carefully	
hazardous	fabulous	humorous	porous	perhaps	rapidly	
riotous	curious	glamorous	adventurous	maybe	unexpectedly	
perilous	anxious	vigorous	courageous	certainly	deliberately	
momentous	obvious	odorous	outrageous	possibly	hurriedly	
scandalous	gorgeous	rigorous	advantageous	probably	reluctantly	

Year 5 Weekly Spellings

Year 5 Term 1a

Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 7 Review Week
vicious	ambitious	symbol	apply	past	farther	Within this assess & review week, use the provided Year 5 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
gracious	cautious	mystery	supply	passed	father	
spacious	fictitious	lyrics	identify	proceed	guessed	
malicious	infectious	oxygen	occupy	precede	guest	
precious	nutritious	symptom	multiply	aisle	heard	
conscious	contentious	physical	rhyme	isle	herd	
delicious	superstitious	system	cycle	aloud	led	
suspicious	pretentious	typical	python	allowed	lead	
atrocious	anxious	crystal	hygiene	affect	mourning	
ferocious	obnoxious	rhythm	hyphen	effect	morning	

Year 5 Term 1b

Week 1 Words with 'silent' letters	Week 2 Words with 'silent' letters	Week 3 Modal verbs	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words	Week 7 Review Week
doubt	wrestle	can	equipment	certainly	vegetable	Within this review week, use the provided Year 5 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
lamb	wrapper	could	environment	definitely	vehicle	
debt	island	may	government	possibly	bruise	
thumb	aisle	might	parliament	perhaps	soldier	
solemn	debris	must	enjoyment	probably	stomach	
autumn	mortgage	shall	document	frequently	recommend	
column	Christmas	should	management	often	leisure	
knight	yacht	will	movement	occasionally	privilege	
knuckle	guarantee	would	replacement	rarely	occur	
knot	guilty	ought	statement	always	neighbour	

Year 5 Term 2a

Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones	Week 7 Review Week
community	happiness	membership	stationary	alter	principal	Within this review week, use the provided Year 5 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self- correction activities to assess pupils' progress against the objectives that have been covered within this half-term.
curiosity	hardness	ownership	stationery	altar	principle	
ability	madness	partnership	steal	ascent	profit	
visibility	nastiness	dictatorship	steel	assent	prophet	
captivity	silliness	championship	wary	bridal	descent	
activity	tidiness	craftsmanship	weary	bridle	dissent	
eternity	childishness	fellowship	who's	cereal	desert	
flexibility	willingness	apprenticeship	whose	serial	dessert	
possibility	carelessness	citizenship	fate	compliment	draft	
sensitivity	foolishness	sponsorship	fete	complement	draught	

Year 5 Term 2b

Week 1 Words with an /or/ sound spelt 'or'	Week 2 Words with /or/ sound spelt 'au'	Week 3 Convert nouns or adjectives into verbs using the suffix -ate	Week 4 Convert nouns or adjectives into verbs using the suffix -ise	Week 5 Convert nouns or adjectives into verbs using the suffix -ify	Week 6 Convert nouns or adjectives into verbs using the suffix -en	Week 7 Review Week
forty	pause	pollinate	criticise	amplify	blacken	Within this review week, use the provided Year 5 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
scorch	cause	captivate	advertise	solidify	brighten	
absorb	sauce	activate	capitalise	signify	flatten	
decorate	fraud	motivate	finalise	falsify	lengthen	
afford	launch	communicate	equalise	glorify	mistaken	
enormous	author	medicate	fertilise	notify	straighten	
category	August	elasticate	terrorise	testify	shorten	
tomado	applaud	hyphenate	socialise	purify	thicken	
according	astronaut	alienate	visualise	intensify	tighten	
opportunity	restaurant	validate	vandalise	classify	toughen	

Year 5 Term 3a

Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an 'ear/' sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words	Week 7 Review Week
though	plough	yesterday	nearby	sincere	amateur	Within this review week, use the provided Year 5 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
although	bough	tomorrow	everywhere	interfere	ancient	
dough	drought	later	nowhere	sphere	bargain	
doughnut	brought	immediately	inside	adhere	muscle	
through	bought	earlier	downstairs	severe	queue	
cough	wrought	eventually	outside	persevere	recognise	
trough	thought	recently	upstairs	atmosphere	twelfth	
rough	ought	previously	underneath	mere	profession	
tough	borough	finally	behind	hemisphere	develop	
enough	thorough	lately	somewhere	austere	harass	

Year 5 Term 3b

Week 1 Unstressed vowels in polysyllabic words	Week 2 Adding verb prefixes de- and re-	Week 3 Adding verb prefix over-	Week 4 Convert nouns or verbs into adjectives using suffix -ful	Week 5 Convert nouns or verbs into adjectives using suffix -ive	Week 6 Convert nouns or verbs into adjectives using suffix -al	Week 7 Review Week
definite	deflate	overthrow	boastful	attractive	musical	Within this review week, use the provided Year 5 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
desperate	deform	overturn	faithful	creative	political	
literate	decode	overslept	doubtful	addictive	accidental	
secretary	decompose	overcook	fearful	assertive	mathematical	
stationary	defuse	overreact	thankful	abusive	functional	
dictionary	recycle	overtired	beautiful	cooperative	tropical	
Wednesday	rebuild	overcoat	pitiful	exhaustive	bridal	
familiar	rewrite	overpaid	plentiful	appreciative	central	
original	replace	overlook	fanciful	offensive	global	
animal	revisit	overbalance	merciful	expressive	industrial	

Year 6 Weekly Spellings

Year 6 Term 1a

Week 1 Ambitious Synonyms: Adjectives	Week 2 Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Week 3 Adjectives ending in -ant into nouns ending in -ance/ -ancy	Week 4 Adjectives ending in -ent into nouns ending in -ence/ -ency	Week 5 Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Week 6 Hyphens: To join compound adjectives to avoid ambiguity	Week 7 Review Week
aggressive	advice	observant	innocent	co-operate	man-eating	Within this review week, use the provided Year 6 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
hostile	advise	observance	innocence	co-ordinate	little-used	
awkward	device	expectant	decent	co-own	rock-bottom	
obstinate	devise	expectancy	decency	co-author	wide-eyed	
desperate	licence	hesitant	excellent	re-enter	pig-headed	
frantic	license	hesitancy	excellence	re-educate	tight-fisted	
disastrous	practice	tolerant	confident	re-examine	cold-hearted	
calamitous	practise	tolerance	confidence	re-evaluate	stone-faced	
marvellous	prophecy	relevant	existent	re-energise	green-eyed	
spectacular	prophecy	relevance	existence	re-elect	short-tempered	

Year 6 Term 1b

Week 1 Words ending in -able	Week 2 Words ending in -able	Week 3 Words ending in -ably	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Creating diminutives using prefixes micro- or mini-	Week 7 Review Week
applicable	adorable	adorably	temperature	suggest	minibus	Within this review week, use the provided Year 6 Term 1B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
tolerable	valuable	valuably	temper	digest	miniskirt	
operable	advisable	believably	temperament	congestion	miniscule	
considerable	believable	considerably	tempered	gesture	minibeast	
dependable	desirable	tolerably	variety	gestation	minicab	
comfortable	excitable	changeably	vary	lightning	minimum	
reasonable	knowledgeable	noticeably	variation	daylight	microscope	
perishable	likeable	dependably	varied	enlighten	microchip	
breakable	changeable	comfortably	variable	twilight	microphone	
fashionable	noticeable	reasonably	variance	limelight	microwave	

Year 6 Term 2a

Week 1 Adding suffixes beginning with vowel letters to words ending in -fer	Week 2 Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 3 Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words	Week 7 Review Week
referring	siege	deceive	commit	interrupt	attached	Within this review week, use the provided Year 6 Term 2A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
referred	niece	conceive	committee	interfere	available	
referral	grief	receive	transmit	intercept	average	
reference	chief	perceive	submit	interject	competition	
referee	fiend	ceiling	commitment	intertwine	conscience	
preferring	shriek	receipt	emit	interim	controversy	
preferred	believe	protein	permit	internal	correspond	
preference	achieve	caffeine	intermittent	intersperse	embarrass	
transferring	convenience	seize	omit	interloper	especially	
transference	mischievous	neither	unremitting	interest	exaggerate	

Year 6 Term 2b

Week 1 Words with endings which sound like /shuh/ after a vowel letter	Week 2 Words with endings which sound like /shuh/ after a consonant letter	Week 3 Words with a 'soft c' spelt /ce/	Week 4 Word families based on common words, showing how words are related in form and meaning	Week 5 Word families based on common words, showing how words are related in form and meaning	Week 6 Statutory Spelling Challenge Words	Week 7 Review Week
official	partial	cemetery	accommodate	signature	foreign	Within this review week, use the provided Year 6 Term 2B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
special	confidential	certificate	accompany	assign	apparent	
artificial	essential	celebrate	access	design	appreciate	
social	substantial	necessary	accuse	designate	persuade	
racial	torrential	deceased	accost	significant	individual	
crucial	sequential	December	accrue	resignation	language	
facial	potential	sacrifice	accuracy	resign	sufficient	
beneficial	spatial	hindrance	accomplish	insignificant	determined	
superficial	martial	nuisance	accumulate	assignment	explanation	
antisocial	influential	prejudice	accentuate	signal	pronunciation	

Year 6 Term 3a

Week 1 Word families based on common words, showing how words are related in form and meaning	Week 2 Words that can be nouns and verbs	Week 3 Words that can be nouns and verbs	Week 4 Words with a long /o/ sound spelt 'ou' or 'ow'	Week 5 Words ending in -ible	Week 6 Words ending in -ibly	Week 7 Review Week
programme	challenge	produce	shoulder	possible	possibly	Within this review week, use the provided Year 6 Term 3A Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
telegram	protest	present	smoulder	horrible	horribly	
hologram	broadcast	reason	mould	terrible	terribly	
diagram	benefit	silence	poultry	visible	visibly	
grammar	charge	support	soul	incredible	incredibly	
grammatical	function	transport	shallow	sensible	sensibly	
parallelogram	influence	surprise	window	forcible	forcibly	
monogram	interest	scratch	blown	legible	legibly	
programmer	object	freeze	known	responsible	responsibly	
program	damage	balance	thrown	reversible	reversibly	

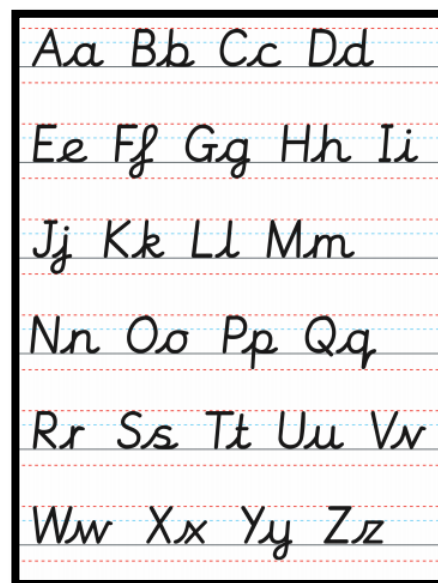
Year 6 Term 3b

Week 1 Synonyms & Antonyms	Week 2 Synonyms & Antonyms	Week 3 Synonyms & Antonyms	Week 4 Synonyms & Antonyms	Week 5 Synonyms & Antonyms	Week 6 Synonyms & Antonyms	Week 7 Review Week
bellowed	immense	ecstatic	deafening	scorching	ambled	Within this review week, use the provided Year 6 Term 3B Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
screached	vast	jovial	piercing	searing	tottered	
squealed	gigantic	exultant	blaring	sizzling	strolled	
shrieked	gargantuan	elated	ear-piercing	blistering	staggered	
squawked	mammoth	delighted	raucous	sweltering	sauntered	
whispered	miniature	despondent	silent	chilly	sprinted	
murmured	miniscule	forlorn	tranquil	frozen	raced	
breathed	insignificant	dejected	inaudible	arctic	darted	
sighed	microscopic	woeful	unobtrusive	bitter	dashed	
muttered	petite	dismal	peaceful	wintry	galloped	

Handwriting

Twinkl Handwriting

- All classes from Year 3 to Year 6 use the Continuous Cursive style on Twinkl linked to spellings scheme to develop a consistent and fluent handwriting style.
- Twinkl Handwriting's packs teach children the sets of letter 'families' in a progressive teaching sequence. Within each PowerPoint presentation, all lower case letters are shown using a printed, pre-cursive style (without lead-ins or lead-outs) with the aim of securing the correct basic letter formation and positioning for the entire alphabet before adjusting handwriting to a preferred style.



Joining Letters Twinkl Handwriting | Year 3 & Year 4 | Steps to Progression Overview

The aim of this overview is to show the most logical sequence for teaching each area of handwriting when using Twinkl Handwriting. However, Twinkl Handwriting is designed to be a pick 'n' mix style scheme. If you feel that your students need to concentrate on a specific letter family or a particular skill, you could tailor the programme to fit the requirements of your learners.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)		Handwriting Practice	
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice

Joining Letters Twinkl Handwriting | Year 5 & Year 6 | Steps to Progression Overview

The aim of this overview is to show the most logical sequence for teaching each area of handwriting when using Twinkl Handwriting. However, Twinkl Handwriting is designed to be a pick 'n' mix style scheme. If you feel that your students need to concentrate on a specific letter family or a particular skill, you could tailor the programme to fit the requirements of your learners.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)		Handwriting Practice	
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice

Children in all classes use a sharp pencil or pen in their handwriting practice time if they are using a pencil.

- A 'Pen Licence' may be earned by children whose handwriting is joined and legible, and where the child's general standards of the presentation of their work is good. The aim is to get as many children on to a Pen Licence as possible.
- All children work towards the use of joined handwriting in their everyday writing tasks in all books they write in. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered.
- The handwriting of all adults in the school should reflect the high expectations that we have of our children and follow the Continuous Cursive style

**Words with /aw/ spelt
'augh' and 'au'**

Practise your weekly spelling words using cursive handwriting.

caught

naughty

taught

daughter

autumn

clause

cause

astronaut

applaud

author

Planning

- To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar (SPAG) in line with National Curriculum programmes of study as appropriate for the age of the children.
- The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year.
- Writing planning covers a half term period, which will cover two or three genres
- Every class has at least four hour-long writing lessons a week.
- For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.
- Clear learning-focussed objectives and related success criteria are provided for every writing lesson.
- Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated.
- Pupils complete LO-focused activities throughout every lesson.
- Before a unit is taught, decisions about what content to include will be taken based on thorough understanding of the expected outcome at the end of the unit. Each activity will be scrutinised and evaluated in terms of the:
 - Contribution it would make to that outcome
 - Needs of the class
- The 'What?' and 'Why?' for every activity should be entirely clear to teachers, pupils (and observers). For every activity undertaken, pupils should be able to articulate why they are doing it with reference to the impact it will have on their writing at the end of the unit.
- Considering the above, and before the PPA session, YGLs will devise a proposed sequence for the unit.
- During planning, the outline for the unit will be agreed by all members of the year group team.
- A significant and engaging 'hook' is a prerequisite for every unit. This must be discussed and agreed with the SLT Link/Literacy and Languages Lead before the PPA session. In the majority of the cases, this 'hook' will be the core text being studied at the time, but in its absence, it may be a short film, event, etc.

Structuring a unit

Where possible writing units should be two – three weeks long. Exceptions to this would be for example short poetry units at the end of a half term or a speaking and listening unit

The structure of a writing unit should be as follows:

- Introduce the unit – look at a range of that text type, identify and analyse features
- Explicit grammar teaching – focused work on particular grammatical devices expected within the outcome e.g. fronted adverbials
- Drama/Practical - children act or role play. The activity should support children developing their skills for writing for example hot seating to develop emotive vocabulary.
- Planning writing – up to two days. Focused activity that will look at specific elements of task
- Drafting writing – up to three days. Spend time writing up certain parts of the text at a time. Teacher to model expectations– **Modelling using word banks, aids around the classroom, own plan etc.**
- Editing writing – up to two days. Focus on specific areas to improve linked to the success criteria and model the editing process.
- Publishing writing - Up to two days. This should happen in their publishing books and where possible there should be a purpose to the writing e.g. writing a letter to an MP or sharing a story with the infants.

Sharing and Documenting expected outcomes

The Role of Drama

- Drama activities (e.g. hot seating/freeze frame/conscience alley) should precede each writing task.
- All drama activities contribute to the achievement of learning objectives and their success criteria.
- The skills required to meet these objectives should be modelled to the children.
- It is likely that Drama lessons/activities will involve the elicitation of vocabulary from the children; this vocabulary should be scribed and used during the subsequent teaching of writing.

Differentiation/Inclusion

- Differentiation should be through the degree of support provided to enable all learners to access the lessons. To this end, it is expected that scaffolded support prompts including word banks will be provided for those who need them.
- The way in which pupil pairings are used to enable all pupils to make progress, forms a significant part of this.

Recorded Learning

- Each half-termly plan will lead to a total of six pieces of extended writing. These will include: a baseline piece of writing at the beginning of the genre-specific teaching sequence, one heavily modelled piece of writing and a third more independent extended outcome at the end of the third week. This cycle will be repeated for the next three weeks but linked to a different genre.
- The baseline outcome (which will be used to set individual targets for improvement for each pupil) and the modelled piece of writing will be recorded in the Lined book. The independent extended writing piece will appear in the 'Writing Journey book. This last piece will be assessed using the TAF for the year group.
- Evidence in Literacy planning/the Lined books must demonstrate that children are developing writing skills every day.
- To emphasise the specific skills that are being taught, extended writing tasks are underpinned by clear success criteria. These must be reproduced in books and are used for assessment purposes.
- The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them, and thereby meet the given success criteria.
- Writing lessons should be recorded at least on four out of five days a week.

Appendices:

Year 3:

LO to write the end of a diary entry

My little wooden boat swirled all along the river and continued. After a while, I nearly reached the end, but then I sneezed and woke up. I ~~realised~~ realised it was a dream so nothing was real. I was a little disappointed as I always wanted to go on a boat ride and on the river. I was happy that I made it out alive with the swirls, waves, waterfalls and bumps ~~the~~. The waves and the waterfalls were beautiful, but scary and risky. I still wished that I could go on a boat in the river at the sunset. My dream was about the beauty beauty of the world. So now I say good bye river hello home.

Conclusion

In lesson feedback

LO: To plan a narrative	
Introduction <ul style="list-style-type: none"> Introduce the main characters Introduce the story setting 	<ul style="list-style-type: none"> girl wakes up to after the factory is destroyed. robot saved her robot does (stop working)
Build-Up <ul style="list-style-type: none"> Develop the characters and the setting The points that lead up to the conflict or climax (high point) in the story 	<ul style="list-style-type: none"> Stands up = depressed workshop is destroyed cannot do it by herself
Conflict/Climax <ul style="list-style-type: none"> The conflict or climax in the story How do the characters react? 	<ul style="list-style-type: none"> robot is back to legs seeks tap on shoulder The girl hugs him
Resolution <ul style="list-style-type: none"> How the conflict is resolved and the ending to the story 	<ul style="list-style-type: none"> Workshop better Co-operation (teamwork) keep working

Planning of a narrative

LO - To explore the features of a diary entry.

5th June 2018

Dear Diana,

Today has been a hard day for me! When I woke up this morning I noticed that the usual calmness of our group had been replaced by panic. The canopy had holes appearing in it. Then the howls started. The chief howler monkey males from different groups were calling warnings to each other. The noise was deafening. I am young so it is not my job to call warnings. I was so alarmed that I couldn't help myself.

As I looked down from our home, I noticed a group of humans. They were holding loud, bright monsters with sharp, glistening teeth. They were tearing our trees from the ground and there was nothing we could do. We watched and hoped that they would soon stop. We didn't want to have to move or be forced to walk on the ground!

All 12 of us huddled together as a group along one long branch. The babies slept cuddled up to their mothers and the rest of us hugged each other. We finally realised that the only noise was our howling and the humans had left with their evil monsters. We hope they do not return.

For now I must catch up on eating and sleeping.


In hope,
Hernandez

Key	
1	Date and time
2	Introduction
3	Written in first person
4	Past tense
5	chronological order and adverbials
6	Emotions and feelings

Identifying features of a diary at the start of a unit.

Year 4:

LO - To be able to add more detail to the story using fronted adverbials



Word bank

Adjectives describe nouns: high, tall, bright, gleaming, green, long, sparkling, gigantic, old, caring, happy, helpful, clumsy, small, short, elderly, grey, pleasant, magic, rusty, big, huge, dark, empty, heavy

Fronted adverbials: Suddenly, Happily, Early one morning, Suddenly, Gratefully, Quickly, Doubtfully, Cheerfully, Out of nowhere, Without warning, After a while, Mysteriously, Shortly after breakfast, Curiously, Kindly, With excitement

autumn

One beautiful, chilly autumn morning, Poppy went for a walk through the woods. Underneath her worn sandals, she could feel the orange leaves, fallen off the trees. Poppy could hear the waterfall splashing and the birds were singing in the trees. As she was strolling through the woods when out of the corner of her eye she spotted a helpless elderly lady carrying her heavy bags. As quickly as a flash she ran over and offered to help the load. "May I help you with your bags ma'am?" offered Poppy. "Why yes young lady," croaked the lady. So Poppy picked up the bags and the lady carried them. When they finally arrived the lady gave Poppy a magical enchanted porridge pot. "Cook little pot, cook" and it will give you hot porridge but

Evidence of in lesson editing with green pen

LO - Spelling

Spelling test

1. Illegal ✓	6. Irregular ✓
2. Illegible ✓	7. Irrelevant ✓
3. Illogical ✓	8. Irresponsible ✓
4. Illegible ✓	9. Irrational ✓
5. Illicit ✓	10. Irresistible ✗

9/10
9 out of 10

1) Word = Missed
Word class = Verb
Sentence = In basketball I threw to Akira but she missed.

2) Word = Mist
Word class = Noun
Sentence = My mum drove through the mist

3) Word = Scene
Word class = Noun
Sentence = In movies there is always a scene

4) Word = Seen
Word class = Verb
Sentence = I have seen the Lion King and Simba's pride.

5) Word = ~~Challenge~~
Word class = ~~Challenge~~
Sentence = "I want to go home!" shouted the girl.
Her face went pale and droopy while she sat next to the red milk tins.

SPaG lesson with spelling test

Year 5:

LO: To analyse a character's thoughts and feelings

In today's lesson, the children used open ended questions and emotive vocabulary to hot seat characters from Rumpelstiltskin.

Challenge

1. "What time is it?"
2. The children screamed to goaly at the TV.
3. "Are you cold?"
4. "Do you want to go on a walk" I asked my sister

Children working in small groups to create questions for a hot seating activity

LO: To draft a my Thi.

1 Thousands of years ago,
 there was a great forest. It was
 so windy in, there that
 no one ever could live there.
 Some people were even missing
 there, but no one knew that
 in there, there were living gods.
 One god called Afta,
 he could kill anybody with
 his spear to protect himself, he
 had used many war maws.

Unfortunately, he got curse from
 someone and he really wanted to
 fix it, so he go to a witch
 and witch told him that
 he need ingredients from
 dangerous animals so she can
 make a potion which
 heals the curse.

Drafting a narrative.

Friday 19th April 2024
 LO: To express key events using drama



During this lesson, pupils retold the story of the Rabbit and the Moon Man, which is a Canadian myth about how the moon steals from the rabbit and as a result, the rabbit traps the moon, refusing to let it go. They worked in groups of 4 to do this and every member of the group would partake in the retelling of the myth, which they presented at the end of the lesson.

Drama lesson with role playing.

Newspaper report planning

Introduction		Break up the story chronologically.	
Who was involved?	Neil Armstrong	Paragraph 1	5 days ago, Neil Armstrong had landed on the moon using Apollo 11 and had footed 2 1/2 hours and 45 minutes.
What happened?	He went to the moon.	Paragraph 2	While on the moon Neil took rocks and dust to bring to earth and was sent so he could test space technology.
Where did the event take place?	It took place on the moon.	Paragraph 3	In those 3 hours on the moon Neil managed to gather many views of the moon and stepping on the moon using left foot in foot.
When did it happen?	5 days ago and yesterday but		
Interviews		Final paragraph	
Who will you interview? How are they involved in the events?	Neil Armstrong will be interviewed as he was on the moon and saw everything.	What are the characters doing now and what might happen in the future?	Once Neil returned to earth he was tested so just in case he had a virus and is like a celebrity now as well as new information due to the rocks and dust.
What did they have to say? Will you use direct or reported speech?	"The moon had no people or anything and we have collected moon rocks and dust to test out."	What will your picture be of? What will the caption be?	Neil Armstrong placing flag on moon. What foot he used to step on the moon.

Challenge: Come up with a catchy headline *Marvellous moon mission Success!*

Planning a newspaper report.

Year 6:

10/10 Tuesday 11th March 2014

10/10 balanced and plan a balanced argument.

Should the Mona Lisa be returned back to Italy?

Introduction

This balanced argument will discuss if the the famous painting, Mona Lisa, should be returned to Italy or kept in France. What do you think?

Reasons for:

- Italian would have better access to and appreciation of their own cultural heritage.
- This would help help Italian feel a sense of pride and ownership and this iconic piece of art.
- Returning the Mona Lisa from the UK would reinforce Italy's reputation as a hub of artistic excellence.
- The Mona Lisa is a symbol of Italian identity.

Evidence and reasons:

- They will have a piece of art work from an Italian man who painted the painting.
- They own the painting so they should have

Planning a balanced argument.

Tuesday 16th April 2024

LO: To understand language texts and features.



In today's lesson, the children worked in pairs to identify the key features of a procedural text. They analysed various examples and discussed the common elements such as an equipment list, technical vocabulary, and steps. Afterwards, as a class, we collaborated to compile these findings into a comprehensive toolkit for creating effective procedural texts. This collaborative approach allowed us to learn from each other and create a valuable resource for future writing tasks.

Challenge:

Why is it important to include an equipment list in a procedural text?

What is the purpose of using technical vocabulary in a procedural text?

Why are relative clauses effective in enhancing the understanding of the method in a procedural text?

Identifying features lesson at the start of a unit.

Thursday 25th April 2024

to edit and improve specific elements in my writing.

Features of the genre	😊	☹️
Each step has a colon.	😊	☹️
E.g. Step 1:	😊	
I have included a fronted adverbial for each step	😊	
I have used brackets to include extra information. e.g. Preheat the oven at Gas Mark 4 (180 for fan assisted ovens)	😊	
I have used command verbs (bossy verbs) in my instructions. e.g. Stir the mixture. Measure the ingredients.	😊	
I have included technical and subject specific vocabulary in my writing.	😊	

Editing lesson.

