

<p><b>END OF KS1 NOTE: This is taken from the National Curriculum Guidance for English KS2</b></p> <p><b>WRITING</b>          *planning or saying out loud what they are going to write about  <b>DRAFTING</b>          writing down ideas and/or key words, including new vocabulary          encapsulating what they want to say, sentence by sentence  <b>WRITING</b>          writing narratives about personal experiences and those of others (real and fictional) writing about real events          writing poetry          writing for different purposes  <b>EDITING</b>          evaluating their writing with the teacher and other pupils          rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form          proofreading to check for errors in spelling, grammar and punctuation</p>	<p>GRAMMAR</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> <li>• expanded noun phrases to describe and specify</li> </ul> <p>PUNCTUATION</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks,</li> <li>• question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>		
<p><b>READING</b>          secure phonic decoding until reading is fluent          *read accurately by blending, including alternative sounds for graphemes          *read multisyllable words containing these graphemes          *read common suffixes          *read exception words, noting unusual correspondences *read most words quickly &amp; accurately without overt sounding and blending          *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently          *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales          *recognising simple recurring literary language in stories and poetry          *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary          *discussing their favourite words and phrases          *discussing the sequence of events in books and how items of information are related          *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading          *making inferences on the basis of what is being said and done          *answering and asking questions          *predicting what might happen on the basis of what has been read so far          *being introduced to non-fiction books that are structured in different ways</p>		
<p><b><u>YEAR 3 Composition</u></b></p>	<p><b><u>Year 4 Composition</u></b></p>	<p><b><u>Year 5 Composition</u></b></p>	<p><b><u>Year 6 Composition</u></b></p>
<p><b><u>PLANNING</u></b>  <b>Plans</b> by discussing and recording ideas</p> <p><b>Plans</b> by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p><b><u>DRAFT &amp; WRITE</u></b>          Introduction to <b>paragraphs</b> as a way to group related material then organise paragraphs around a theme.          Write narratives, creating settings, characters and plot.          Write non narrative material using simple organisational devices (e.g. headings and subheadings)*</p> <p><b><u>PROOF READING, EDITING AND EVALUATING</u></b>          Assess the effectiveness of their own and others' writing and suggest improvements.          Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.          Proofread for spelling and punctuation errors.</p>	<p><b><u>PLANNING</u></b>  <b>Plans</b> by discussing and recording ideas</p> <p><b>Plans</b> by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p><b><u>DRAFT &amp; WRITE</u></b>          Organise paragraphs around a theme          Write narratives, creating settings, characters and plot.          Write non narrative material using simple organisational devices (e.g. headings and subheadings)</p> <p><b><u>PROOF READING, EDITING AND EVALUATING</u></b>          Assess the effectiveness of their own and others' writing and suggest improvements          Assess the effectiveness of their own and others' writing and suggesting improvements.</p>	<p><b><u>PLANNING</u></b>  <b>Plan</b> writing by identifying audience for and purpose of the writing, selecting appropriate form and using models for their own work          Plans writing by noting and developing initial ideas, drawing on reading and research.          Consider how authors develop characters and settings</p> <p><b><u>DRAFT &amp; WRITE</u></b>          Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning          In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action          Précis longer passages          Use devices for cohesion within and across paragraphs          Use further organisational devices: bullets, headings etc. to guide reader</p> <p><b><u>PROOF READING, EDITING AND EVALUATING</u></b></p>	<p><b><u>PLANNING</u></b>  <b>Plan</b> writing by identifying audience for and purpose of the writing, selecting appropriate form and using models for their own work          Plans writing by noting and developing initial ideas, drawing on reading and research.          Consider how authors develop characters and settings</p> <p><b><u>DRAFT &amp; WRITE</u></b>          Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning          In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action          Précis longer passages          Use a wide range of devices for cohesion within and across paragraphs          Use further organisational devices: bullets, headings etc. to guide reader</p> <p><b><u>PROOF READING, EDITING AND EVALUATING</u></b></p>

<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Propose changes to grammar and vocabulary to improve consistency, Include the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear EDIT Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.</p>	<p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear EDIT Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.</p>
<p><b><u>YEAR 3 Grammar and Punctuation</u></b></p>	<p>Year 4 <b><u>Grammar and Punctuation</u></b></p>	<p>Year 5 <b><u>Grammar and Punctuation</u></b></p>	<p>Year 6 <b><u>Grammar and Punctuation</u></b></p>
<p><b>GRAMMAR AND PUNCTUATION</b> <b>Revision of KS1</b> Recognise <b>simple sentences</b> and begin to recognise <b>compound</b> and <b>multi clausal sentences</b> Extend sentences with more than one clause using a wider range of conjunctions, including when, if, because, although Choose <b>nouns</b> or <b>pronouns</b> appropriately for clarity and cohesion and to avoid repetition. Expressing time, place and cause using conjunctions[e.g. when, before, after, while, so, because], <b>adverbs</b> [e.g. then, next, soon, therefore]*, or <b>prepositions</b> [e.g. before, after, during, in, because of] Use of the <b>present tense perfect</b> form of verbs instead of simple past [e.g. He has gone out to play – He went out to play] Introduction of <b>inverted commas</b> for direct speech* Use and recognise <b>nouns, adjectives</b> and <b>adjectival phrases</b> Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time, cause and place Use powerful verbs * Introduce idea of tense in verb Use the correct form of 'a' or 'an' (KS1)</p>	<p><b>GRAMMAR AND PUNCTUATION</b> <b>Revision of year 2,3</b> Recognise <b>simple sentences, compound</b> and <b>multi clausal sentences</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid cohesion and avoid repetition. <b>Use Fronted adverbials</b> [e.g. Later that day, I heard...] Use of commas after <b>affronted adverbials</b> <b>Apostrophes</b> to mark <b>plural possession</b> <b>Noun phrases</b> expanded by addition of modifying <b>adjectives, nouns, preposition phrases</b> [ e.g. the teacher/the strict maths teacher with curly hair] Use of <b>inverted commas</b> and other punctuation for direct speech [e.g. a comma after the reporting clause]</p>	<p><b>GRAMMAR AND PUNCTUATION</b> <b>Revision of year 3,4</b> Use expanded noun phrases to convey complicated information concisely Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should] Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with <b>who, which, where, when, whose, that, or an omitted relative pronoun</b> Devices to build cohesion within and across paragraphs [e.g. then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g., nearby], and number [e.g. secondly] or tense choices [e.g. he had seen her before] Use of commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis</p>	<p><b>GRAMMAR AND PUNCTUATION</b> Use expanded noun phrases to convey complicated information concisely Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should] Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with <b>who, which, where, when, whose, that, or an omitted relative pronoun</b> Devices to build cohesion within and across paragraphs [e.g. then, after that, this, firstly] Use of commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use of ellipsis, dash, hyphen Use semi colons, colons or dashes to mark boundaries between independent clauses Use colon to introduce a list punctuating bullet points accurately. Recognise and use vocabulary and structures appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence</p>

<p><b>Terminology:</b> preposition, conjunction, word family, prefix, clause, <b>subordinate</b> clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (Formally introduce time adverbs (rather than time words))</p>	<p><b>Terminology:</b> <b>determiner</b>, pronoun, possessive pronoun, adverbial Comma to separate clauses</p>	<p><b>Terminology:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Use further cohesive devices such as grammatical connections and adverbials <b>Terminology:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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Year 3 Reading	Year 4 Reading	Year 5 Reading	Year 6 Reading
<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes</p> <p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p> <p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p> <p>*using dictionaries to check the meaning of words that they have read</p> <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p> <p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p> <p>*using dictionaries to check the meaning of words that they have read</p> <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <p>*retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>*recommending books that they have read to their peers, giving reasons for their choices</p> <p>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>*provide reasoned justifications for their views</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>*distinguish between statements of fact and opinion</p> <p>*retrieve, record and present information from nonfiction</p> <p>*recommending books that they have read to their peers, giving reasons for their choices</p> <p>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>*provide reasoned justifications for their views</p>

<p><b><u>HANDWRITING</u></b> Continue to improve legibility, consistency and quality Lower case correct size relative to one another Use diagonal and horizontal strokes Write capital letters and digits the correct size, orientation and relationship to one another and to lower case Use spacing between words that reflects size of letters</p>	<p><b><u>HANDWRITING</u></b> Continue to improve legibility, consistency and quality Lower case correct size relative to one another Use diagonal and horizontal strokes Write capital letters and digits the correct size, orientation and relationship to one another and to lower case Use spacing between words that reflects size of letters</p>	<p><b><u>HANDWRITING</u></b> Pupils should be taught to write legibly, fluently and with increasing speed Choose a writing implement that is best for the task?</p>	<p><b><u>HANDWRITING</u></b> Pupils should be taught to write legibly, fluently and with increasing speed Choose a writing implement that is best for the task?</p>
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## **SPELLING Year 3** Dictionaries to be used regularly to check meanings    **REVISION OF PHONICS Y2 and HFW & NN**

Gathering, understanding and using new vocabulary. Dictations for words and punctuation taught so far (simple sentences)

1. Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.'
8. Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.
10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Spelling Rules: 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.
12. Challenge words
13. Spelling Rules: The long vowel /a/ sound spelled 'ai'
14. Spelling Rule: The long /a/ vowel sound spelled 'ei.'
15. Spelling Rules: The long /a/ vowel sound spelled 'ey.'
16. Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. Spelling Rules: The /l/ sound spelled '-al' at the end of words.
20. Spelling Rules: The /l/ sound spelled '-le' at the end of words.
21. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.
26. Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. Revision – spelling rules we have learned in Stage 3.
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.

## Year 4 Spelling

1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
3. Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. Spelling Rules: The prefix 'sub-' which means under or below.
5. Spelling Rules: The prefix 'inter-' means between, amongst or during.
6. Challenge Words
7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.
9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.
12. Challenge Words
13. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'
14. Spelling Rules: Adding 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 though.
15. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. Spelling Rules: The 'ee' sound spelled with an 'i.'
17. Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
18. Challenge Words
19. Spelling Rules: The 'au' digraph
20. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'
21. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'
22. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'
23. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.
24. Challenge Words
25. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.
26. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'.
27. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.'
30. Spelling Rules: The prefix bi- meaning two.
31. Revision – spelling rules we have learned in Stage 4.
32. Revision – spelling rules we have learned in Stage 4.
33. Revision – spelling rules we have learned in Stage 4.
34. Revision – spelling rules we have learned in Stage 4.
35. Revision – spelling rules we have learned in Stage 4.
36. Revision – spelling rules we have learned in Stage 4.

## Year 5 **SPELLING**

1. Spelling Rules: Words ending in '-ious.'
2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
6. Challenge words
7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
8. Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. '-y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.
14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Spelling Rules: Words with 'silent' letters at the start.
17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Spelling Rules: Words spelled with 'ie' after c.
20. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
21. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.
22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Spelling Rules: Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.
24. Challenge Words
25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Revision: Year 5 words
32. Revision: Year 5 words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
36. Revision: Year 5 words



## **Year 6 SPELLING**

1. Challenge Words
2. Challenge Words
3. Challenge Words
4. Challenge Words
5. Challenge Words
6. Challenge Words
7. Challenge Words
8. Challenge Words
9. Challenge Words
10. Challenge Words
11. Spelling Rules: Words with the short vowel sound /i/ spelled y
12. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
13. Spelling Rules: Adding the prefix '-over' to verbs.
14. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'
15. Spelling Rules: Words which can be nouns and verbs.
16. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
17. Spelling Rules: Words with a 'soft c' spelled /ce/.
18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite
19. Spelling Rules: Words with the /f/ sound spelled ph.
20. Spelling Rules: Words with origins in other countries
21. Spelling Rules: Words with unstressed vowel sounds.
22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.
23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.
24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
25. Spelling Rules: Words ending in '-ably.'
26. Spelling Rules: Words ending in '-ible'
27. Spelling Rules: Adding the suffix '-ibly' to create an adverb.
28. Spelling Rules: Changing '-ent' to '-ence.'
29. Spelling Rules: -er, -or, -ar at the end of words.
30. Spelling Rules: Adverbs synonymous with determination.
31. Spelling Rules: Adjectives to describe settings
32. Spelling Rules: Vocabulary to describe feelings.
33. Spelling Rules: Adjectives to describe character
34. Grammar Vocabulary
35. Grammar Vocabulary
36. Mathematical Vocabulary

# KS3 Progression

## Writing skills

Write accurately, fluently, effectively and at length for pleasure and information through:

- **writing for a wide range of purposes and audiences, including:**
  - well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing
  - notes and polished scripts for talks and presentations
  - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
    - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
    - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
    - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
    - plan, draft, edit and proof-read through:
      - considering how their writing reflects the audiences and purposes for which it was intended
      - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
      - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

## Grammar and punctuation

Pupils should be taught to:

- consolidate and build on their knowledge of grammar and vocabulary through:
  - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ♣ studying the effectiveness and impact of the grammatical features of the texts they read
  - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
  - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
  - using Standard English confidently in their own writing and speech
  - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.5

## Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
  - English literature, both pre-1914 and contemporary, including prose, poetry and drama
  - Shakespeare (two plays)
  - seminal world literature
    - choosing and reading books independently for challenge, interest and enjoyment.
    - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
    - understand increasingly challenging texts through:
      - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
      - making inferences and referring to evidence in the text
      - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
      - checking their understanding to make sure that what they have read makes sense.
    - read critically through:
      - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
      - recognising a range of poetic conventions and understanding how these have been used
      - studying setting, plot, and characterisation, and the effects of these
      - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
    - making critical comparisons across texts
    - studying a range of authors, including at least two authors in depth each year.

