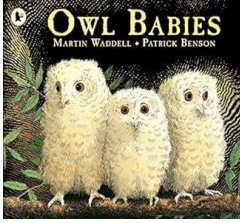
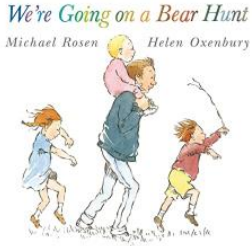
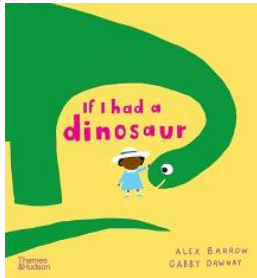

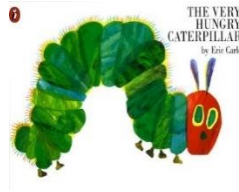
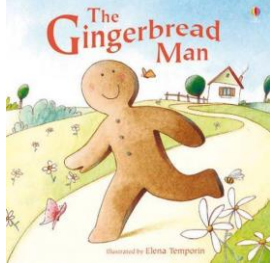
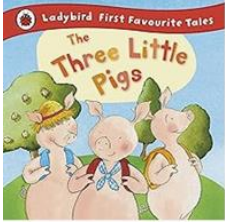
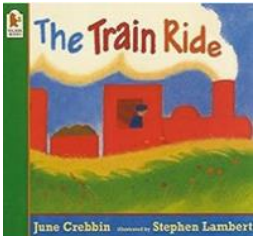
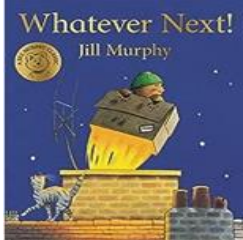
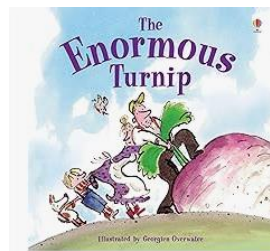

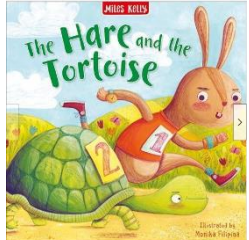

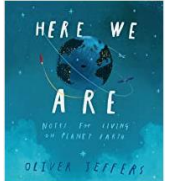
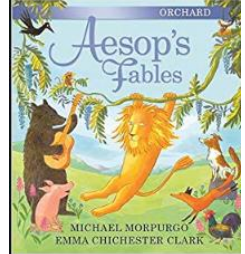
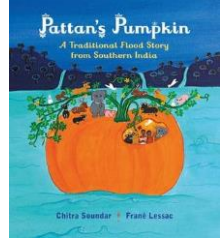
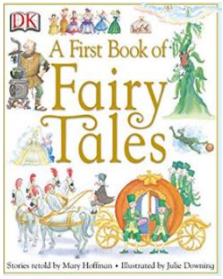
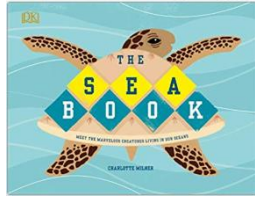


		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N U R S E R Y	Text	Owl Babies Martin Waddell 	We're Going on a Bear Hunt Michael Rosen 	If I had a Dinosaur... Gabby Dawney 	Jasper's Beanstalk Nick Butterworth 	The Very Hungry Caterpillar Eric Carle 	The Gingerbread Man Elena Temperin 
	Focus	Verbal recount	Verbal recount	Verbal recount	Verbal recount	Verbal recount	Verbal recount
	Rhymes	Old MacDonald Head, shoulders, knees and toes. If you're happy and you know it... One Finger, One Thumb Tommy Thumb	Row, Row, Row your boat Wheels on the bus Twinkle Twinkle Flying Saucer A Sailor went to Sea, Sea, Sea The Grand old Duke of York	Hickory Dickory Dock Incy Wincy Spider Sailor went to Sea I had a little turtle I'm a Little Teapot Little Miss Muffet Sing a Song of Sixpence	Mrs Polly had a Dolly Ring Ring Roses Mary Mary Little Peter Rabbit London Bridge Jack be Nimble Here we go round a Mulberry Bush	Pat-a-Cake 1,2 buckle my shoe Down at the Station Ba,Ba, Black Sheep Old Macdonald Little Bo peep Alice the Camel Old Mother Hubbard Jack and Jill	Wind the Bobbin Up Humpty Dumpty Hey Diddle Diddle 1, 2 Buckle my Shoe Zoom, Zoom Zoom were going to the Moon I Hear Thunder It's Raining, It's Pouring
R E C E P T I O N	Text	 The Three little Pigs By Nicola Baxter	 The Train Ride By June Crebbin	 Whatever Next By Jill Murphy	 The Enormous Turnip By Katie Day and Georgien Overwater	 The Queen's Handbag By Steve Antony	 The Hare and The Tortoise Written Recount
	Focus	Verbal recount	Verbal recount	Instructional text – How to make a sandwich	Written recount	Written recount	Written Recount
	Rhymes	Heads, shoulders, knees and toes	5 little ducks 1, 2 buckle my shoe	Zoom Zoom Zoom	Old MacDonald had a farm	The Grand Old Duke of York	Incy Wincy Spider Rain, rain go away

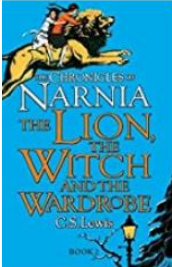
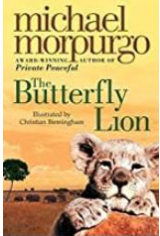
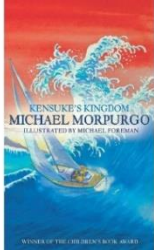
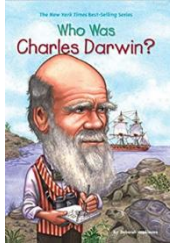
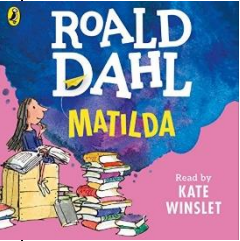
		5 currant buns 1 finger, 1 thumb keep moving	5 little peas in a pea pod pressed	5 little men in a flying saucer 5 little speckled frogs	Tommy thumb Mary, Mary, quite contrary	Here we go round the mulberry bush Jack and Jill	Row, row, row your boat CLIPPA Poetry Competition
Y E A R 1	Text	The Good Little Wolf. Nadia Shireen 	The Rainbow Fish Marcus Pfister 	Sidney Stella and the Moon. Emma Yarlett 	Poetry Anthology Jane Crebbin 	St George and the Dragon. Usborne Young Readers. 	Little People Big Dreams-Jane Goodall 
	Text Type	Narrative Simple journey stories including beginning, middle and end.	Narrative WRITING FOCUS – FICTION: simple journey stories using beginning, middle and end (with some progression to 5-part structure where relevant). Develop broader understanding of description in narratives NON- FICTION – recount trip to Ancient House.	Recount Recounts develop understanding of chronology and appropriate word order to begin sentences.	Narrative- Warning story including descriptive vocabulary and storytelling language patterns.	Non. Chronological Report Write an information report about dragons.	Instructions Write simple instructions to plan a picnic (link with DT)
	Poetry	Poetry Clapping Rhymes Clap, clap, clap hands	Poetry CLPE- Blow A Kiss Catch a Kiss by Joseph Coelho	Poetry Free verse: based on experiences/objects/ places/feelings/curriculum	Poetry List poems linked to text.		CLIPPA Poetry Competition

		<p>Have you ever, ever, ever in your long-legged life. A sailor went to sea Miss Mary Mack</p> <p>Performing</p>	<p>Performing poems with repeated phrases Create and include actions.</p> <p>Analysing</p>	<p>links/senses. Adding words/phrases captions to images linked to theme of text.</p> <p>Could be shared poems/Poems linked to pictures.</p> <p>Composing</p>	Composing		<p>Poems performed in groups. Focus on intonation and expression. Clear voices. Performing for an audience.</p> <p>Performing</p>
Y E A R 2	Text	<p>The Way home for wolf- Rachel Bright</p> 	<p>Here we Are – Oliver Jeffers</p> 	<p>Aesop's Fables Michael Morpurgo</p> 	<p>Pattan's Pumpkin Chitra Soundar</p> 	<p>First Book of Fairy Tales Mary Hoffman</p> 	<p>The Sea Book- Charlotte Milner</p> 
	Text type	<p>Narrative Journey stories Construct stories with beginning, middle and end.</p>	<p>Instructions NON-FICTION: write a set of simple instructions across different contexts. Analyse the features of instruction writing.</p>	<p>Narrative Warning stories & their features; investment in planning strategies and recording initial ideas for writing. Invention writing: dragons</p>	<p>Non- Chron. NON-FICTION – (information) reports; further development of planning strategies and recording initial ideas for writing for non-fiction texts; development of technical vocabulary and generalisers.</p>	<p>Narrative Traditional Tales using the five-part story structure.</p>	<p>Recount Explore description</p>
	Poetry	<p>Poetry CLPE- The Big Green Crocodile Analysing Poem review: likes/dislikes/puzzles/patterns Consider</p>	<p>Calligrams and tongue twisters Composing</p>	<p>Poetry Alliterative poems based on animals- simple sentences. Composing</p>	<p>Poetry Free verse Poems that include commands. Composing</p>		<p>CLIPPA Poetry Competition Performing</p>

	publication and presentation					
<p>Little Wandle Spelling</p>	<p>Phase 5 review- Autumn 1</p> <p>Week 1-ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou</p> <p>Week 2-/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow</p> <p>Week 3-or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si</p> <p>Week 4-or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si</p> <p>Week 5-j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re</p> <p>Week 6-e /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/</p> <p>Bridge to Spelling- Autumn 2 Coverage</p> <p>Week 1- What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?</p> <p>Week 2- Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?</p> <p>Week 3-Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?</p> <p>Week 4- When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?</p>	<p>Spring 1</p> <p>Week 1 - Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? once two knight/night</p> <p>Week 2 / 3 -Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? any many one/won</p> <p>Week 4/5 - Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p> <p>Spring 2</p> <p>Week 1 -The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour.</p> <p>Week 2 / 3 Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet</p> <p>Week 4 -Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea</p> <p>Week 5 - Why do some words end -le, -al, -il or -el?</p>		<p>Summer 1</p> <p>Week 1 -Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear</p> <p>Week 2 - How can I spell the sound /zh/? busy pretty be/bee</p> <p>Week 3 /4 -What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? parents because bare/bear</p> <p>Week 5 -11 How can I show missing letters in a word?</p> <p>Summer 2</p> <p>Week 1/2 - Why do some longer words have the spelling 'ti' for /sh/?</p> <p>Week 3 - How do I use the possessive apostrophe (singular possession)?</p> <p>Week 4 /5 - When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p>		

		Week 5- Why do I swap the ‘y’ for an ‘i’ when I add the suffix -ed? Why do I drop the ‘e’ when I add the suffix -ing?					
Y E A R 3	Text	The Hodgeheg by Dick King-Smith 	Revolting Rhymes Roald Dahl 	A Midsummer Night's Dream Andrew Mathews 	Kindlekrax Philip Ridley 	Paddington Bear Michael Bond 	Who Was Marie Curie? Megan Stine 
	Text type	Narrative Features of narrative, analyzing the structure, vocab and grammar. Composing and rehearsing sentences orally. Build a varied and rich voab.	Persuasion persuasion texts – Can Goldilocks persuade the Police Officer she didn't vandalise the bear's cottage?. Discussing and recording ideas draft and write by: Use rhetorical questions and persuasive sentence starters.	Narrative Portal story, explore language structure. Fronted adverbials. Planning ideas, use of paragraphs. Interesting adjectives and use of thesaurus, commas in a list.	Non- Chron. Explore features, recap sentence types (statement, command , question and exclamation) Hone in on handwriting skills, legibility etc.	Narrative FICTION – journey story. Features of narrative. Analysing the structure, vocabulary and grammar, Composing and rehearsing sentences orally, Building a varied a rich vocabulary and range of sentence structures, Proof read for spelling and punctuation errors	Explanation Features of explanation writing. Heading and subheadings, technical vocabulary.
	Poetry	Poetry Midnight Feasts Analysing Read/discuss a range of poems and discuss - Types of poems they are and how	Poetry List Poems Composing	Poetry Haiku Kennings Composing	Poetry Free verse Catalysts Poems for Writing- Pie Corbett Around me- Instructions for writing a DIY Around Me Poem		CLIPPA Poetry Competition Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact

	<p>you know. - Structure of the poem - Purpose of the poem Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have</p>			<p>Composing</p>		<p>of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems.</p> <p>Performing</p>
<p>No Nonsense Spelling</p>	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 3 and 4 word list. (Suggest an average of 	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p>			

		<p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>5 or 6 words each term.)</p> <ol style="list-style-type: none"> 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		
Y E A R	Text	<p>The Lion, the Witch and the Wardrobe C.S Lewis</p> 	<p>The Butterfly Lion by Michael Morpurgo</p> 	<p>Kensuke's Kingdom By Michael Morpurgo</p> 	<p>Charles Darwin Deborah Hopkinson</p> 	<p>Matilda By Roald Dahl</p> 
	Text type	<p>Portal Story Remind about paragraphs, comparisons, prepositions. Use of long and short sentences to enhance description.</p>	<p>Recount Use of conjunctions to indicate time, writing letters and diary entries. Secure knowledge of writing in the first person. Developing strategies to proof read.</p>	<p>Narrative Warning tales, Develop characterization. Focus on embedding dialogue.</p>	<p>Explantation Develop an understanding of authorial intent and viewpoint. Focus on embedding dialogue to build tension. Paragraphing to organize themes and logical orders. Use casual time</p>	<p>Discussion Write an effective introduction, organize text giving a balanced argument. Use their own opinions and opinions of others. Continue to develop the skills to identify and correct errors in their own writing.</p>

				conjunctions to link paragraphs. Recognise the different language used in formal and informal pieces.		
Poetry	<p>Poetry Being Me by Liz Brownlee Matt Goodfellow Laura Mucha OR Slam! You're Gonna Wanna Hear This, chosen by Nikita Gill, Macmillan</p> <p>Analysing Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem. Themes/interesting words phrases/type of poem/response/questions you have.</p>	<p>Poetry Calligrams</p> <p>Composing</p>	<p>Poetry Pie Corbett – Catalysts Free Verse Instructions for a DIY word Play poem</p> <p>Composing</p>	<p>Poetry Poems using alliteration. Look at a selection of rhyming poems and construct their own.</p> <p>Composing</p>		<p>CLIPPA Poetry Competition Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p> <p>Performing</p>
No Nonsense Spelling	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ol style="list-style-type: none"> 1. The /ei/ sound spelt 'ei', 'eigh', or 'ey' 2. The /j/ sound spelt 'ch' 3. The /n/ sound spelt 'ou' (all from Year 3) 		<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>)</p>		<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p>	

		<p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ol style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Word endings Endings that sound like /zən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
Text	Dave the Pigeon By Swapna Haddow	Toms Midnight Garden Philippa Pearce	Percy Jackson and the Lightening Thief- By Rick Riordan	The Happy Prince Oscar Wilde	Women in Science Rachel Ignatofsky

Y E A R						
	5 / 6	<p>Text Type</p> <p>Narrative Resolution stories focusing on story openings (action, setting and dialogue)</p>	<p>Recount Newspaper report biased and balanced viewpoints. Formal and informal language. Information writing.</p>	<p>Narrative Quest with a focus on characterization.</p>	<p>Non- Chron. Paragraphs, related clauses. Use of topic sentences.</p>	<p>Narrative Wishing Tales Use of paragraphs. Short and long sentences to create effect.</p>
C Y C L E	2	<p>Poetry</p> <p>Poetry CLPE- Bright Bursts of Colour by Matt Goodfellow Or Marshmallow Clouds by Ted Kooser and Connie Wanok Analysis Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p>	<p>Poetry Pie Corbett – Catalysts Instructions for a DIY simile poem Composing</p>	<p>Poetry Cinquains and Ballads Composing</p>	<p>Poetry Narrative poems Composing</p>	<p>CLiPPA poetry competition Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Performing</p>

<p>No Nonsense Spelling</p>	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>		
<p>Text</p>	<p>Goodnight Mister Tom Michelle Magorian</p>	<p>Pig Heart Boy Malorie Blackman</p>	<p>Outlaw Michael Morpurgo</p>	<p>Cogheart Peter Bunzl</p>	<p>Women in Science</p>

Y E A R 5 / 6 C Y C L E 1							
	Focus	Narrative Defeating the enemy story. Revising how to build suspense	Discussion	Narrative	Persuasion Review features of persuasive writing.	Narrative Suspense. How to write an effective fiction story. How to build character using inference.	Biographies
	Poetry	Poetry Pie Corbett Catalysts Instructions for a DIY Ways of Looking Poem Composing	Poetry Use figurative language: similes, metaphors, personification etc. Composing	Poetry Blackout poems Structured grammar poem Composing	Poetry Choose from; If (Rudyard Kipling) Jabberwocky (Lewis Carroll) The Listeners (Walter de la Mare) Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons. Summarise poems. Analysis		ClIPPA poetry competition Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience. Perform own composition using appropriate intonation, volume, and movement so that the meaning is clear. Performing
	No Nonsense Spelling	Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' Rare GPCs		Revisit Words containing the letter string '-ough' Prefixes and Suffixes Generating words from prefixes and suffixes		Revisit Spelling strategies at the point of writing Rare GPCs	

	<p>Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Word endings The /jəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ol style="list-style-type: none"> 1. Learn selected words taught in new knowledge this term. 2. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) 3. Learn words from personal lists 4. Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
--	---	--	--