Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading - Selected Text/ Texts						
Key Vocabulary						
Reading Coverage Content Domain	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	give / explain the meaning of words in context retrieve and record information identify key details	give / explain the meaning of words in context retrieve and record information identify key details	give / explain the meaning of words in context retrieve and record information identify key details	give / explain the meaning of words in context retrieve and record information identify key details	give / explain the meaning of words in context retrieve and record information identify key details	give / explain the meaning of words in context retrieve and record information identify key details

from fiction and	from fiction and non-fiction				
summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph
make inferences					
from the text /					
explain and justify					
inferences with					
evidence from the					
text	text	text	text	text	text
predict what might					
happen from					
details stated and					
implied	implied	implied	implied	implied	implied
identify / explain					
how information /					
narrative content					
is related and					
contributes to					
meaning as a					
whole	whole	whole	whole	whole	whole
identify / explain					
how meaning is					
enhanced through					
choice of words					
and phrases					
make	make	make	make	make	make
comparisons	comparisons	comparisons	comparisons	comparisons	comparisons
within the text					

Assessment Ops (Comprehension Tests and against NC outcomes)						
Spelling	1. Phonics					
Revisit across the year, to secure.	Consolidate previous learning					
	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs
	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segmenti words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds
	Words with adjacent					

	consonants	consonants	consonants	consonants	consonants	consonants
	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet	2. <b>Statutory Words</b> from 3/4/5/6 spelling lists See Y6 Sheet
	3. <b>Spelling Rules</b> cious / - tious	3. <b>Spelling Rules</b> cious / - tious	3. <b>Spelling Rules c</b> ious / - tious	3. <b>Spelling Rules</b> cious / - tious	3. <b>Spelling Rules</b> cious / - tious	3. <b>Spelling Rules</b> cious / - tious
	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency
	-fer + suffix beginning with a vowel					
	Use of the hyphen					
	Homophones and words that are often confused					
Assessment Ops Weekly Tests Termly						

Assessments Independent writing						
Vocabulary, Punctuation and Grammar	Recap Year 5 + Layout devices Synonyms Antonyms	Recap Year 5 Cohesive Devices	Recap Year 5+ Formal and Informal language Passive Voice	Recap Year 5 + Formal and Informal Speech and vocabulary Semi colons Colons Dashes	Recap Year 5 + Hyphens	Secure all
Assessment Ops ( tests and through writing assessments - core and foundation)						
Writing Genres to ensure coverage - 1 narrative 4 non narrative per half term						

Assessment Opportunities						
Handwriting	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use
	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.	decide whether or not to join specific letters  choose the writing implement that is best suited for a task.
Assessment Opportunities						

Year 5			
Selected Text/ Texts			
Key Vocabulary			

Year 5  Reading Coverage / Content Domain	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	give / explain the meaning of words in context					
	retrieve and record information identify key details from fiction and non-fiction	retrieve and record information identify key details from fiction and non-fiction	retrieve and record information identify key details from fiction and non-fiction summarise main			
	summarise main ideas from more than one paragraph	ideas from more than one paragraph				
	make inferences from the text / explain and justify inferences with	make inferences from the text / explain and justify inferences with	make inferences from the text / explain and justify inferences with	make inferences from the text / explain and justify inferences with	make inferences from the text / explain and justify inferences with	make inferences from the text / explain and justify inferences with evidence from the text
	evidence from the text  predict what might	evidence from the text predict what might	evidence from the text predict what might	evidence from the text  predict what might	evidence from the text  predict what might	predict what might happen from details stated and implied
	happen from details stated and	identify / explain				

Assessment Ops (based on reading outcomes and comprehension tests)						
Spellings	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
	Consolidate all learned so far	Consolidate all learned so far	Consolidate all learned so far	Consolidate all learned so far	Consolidate all learned so far	Consolidate all learned so far
	Apply knowledge of sounds to build words using:	Apply knowledge of sounds to build words using:	Apply knowledge of sounds to build words using:	Apply knowledge of sounds to build words using:	Apply knowledge of sounds to build words using:	Apply knowledge of sounds to build words using:
	consonant digraphs Vowel digraphs Split digraphs Trigraphs	consonant digraphs Vowel digraphs Split digraphs Trigraphs	consonant digraphs Vowel digraphs Split digraphs Trigraphs	consonant digraphs Vowel digraphs Split digraphs Trigraphs	consonant digraphs Vowel digraphs Split digraphs Trigraphs	consonant digraphs Vowel digraphs Split digraphs Trigraphs
	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segmenti words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds
	Words with adjacent consonants	Words with adjacent consonants	Words with adjacent consonants	Words with adjacent consonants	Words with adjacent consonants	Words with adjacent consonants

	Statutory Word Lists Consolidate Year 3 and 4 Check HF Lists					
	See Spelling sheet Y5					
	Spelling Rules					
	1 cial / -tial	1cial / -tial	1 cial / -tial	1. cial / -tial	1 cial / -tial	1cial / -tial
	2 able / ible - ably/ ibly					
	3 ei after c					
	4. Silent letters					
	5 ough words					
Assessment Opportunities Spelling Test, end of term tests,						

independent writing tasks)						
Vocabulary, Punctuation and Grammar	Recap all prior + Commas Relative clauses	Recap all prior + adverbs	Recap all prior + Parenthesis Dashes and Brackets	Recap all prior + Modal verbs	Consolidate and secure	Secure all
Writing Opportunities - 1 narrative and 4 non-narrative						
Assessment Opportunities						
Handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting

	or print letters e.g. to label a diagram.					
Year 4 Selected Text / Texts						
Key Vocabulary						
Year 4  Reading Coverage / Content Domain	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	Read further exception words , noting the unusual correspondences between spelling and sound and where these occur	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur

in the word.	in the word.	in the word.	in the word.	in the word.	in the word.
give / explain the	give / explain the	give / explain the	give / explain the	give / explain the	give / explain the
meaning of words	meaning of words	meaning of words	meaning of words	meaning of words	meaning of words
in context	in context	in context	in context	in context	in context
retrieve and record information identify key details from fiction and non-fiction	retrieve and				
	record information				
	identify key details				
	from fiction and				
	non-fiction	non-fiction	non-fiction	non-fiction	non-fiction
summarise main	summarise main	summarise main	summarise main	summarise main	summarise main
ideas from more	ideas from more	ideas from more	ideas from more	ideas from more	ideas from more
than one	than one	than one	than one	than one	than one
paragraph	paragraph	paragraph	paragraph	paragraph	paragraph
make inferences	make inferences	make inferences	make inferences	make inferences	make inferences
from the text /	from the text /	from the text /	from the text /	from the text /	from the text /
explain and justify	explain and justify	explain and justify	explain and justify	explain and justify	explain and justify
inferences with	inferences with	inferences with	inferences with	inferences with	inferences with
evidence from the	evidence from the	evidence from the	evidence from the	evidence from the	evidence from the
text	text	text	text	text	text
predict what might	predict what might	predict what might	predict what might	predict what might	predict what might
happen from	happen from	happen from	happen from	happen from	happen from
details stated and	details stated and	details stated and	details stated and	details stated and	details stated and
implied	implied	implied	implied	implied	implied
identify / explain	identify / explain	identify / explain	identify / explain	identify / explain	identify / explain
how information /	how information /	how information /	how information /	how information /	how information /
narrative content	narrative content	narrative content	narrative content	narrative content	narrative content
is related and	is related and	is related and	is related and	is related and	is related and
contributes to	contributes to	contributes to	contributes to	contributes to	contributes to
meaning as a	meaning as a	meaning as a	meaning as a	meaning as a	meaning as a
whole	whole	whole	whole	whole	whole
identify / explain	identify / explain	identify / explain	identify / explain	identify / explain	identify / explain

	how meaning is enhanced through choice of words and phrases make comparisons within the text	how meaning is enhanced through choice of words and phrases make comparisons within the text	how meaning is enhanced through choice of words and phrases make comparisons within the text	how meaning is enhanced through choice of words and phrases make comparisons within the text	how meaning is enhanced through choice of words and phrases make comparisons within the text	how meaning is enhanced through choice of words and phrases make comparisons within the text
Assessment Ops Comprehension Tests and against NC outcomes)						
Spelling	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
	Consolidate Y2 and Y3					
	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs	Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs
	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds	Segment words into sounds before choosing the grapheme to represent the sounds

| Words with adjacent consonants |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Statutory                      | Statutory                      | Statutory                      | Statutory                      | Statutory                      | Statutory                      |
| Words                          | Words                          | Words                          | Words                          | Words                          | Words                          |
| Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    |
| Year 2 and 3                   |
| Check common                   |
| exception words                |
| and HF word                    |
| lists                          | lists                          | lists                          | lists                          | lists                          | lists                          |
| See spelling                   |
| sheet Y4                       |
| Spelling Rules                 |
| Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    | Consolidate                    |
| Year 3                         |
| *Pay special                   |
| attention to rules             |
| for adding                     |
| suffixes.                      | suffixes.                      | suffixes.                      | suffixes.                      | suffixes.                      | suffixes.                      |
| See sep list for words         |
| 1.Suffixes - ous               |
| 2tion                          | 2tion                          | 2tion                          | 2tion                          | 2tion                          |                                |

	- ssion	- ssion	- ssion	- ssion	- ssion	- ssion
	-sion	-sion	-sion	-sion	-sion	-sion
	-cian	-cian	-cian	-cian	-cian	-cian
	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'
	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'
	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que
	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'
	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey
	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals
	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones
Assessment Ops Weekly Tests						

Termly Assessments Independent writing						
Vocabulary, Grammar and Punctuation	Consolidate Y3	Consolidate + Pronouns	Consolidate + Apostrophes inc. plurals	Consolidate + Fronted adverbials and commas	Consolidate + Determiners Prepositions	Secure all
Assessment Opportunities						
Writing Genres to ensure coverage - 1 narrative 4 non narrative per half term						
Assessment Opportunities						
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand

	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	which letters, when adjacent to one another, are best left unjoined  increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and
	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	equidistant;  that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Year 3 Selected Text / Texts						

Key Vocabulary						
Reading Coverage / Content Domain	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
	give / explain the meaning of words in context					
	retrieve and record information identify key details	retrieve and record information identify key details	retrieve and record information identify key details			

					-
from fiction and non-fiction					
summarise main					
ideas from more					
than one					
paragraph	paragraph	paragraph	paragraph	paragraph	paragraph
make inferences					
from the text /					
explain and justify					
inferences with					
evidence from the					
text	text	text	text	text	text
predict what might					
happen from					
details stated and					
implied	implied	implied	implied	implied	implied
identify / explain					
how information /					
narrative content					
is related and					
contributes to					
meaning as a					
whole	whole	whole	whole	whole	whole
identify / explain					
how meaning is					
enhanced through					
choice of words					
and phrases					
make	make	make	make	make	make
comparisons	comparisons	comparisons	comparisons	comparisons	comparisons
within the text					

Assessment Opportunities						
Year 3 Spelling	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.	Consolidate KS1 Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs Segmenting words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants  Continue to address gaps for any pupils not achieving 40.
	Statutory Words Consolidate KS1 Check common exception words					

KS1	KS1	KS1	KS1	KS1	KS1
See Sep Sheet					
for Word List					
Spelling Rules					
Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
from KS1 *Pay					
special attention					
to rules for					
adding suffixes.					
1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed	1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed	1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed	1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed	1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed	1.Suffixes beginning with a vowel + words of more than one syllable - ing - en - er - ed
2. i sound spelt					
y	y	y	y	y	y
3. 'u' as ou					
4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - il - Im -	4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - III - Im -	4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - il - Im -	4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - il - Im -	4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - il - Im -	4. Prefixes with no change to the word + know meaning Mis - Dis - Un - In - il - Im -

	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound	re - sub - Inter - super - anti - auto -  5. Suffix - ation to make nouns  6. Suffix -ly to form adverbs  7 ure sound  8 sion sound
Assessment Ops Weekly Tests Termly Assessments Independent writing						
Vocabulary Grammar and Punctuation	Consolidate Year 2 + Direct speech and speech punctuation	Consolidate + Prefixes and Suffixes and Conjunctions	Consolidate + Adverbs	Consolidate + Prepositions	Consolidate + Homophones	Secure all
Assessment Opportunities						

Writing Opportunities 1 Narrative 4 non- narrative						
Assessment Opportunities						
Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand	use the diagonal and horizontal strokes that are needed to join letters and understand
	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their	which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their

	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Year 2 Selected Text / Texts						
Key Vocabulary						
Reading Coverage	Continue to apply phonic knowledge and					

Decoding and	skills	skills	skills	skills	skills	skills
Content Domain	read accurately by blending recognise alternative sounds for graphemes					
	read accurately words of two or more syllables	read accurately words of two or more syllables	read accurately words of two or more syllables	read accurately words of two or more syllables	read accurately words of two or more syllables	read accurately words of two or more syllables
	read words containing common suffixes					
	read further common exception words read most words quickly and accurately,					
	read aloud books closely matched to their improving phonic knowledge					
	Sound out unfamiliar words accurately, automatically	Sound out unfamiliar words accurately, automatically	Sound out unfamiliar words accurately, automatically	Sound out unfamiliar words accurately, automatically	Sound out unfamiliar words accurately, automatically	Sound out unfamiliar words accurately, automatically

and without undue hesitation	and without undue hesitation	and without undue hesitation			
Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.			
Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.
Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- fiction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	Identify / explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information
Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.
Make inferences from the text.	Make inferences from the text.	Make inferences from the text.			
Predict what might happen on the basis of what has been	Predict what might happen on the basis of what has been	Predict what might happen on the basis of what has been	Predict what might happen on the basis of what has been	Predict what might happen on the basis of what has been	Predict what might happen on the basis of what has been

	read so far.					
Assessment Opportunities						
Phonics and Spelling	Consolidate Year 1					
	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	-ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y
	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /n/ sound spelt kn and (less often) gn at the beginning of words	The /n/ sound spelt kn and (less often) gn at the beginning of words
	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le	The /r/ sound spelt wr at the beginning of words The /l/ or /el/ sound spelt –le

at the end of words	at the end of words	at the end of words	at the end of words	at the end of words	at the end of words
The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words
Words ending –il	Words ending –il	Words ending –il The /aɪ/ sound	Words ending –il	Words ending –il	Words ending –il
The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words	spelt –y at the end of words Adding –es to	The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words
Adding –es to nouns and verbs ending in –y	Adding –es to nouns and verbs ending in –y	nouns andverbs ending in –y Adding –ed, –	Adding –es to nouns and verbs ending in –y	Adding –es to nouns and verbs ending in –y	Adding –es to nouns and verbs ending in –y
Adding -ed, - ing, -er and -est to a root word ending in -y with a consonant before it	Adding –ed, – ing, –er and –est to a root word ending in –y with a consonant before it	ing, –er and –est to a root word ending in –y with a consonant before it  Adding the	Adding –ed, – ing, –er and –est to a root word ending in –y with a consonant before it	Adding –ed, – ing, –er and –est to a root word ending in –y with a consonant before it	Adding -ed, - ing, -er and -est to a root word ending in -y with a consonant before it
Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it	Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it
Adding –ing, –	Adding –ing, –	Adding –ing, – ed, –er, –est		Adding –ing, –	Adding –ing, –

 T	T	T	•	I	1
ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	and –y to words of one syllable ending in a single consonant letter after a single vowel letter	Adding –ing, – ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
_ , , , , ,	_ , , , ,		vower letter		_ , , , , ,
The /ɔ:/ sound	The /ɔ:/ sound	spelt a before I	<b>_</b> . , ,	The /ɔ:/ sound	The /ɔ:/ sound
spelt a before I	spelt a before I	and II	The /ɔ:/ sound	spelt a before I	spelt a before I
and II	and II		spelt a before I	and II	and II
		The /n/ sound	and II		
The /ʌ/ sound	The /ʌ/ sound	spelt o		The /ʌ/ sound	The /ʌ/ sound
spelt o	spelt o		The /ʌ/ sound	spelt o	spelt o
		The /i:/ sound	spelt o		
The /i:/ sound	The /i:/ sound	spelt -ey		The /i:/ sound	The /i:/ sound
spelt -ey	spelt -ey		The /i:/ sound	spelt -ey	spelt –ey
		The /p/ sound	spelt -ey		
The /p/ sound	The /p/ sound	spelt a after w		The /p/ sound	The /p/ sound
spelt a after w	spelt a after w		The /p/ sound	spelt a after w	spelt a after w
		The /3:/ sound	spelt a after w		
The /3:/ sound	The /3:/ sound	spelt or after w		The /3:/ sound	The /3:/ sound
spelt or after w	spelt or after w		The /3:/ sound	spelt or after w	spelt or after w
		The /ɔ:/ sound	spelt or after w		
The /ɔ:/ sound	The /ɔ:/ sound	spelt ar after w		The /ɔ:/ sound	The /ɔ:/ sound
spelt ar after w	spelt ar after w		The /ɔ:/ sound	spelt ar after w	spelt ar after w
		The /ʒ/ sound	spelt ar after w		
The /ʒ/ sound	The /ʒ/ sound	spelt s		The /ʒ/ sound	The /ʒ/ sound
spelt s	spelt s		The /ʒ/ sound	spelt s	spelt s
		-ment, -ness, -	spelt s		
-ment, -ness, -	-ment, -ness, -	ful, –less and –		-ment, -ness, -	-ment, -ness, -
ful , –less and –	ful, –less and –	ly	-ment, -ness, -	ful , –less and –	ful , –less and –
ly	ly		ful, -less and -	ly	ly
		Contractions	ly		
Contractions	Contractions	(e.g. can't –		Contractions	Contractions
		_	1		

	(e.g. can't – cannot)  Words ending in –tion  Homophones and Near Homophones  Common Exception Words - see separate list	(e.g. can't – cannot)  Words ending in –tion  Homophones and Near Homophones  Common Exception Words - see separate list	cannot)  Words ending in —tion  Homophones and Near Homophones  Common Exception Words - see separate list	Contractions (e.g. can't – cannot)  Words ending in –tion  Homophones and Near Homophones  Common Exception Words - see separate list	(e.g. can't – cannot)  Words ending in –tion  Homophones and Near Homophones  Common Exception Words - see separate list	(e.g. can't – cannot)  Words ending in –tion  Homophones and Near Homophones  Common Exception Words - see separate list
Assessment Ops Weekly Tests Termly Assessments Independent writing	lit into half terms	by Class teachers	???			

Consolidate Year 1 + Capital Letters and Full stops	Consolidate + Conjunctions and sentence types	Consolidate + Types of words Past and Present Tense	Consolidate + Prefixes and Suffixes	Consolidate + Commas in lists Apostrophes and Contractions	Secure all
sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly
begin to form lower-case letters in the correct direction, starting and finishing in the right place	begin to form lower-case letters in the correct direction, starting and finishing in the right place	begin to form lower-case letters in the correctdirection, starting and finishing in the right place	begin to form lower-case letters in the correct direction, starting and finishing in the right place	begin to form lower-case letters in the correct direction, starting and finishing in the right place	begin to form lower-case letters in the correct direction, starting and finishing in the right place
form capital letters	form capital letters	form capital letters	form capital letters	form capital letters	form capital letters form digits 0-9
	Year 1 + Capital Letters and Full stops  sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital	Year 1 + Capital Letters and Full stops  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Conjunctions and sentence types  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters	Sit correctly at a table, holding a pencil comfortably and correctly and correctly and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters  sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Conjunctions  Types of words Past and Present Tense	Year 1 + Capital Letters and Full stops  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Sit correctly at a table, holding a pencil comfortably and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Sit correctly at a table, holding a pencil comfortably and correctly and correctly and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Sit correctly at a table, holding a pencil comfortably and correctly and correctly and correctly  begin to form lower-case letters in the correct direction, starting and finishing in the right place  form capital letters  Frefixes and Suffixes	Year 1 + Capital Letters and Full stops  Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Fight place  Fresent Tense  Types of words Past and Suffixes  Prefixes and Suffixes  Suffixes  Prefixes and Suffixes  Suffixes  Prefixes and Suffixes  Apostrophes and Contractions  Sit correctly at a table, holding a pencil comfortably and correctly and correctly  Sit correctly at a table, holding a pencil comfortably and correctly  Degin to form lower-case letters in the correct direction, starting and finishing in the right place  Fresent Tense  Prefixes and Suffixes  Suffixes  Sit correctly at a table, holding a pencil comfortably and correctly and table, holding a pencil comfortably and correctly  Degin to form lower-case letters in the correct direction, starting and finishing in the right place  Fresent Tense  Prefixes and Suffixes  Suffixes  Sit correctly at a table, holding a pencil comfortably and correctly and correctly at a table, holding a pencil comfortably and correctly and table, holding a pencil comfortably and correctly and correctly and correctly and correctly and correctly and correctly and table, holding a pencil comfortably and correctly and correctly and correctly and correctly and table, holding a pencil comfortably and correctly and table, holding a pencil comfortably and correctly and correctly and table, holding a pencil comfortably and correctly and correctly and table, holding a pencil comfortably and correctly and table, holding a pencil comfortably and correctly and correctly and correctly and table, holding a pencil comfortably

	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Year 1 Selected Text / Texts						
Key Vocabulary						
Reading Coverage Decoding	Continue to apply phonic knowledge and skills	Continue to apply phonic knowledge and skills				
Content Domain	read accurately by blending					

recognise	recognise	recognise	recognise	recognise	recognise
alternative	alternative	alternative	alternative	alternative	alternative
sounds for	sounds for	sounds for	sounds for	sounds for	sounds for
graphemes	graphemes	graphemes	graphemes	graphemes	graphemes
read accurately words of two or more syllables	read accurately				
	words of two or				
	more syllables				
read words	read words	read words	read words	read words	read words
containing	containing	containing	containing	containing	containing
common	common	common	common	common	common
suffixes	suffixes	suffixes	suffixes	suffixes	suffixes
read further common exception words read most words quickly and accurately,	read further				
	common	common	common	common	common
	exception words				
	read most words				
	quickly and				
	accurately,	accurately,	accurately,	accurately,	accurately,
read aloud	read aloud	read aloud	read aloud	read aloud	read aloud
books closely	books closely	books closely	books closely	books closely	books closely
matched to their	matched to their	matched to their	matched to their	matched to their	matched to their
improving	improving	improving	improving	improving	improving
phonic	phonic	phonic	phonic	phonic	phonic
knowledge	knowledge	knowledge	knowledge	knowledge	knowledge
Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out				
	unfamiliar words				
	accurately,	accurately,	accurately,	accurately,	accurately,
	automatically	automatically	automatically	automatically	automatically
	and without				
	undue hesitation				
Re-read books	Re-read books	Re-read books	Re-read books	Re-read books	Re-read books

	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.	to build up fluency and confidence in word reading.  Draw on knowledge of vocabulary to understand texts.  Identify / explain key aspects of flction and nonflction texts, such as characters, events, titles and information.
Assessment Opportunities						
Phonics and Spelling  Overview -  words containing each of the 40+ phonemes	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent	Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent
already taught	consonant digraphs which					

common exception words	have been taught and the sounds which	have been taught and the sounds which	have been taught and the sounds which			
	they represent	they represent	they represent	they represent	they represent	they represent
the days of the						
week	vowel digraphs which have	vowel digraphs which have	vowel digraphs which have	vowel digraphs which have	vowel digraphs which have	vowel digraphs which have
name the letters	been taught and	been taught and	been taught and	been taught and	been taught and	been taught and
of the alphabet	the sounds which they	the sounds which they	the sounds which they	the sounds which they	the sounds which they	the sounds which they
naming the	represent	represent	represent	represent	represent	represent
letters of the						
alphabet in order	the process of segmenting spoken words	the process of segmenting spoken words	the process of segmenting spoken words			
using letter	into sounds	into sounds	into sounds	into sounds	into sounds	into sounds
names to	before choosing	before choosing	before choosing	before choosing	before choosing	before choosing
distinguish	graphemes to	graphemes to	graphemes to	graphemes to	graphemes to	graphemes to
between	represent the	represent the	represent the	represent the	represent the	represent the
alternative	sounds	sounds	sounds	sounds	sounds	sounds
spellings of the						
same sound	words with adjacent	words with adjacent	words with adjacent	words with adjacent	words with adjacent	words with adjacent
add prefixes and suffixes	consonants	consonants	consonants	consonants	consonants	consonants
apply simple	The sounds /f/, /l/, /s/, /z/ and /k/	The sounds /f/, /l/, /s/, /z/ and /k/	The sounds /f/, /l/, /s/, /z/ and /k/	The sounds /f/, /l/, /s/, /z/ and /k/	The sounds /f/, /l/, /s/, /z/ and /k/	The sounds /f/, /l/, /s/, /z/ and /k/
spelling rules	spelt ff, II, ss, zz	spelt ff, II, ss, zz	spelt ff, II, ss, zz			
and guidance,	and ck	and ck	and ck	and ck	and ck	and ck
as listed in	The /ŋ/ sound	The /ŋ/ sound	The /ŋ/ sound	The /ŋ/ sound	The /ŋ/ sound	The /ŋ/ sound
English	spelt n before k	spelt n before k	spelt n before k			
Appendix 1	bank, think,	bank, think,	bank, think,	bank, think,	bank, think,	bank, think,
Appellate 1	Division of	Division of	Division of	Division of	Division of	Division of
write from	words into	words into	words into	words into	words into	words into
memory simple	syllables	syllables	syllables	syllables	syllables	syllables
sentences	-tch	3yllable3	3yllable3	- Syllables	- Syllables	3yllable3

	<u> </u>	T			T	
dictated by the teacher	-tch	-tch	-tch	-tch	-tch	-tch
**Staff to split into appropriate terms please.	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e
<b>,</b>	s and es to					
	words (plural of					
	nouns and the					
	third person					
	singular of					
	verbs)	verbs)	verbs)	verbs)	verbs)	verbs)
	-ing, -ed and -					
	er to verbs					
	where no					
	change is					
	needed to the					
	root word					
	-er and -est to					
	adjectives where					
	no change is					
	needed to the					
	root word					
	Ai,	Ai,	Ai,	Ai,	Ai,	Ai,
	oi	oi	oi	oi	oi	oi
	a–e	a–e	a–e	a–e	a–e	a–e
	l i–e	l i–e	i–e	i–e	i–e	i–e
	l u–e	l u–e	u–e	u–e	u–e	u–e
	ar	ar	ar	ar	ar	ar
	er	er	er	er	er	er
	l ir	l ir	ir	ir	l ir	ir
	l ur	ur	ur	ur	Lur	ur
	ui	uı	uı	uı	uı	uı

	_					
	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh k un compound words common exception words	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh K un compound words common exception words	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh k Un compound words common exception words	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh k Un compound words common exception words	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh k Un compound words common exception words	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, Igh or aw saw, au author, air ear, year ear bear -y ph wh k Un compound words common exception words
Assessment Ops						

Weekly Tests Termly Assessments Independent writing						
Vocabulary, Grammar, Punctuation	Leave spaces between words Join words	Join sentences using and	Begin to use caps . ?!	Use caps for days of the week, names, places I	Consolidate and secure	Consolidate and secures
Assessment Opportunities						
Writing Genres to be covered						
Assessment Opportunities						
Handwriting	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower- case letters in

	the correct direction, starting and finishing in the right place					
	form capital letters	form capital letters				
	form digits 0-9					
	understand which letters belong to which handwriting 'families					
Assessment Opportunities						