

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading - Selected Text/ Texts						
Key Vocabulary						
Reading Coverage Content Domain	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>	<p>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.</p> <p>give / explain the meaning of words in context retrieve and record information identify key details</p>

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

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

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

Year 5 Selected Text/ Texts						
Key Vocabulary						

<p>Year 5</p> <p>Reading Coverage / Content Domain</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and</p>	<p>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.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details from fiction and non-fiction</p> <p>summarise main ideas from more than one paragraph</p> <p>make inferences from the text / explain and justify inferences with evidence from the text</p> <p>predict what might happen from details stated and implied</p> <p>identify / explain</p>
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	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>
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Assessment Ops (based on reading outcomes and comprehension tests)						
Spellings	Phonics Consolidate all learned so far 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 Words with adjacent consonants	Phonics Consolidate all learned so far 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 Words with adjacent consonants	Phonics Consolidate all learned so far 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 Words with adjacent consonants	Phonics Consolidate all learned so far 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 Words with adjacent consonants	Phonics Consolidate all learned so far 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 Words with adjacent consonants	Phonics Consolidate all learned so far 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 Words with adjacent consonants

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

	or print letters e.g. to label a diagram.	or print letters e.g. to label a diagram.	or print letters e.g. to label a diagram.	or print letters e.g. to label a diagram.	or print letters e.g. to label a diagram.	or print letters e.g. to label a diagram.
Year 4 Selected Text / Texts						
Key Vocabulary						
Year 4 Reading Coverage / Content Domain	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur</p>

	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	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>	<p>Phonics</p> <p>Consolidate Y2 and Y3</p> <p>Apply knowledge of sounds to build words using: Consonant digraphs Vowel digraphs Split digraphs Trigraphs</p> <p>Segment words into sounds before choosing the grapheme to represent the sounds</p>

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

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

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

Key Vocabulary						
Reading Coverage / Content Domain	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>	<p>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.</p> <p>Read further exception words , noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>give / explain the meaning of words in context</p> <p>retrieve and record information identify key details</p>

Assessment Opportunities						
Year 3 Spelling	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>	<p>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</p> <p>Continue to address gaps for any pupils not achieving 40.</p> <p>Statutory Words Consolidate KS1 Check common exception words</p>

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

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

	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	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	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	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	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 –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	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 –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	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 the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
	Adding –ing, –	Adding –ing, –	Adding –ing, –		Adding –ing, –	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	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
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound spelt a before l and ll
The /ʌ/ sound spelt o	The /ʌ/ sound spelt o	The /ʌ/ sound spelt o	The /ʌ/ sound spelt o	The /ʌ/ sound spelt o	The /ʌ/ sound spelt o
The /i:/ sound spelt -ey	The /i:/ sound spelt -ey	The /i:/ sound spelt -ey	The /i:/ sound spelt -ey	The /i:/ sound spelt -ey	The /i:/ sound spelt -ey
The /b/ sound spelt a after w	The /b/ sound spelt a after w	The /b/ sound spelt a after w	The /b/ sound spelt a after w	The /b/ sound spelt a after w	The /b/ sound spelt a after w
The /z/ sound spelt or after w	The /z/ sound spelt or after w	The /z/ sound spelt or after w	The /z/ sound spelt or after w	The /z/ sound spelt or after w	The /z/ sound spelt or after w
The /ɔ:/ sound spelt ar after w	The /ɔ:/ sound spelt ar after w	The /ɔ:/ sound spelt ar after w	The /ɔ:/ sound spelt ar after w	The /ɔ:/ sound spelt ar after w	The /ɔ:/ sound spelt ar after w
The /ʒ/ sound spelt s	The /ʒ/ sound spelt s	The /ʒ/ sound spelt s	The /ʒ/ sound spelt s	The /ʒ/ sound spelt s	The /ʒ/ sound spelt s
-ment, -ness, -ful, -less and -ly	-ment, -ness, -ful, -less and -ly	-ment, -ness, -ful, -less and -ly	-ment, -ness, -ful, -less and -ly	-ment, -ness, -ful, -less and -ly	-ment, -ness, -ful, -less and -ly
Contractions	Contractions	Contractions (e.g. can't -	Contractions	Contractions	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	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
These may be split into half terms by Class teachers ???						
Assessment Ops Weekly Tests Termly Assessments Independent writing						

<p>dictated by the teacher</p> <p>**Staff to split into appropriate terms please.</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>	<p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>–ing, –ed and –er to verbs where no change is needed to the root word</p> <p>–er and –est to adjectives where no change is needed to the root word</p> <p>Ai, oi a–e i–e u–e ar er ir ur</p>
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	oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh 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, lgh 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, lgh 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, lgh 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, lgh 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, lgh or aw saw, au author, air ear, year ear bear -y ph wh k Un compound words common exception words
Assessment Ops						

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