

# WRITING

THE FOXTON CURRICULUM



**Foxton**  
Primary School

**2023/24**



When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.

– James Earl Jones

## At Foxton Primary School, we are writers.



## Our English Curriculum: Writing

At Foxton Primary School, we want all children to have a love for writing. We want every child to genuinely feel like an author and leave primary school being able to:

- write with fluency and with an author's voice;

- think about the impact they want their writing to have on the reader and know how they will achieve this;
- have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- ensure their writing is well presented, punctuated, spelled correctly and neat;
- re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

The overview below details how we structure our English curriculum and the key skills and knowledge we expect children to learn during their time at Foxton. We provide separate curriculum information for Reading and Phonics, which is available on our website. More information about how we teach spelling can be found in Appendix 2.

## Writing Overview

### Fox Cubs

| Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|--|--|---|---|--|
| <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds. Use initial sounds to label characters/images.</p> <p>Name labels.</p> | <p>Little Red Riding Hood/Goldilocks.</p> <p>Speech bubbles.</p> <p>Name writing, labelling using initial sounds.</p> <p>Retelling stories.</p> <p>Instructions for porridge. Sequence the story.</p> <p>Write a sentence.</p> <p>Create 'Lost' poster to find Stickman.</p> | <p>The penguin who wanted to know.</p> <p>Non-fiction books to find out about penguins.</p> <p>Writing simple captions and labelling pictures.</p> | <p>The Smeds and the Smoos.</p> <p>Recount – trip to the theatre.</p> <p>Character descriptions. Write two sentences.</p> <p>Whatever next.</p> <p>Creating own story maps.</p> <p>Writing short sentences to accompany story maps.</p> | <p>The very hungry caterpillar.</p> <p>Writing captions and labels – life cycles.</p> <p>Caterpillar diary.</p> <p>Writing for purpose in role play using phonetically plausible attempts at words.</p> <p>Form lower case and capital letters correctly.</p> | <p>From a railway carriage</p> <p>Using familiar texts as a model for writing own stories.</p> |

## Class 1 Cycle A

| Year 1 non-negotiables   | Year 2 non-negotiables   |
|--|--|
| <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Conjunctions: and, or, but, so</li> <li>• Fred talk</li> <li>• Finger spaces</li> <li>• Capital letters to start sentences</li> <li>• Capital I for personal pronoun</li> <li>• Capital letters for names and places</li> <li>• Bullet points, question marks and exclamation marks where appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Spell many common exception words</li> <li>• Use capital letters and full stops in most sentences</li> <li>• Write capital letters and digits correctly, making sure they are taller than other letters</li> <li>• Fred talk words, choosing the correct special friends so that an adult can read them</li> <li>• Use correct size finger spaces between words</li> <li>• Use past and present tense correctly: they were, she was</li> <li>• Use contracted words: I'm, can't, don't, I've</li> <li>• Use coordinating conjunctions: and, but, so, or</li> <li>• Use some subordination: if, that, because, when</li> </ul> |

|        | Context                                  | Stimulus  | M Tidd    | National Curriculum  |
|--------|--|---|-----------|--|
| Autumn | Narrative Stories with familiar settings | The Three Little Pigs                             | Entertain | <p>be encouraged to link what they read or hear read to their own experiences<br/> <i>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i><br/>           say out loud what they are going to write about, composing a sentence orally before writing it<br/> <i>leave spaces between words</i><br/>           use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> |
|        | Information                              | Instructions – how to complete a piece of artwork | Inform    | <p>draw on what they already know or on background information and vocabulary provided by the teacher<br/> <i>discuss the significance of the title and events</i><br/>           discuss what they have written with the teacher or other pupils<br/> <i>begin to punctuate sentences using a capital letter and a full stop.</i><br/>           using a capital letter for names of people, places etc.</p>  |
|        | Poetry                                   | Pick a Poet                                       | Entertain | <p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>  |
|        | Narrative                                | The Red Hen                                       | Entertain | <p>recognise and join in with predictable phrases<br/> <i>draw on what they already know or on background information and vocabulary provided by the teacher</i><br/>           compose a sentence orally before writing it<br/> <i>sequence sentences to form short narratives</i><br/>           use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>  |

|        |                        |                           |           |   |
|--------|------------------------|---------------------------|-----------|---|
|        | Poetry                 | Structures - couplets     | Entertain | recognise and join in with predictable phrases<br><i>learn to appreciate rhymes and poems, and recite some by heart</i>   |
|        | Take One Book          |                           | Entertain | participate in discussion about what is read to them, taking turns and listening to what others say<br><i>explain clearly their understanding of what is read to them</i>   |
| Spring | Narrative              | My Naughty Little Sister  | Entertain | discuss the significance of the title and events<br><i>make inferences on the basis of what is being said and done</i><br>predict what might happen on the basis of what has been read so far saying out loud what they are going to write about<br><i>composing a sentence orally before writing it</i><br>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'<br><i>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i> |
|        | Persuasion             |                           | Inform    | explain clearly their understanding of what is read to them<br><i>re-read what they have written to check that it makes sense</i><br>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -leaving spaces between words   |
|        | Poetry                 | Rhymes                    | Entertain | recognise and join in with predictable phrases<br><i>learn to appreciate rhymes and poems, and recite some by heart</i>   |
|        | Instructions           |                           | Inform    | be encouraged to link what they read or hear read to their own experiences checking that the text makes sense to them as they read and correcting inaccurate reading<br><i>saying out loud what they are going to write about discuss what they have written with the teacher or other pupils</i>   |
|        | Narrative - characters | The Twits                 | Entertain | become increasingly familiar with retelling a wider range of fairy tales and traditional tales<br><i>use the present and past tense correctly and consistently</i>  |
|        | Poetry                 | <b>Whole School Focus</b> | Entertain | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  |
|        | Take One Book          |                           | Entertain | participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.  |
| Summer | Recounts               |                           | Inform    | draw on what they already know or on background information and vocabulary provided by the teacher<br><i>discuss the significance of the title and events</i><br>say out loud what they are going to write about<br><i>compose a sentence orally before writing it</i><br>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  |

|               |                            |           |  |
|---------------|----------------------------|-----------|--|
| Poetry        | Calligrams                 | Entertain | Listen to, discuss and express views about a range of contemporary and classical poetry<br><i>answer and ask question about a text</i>   |
| Narrative     | Film narrative             | Entertain | make inferences based on what is being said and done<br><i>begin to use apostrophes for contractions</i><br>plan or say out loud what they are going to write about                                    |
| Narrative     | Creation stories           | Entertain | read aloud what they have written with intonation<br><i>begin to use apostrophes for contractions</i><br>use expanded noun phrases<br><i>use the present and past tense correctly and consistently</i> |
| Poetry        | Pick a Poet                | Entertain | listen to, discuss and express views about a range of contemporary and classical poetry  |
| Non-fiction   | Labels, lists and captions | Inform    | discuss word meanings, linking new meanings to those already known<br><i>say out loud what they are going to write about</i><br>leave spaces between words   |
| Take One Book |                            | Entertain | listen to, discuss and express views about a range of contemporary and classical poetry  |

## Class 1 Cycle B

|        | Context                           | Focus                     | M Tidd    | National Curriculum  |
|--------|-----------------------------------|---------------------------|-----------|--|
|        | Whole School Reading Focus – Wk 1 |                           |           |  |
| Autumn | Narrative<br>Wk 2-3               | The Gruffalo              | Entertain | become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics saying out loud what they are going to write about<br><i>compose a sentence orally before writing it</i><br>sequence sentences to form short narratives<br><i>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i> |
|        | Instructions<br>Wk 4-5            | A Cloudy Lesson           | Inform    | be introduced to non-fiction books that are structured in different ways<br><i>discuss the sequence of events in books and how items of information are related</i><br>use sentences with different forms: statement, command, exclamation   |
|        | Poetry<br>Wk 6-7                  |                           | Entertain | listen to, discuss and express views about a range of contemporary and classical poetry<br><i>answer and ask questions about a text</i>  |
|        | Narrative<br>Wk 8-10              | Beegu                     | Entertain | use full stops accurately<br>use capital letters at the start of a sentence and for names of people and places   |
|        | Recounts<br>Wk 11-13              |                           | Inform    | encapsulate what they want to say in a sentence<br><i>evaluate their writing with the teacher and other pupils</i><br>use the past tense correctly   |
|        | Poetry<br>Wk 14-15                | Pick a Poet               | Entertain | listen to, discuss and express views about a range of contemporary and classical poetry  |
|        | Take One Book<br>Wk 16            | The Big Night             | Entertain | participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say<br><i>explain and discuss their understanding of books, poems and other materials</i>  |
| Spring | Poetry                            | Shape poems               | Entertain | write poetry<br><i>make inferences</i><br>re-read books and poems to build up fluency and confidence in word reading   |
|        | Reports                           |                           | Inform    | write about real events.<br><i>write narratives about personal experiences and those of others</i><br>use the present and past tense correctly   |
|        | Narrative                         | Creation stories          | Entertain | use expanded noun phrases to describe and specify<br><i>plan or say out loud what they are going to write about</i><br>use the present and past tense correctly and consistently<br><i>use capital letters at the start of a sentence and for names of people and places</i>   |
|        | Poetry                            | <b>Whole School Focus</b> | Entertain | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently   |



|        |               |                            |           |  |
|--------|---------------|----------------------------|-----------|--|
|        | Persuasion    |                            | Inform    | begin to use exclamation marks and question marks<br>write for different purposes<br>use subordination (when, if that or because)  |
|        | Narrative     | Traditional Tales          | Entertain | independently compose a sentence orally before writing it sequence sentences to form short narratives<br>be encouraged to link what they read or hear read to their own experiences read aloud their writing clearly enough to be heard by their peers and the<br>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' |
|        | Take One Book |                            | Entertain | listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently compose a sentence orally before writing it   |
| Summer | Narrative     | Stories by the same author | Entertain | plan or say out loud what they are going to write about<br>use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)<br>use the present and past tense correctly and consistently<br>use capital letters at the start of a sentence and for names of people and places  |
|        | Poetry        | Pick a Poet                | Entertain | listen to, discuss and express views about a range of contemporary and classical poetry  |
|        | Explanation   |                            | Inform    | be introduced to non-fiction books that are structured in different ways<br>write sentences with different forms: statement, command, exclamation  |
|        | Report        |                            | Inform    | discuss the significance of the title and events<br>draw on what they already know or on background information and vocabulary provided by the teacher<br>read aloud their writing clearly enough to be heard by their peers and the teacher<br>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                 |
|        | Narrative     | Settings                   | Entertain | make inferences on the basis of what is being said and done<br>predict what might happen on the basis of what has been read so far<br>compose a sentence orally before writing it<br>sequence sentences to form short narratives<br>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                               |
|        | Poetry        | List poems                 | Entertain | recognise simple recurring language<br>discuss and clarify the meanings of new words, linking meanings to known vocabulary<br>participate in discussions about poems that are read to them and that they read for themselves, taking turns and listening to what others say  |
|        | Take One Book |                            | Entertain | participate in discussions about books that are read to them and that they read for themselves, taking turns and listening to what others say<br>explain and discuss their understanding of books  |

## Class 2 Cycle A

| Year 3 non-negotiables   | Year 4 non-negotiables   |
|--|--|
| <ul style="list-style-type: none"> <li>• Begin to create settings, characters and plots</li> <li>• Use organisation devices</li> <li>• Demonstrate an understanding of audience and purpose</li> <li>• Maintain correct tense throughout a piece of writing</li> <li>• Begin to use paragraphs around a theme</li> <li>• Use subordinate clauses</li> <li>• Use punctuation from previous year groups ? ! , ' ,</li> <li>• Use conjunctions, prepositions and adjectives</li> <li>• Use a or an appropriately</li> <li>• Begin to join our handwriting in a neat style</li> <li>• Spell some words correctly from the Y3/4 list</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Use commas in a list</li> <li>• Edit work to make improvements</li> <li>• Make deliberate ambitious word choices to add detail</li> </ul> | <ul style="list-style-type: none"> <li>• Use fronted adverbials followed by a comma</li> <li>• Use prepositions to express time, place and cause</li> <li>• Use subordinate clauses in different positions within a sentence</li> <li>• Use punctuation from previous year groups ? ! , ' ,</li> <li>• Join our handwriting in a neat style with increasing speed</li> <li>• Make deliberate ambitious word choices to add detail</li> </ul> |

|  | Context   | Focus                       | M Tidd    | National Curriculum   |
|--|-----------|-----------------------------|-----------|---|
|  | Narrative | Stories in Imaginary Worlds | Entertain | compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br><i>proof-read for spelling and punctuation errors</i><br>using commas after fronted adverbials  |
|  | Narrative | Traditional Tales           | Entertain | listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks/reading books that are structured in different ways and read for a range of purposes, identifying themes and conventions in a wide range of books<br><i>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</i><br>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br><i>discuss words and phrases that capture the reader's interest and imagination</i><br>identify main ideas drawn from more than one paragraph and summarise these<br><i>organise paragraphs around a theme</i><br>in narratives, creating settings, characters and plot |
|  | Poetry    | Limericks                   | Entertain | recognising some different forms of poetry  |

|        |                |                     |           |  |
|--------|----------------|---------------------|-----------|--|
|        | Reports        |                     | Inform    | <p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p><i>discuss and record ideas</i></p> <p>proof-read for spelling and punctuation errors</p> <p><i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i></p> <p>compose and rehearse sentences orally</p> <p><i>progressively build a varied and rich vocabulary and an increasing range of sentence structures</i></p> <p>retrieve and record information from non-fiction</p> |
|        | Poetry         | Vocabulary Building | Entertain | <p>discuss and record ideas</p> <p><i>read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear</i></p> <p>identify how language, structure, and presentation contribute to meaning</p>   |
|        | Take One Book  |                     |           | <p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p><i>ask questions to improve their understanding of a text</i></p> <p>predict what might happen from details stated and implied</p>  |
| Spring | Report         |                     | Inform    | <p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p><i>proof-read for spelling and punctuation</i></p> <p>compose and rehears sentences orally</p> <p><i>progressively build a varied and rich vocabulary and an increasing range of sentence structures</i></p> <p>retrieve and record information from non-fiction</p>  |
|        | Narrative      | Adventure Stories   | Entertain | <p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p><i>use conjunctions, adverbs and prepositions to express time and cause</i></p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p><i>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p>organise paragraphs around a theme</p> <p><i>in narratives, creating settings, characters and plot</i></p>   |
|        | Film Narrative |                     | Entertain | <p>organise paragraphs around a theme</p> <p><i>in narratives, creating settings, characters and plot</i></p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>   |

|        |               |                     |           |  |
|--------|---------------|---------------------|-----------|--|
|        | Instructions  |                     | Inform    | <p>in non-narrative material, use simple organisational devices</p> <p><i>proof-read for spelling and punctuation errors</i></p> <p>extend the range of sentences with more than one clause, using a wider range of conjunctions, including when, if, because, although</p>  |
|        | Poetry        | Pick a Poet         | Entertain | perform, showing understanding through intonation, tone, volume and action   |
|        | Take One Book |                     | Entertain | <p>read books that are structured in different ways and read for a range of purposes</p> <p><i>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</i></p> <p>identify themes and conventions in a wide range of books</p> <p><i>ask questions to improve understanding of a text</i></p> <p>predicting what might happen from details stated and implied <i>identify main ideas drawn from more than one paragraph and summarise these</i></p>   |
| Summer | Discussion    |                     | Inform    | <p>assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>extend the range of sentences with more than one clause, using a wider range of conjunctions, including when, if, because, although</p>  |
|        | Fairy tales   |                     | Entertain | <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><i>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</i></p> <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p><i>use conjunctions, adverbs and prepositions to express time and cause</i></p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p><i>identify main ideas drawn from more than one paragraph and summarising these</i></p> <p>organising paragraphs around a theme</p> <p><i>in narratives, creating settings, characters and plot</i></p> |
|        | Poetry        | Vocabulary Building | Entertain | <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><i>identify how language, structure, and presentation contribute to meaning</i></p>  |
|        | Quest stories |                     | Entertain | <p>in narratives, create settings, characters and plot</p> <p><i>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>  |

|  |               |  |           |  |
|--|---------------|--|-----------|--|
|  | Take One Book |  | Entertain | read books that are structured in different ways and read for a range of purposes<br><i>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</i><br>identify themes and conventions in a wide range of books<br><i>check that the text makes sense to them, discuss understanding and explain the meaning of words in context</i><br>participate in discussion about both books that are read to them and those they can read for themselves |
|--|---------------|--|-----------|--|

## Class 2 Cycle B

|        | Context                           | Focus                              | M Tidd    | National Curriculum   |
|--------|-----------------------------------|------------------------------------|-----------|---|
|        | Whole School Reading Focus – Wk 1 |                                    |           |   |
| Autumn | Poetry<br>Wk 2-4                  | Structures – Haiku, Tanka, Kenning | Entertain | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br><i>recognise some different forms of poetry</i>   |
|        | Narrative<br>Wk 5-7               | Diaries                            | Inform    | assess the effectiveness of their own and others' writing and suggest improvements<br>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br><i>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i><br>retrieve and record information from non-fiction   |
|        | Biography<br>Wk 8-9               | Black History Month Link           | Inform    | compose and rehearse sentences orally<br><i>progressively building a varied and rich vocabulary and an increasing range of sentence structures</i><br>use conjunctions, adverbs and prepositions to express time and cause  |
|        | Narrative<br>Wk 10-12             | Timeslip stories                   | Entertain | discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br><i>discuss and record ideas</i>   |
|        | Report<br>Wk 13-15                |                                    | Inform    | discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br><i>discuss and record ideas</i><br>proof-read for spelling and punctuation errors<br><i>compose and rehearse sentences orally</i><br>progressively build a varied and rich vocabulary and an increasing range of sentence structures<br><i>retrieve and record information from non-fiction</i> |
|        | Take One Book<br>Wk 16            | The Big Night                      | Entertain | use dictionaries to check the meaning of words that they have read<br><i>check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context</i><br>predict what might happen from details stated and implied<br><i>ask questions to improve their understanding of a text</i>  |
| Spring | Narrative                         | Stories from other cultures        | Entertain | in narratives, create settings, characters and plot<br><i>assess the effectiveness of their own and others' writing and suggesting improvements</i><br>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  |
|        | Poetry                            | Pick a Poet                        | Entertain | prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  |

|        |                 |                        |           |   |
|--------|-----------------|------------------------|-----------|---|
|        | Persuasion      | Letters                | Persuade  | <p>assess the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><i>use conjunctions, adverbs and prepositions to express time and cause</i></p> <p>retrieve and record information from non-fiction</p> <p><i>compose and rehearse sentences orally</i></p> <p>progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> |
|        | Poetry          | Structures - Narrative | Entertain | <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, <i>using appropriate intonation and controlling the tone and volume so that the meaning is clear</i></p> <p>recognise some different forms of poetry</p>  |
|        | Take One Book   |                        |           | <p>use dictionaries to check the meaning of words that they have read</p> <p><i>check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></p> <p>ask questions to improve their understanding of a text</p> <p><i>predict what might happen from details stated and implied</i></p>  |
| Summer | Dilemma stories |                        | Entertain | <p>discuss words and phrases that capture the reader's interest and imagination</p> <p><i>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p><i>organise paragraphs around a theme</i></p> <p>in narratives, creating settings, characters and plot</p>  |
|        | Persuasion      |                        | Persuade  | <p>organise paragraphs around a theme</p> <p><i>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i></p>   |
|        | Instructions    |                        | Inform    | <p>in non-narrative material, using simple organisational devices <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i></p>   |
|        | Narrative       | Playscripts            | Entertain | <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><i>compose and rehearse sentences orally (including dialogue),</i></p>   |
|        | Poetry          | Structures – Riddles   | Entertain | <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>   |
|        | Take One Book   |                        | Entertain | <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p><i>identify themes and conventions in a wide range of books</i> identify how language, structure, and presentation contribute to meaning</p>  |

## Class 3 Cycle A

| Year 5 non-negotiables  | Year 6 non-negotiables  |
|---|---|
| <ul style="list-style-type: none"> <li>• Use carefully chosen expanded noun phrases to add detail</li> <li>• Consistent and correct use of tense</li> <li>• Use the perfect form of verbs</li> <li>• Use conjunctions, adverbials and pronouns to build cohesion</li> <li>• Vary sentence structure – openers and length</li> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use relative clauses</li> <li>• Use brackets, dashes and commas to indicate parenthesis</li> <li>• Organise work properly – paragraphs, headings, bullet points, underlining</li> <li>• Use imaginative and ambitious vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Working at the expended standard criteria of the Teacher Assessment Framework</li> </ul> |

|        | Context           | Focus                  | M Tidd    | National Curriculum   |
|--------|-------------------|------------------------|-----------|---|
| Autumn | Balanced Argument | Local building project | Discuss   | identify how language, structure and presentation contribute to meaning<br><i>use further organisational devices to structure text and guide the reader</i><br>ensure the consistent and correct tense throughout a piece of writing<br><i>use semi-colons and colons or dashes to mark boundaries between independent clauses</i>  |
|        | Suspense Stories  | Titanium               | Entertain | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i><br>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   |
|        | Take One Book     | The Railway Children   | Entertain |   |
|        | Biography         | Local personality      | Inform    | continue to read and discuss an increasingly wide range of non-fiction and reference books or textbooks<br><i>note and develop initial ideas, drawing on reading and research where necessary</i><br>assess the effectiveness of their own and others' writing <i>use the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i> |
|        | Portal Stories    |                        | Entertain | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - <i>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i><br>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action   |



|        |                              |                                |           |   |
|--------|------------------------------|--------------------------------|-----------|---|
|        | Narrative Poetry             | The Tale of the Three Brothers | Entertain | select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning   |
| Spring | Suspense and Mystery stories | Alma                           | Entertain | in writing narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen.  |
|        | Report                       | British wildlife               | Inform    | retrieve, record and present information from non-fiction<br><i>summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i><br>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]<br><i>use passive verbs to affect the presentation of information in a sentence</i>                               |
|        | Adventure stories            | Jotun                          | Entertain | in writing narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen.  |
|        | Poetry                       | Pick a Poet:<br>Grace Nicholls | Entertain | learn a wider range of poetry by heart<br><i>assess the effectiveness of their own and others' writing</i>  |
| Summer | Persuasion                   | Little Freak                   | Persuade  | in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action<br><i>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i><br>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br><i>using commas to clarify meaning or avoid ambiguity in writing</i> |
|        | Recount                      |                                | Inform    | retrieve, record and present information from non-fiction, proof-read for spelling and punctuation errors<br><i>use expanded noun phrases to convey complicated information concisely</i><br>use semi-colons, colons or dashes to mark boundaries between independent clauses<br><i>use hyphens to avoid ambiguity</i>  |
|        | Report                       |                                | Inform    | read texts that are structured in different ways and reading for a range of purposes<br><i>identify how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i> using modal verbs or adverbs to indicate degrees of possibility  |
|        | Poetry                       | Monologues                     | Entertain | learn a wider range of poetry by heart<br><i>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i>  |

## Class 3 Cycle B

|        | Context                           | Focus                                 | M Tidd    | National Curriculum  |
|--------|-----------------------------------|---------------------------------------|-----------|--|
|        | Whole School Reading Focus – Wk 1 |                                       |           |  |
| Autumn | Narrative<br>Wk 2-4               | The Most Beautiful place in the World | Entertain | participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously<br><i>check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i> ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing, choosing the appropriate register<br><i>note and develop initial ideas, drawing on reading and research where necessary</i> |
|        | Balanced Argument<br>Wk 5-6       | Panama Canal                          | Discuss   | read texts that are structured in different ways and reading for a range of purposes<br><i>note and develop initial ideas, drawing on reading and research where necessary</i><br>précis longer passages<br><i>use a wide range of devices to build cohesion within and across paragraphs</i>  |
|        | Poetry<br>Wk 7                    | Harvest                               | Entertain | learn a wider range of poetry by heart<br><i>prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i>   |
|        | Poetry<br>Wk 8-9                  | Pick a Poet – Black History Month     | Entertain | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <i>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i>   |
|        | Adventure stories<br>Wk 10-12     | Hero Twins                            | Entertain | increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions <i>predicting what might happen from details stated and implied</i>  |
|        | Report<br>Wk 13-15                | Mayan life                            | Inform    | read texts that are structured in different ways and reading for a range of purposes <i>identify how language, structure and presentation contribute to meaning</i><br>use further organisation and presentation devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <i>use modal verbs or adverbs to indicate degrees of possibility</i>  |
|        | Take One Book<br>Wk 16            | The Big Night                         | Entertain |  |

|        |               |  |           |   |
|--------|---------------|--|-----------|---|
| Spring | Myths         | Greek Myths – reading and comparing    | Entertain | continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><i>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i><br>identify and discuss themes and conventions in and across a wide range of writing in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   |
|        | Myths         | Greek Myths - writing                  | Entertain | increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions<br><i>read books that are structured in different ways and reading for a range of purposes in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</i>  |
|        | Report        | Comparing Ancient Greek and Mayan life | Discuss   | <i>distinguish between statements of fact and opinion</i><br><i>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use commas to clarify meaning or avoid ambiguity in writing   |
|        | Take One Book | Farther                                | Entertain | participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously  |
|        | Poetry        | Pick a Poet                            | Entertain | ask questions to improve understanding  |
| Summer | Persuasion    | Save the Planet                        | Persuade  | <i>distinguish between statements of fact and opinion</i><br><i>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i> note and develop initial ideas, drawing on reading and research where necessary<br><i>use a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i><br>use brackets, dashes or commas to indicate parenthesis |
|        | Explanation   | Natural phenomena                      | Inform    | identify how language, structure and presentation contribute to meaning<br><i>use further organisation and presentation devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i><br>ensure the consistent and correct use of tense throughout a piece of writing<br><i>use semi-colons, colons or dashes to mark boundaries between independent clauses</i>  |
|        | Poetry        | Haikus about nature                    | Entertain | select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  |
|        | Take One Book | Window                                 | Entertain |   |

|  |        |                     |           |  |
|--|--------|---------------------|-----------|--|
|  | Poetry | Vocabulary building | Entertain | participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously |
|--|--------|---------------------|-----------|--|

## **Knowing more and remembering more**

In order to accurately assess whether each child is working at the expected standard, we use the Alison Philipson Writing Assessment grids. We expect teachers to assess writing in this way at least six times a year for each child, covering a range of different text types. The assessment materials clearly identify gaps in skills and knowledge, allowing teachers to provide additional support to the whole class, small groups and/or individuals as required.

Every English lesson starts with retrieval practice which, alongside our curriculum design, takes into account interleaving in order to combat the forgetfulness curve. Through our responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform teaching and intervention.

## **A Global Curriculum**

We firmly believe that fostering a deep love for reading and writing not only facilitates the access to knowledge but also empowers students to become active agents of transformation. This conviction resonates profoundly with various United Nations Sustainable Development Goals (SDGs), each guiding our educational voyage.

The cultivation of passionate readers and writers aligns harmoniously with Goal 4: Quality Education. By nurturing literacy skills, we empower students to engage critically with a world saturated with information, ultimately equipping them to be informed global citizens capable of making meaningful contributions.

Fluency in English serves as a potent tool for igniting change, echoing Goal 17: Partnerships for the Goals. Proficiency in communication, encompassing writing, speaking, and listening, enables students to craft and execute impactful awareness campaigns, conduct insightful case studies, and actively partake in desktop research.

The same proficiencies underpin the development of partnerships and connections, resonating with Goals 8 and 17: Decent Work and Economic Growth, and Partnerships for the Goals. By fostering effective communication, our curriculum equips students to bridge divides, collaborate, and catalyse progress within their local and global communities.

Our celebration of World Book Day echoes Goal 4: Quality Education. By commemorating the power of literature to inspire change, we ignite a passion for reading that extends beyond the classroom, fostering a lifelong love for learning and engagement.

Inviting a diverse range of speakers further enriches our English curriculum and aligns with Goals 4 and 10: Quality Education and Reduced Inequalities. These speakers infuse real-world relevance into the curriculum, deepening students' understanding of global issues and providing them with insights to become change agents themselves.

Above all, our ambitious English curriculum serves as a vehicle for narrowing the gap of inequality and disadvantage, aligning with the overarching mission of the SDGs. By nurturing articulate, empathetic, and globally-minded communicators, we provide each child with a transformative platform, empowering them to contribute positively to their own lives and to the broader global community.

## **Appendix 1**

### **National Curriculum**

You can access the full [English Programmes of Study here](#).

## Appendix 2

### Spelling Policy

At Foxtton Primary School, we follow the teaching of SSP with the Spelling Shed Scheme. By adopting a consistent approach to teaching spelling, we aim for all children to develop confidence and accuracy when spelling across the curriculum. In doing so we aim to:

- Teach the children to use a range of effective spelling strategies
- Encourage creativity and the use of ambitious vocabulary in writing
- Enable the children to write independently
- Enhance proof reading and editing skills
- Encourage children to identify patterns in words and spellings
- Promote positive and confident attitudes to spelling
- Provide equal opportunities for all children to achieve success in spelling.

#### The Teaching of Spelling at Foxtton

- Children in Year 1, and those in Year 2 yet to pass the Phonics Screening, will continue daily SSP using Read, Write Inc. until they are secure to the end of Set Three sounds alongside spelling lessons.
- Teachers will follow the structure set out in Spelling Shed planning; splitting the lessons into 20-minute sessions following the structure shown below.
- It is assumed that children will access the spelling stage for their relevant year group however, where necessary, children may access the list for the lower year group, supported by additional sessions to facilitate greater progress.
- Once a list has been taught in spelling lessons, the children will:
  - have access to online activities to reinforce their learning
  - have the words displayed clearly within the classroom for regular reference
  - be expected to use these words accurately in their written work (teachers must allow opportunities for the words to be used).

#### Support

Where necessary, children may need further support in order to progress with their spelling. This should, wherever possible, be undertaken within the spelling lesson. It is, however, understood that some additional intervention, such as Direct Phonic or Toe by Toe etc., may be required. This is at the Class Teacher's discretion.



## Timetabling

### Key Stage One

The Year One planning allows for 30 minutes per week. This will be split into two 15-minute sessions.

The Year Two planning allows for 40 minutes per week. This will be split into two 20-minute sessions.

The class teacher will lead the spelling sessions and support staff will supervise other activities.

| Day      | Monday                             | Tuesday                                   | Wednesday                          | Thursday                                  | Friday      |
|----------|------------------------------------|---|------------------------------------|---|-------------|
| Year One | <b>Recap and introduction</b>      | <b>Main Teaching and independent work</b> | Consolidation Reading Intervention | Consolidation Reading Intervention        | Handwriting |
| Year Two | Consolidation Reading Intervention | Consolidation Reading Intervention        | <b>Recap and introduction</b>      | <b>Main Teaching and independent work</b> | Handwriting |

### Key Stage Two

The planning for Key Stage Two allows for 60 minutes per week. This will be split into three 20-minute sessions.

The class teacher will lead the spelling sessions and support staff will supervise other activities. This is with the exception of the Independent sessions which will be supervised by support staff.

| Day                | Monday                        | Tuesday               | Wednesday                     | Thursday              | Friday                  |
|--------------------|-------------------------------|-----------------------|-------------------------------|-----------------------|-------------------------|
| Year Three or Five | <b>Recap and introduction</b> | <b>Main Teaching</b>  | <b>Independent work</b>       | Consolidation Reading | Reading comprehension   |
| Year Four or Six   | Consolidation Reading         | Reading comprehension | <b>Recap and introduction</b> | <b>Main Teaching</b>  | <b>Independent work</b> |

## Progression in Spelling

| Class 1            |  |   |  |  |   |  |
|--------------------|--|---|--|--|---|--|
| Term               | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   |
| Autumn 1<br>Year 1 | Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'.                 | Words with the /k/ sound spelled 'k' in the 'nk' pattern. | Words with the 'tch' trigraph.                           | Adding 's' and 'es' to make plurals.                         | Adding the suffixes 'ed' and 'ing'.                         | Adding the prefix 'un' and the suffixes 'er' and 'est'.  |
| Autumn 1<br>Year 2 | Words where 'dge' makes a /j/ sound.                             | Words where 'ge' makes the /j/ sound.                     | Words where 'g' makes the /j/ sound.                     | Words where 'c' makes a /s/ sound before 'e', 'l' or 'y'.    | Words where 'kn' & 'gn' make a /n/ sound                    | Challenge words  |
| Autumn 2<br>Year 1 | Compound words with unstressed vowels.                           | Words with the digraphs 'ai' and 'oi'.                    | Words with the digraphs 'ay' and 'oy'.                   | Words with the split digraph 'a_e'.                          | Words with the split digraph 'e_e'.                         | Words with the split digraph 'i_e'.                      |
| Autumn 2<br>Year 2 | Words where 'wr' makes a /r/ sound at the beginning              | Words ending in 'le'.                                     | Words ending in 'el'.                                    | Words ending in 'al'.  | Words ending in 'il'.                                       | Challenge words  |
| Spring 1<br>Year 1 | Words with the split digraph 'o_e'.                              | Words with the split digraph 'u_e'.                       | Words with the digraph 'ar'.                             | Words with the digraph 'ee'.                                 | Words where the digraph 'ea' makes an /ee/ sound.           | Words where the digraph 'ea' makes the /e/ sound.        |
| Spring 1<br>Year 2 | Words where 'y' makes an /igh/ sound.                            | Words where 'es' is added to words ending in 'y'.         | Words where 'ed' is added to words ending in 'y'.        | Words where 'er' and 'est' are added to words ending in 'y'. | Words where 'ing' is added to words ending in 'e'.          | Challenge words  |
| Spring 2<br>Year 1 | Words where the digraph 'er' is stressed.                        | Words where the digraph 'er' is unstressed.               | Words with the digraphs 'ir' and 'ur'.                   | Words where the digraph 'oo' makes an /oo/ sound.            | Words where the digraph 'oo' makes an /u/ sound.            | Words where the digraphs 'oa' & 'oe' make an /oa/ sound. |
| Spring 2<br>Year 2 | Words where 'er', 'est' & 'ed' are added to words ending in 'e'. | Words where 'ing' is added to single syllable words.      | Words where 'ed' is added to single syllable words.      | Words where 'a' makes an /or/ sound.                         | Words where 'o' makes an /u/ sound.                         | Challenge words  |
| Summer 1<br>Year 1 | Words where the digraph 'ou' makes an /ow/ sound.                | Words where the digraph 'ow' makes an /ow/ or /oa/ sound. | Words ending in 'y' /ee/ and 've' /v/.                   | Words with the digraphs 'ue' and 'ew'.                       | Words where the digraph 'ie' makes an /igh/ sound.          | Words where 'ie' makes an /ee/ sound.                    |
| Summer 1<br>Year 2 | Words where the digraph 'ey' makes an /ee/ sound.                | Words where 'a' makes an /o/ sound.                       | Words where 'or' and 'ar' make an /er/ or /or/ sound.    | Words where 'si' and 's' make a /zh/ sound.                  | Words ending in 'ment' and 'ness'.                          | Words ending in 'ful' and 'less'.                        |
| Summer 2<br>Year 1 | Words with the trigraph 'igh'.                                   | Words with the digraph 'or' and the trigraph 'ore'.       | Words where the digraphs 'aw' & 'au' make an /or/ sound. | Words with the trigraphs 'air' and 'ear'.                    | Words where th trigraphs 'ear' & 'are' make an /air/ sound. | Words with the digraphs 'ph' and 'wh'.                   |
| Summer 2<br>Year 2 | Words that are homophones.                                       | Words that are homophones or near homophones.             | Words ending in 'tion'.                                  | Words with an apostrophe for contraction.                    | Words with an apostrophe for possession.                    | Challenge words  |

## Progression in Spelling

| Class 2            |  |  |   |  |  |   |
|--------------------|--|--|---|--|--|---|
| Term               | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6                                  |
| Autumn 1<br>Year 3 | Words where the digraph 'ou' makes an /ow/ sound.      | Words where the digraph 'ou' makes a /u/ sound.        | Words where 'y' makes an /i/ sound.                       | Words ending in 'sure'.  | Words ending in 'ture'.  | Challenge words                         |
| Autumn 1<br>Year 4 | Words that are homophones.                             | Words with the prefix 'in' meaning 'not'.              | Words with the prefixes 'il', 'im' and 'ir'.              | Words with the prefix 'sub' meaning under or further divided.      | Words with the prefix 'inter' meaning 'between or among'.          | Challenge words                         |
| Autumn 2<br>Year 3 | Words with the prefix 're'.                            | Words with the prefix 'dis'.                           | Words with the prefix 'mis'.                              | Words where 'ing', 'er' and 'ed' are added to multisyllabic words. | Words where 'ing', 'en' and 'ed' are added to multisyllabic words. | Challenge words                         |
| Autumn 2<br>Year 4 | Words ending in 'ation'.                               | Words ending in 'ation'.                               | Words ending in 'ly'.                                     | Words ending 'lly'.  | Words where 'ch' makes a /sh/ sound.                               | Challenge words                         |
| Spring 1<br>Year 3 | Words with the digraph 'ai' and the tetragraph 'aigh'. | Words with the digraph 'ei' and the tetragraph 'eigh'. | Words where the digraph 'ey' makes and /ai/ sound.        | Words with the suffix 'ly'.  | Words that are homophones.   | Challenge words                         |
| Spring 1<br>Year 4 | Words ending in 'sion'.                                | Words ending in 'ous'.                                 | Words ending in 'ous' including those where 'ge' remains. | Words where a suffix is added to words ending in 'y'.              | Words ending in 'ious' and 'eous'.                                 | Challenge words                         |
| Spring 2<br>Year 3 | Words ending in 'al'.                                  | Words ending in 'le'.                                  | Words ending in 'ly' where the base word ends in 'le'.    | Words ending in 'ly' where the base word ends in 'ic'.             | Words ending in 'ly' exceptions                                    | Challenge words                         |
| Spring 2<br>Year 4 | Words where 'au' makes an /or/ sound.                  | Words ending in 'tion'.                                | Words ending in 'sion'.                                   | Words ending in 'cian'.  | Words that are adverbs of manner.                                  | Challenge words                         |
| Summer 1<br>Year 3 | Words with the suffix 'er'.                            | Words where the digraph 'ch' makes a /k/ sound.        | Words ending in 'gue' and 'que'.                          | Words where the digraph 'sc' makes a /s/ sound.                    | Words that are homophones.   | Challenge words                         |
| Summer 1<br>Year 4 | Words that are homophones.                             | Words spelled with 'c' before 'i' and 'e'.             | Words containing 'sol' and 'real'.                        | Words containing 'phon' and 'sign'.                                | Words with the prefixes 'super', 'anti' and 'auto'.                | Words with the prefix 'bi' meaning two. |
| Summer 2<br>Year 3 | Words ending in 'sion'.                                | Challenge words  | Revision words  | Revision words   | Revision words   | Revision words                          |
| Summer 2<br>Year 4 | Challenge words  | Words that are plurals with possessive apostrophes.    | Revision words  | Revision words   | Revision words   | Revision words                          |

## Progression in Spelling

| Class 3            |  |  |  |   |   |   |
|--------------------|--|--|--|---|---|---|
| Term               | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
| Autumn 1<br>Year 5 | Words ending in 'tious' and 'ious'.                              | Words ending in 'cious'.                             | Words ending in 'cial'.                                | Words ending in 'tial'.                         | Words ending in 'tial' and 'cial'.                | Challenge words.                                      |
| Autumn 1<br>Year 6 | Challenge words.   | Challenge words.                                     | Challenge words.                                       | Challenge words.                                | Challenge words.                                  | Challenge words.                                      |
| Autumn 2<br>Year 5 | Words ending in 'ant'.   | Words ending in 'ance' and 'ancy'.                   | Words ending in 'ent' and 'ence'.                      | Words ending in 'able' and 'ible'.              | Words ending in 'ably' and 'ibly'.                | Challenge words.                                      |
| Autumn 2<br>Year 6 | Challenge words.   | Challenge words.                                     | Challenge words.                                       | Challenge words.                                | Words with the short vowel sound /i/ spelled 'y'. | Words with the long vowel sound /igh/ spelled 'y'.    |
| Spring 1<br>Year 5 | Words ending in 'able' where the 'e' from the root word remains. | Words that are adverbs of time.                      | Words with suffixes where the base word ends in 'fer'. | Words with 'silent' first letters.              | Words with 'silent' letters.                      | Challenge words.                                      |
| Spring 1<br>Year 6 | Adding the prefix 'over'.  | Words with the suffix 'ful'.                         | Words that can be nouns and verbs.                     | Words with an /oa/ sound spelled 'ou' or 'ow'.  | Words with a 'soft c' spelled 'ce'.               | Words with the prefixes 'dis', 'un', 'over' and 'im'. |
| Spring 2<br>Year 5 | Words with 'ie' after 'c'.                                       | Words where 'ei' can make an /ee/ sound.             | Words where 'ough' makes an /or/ sound.                | Words containing 'ough'.                        | Adverbs of possibility and frequency.             | Challenge words.                                      |
| Spring 2<br>Year 6 | Words with the /f/ sound spelled 'ph'                            | Words with origins in other countries and languages. | Words with unstressed vowel sounds.                    | Words with /shul/ spelled 'cial' after a vowel. | Words with 'shul' spelled 'tial'.                 | Words beginning with 'acc'.                           |
| Summer 1<br>Year 5 | Words that are homophones or near homophones.                    | Words that are homophones.                           | Words that are homophones.                             | Words that are homophones or near homophones.   | Words that are homophones or near homophones.     | Challenge words.                                      |
| Summer 1<br>Year 6 | Words with the suffix 'ably'.                                    | Words with the suffix 'ible'                         | Words with the suffix 'ibly'.                          | Words ending in 'ent' and 'ence'.               | Words ending in 'er', 'or' and 'ar'.              | Adverbs synonymous with determination.                |
| Summer 2<br>Year 5 | Words with hyphens.  | Challenge words.                                     | Revision words.  | Revision words.                                 | Revision words.                                   | Revision words.                                       |
| Summer 2<br>Year 6 | Adjectives used to describe settings.                            | Adjectives used to describe feelings.                | Adjectives used to describe characters.                | Grammar vocabulary 1.                           | Grammar vocabulary 2.                             | Mathematical vocabulary.                              |