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

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

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

	1					
	consonants	consonants	consonants	consonants	consonants	consonants
	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet	2. Statutory Words from 3/4/5/6 spelling lists See Y6 Sheet
	3. Spelling Rules cious / - tious	3. Spelling Rules cious / - tious				
	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency	ant / ance / ancy ent / ence / ency
	-fer + suffix beginning with a vowel					
	Use of the hyphen					
	Homophones and words that are often confused					
Assessment Ops Weekly Tests Termly						

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

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

Year 5			
Selected Text/ Texts			
Key Vocabulary			

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

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

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

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

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

i	in the word.					
Į i	give / explain the					
	meaning of words					
	in context					
I	retrieve and record information identify key details from fiction and non-fiction	retrieve and record information identify key details from fiction and non-fiction				
i	summarise main					
	ideas from more					
	than one					
	paragraph	paragraph	paragraph	paragraph	paragraph	paragraph
1 0 1	make inferences from the text / explain and justify inferences with evidence from the text	make inferences from the text / explain and justify inferences with evidence from the text	make inferences from the text / explain and justify inferences with evidence from the text	make inferences from the text / explain and justify inferences with evidence from the text	make inferences from the text / explain and justify inferences with evidence from the text	make inferences from the text / explain and justify inferences with evidence from the text
ļ i	predict what might					
	happen from					
	details stated and					
	implied	implied	implied	implied	implied	implied
	identify / explain					
	how information /					
	narrative content					
	is related and					
	contributes to					
	meaning as a					
	whole	whole	whole	whole	whole	whole
i	identify / explain					

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

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

	F	T	T	1	T	<u> </u>
	- ssion	- ssion	- ssion	- ssion	- ssion	- ssion
	-sion	-sion	-sion	-sion	-sion	-sion
	-cian	-cian	-cian	-cian	-cian	-cian
	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'	3. 'Ch saying k'
	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'	4. 'ch saying sh'
	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que	5 gue / -que
	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'	6. 'sc saying s'
	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey	7 ei - eigh - ey
	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals	8. Possessive apostrophe with plurals
	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones	9. Homophones and near homophones
Assessment Ops Weekly Tests						

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

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

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

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

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

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

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

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

	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Year 2 Selected Text / Texts	Samuel Pepys Diary The Baker's Boy and the Great Fire of London Vlad and the Great Fire of London					
Key Vocabulary	London Diary Fire Flammable					

	Ember Frightened					
Reading Coverage Decoding and Content	Continue to apply phonic knowledge and skills					
Domain	read accurately					
	by blending					
	recognise	recognise	recognise	recognise	recognise	recognise
	alternative	alternative	alternative	alternative	alternative	alternative
	sounds for					
	graphemes	graphemes	graphemes	graphemes	graphemes	graphemes
	read accurately					
	words of two or					
	more syllables					
	read words					
	containing	containing	containing	containing	containing	containing
	common	common	common	common	common	common
	suffixes	suffixes	suffixes	suffixes	suffixes	suffixes
	read further					
	common	common	common	common	common	common
	exception words					
	read most words					
	quickly and					
	accurately,	accurately,	accurately,	accurately,	accurately,	accurately,
	read aloud					
	books closely					
	matched to their					
	improving	improving	improving	improving	improving	improving
	phonic	phonic	phonic	phonic	phonic	phonic

kn	nowledge	knowledge	knowledge	knowledge	knowledge	knowledge
ur ac au ar	ound out nfamiliar words ccurately, utomatically nd without ndue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation
to flu co	te-read books build up uency and onfidence in ord reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
kn vo ur	oraw on nowledge of ocabulary to nderstand exts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.
ke flo flo su ch	dentify / explain ey aspects of ction and non- ction texts, uch as haracters, vents, titles nd information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- fiction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information	Identify / explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information
ex	dentify and xplain the equence of vents in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.	Identify and explain the sequence of events in texts.
M	lake inferences	Make inferences	Make inferences	Make inferences	Make inferences	Make inferences

	T					
	from the text.	from the text.	from the text.	from the text.	from the text.	from the text.
	Predict what	Predict what	Predict what	Predict what	Predict what	Predict what
	might happen on	might happen on	might happen on	might happen on	might happen on	might happen on
	the basis of	the basis of	the basis of	the basis of	the basis of	the basis of
	what has been	what has been	what has been	what has been	what has been	what has been
	read so far.	read so far.	read so far.	read so far.	read so far.	read so far.
Assessment Opportunities						
Phonics and Spelling	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	-ge and dge at	-ge and dge at	-ge and dge at			
	the end of	the end of	the end of	the end of	the end of	the end of
	words, and	words, and	words, and	words, and	words, and	words, and
	sometimes spelt	sometimes spelt	sometimes spelt	sometimes spelt	sometimes spelt	sometimes spelt
	as g elsewhere	as g elsewhere	as g elsewhere	as g elsewhere	as g elsewhere	as g elsewhere
	in words before	in words before	in words before	in words before	in words before	in words before
	e, i and y	e, i and y	e, i and y			
	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y	The /s/ sound spelt c before e, i and y
	The /n/ sound	The /n/ sound	The /n/ sound	The /n/ sound	The /n/ sound	The /n/ sound
	spelt kn and	spelt kn and	spelt kn and	spelt kn and	spelt kn and	spelt kn and
	(less often) gn at	(less often) gn at	(less often) gn at			
	the beginning of	the beginning of	the beginning of	the beginning of	the beginning of	the beginning of
	words	words	words	words	words	words

<u> </u>		1	1		
The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt —le at the end of	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words	The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words
The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words	The /l/ or /əl/ sound spelt –al at the end of words
Words ending –il	Words ending –il	Words ending –il The /aɪ/ sound	Words ending –il	Words ending –il	Words ending –il
The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words	spelt –y at the end of words Adding –es to	The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words	The /aɪ/ sound spelt –y at the end of words
Adding —es to nouns and verbs	Adding –es to nouns and verbs ending in –y	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
ending in -y Adding -ed, - ing, -er and -est to a root word ending in -y with a consonant	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
before it Adding the	Adding the endings – ing, –	Adding the endings – ing, – ed, –er, –est	Adding the endings – ing, –	Adding the endings – ing, –	Adding the endings – ing, –
endings – ing, – ed, –er, –est	ed, –er, –est and –y to words	and –y to words ending in –e	ed, –er, –est and –y to words	ed, –er, –est and –y to words	ed, –er, –est and –y to words

Г Т		T	T	T	T
and -y to words	ending in -e	with a	ending in -e	ending in -e	ending in -e
ending in -e	with a	consonant	with a	with a	with a
with a	consonant	before it	consonant	consonant	consonant
consonant	before it		before it	before it	before it
before it		Adding –ing, –			
	Adding –ing, –	ed, –er, –est		Adding –ing, –	Adding –ing, –
Adding -ing, -	ed, –er, –est	and -y to words	Adding –ing, –	ed, –er, –est	ed, –er, –est
ed, –er, –est	and -y to words	of one syllable	ed, –er, –est	and -y to words	and -y to words
and -y to words	of one syllable	ending in a	and -y to words	of one syllable	of one syllable
of one syllable	ending in a	single	of one syllable	ending in a	ending in a
ending in a	single	consonant letter	ending in a	single	single
single	consonant letter	after a single	single	consonant letter	consonant letter
consonant letter	after a single	vowel letter	consonant letter	after a single	after a single
after a single	vowel letter		after a single	vowel letter	vowel letter
vowel letter		The /ɔ:/ sound	vowel letter		
	The /ɔ:/ sound	spelt a before I		The /ɔ:/ sound	The /ɔ:/ sound
The /ɔ:/ sound	spelt a before I	and II	The /ɔ:/ sound	spelt a before I	spelt a before I
spelt a before I	and II		spelt a before I	and II	and II
and II		The /n/ sound	and II		
	The /n/ sound	spelt o		The /n/ sound	The /n/ sound
The /n/ sound	spelt o		The /n/ sound	spelt o	spelt o
spelt o		The /i:/ sound	spelt o		
<u> </u>	The /i:/ sound	spelt –ey		The /i:/ sound	The /i:/ sound
The /i:/ sound	spelt –ey		The /i:/ sound	spelt –ey	spelt –ey
spelt -ey		The /p/ sound	spelt –ey		
	The /p/ sound	spelt a after w		The /p/ sound	The /p/ sound
The /p/ sound	spelt a after w		The /p/ sound	spelt a after w	spelt a after w
spelt a after w		The /ɜ:/ sound	spelt a after w		
	The /3:/ sound	spelt or after w		The /3:/ sound	The /3:/ sound
The /3:/ sound	spelt or after w		The /3:/ sound	spelt or after w	spelt or after w
spelt or after w		The /ɔ:/ sound	spelt or after w		
	The /ɔ:/ sound	spelt ar after w		The /ɔ:/ sound	The /ɔ:/ sound
l la companya di managantan di managantan di managantan di managantan di managantan di managantan di managanta	spelt ar after w			spelt ar after w	spelt ar after w
spelt ar after w	, ,	_	spelt ar after w	<u>_</u>	, ,
	•	spelt s		_	•
The /ʒ/ sound	spelt s		The /ʒ/ sound	spelt s	spelt s
The /ɔ:/ sound spelt ar after w The /ʒ/ sound	spelt ar after w The /ʒ/ sound spelt s	The /ʒ/ sound spelt s	The /ɔ:/ sound spelt ar after w The /ʒ/ sound	spelt ar after w The /ʒ/ sound spelt s	spelt ar after w The /ʒ/ sound spelt s

-ment, -ness, - ful , -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list	-ment, -ness, - ful, -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list	-ment, -ness, - ful, -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list	spelt s -ment, -ness, - ful, -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list	-ment, -ness, - ful, -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list	-ment, -ness, - ful, -less and - ly Contractions (e.g. can't - cannot) Words ending in -tion Homophones and Near Homophones Common Exception Words - see separate list
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These may be split into half terms by Class teachers ???

Assessment Ops Weekly Tests Termly Assessments Independent writing						
Vocabulary Grammar and Punctuation	Consolidate Year 1 + Capital Letters and Full stops	Consolidate + Conjunctions and sentence types	Consolidate + Types of words Past and Present Tense	Consolidate + Prefixes and Suffixes	Consolidate + Commas in lists Apostrophes and Contractions	Secure all
Writing Opportunities 1 narrative 4 non -narrative	Diary Letter Newspaper Report Story Information Text					
Assessment Opportunities						
Handwriting	sit correctly at a table, holding a pencil comfortably and correctly	sit correctly at a table, holding a pencil comfortably and correctly				
	begin to form lower-case letters in the correct direction,	begin to form lower-case letters in the correct direction,				

	T					
	starting and finishing in the right place	starting and finishing in the right place	starting and finishing in the right place	starting and finishing in the right place	starting and finishing in the right place	starting and finishing in the right place
	form capital letters	form capital letters	form capital letters	form capital letters	form capital letters	form capital letters
	form digits 0-9	form digits 0-9	form digits 0-9	form digits 0-9	form digits 0-9	form digits 0-9
	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Year 1 Selected Text / Texts	UNDER THE SEA * Tiddler * Traction Man at the Beach * DK Sealife info book * Fletcher and the Fallen Leaves * Pumpkin Soup	BRILLIANT BRITAIN * Smeds and the Smoos * Happy Birthday Royal Baby * Non-fiction Eliz I & II * Costumes (non-fic) * Scarecrows * The Snowman				
Key Vocabulary	Carnivore, herbivore, omnivore, documentary, the five ocean names, seas, rivers, gills, fins, tentacles, coral,	Crown, throne, prince, princess, king, queen, coronation ceremony, wedding ceremony,				

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

	knowledge	knowledge	knowledge	knowledge	knowledge	knowledge
	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation	Sound out unfamiliar words accurately, automatically and without undue hesitation
	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.	Re-read books to build up fluency and confidence in word reading.
	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.	Draw on knowledge of vocabulary to understand texts.
	Identify / explain key aspects of flction and non-flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.	Identify / explain key aspects of flction and non- flction texts, such as characters, events, titles and information.
Assessment Opportunities						

Phonics and	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate	Consolidate
Spelling	Reception -					
	all letters of the					
Overview -	alphabet and the					
	sounds which					
words	they most					
containing each	commonly	commonly	commonly	commonly	commonly	commonly
of the 40+	represent	represent	represent	represent	represent	represent
phonemes						
already taught	consonant	consonant	consonant	consonant	consonant	consonant
,	digraphs which					
common	have been					
exception	taught and the					
words	sounds which					
	they represent					
the days of the		, ,	, ,	, ,	, ,	, ,
week	vowel digraphs					
	which have					
name the letters	been taught and					
of the alphabet	the sounds					
-	which they					
naming the	represent	represent	represent	represent	represent	represent
letters of the				•	•	
alphabet in	the process of					
order	segmenting	segmenting	segmenting	segmenting	segmenting	segmenting
	spoken words					
using letter	into sounds					
names to	before choosing					
distinguish	graphemes to					
between	represent the					
alternative	sounds	sounds	sounds	sounds	sounds	sounds
spellings of the						
same sound	words with					
	adjacent	adjacent	adjacent	adjacent	adjacent	adjacent
add prefixes	consonants	consonants	consonants	consonants	consonants	consonants
and suffixes						

		T			Т	
apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, II, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k bank, think, Division of words into syllables
dictated by the	tob	tob	4 a la	tob	tob	tala
teacher	-tch	-tch	-tch	-tch	-tch	-tch
**Staff to split into appropriate terms please.	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e	The /v/ sound at the end of words + the letter e
terme predect	s and es to words (plural of nouns and the third person singular of verbs)	s and es to words (plural of nouns and the third person singular of verbs)	s and es to words (plural of nouns and the third person singular of verbs)	s and es to words (plural of nouns and the third person singular of verbs)	s and es to words (plural of nouns and the third person singular of verbs)	s and es to words (plural of nouns and the third person singular of verbs)
	-ing, -ed and - er to verbs where no change is needed to the root word	-ing, -ed and - er to verbs where no change is needed to the root word	-ing, -ed and - er to verbs where no change is needed to the root word	-ing, -ed and - er to verbs where no change is needed to the root word	-ing, -ed and - er to verbs where no change is needed to the root word	-ing, -ed and - er to verbs where no change is needed to the root word
	-er and -est to adjectives where no change is needed to the	-er and -est to adjectives where no change is needed to the	–er and –est to adjectives where no change is needed to the	-er and -est to adjectives where no change is needed to the	-er and -est to adjectives where no change is needed to the	-er and -est to adjectives where no change is needed to the

ro	oot word	root word	root word	root word	root word	root word
A	Ai,	Ai,	Ai,	Ai,	Ai,	Ai,
0		<mark>oi</mark>	oi	oi	oi	oi
	ı–e	<mark>a–e</mark>	a–e	a–e	a–e	a-e
	<mark>-e</mark> _	<mark>i–e</mark>	i–e	i–e	i–e	i–e
l 📜	<mark>l–e</mark>	<mark>u–e</mark>	u–e	u–e	u–e	u–e
l a		<mark>ar</mark>	ar	ar	ar	ar
e	<mark>er</mark>	<mark>er</mark>	er	er	er	er
ir ir		<mark>ir_</mark>	ir	ir	ir	ir
l u		ur	ur	ur	ur	ur
I	00 - Z00	00 - Z00	00 - Z00	00 - Z00	00 - Z00	00 - Z00
· · · · · · · · · · · · · · · · · · ·	oo - book,	oo - book,	oo - book,	oo - book,	oo - book,	oo - book,
l e	oa - boat,	oa - boat,	oa - boat,	oa - boat,	oa - boat,	oa - boat,
I Total Control of the Control of th	o <mark>u - out,</mark>	ou - out,	ou - out,	ou - out,	ou - out,	ou - out,
· · · · · · · · · · · · · · · · · · ·	<mark>)W</mark>	<mark>ow</mark>	OW	OW	OW	OW
	<mark>le</mark> _	<mark>ue</mark>	ue	ue	ue	ue
I	e <mark>W</mark>	ew	ew	ew	ew	ew
· · · · · · · · · · · · · · · · · · ·	e lie,	ie lie,	ie lie,	ie lie,	ie lie,	ie lie,
I	e chief,	ie chief,	ie chief,	ie chief,	ie chief,	ie chief,
	<mark>gh</mark>	<mark>lgh</mark>	lgh	lgh	lgh	Igh
0		or	or	or	or	or
I	ıw saw,	aw saw,	aw saw,	aw saw,	aw saw,	aw saw,
	iu author,	au author,	au author,	au author,	au author,	au author,
I I	<mark>iir</mark>	air	air	air	air	air
I Total Control of the Control of th	ar, year	<mark>ear, year</mark>	ear, year	ear, year	ear, year	ear, year
I	e <mark>ar bear</mark>	<mark>ear bear</mark>	ear bear	ear bear	ear bear	ear bear
<mark>-</mark>)		-y	-y	-y	-y	-y
	o <mark>h</mark>	ph	ph	ph	ph	ph
l w	<mark>vh</mark>	<mark>wh</mark>	wh	wh	wh	wh
<mark>k</mark>		K_	k	k	k	k
u	<mark>in</mark>	<mark>un</mark>	Un	Un	Un	Un
c	compound	compound	compound	compound	compound	compound
w	vords	words	words	words	words	words

	common exception words	common exception words	common exception words	common exception words	common exception words	common exception words
Assessment Ops Weekly Tests Termly Assessments Independent writing						
Vocabulary, Grammar, Punctuation	Leave spaces between words Join words	Join sentences using and	Begin to use caps . ?!	Use caps for days of the week, names, places I	Consolidate and secure	Consolidate and secures
Assessment Opportunities						
Writing Genres to be covered						
Assessment						

Opportunities						
Handwriting	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place
	form capital letters	form capital letters				
	form digits 0-9					
	understand which letters belong to which handwriting 'families	understand which letters belong to which handwriting 'families	understand which letters belong to which handwriting 'families			
Assessment Opportunities						