

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

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

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

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

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

Year 5 Selected Text/ Texts						
Key Vocabulary						

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	give / explain the meaning of words in context	give / explain the meaning of words in context	give / explain the meaning of words in context	give / explain the meaning of words in context	give / explain the meaning of words in context	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	retrieve and record information identify key details from fiction and non-fiction
	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph	summarise main ideas from more than one paragraph
	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	make inferences from the text / explain and justify inferences with evidence from the text
	predict what might happen from details stated and	predict what might happen from details stated and	predict what might happen from details stated and	predict what might happen from details stated and	predict what might happen from details stated and	predict what might happen from details stated and	predict what might happen from details stated and implied
							identify / explain

	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>implied</p> <p>identify / explain how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>	<p>how information / narrative content is related and contributes to meaning as a whole</p> <p>identify / explain how meaning is enhanced through choice of words and phrases</p> <p>make comparisons within the text</p>
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Assessment Ops (based on reading outcomes and comprehension tests)						
Spellings	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants	Phonics Consolidate all learned so far Apply knowledge of sounds to build words using: consonant digraphs Vowel digraphs Split digraphs Trigraphs Segment words into sounds before choosing the grapheme to represent the sounds Words with adjacent consonants

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

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

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

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

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

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

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

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

	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im - 	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im - 	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im - 	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im - 	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im - 	<p>KS1 See Sep Sheet for Word List</p> <p>Spelling Rules Consolidate from KS1 *Pay special attention to rules for adding suffixes.</p> <p>1. Suffixes beginning with a vowel + words of more than one syllable</p> <ul style="list-style-type: none"> - ing - en - er - ed <p>2. i sound spelt y</p> <p>3. 'u' as ou</p> <p>4. Prefixes with no change to the word + know meaning</p> <ul style="list-style-type: none"> Mis - Dis - Un - In - il - Im -
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	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound	re - sub - Inter - super - anti - auto - 5. Suffix - ation to make nouns 6. Suffix -ly to form adverbs 7. - ure sound 8. - sion sound
Assessment Ops Weekly Tests Termly Assessments Independent writing						
Vocabulary Grammar and Punctuation	Consolidate Year 2 + Direct speech and speech punctuation	Consolidate + Prefixes and Suffixes and Conjunctions	Consolidate + Adverbs	Consolidate + Prepositions	Consolidate + Homophones	Secure all
Assessment Opportunities						

	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					

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

	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est</p>	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words</p>	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e</p>	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words</p>	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words</p>	<p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words</p>
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<p>and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound</p>	<p>ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p>	<p>with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p>	<p>ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound</p>	<p>ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p>	<p>ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /b/ sound spelt a after w</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p>
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	<p>spelt s</p> <p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>	<p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>	<p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>	<p>spelt s</p> <p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>	<p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>	<p>–ment, –ness, –ful , –less and –ly</p> <p>Contractions (e.g. can't – cannot)</p> <p>Words ending in –tion</p> <p>Homophones and Near Homophones</p> <p>Common Exception Words - see separate list</p>
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These may be split into half terms by Class teachers ???

	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
Year 1 Selected Text / Texts	<p>UNDER THE SEA</p> <ul style="list-style-type: none"> * Tiddler * Traction Man at the Beach * DK Sealife info book * Fletcher and the Fallen Leaves * Pumpkin Soup 	<p>BRILLIANT BRITAIN</p> <ul style="list-style-type: none"> * Smeds and the Smoos * Happy Birthday Royal Baby * Non-fiction Eliz I & II * Costumes (non-fic) * Scarecrows * The Snowman 				
Key Vocabulary	<p>Carnivore, herbivore, omnivore, documentary, the five ocean names, seas, rivers, gills, fins, tentacles, coral,</p>	<p>Crown, throne, prince, princess, king, queen, coronation ceremony, wedding ceremony,</p>				

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

<p>Phonics and Spelling</p> <p>Overview - words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet</p> <p>naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>	<p>Consolidate Reception - all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p>
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<p>apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher</p> <p>**Staff to split into appropriate terms please.</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k bank, think, Division of words into syllables -tch</p> <p>-tch</p> <p>The /v/ sound at the end of words + the letter e</p> <p>s and es to words (plural of nouns and the third person singular of verbs)</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word</p> <p>-er and -est to adjectives where no change is needed to the</p>
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<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh k un</p> <p>compound words</p>	<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh K un</p> <p>compound words</p>	<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh k Un</p> <p>compound words</p>	<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh k Un</p> <p>compound words</p>	<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh k Un</p> <p>compound words</p>	<p>root word</p> <p>Ai, oi a-e i-e u-e ar er ir ur oo - zoo oo - book, oa - boat, ou - out, ow ue ew ie lie, ie chief, lgh or aw saw, au author, air ear, year ear bear -y ph wh k Un</p> <p>compound words</p>
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	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	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>	<p>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</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families</p>
Assessment Opportunities						