



# English Long-Term Plan

Writing in blue denotes revision of key learning

## EYFS (Robins)

	Word Reading	Writing	Comprehension	RWI Talk through Stories	Phonics
Autumn 1	<ul style="list-style-type: none"> <li>Read first 16 set 1 sounds</li> <li>Learn to blend</li> </ul>	<ul style="list-style-type: none"> <li>Write name, with a capital</li> <li>Form some letters</li> <li>Spell some CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Retell familiar books</li> <li>Share non-fiction books (bodies, seasons, different cultures)</li> </ul>	<ul style="list-style-type: none"> <li>On the Way Home</li> <li>Five Minutes' Peace</li> </ul>	Children are taught reading, writing & phonics using the Read, Write Inc phonics programme.
Autumn 2	<ul style="list-style-type: none"> <li>Read 25 Set 1 sounds</li> <li>Blend orally</li> <li>Spell (Fred Fingers)</li> </ul>	<ul style="list-style-type: none"> <li>Form some capital letters correctly</li> <li>Form some letters</li> <li>Write labels / captions</li> </ul>	<ul style="list-style-type: none"> <li>Use phrases and talk about characters from familiar texts</li> <li>Pay attention to rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Ruby's Worry</li> <li>Stick Man</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>25 Set 1 sounds, speedily</li> <li>Blend independently</li> <li>Spell using phonics</li> </ul>	<ul style="list-style-type: none"> <li>Write short phrases</li> <li>Spell (Fred Fingers)</li> <li>Form more accurate letters</li> </ul>	<ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Show awareness of rhyme</li> <li>Discuss non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>One Snowy Night</li> <li>Can't You Sleep, Little Bear?</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Set 1 special friends</li> <li>3-sound nonsense words</li> <li>Words with special friends</li> </ul>	<ul style="list-style-type: none"> <li>Spell using taught sounds</li> <li>Form letters more accurately</li> <li>Write simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>More detailed talk about stories</li> <li>Begin to predict</li> <li>Suggest rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Ravi's Roar</li> <li>A Little Bit Brave</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>Review Set 1 sounds</li> <li>Words with 4 to 5 sounds</li> <li>Nonsense words with 3 to 4 sounds</li> </ul>	<ul style="list-style-type: none"> <li>Form accurate letters</li> <li>Write simple sentences</li> <li>Spell some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Clap out longer words</li> <li>Explore non-fiction</li> <li>Sequence events in a story</li> </ul>	<ul style="list-style-type: none"> <li>Farmer Duck</li> <li>There's a Snake in My School</li> </ul>	
Summer 2	<ul style="list-style-type: none"> <li>Read Set 2 sounds</li> <li>Read Set 1 words</li> <li>Read books consistent with phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>write short sentences</li> <li>use capitals and full stops</li> <li>spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary from stories, including in role play</li> <li>Anticipate story events</li> </ul>	<ul style="list-style-type: none"> <li>Billy's Bucket</li> <li>Giant Jam Sandwich</li> <li>Rainbow Fish</li> <li>Tiddler</li> </ul>	



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### Year 1 (Owls)

	Grammar & Punctuation	Spelling List	Spelling Rules	Talk through Stories	Reading, writing, phonics
Autumn 1	<ul style="list-style-type: none"> <li>Nouns</li> <li>Adjectives</li> <li>Capitals (I, names)</li> <li>Full stops</li> </ul>	<ul style="list-style-type: none"> <li>the, a, do, to, today</li> <li>of, said, says, are, were was, is, his, has, I</li> </ul>	<ul style="list-style-type: none"> <li>ff, ll, ss, zz, ck</li> <li>-nk</li> <li>-tch</li> </ul>	<ul style="list-style-type: none"> <li>Room on the broom</li> <li>Burglar Bill</li> <li>Click Clack Moo</li> </ul>	<p>Children are taught reading, writing &amp; phonics using the Read, Write Inc phonics programme. Teachers also use the Read, Write Inc 'Talk Through Stories' scheme to extend their reading and vocabulary.</p>
Autumn 2	<ul style="list-style-type: none"> <li>Sentences</li> <li>Questions</li> <li>Question marks</li> </ul>	<ul style="list-style-type: none"> <li>you, they, be, he</li> <li>me, she, we, no go, so, by, my</li> </ul>	<ul style="list-style-type: none"> <li>/v/ sound at end</li> <li>-ing, -ed, -er</li> </ul>	<ul style="list-style-type: none"> <li>Six Dinner Sid</li> <li>Hugless Douglas</li> <li>Aliens love underpants</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>Nouns</li> <li>Adjectives</li> <li>Verbs</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>here, there, where</li> <li>love, come, some</li> <li>one, once, ask friend, school</li> </ul>	<ul style="list-style-type: none"> <li>K for /k/ sound (eg kit)</li> <li>-ing, -ed, -er</li> </ul>	<ul style="list-style-type: none"> <li>Scarecrow Wedding</li> <li>Perfectly Norman</li> <li>Lost and Found</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Commands</li> <li>Exclamations &amp; !</li> <li>Sentences</li> <li>Conjunctions: and</li> </ul>	<ul style="list-style-type: none"> <li>put, push, pull, full</li> <li>house, our, when</li> <li>Plural noun suffixes</li> </ul> <p>Revise spellings</p>	<ul style="list-style-type: none"> <li>-er, -est</li> <li>-y (eg funny)</li> </ul>	<ul style="list-style-type: none"> <li>Owl babies</li> <li>Cops and robbers</li> <li>A little bit brave</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>Nouns, adjectives</li> <li>Verbs</li> <li>Capitals (I, names)</li> <li>Full stops</li> </ul>	<ul style="list-style-type: none"> <li>are, said, says, were, was</li> </ul>	<ul style="list-style-type: none"> <li>ph &amp; wh (eg dolphin, whale)</li> <li>Plural suffixes: -s, -es</li> </ul>	<ul style="list-style-type: none"> <li>The Owl who was afraid of the dark</li> <li>The bear and the piano</li> <li>I'm in charge</li> </ul>	
Summer 2	<ul style="list-style-type: none"> <li>Questions, commands, exclamations</li> <li>Sentences</li> <li>Conjunctions: and</li> </ul>	<ul style="list-style-type: none"> <li>you</li> <li>here, there, where some, friend, school</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Compound words (eg farmyard)</li> </ul>	<ul style="list-style-type: none"> <li>Where the Wild Things Are</li> <li>Winnie the Witch</li> </ul>	



Writing in blue denotes revision of key learning. Homophones & near-homophones in green. Homonyms and near homonyms in red.

## Year 2 (Swallows)

	Grammar	Punctuation	Spelling Rules	Common Exception List	Read Write Inc or Power of Reading
Autumn 1	<ul style="list-style-type: none"> <li>but, and</li> <li>noun phrases</li> <li>statements, questions, commands, exclamations</li> </ul>	<ul style="list-style-type: none"> <li>capitals for names</li> <li>full stops</li> <li>question marks</li> </ul>	<ul style="list-style-type: none"> <li>suffixes -ed, -ing, -ness</li> <li>/ie/ at the end (cry)</li> <li>plurals (cats, carries)</li> <li>c before ei, i, y (race)</li> <li>/dʒ/ (badge)</li> </ul>	<ul style="list-style-type: none"> <li>find, kind, mind, behind</li> <li>child, children, wild, climb</li> <li>most, only, both</li> </ul>	<p>RWI</p> <p>(any Year 2 children who have finished RWI to work with Year 3 on Power of Reading)</p>
Autumn 2	<ul style="list-style-type: none"> <li>sentences</li> <li>answering questions</li> <li>adjectives</li> <li>verbs &amp; verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>exclamation marks</li> <li>commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>soft /gd/ spelt s (usual)</li> <li>tion</li> <li>-ment, ness, -ful, -less, -ly</li> <li>/n/ spelt nk</li> <li>/ai/ spelt -y at end</li> </ul>	<ul style="list-style-type: none"> <li>old, cold, hold, gold, told</li> <li>clothes, sure, sugar</li> <li>Christmas, grass, parents</li> <li>bear, bare</li> </ul>	<p>RWI</p> <p>(any Year 2 children who have finished RWI to work with Year 3 on Power of Reading)</p>
Spring 1	<ul style="list-style-type: none"> <li>nouns, verbs, sentences</li> <li>but, and, or</li> <li>expanded noun phrases</li> <li>progressive verbs</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes (contraction)</li> <li>capital letters, full stops</li> <li>question marks</li> </ul>	<ul style="list-style-type: none"> <li>suffix -ly</li> <li>-ing (patting, fixing)</li> <li>plurals (cats, carries)</li> <li>/ɔ:/ before l and ll</li> <li>/ʌ/ spelled with o (front)</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>door, poor, floor</li> <li>because, every, everybody</li> <li>even, great, break, steak</li> </ul>	<p><b>The Magic Finger</b> by Roald Dahl Genre: short novel</p>
Spring 2	<ul style="list-style-type: none"> <li>because, if (subordination)</li> <li>statements, questions, commands, exclamations</li> <li>tense</li> <li>adverbs</li> </ul>	<ul style="list-style-type: none"> <li>exclamation marks</li> <li>commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>/i:/spelled ey (money)</li> <li>suffixes: -s, -es, -er, -est</li> <li>/dʒ/ &amp; /ʒ/ spelt s (vision)</li> <li>/s/ spelt c before e, l, y</li> <li>ur/are/au</li> </ul>	<ul style="list-style-type: none"> <li>pretty, beautiful, any, many</li> <li>Mr, Mrs, once, come, wild station, didn't</li> <li>there, their, they're</li> <li>here, hear, one, won</li> </ul>	<p><b>Pattan's Pumpkin</b> by Chitra Soundar Genre: Indian tale; weather / habitats</p>
Summer 1	<ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>progressive verbs (past &amp; present)</li> <li>statements, questions, commands, exclamations</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes (contraction)</li> <li>capital letters, full stops</li> <li>question marks</li> </ul>	<ul style="list-style-type: none"> <li>-ment, -ness</li> <li>silent letters kn, gn, wr</li> <li>words ending /l/ or /ə/</li> <li>vowels after w (want)</li> <li>quite, quiet, one, won</li> </ul>	<ul style="list-style-type: none"> <li>after, last, past, fast</li> <li>class, grass, pass, father</li> <li>plant, path, bath, hour</li> <li>move, prove, improve, eye</li> </ul>	<p><b>Moth: an evolution story</b> by Isabel Thomas Genre: story / evolution</p>
Summer 2	<ul style="list-style-type: none"> <li>adjectives, adverbs</li> <li>because, if, when, that (subordination)</li> <li>or, and, but (coordination)</li> <li>simple past &amp; present</li> </ul>	<ul style="list-style-type: none"> <li>exclamation marks</li> <li>commas in lists</li> <li>possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>-s &amp; -es on nouns &amp; verbs</li> <li>/i:/ sound spelt -ey</li> <li>The /ɜ:/ sound or after w</li> <li>The /ɔ:/ sound ar after w</li> <li>sea, see, to, too, two</li> </ul>	<ul style="list-style-type: none"> <li>could, should, would, who</li> <li>whole, busy, people, water</li> <li>parents, put, I'm, push</li> <li>school, house, want, full</li> <li>after, says, beautiful</li> </ul>	<p><b>Out and About</b> by Shirley Hughes Genre: poetry (seasons)</p>



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### Year 3 (Kingfishers)

	Grammar	Punctuation	Vocabulary	Read Write Inc or Power of Reading
Autumn 1	<ul style="list-style-type: none"> <li>More conjunctions</li> <li>Clauses</li> <li>Prepositions &amp; adverbs</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes to make nouns: super, anti</li> <li>Plurals</li> </ul> Homophones and near-homophones: <ul style="list-style-type: none"> <li>groan/grown</li> <li>here/hear</li> </ul>	<p><b>I was a Rat!</b> (historical stories / fairy tales) <i>Alternates yearly with Y4 texts to prevent repetition for Y2.</i></p>
Autumn 2	<ul style="list-style-type: none"> <li>Progressive tenses</li> <li>Statements, questions, commands, exclamations</li> <li>Word order in questions</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Apostrophes for contraction</li> <li>Commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>Noun suffix – ment, -ness</li> </ul> Homophones and near-homophones: <ul style="list-style-type: none"> <li>ball/bawl,</li> <li>berry/bury</li> <li>grate/great</li> </ul>	<p><b>The Village that Vanished</b> (history / African minorities) <i>Alternates yearly with Y4 texts to prevent repetition for Y2.</i></p>
Spring 1	<ul style="list-style-type: none"> <li>Conjunctions</li> <li>Statements, questions, commands, exclamations</li> <li>subordination, clauses</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas, speech</li> <li>apostrophes</li> <li>capitals</li> </ul>	Homophones and near-homophones: <ul style="list-style-type: none"> <li>heel/heal/he'll</li> <li>mail/male</li> <li>main/mane</li> <li>meat/meet</li> <li>plain/plane</li> <li>scene/seen</li> <li>weather/whether</li> <li>Suffixes - plurals including: potatoes</li> </ul>	<p><b>Pugs of the Frozen North</b> (fiction / Arctic)</p>
Spring 2	<ul style="list-style-type: none"> <li>adverbs &amp; prepositions</li> <li>Present perfect</li> <li>Progressive tenses</li> <li>a or an</li> </ul>	<ul style="list-style-type: none"> <li>Full stops &amp; question marks</li> <li>exclamation marks</li> <li>commas in lists</li> </ul>		
Summer 1	<ul style="list-style-type: none"> <li>nouns, adjectives, verbs</li> <li>expanded noun phrases</li> <li>Conjunctions, adverbs</li> <li>Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Capitals, full stops</li> <li>Questions &amp; exclamations</li> </ul>	<ul style="list-style-type: none"> <li>Word families (eg solve, solution, dissolve, insoluble)</li> <li>Homophones and near-homophones</li> </ul>	<p><b>Pebble in my Pocket</b> (science stories / evolution)</p>
Summer 2	<ul style="list-style-type: none"> <li>Statements, questions, commands, exclamations</li> <li>subordination, clauses</li> <li>Tenses, verb forms</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas, speech</li> <li>apostrophes</li> <li>commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>Range of suffixes</li> <li>Prefixes</li> </ul>	<p><b>A Nest Full of Stars</b> (poetry collection)</p>



## Year 3 annual planning cycle for spelling

Use 'Essential Spelling' Year 3

Blue text indicates revision of previous learning

	Autumn (revision)	Spring	Summer
Week 1	Vowel digraphs: ai, ay, a-e, a (/eɪ/)	Apostrophes for contraction	Explore prefixes re-, super-
Week 2	Vowel digraphs: ee, ea, e-e (/i:/)	Apostrophes for possession	Focus on the short vowel sound /ʌ/ spelt ou
Week 3	Vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)	Suffix -ly (with a consonant before it)	Explore the vowel suffix -ous
Week 4	Vowel digraphs: ow, oa, o-e, o (/əʊ/)	Explore suffix -ally	Review high frequency words
Week 5	Vowel digraphs: oo, ou, u-e (/u:/)	Consonant suffixes -ment and -ness	Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey
Week 6	Vowel digraphs: oi, oy (/ɔɪ/ ) & ow, ou (/aʊ/)	Consonant suffixes -ful and -less	Explore words with the short vowel sound /ɪ/ sound spelt y in the middle of words
Week 7	Common exception words from KS1	Explore the suffixes -tion and -ation	Explore words with the phoneme s spelt sc
Week 8	Plurals ending vowel suffix -es, changing y to i and adding es and words ending ey	Explore the -sion suffix	Explore words containing silent letters written kn, gn, wr, wh
Week 9	Vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final e Vowel suffixes -ed, -ing, when doubling the final consonant	Explore prefixes un-, dis-, mis-, in-	Focus on silent letters: words from the Y3/4 statutory word list
Week 10	Vowel suffixes -er and -est -le at the end of words	Consolidation	Consolidation
Week 11	-el or -il at the end of words -al at the end of words	Consolidation	Consolidation
Week 12	Explore homophones and near homophones	Consolidation	Consolidation



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### Year 4 (Golden Eagles)

	Grammar	Punctuation	Vocabulary	Read Write Inc or Power of Reading
Autumn 1	<ul style="list-style-type: none"> <li>nouns, adjectives, adverbs, verbs</li> <li>expanded noun phrases</li> <li>prepositions, pronouns &amp; nouns</li> <li>Conjunctions, determiners</li> </ul>	<ul style="list-style-type: none"> <li>Possessive apostrophe</li> <li>plural &amp; possessive 's'</li> <li>apostrophe in contractions</li> </ul>	<ul style="list-style-type: none"> <li>Word families</li> <li>Noun-forming prefixes: sub, inter, super, anti, auto</li> </ul>	<p><b>The Bluest of Blues</b> (inspirational people) <i>Alternates yearly with Y3 texts to prevent repetition for Y2.</i></p>
Autumn 2	<ul style="list-style-type: none"> <li>present perfect</li> <li>was, were (standard English)</li> <li>subordination</li> <li>fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>!..?</li> <li>capitals</li> <li>inverted commas</li> <li>commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes</li> <li>Homophones and near homophones</li> </ul>	<p><b>The Boy at the Back of the Class</b> (refugees / fiction) <i>Alternates yearly with Y3 texts</i></p>
Spring 1	<ul style="list-style-type: none"> <li>nouns, adjectives, adverbs, verbs</li> <li>prepositional phrases</li> <li>did, done (standard English)</li> <li>Determiners</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Inverted commas</li> <li>apostrophes after singular proper nouns ending in 's' (<i>James's toys</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Noun-forming prefixes</li> <li>Suffixes</li> </ul>	<p><b>Varjak Paw</b> (fiction / courage / identity)</p>
Spring 2	<ul style="list-style-type: none"> <li>Statements, questions, commands, exclamations</li> <li>verb + singular / plural nouns</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Inverted commas</li> <li>Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Homophones &amp; near-homophones</li> </ul>	<p><b>Ancient Egypt: Gods, Pharaohs and Cats</b> (fictional biography / Egypt)</p>
Summer 1	<ul style="list-style-type: none"> <li>Labelling word classes</li> <li>Tense consistency</li> <li>Conjunctions</li> <li>Possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Capitals, full stops, question &amp; exclamation marks</li> <li>Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Word families</li> </ul>	<p><b>Into the Forest</b> (picture book / habitats)</p>
Summer 2	<ul style="list-style-type: none"> <li>Present perfect</li> <li>Determiners</li> <li>Verb form + singular / plural noun</li> <li>Standard English</li> </ul>	<ul style="list-style-type: none"> <li>Commas in lists</li> <li>Commas after fronted adverbials</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes</li> <li>Suffixes</li> </ul>	<p><b>Hot Like Fire</b> (poetry collection)</p>



## Year 4 annual planning cycle for spelling

Use 'Essential Spelling' Year 4

Blue text indicates revision of previous learning

	Autumn (revision)	Spring	Summer
Week 1	-r controlled vowel sounds from KS1: ir (/ɜ:/)	Prefixes: dis-, mis-, in-, im-, il-, ir-, anti-	Explore suffixes beginning with vowel letters to words of more than one syllable
Week 2	-r controlled vowel sounds from KS1: air (/ɛə/)	Prefixes: sub-, inter-, super-, re-, auto-	The soft g sound /dʒ/ spelt g, ge or dge
Week 3	Year 2 common exception words and other high frequency words	Multi-syllabic words including prefixes and suffixes: words from the Y34 statutory word list	Explore words ending with the /g/ sound spelt -gue
Week 4	Vowel suffixes -ed, -ing: chop, change and double	The /ɔ:/ sound spelt or, ore, aw and other variations	Explore words ending with the /k/ sound spelt -que
Week 5	Vowel suffixes -y, -er, est to create adjectives: chop, change and double	The /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w	Explore words with the /j/ sound spelt ch-
Week 6	Consonant suffixes -ment, -ness, -ful, -less	Words with the /ei/ sound spelt ei, eigh, ey	Explore words with the /k/ sound spelt ch
Week 7	Suffixes -ly and -ally	Focus on vowels: words from the Y3/4 statutory word list	Explore words with the /s/ sound spelt sc
Week 8	-tion and -ation endings	Review homophones	Explore etymology of words
Week 9	Explore -sion and -ssion endings	Explore apostrophes for possession	Focus on unstressed vowels: words from the Y3/4 statutory word list
Week 10	Explore -cian endings	Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)	Focus on silent letters: words from the Y3/4 statutory word list
Week 11	Focus on vowel digraphs: words from the Y3/4 statutory word list	Explore the suffix -ous and ious/ eous	Consolidation
Week 12	Consolidation	Consolidation	Consolidation



Writing in blue denotes revision of key learning

## Year 5 (Heron)

	Grammar	Punctuation	Vocabulary	Power of Reading
Autumn 1	<ul style="list-style-type: none"> <li>determiners</li> <li>nouns, adjectives, adverbs, verbs</li> <li>tenses, including perfect form</li> <li>prepositions, pronouns &amp; nouns</li> </ul>	<ul style="list-style-type: none"> <li>commas</li> <li>?!. and capitals</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and other words that are often confused</li> </ul>	<p><b>Journey to the River Sea</b> Historical Fiction / Rainforests</p>
Autumn 2	<ul style="list-style-type: none"> <li>modal verbs</li> <li>Subordination &amp; conjunctions</li> <li>Standard English</li> <li>Relative pronouns and clauses</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes</li> <li>brackets for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Synonyms &amp; antonyms</li> </ul>	<p><b>Street Child</b> Playscript / Victorians</p>
Spring 1	<ul style="list-style-type: none"> <li>tenses, including perfect form</li> <li>relative clauses and pronouns</li> <li>adverbials</li> <li>prepositions &amp; determiners</li> </ul>	<ul style="list-style-type: none"> <li>commas</li> <li>capitals</li> <li>?!</li> <li>apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Word families</li> <li>Prefixes</li> </ul>	<p><b>The Dam</b> Picture Book / folk music</p>
Spring 2	<ul style="list-style-type: none"> <li>statements, commands, exclamations</li> <li>conjunctions of time</li> <li>prefixes</li> <li>Standard English</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas</li> <li>commas &amp; dashes for parenthesis</li> <li>hyphens and dashes</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near homophones</li> </ul>	<p><b>Rooftoppers</b> France / urban / growing</p>
Summer 1	<ul style="list-style-type: none"> <li>nouns, adjectives, adverbs, verbs</li> <li>prepositions &amp; determiners</li> <li>conjunctions of time</li> <li>subordination</li> </ul>	<ul style="list-style-type: none"> <li>commas</li> <li>capitals</li> <li>?!</li> <li>apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Word families</li> <li>Synonyms &amp; antonyms</li> </ul>	<p><b>Runaway Robot</b> Human body / technology</p>
Summer 2	<ul style="list-style-type: none"> <li>perfect tense</li> <li>modal verbs</li> <li>possessive pronouns</li> <li>sentence types</li> </ul>	<ul style="list-style-type: none"> <li>parenthesis</li> <li>inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near homophones</li> <li>Suffixes &amp; prefixes</li> </ul>	<p><b>The Viewer</b> Ancient civilisations / art</p>





## Year 5 annual planning cycle for spelling

Use 'Essential Spelling' Year 5 & Spellzone for homework  
 Blue text indicates revision of previous learning

	Autumn	Spring	Summer
Week 1	Frequently misspelt words including some homophones and near homophones	Explore words with -cial or -tial endings	Review commonly used and frequently misspelt words
Week 2	Plurals – adding –s, -es, -ies, -ves	Explore words ending in –cially or -tially	Explore words with silent letters such as b,k, or g
Week 3	Suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly	Review words from Y3/4 statutory word list	Explore words containing the letters ough
Week 4	Suffixes beginning with vowel letters to words	Explore words ending with –able and -ible	Focus on words with unstressed vowels from the statutory word list
Week 5	Focus on morphology	Explore words ending with –ably and -ibly	Review use of apostrophe for contraction
Week 6	Suffixes beginning with vowel letters to words with unstressed syllables	Explore words with -cious or -tious endings	Review use of apostrophe for possession
Week 7	Words that double the final consonant from the Y3/4 or 5/6 statutory word list	Explore words ending in -ent, -ence, -ency	Explore homophones and near homophones
Week 8	Soft c- words in statutory list	Explore words ending in -ant,-ance, -ancy	Explore use of hyphen to create compound words
Week 9	Explore words with the /i:/ sound spelt ei after c	Focus on words with affixes from Y3/4 and Y5/6 statutory word list	Focus on morphology and etymology
Week 10	Word endings that sound like el	Consolidation	Consolidation
Week 11	Consolidation	Consolidation	Consolidation
Week 12	Consolidation	Consolidation	Consolidation



Writing in blue denotes revision of key learning

### Year 6 (Merlins)

	Grammar	Punctuation	Vocabulary	Power of Reading
Autumn 1	<ul style="list-style-type: none"> <li>passive &amp; active voice</li> <li>subject &amp; object</li> <li>relative &amp; possessive pronouns</li> <li>types of nouns</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas</li> <li>colons for lists</li> <li>plural and possessive 's'</li> <li>semi-colon for clauses</li> </ul>	<ul style="list-style-type: none"> <li>formal and informal vocabulary</li> <li>word families</li> </ul>	<p><b>London Eye Mystery</b> Urban environments / geography / diversity (SEND)</p>
Autumn 2	<ul style="list-style-type: none"> <li>word classes</li> <li>sentence types</li> <li>adverbs for possibility</li> <li>question tags</li> </ul>	<ul style="list-style-type: none"> <li>commas</li> <li>capital letters</li> <li>apostrophes</li> <li>brackets / dashes for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>homophones and near homophones</li> <li>synonyms and antonyms</li> </ul>	<p><b>Treason</b> Henry VIII / historical fiction</p>
Spring 1	<ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>word classes</li> <li>passive &amp; active voice</li> <li>perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>bullet points</li> <li>apostrophes</li> <li>hyphens</li> <li>semi-colons in lists</li> </ul>	<ul style="list-style-type: none"> <li>formal &amp; informal language</li> <li>synonyms &amp; antonyms</li> </ul>	<p><b>Sensational!</b> Poetry /science - senses</p>
Spring 2	<ul style="list-style-type: none"> <li>types of sentences</li> <li>relative clauses and pronouns</li> <li>causal conjunctions</li> <li>modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>semi-colons for clauses</li> <li>commas</li> </ul>	<ul style="list-style-type: none"> <li>word families</li> <li>homophones &amp; near homophones</li> </ul>	<p><b>The Adventures of Odysseus</b> Ancient Greece / traditional</p>
Summer 1	<ul style="list-style-type: none"> <li>word classes</li> <li>prepositions, pronouns &amp; nouns</li> <li>tenses</li> <li>adverbials for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>ellipsis</li> <li>commas</li> <li>inverted commas</li> <li>dashes &amp; semi-colons</li> </ul>	<ul style="list-style-type: none"> <li>synonyms &amp; antonyms</li> <li>formal &amp; informal language</li> </ul>	<p><b>Happy Here</b> Short Stories / Diversity</p>
Summer 2	<ul style="list-style-type: none"> <li>possessive &amp; relative pronouns</li> <li>subjunctive</li> <li>passive &amp; active</li> <li>subject &amp; object</li> </ul>	<ul style="list-style-type: none"> <li>semi-colons for clauses</li> <li>colons for lists</li> <li>brackets &amp; dashes for parenthesis</li> <li>bullet points</li> </ul>	<ul style="list-style-type: none"> <li>homophones &amp; near homophones</li> </ul>	<p><b>Corey's Rock</b> Habitats / UK / refugees</p>



## Year 6 annual planning cycle for spelling

Use 'Essential Spelling' Year 5 & Spellzone for homework

Blue text indicates revision of previous learning

	Autumn	Spring	Summer
Week 1	Words with unexpected letters from Y3/4 statutory word list	-ent, -ence, -ency, -ant, -ance and -ancy endings	Words containing rarer letter combinations: words from the Y3/4 and 5/6 statutory word list
Week 2	Homophones and near homophones	-tion, -ation, -cian, -ssion and -ssion endings	Focus on etymology: words from the Y5/6 statutory word list
Week 3	Suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly	-sure and -ture endings	Homophones and commonly confused words
Week 4	Suffixes beginning with vowel letters to words	All suffixes	Use of hyphen
Week 5	Words that double the final consonant from the Y3/4 or 5/6 statutory word list	Words with silent letters b, k, l, h, t	Apostrophe for contraction
Week 6	Explore suffixes beginning with vowel letters to words ending in -fer	Focus on unstressed vowels: words from the Y5/6 statutory word list	Apostrophe for possession
Week 7	Review -cial, -tial, -cially and -tially endings	Affixes: morphology	Explore homophones and near homophones
Week 8	Review -able, -ably, -ible and -ibly endings	Words from the Y5/6 statutory word list	Review commonly misspelt words from the class
Week 9	Review -cious and -tious endings	Words containing ough	Focus on morphology and etymology
Week 10	Review words with the /i:/ sound spelt ei after c	Consolidation	Consolidation
Week 11	Consolidation	Consolidation	Consolidation
Week 12	Consolidation	Consolidation	Consolidation