



## English Scope and Sequence

The English Scope and Sequence is a guide to English teaching across the school from Reception to year 6. At Chepstow House the following areas should be covered in English/literacy teaching (click on each link below to be taken to further information):

- **Curriculum Map & English Objectives per year group**
  - [Curriculum coverage](#)
  - [Reception](#), [Year 1](#), [Year 2](#), [Year 3](#), [Year 4](#), [Year 5](#), [Year 6](#)
- **[Handwriting](#)**
  - The Kingston cursive handwriting scheme is used.
- **[Phonics](#), [spellings](#) and word aware (Coordinator Hannah Lindsay)**
  - We place great emphasis on children's spelling and vocabulary development. Lessons should develop children's phonic ability, spelling rules and use of language.
  - The following resources at school support this:
    - Jolly Phonics
    - Word Aware
    - Year 1 & year 2 spelling lists (baseline assessment in September and reviewed during the year)
    - CHS phonics assessments for R-2 in spring term to determine incremental phonic stage
    - Chepstow House School Spelling songs on the SharePoint
    - Visual mnemonics
    - Year 3 – year 6: Spelling scheme including years 3 - 6 misconception spelling lists.
    - KS2 & 3 Single Word Spelling Test to determine spelling age - in September and May.
    - Spellodrome – web resource
- **Speaking & Listening**
  - Across the school opportunities are provided for children to develop their speaking and listening skills.
  - This includes:
    - Weekend talk
    - Assemblies
    - Productions
    - Presentations
    - Poetry recitals
    - Working with other classes and year groups.
- **Reading (Whole class, independent and guided reading) (Coordinator Apolline Gaubert)**
- **Comprehension (Coordinator Apolline Gaubert)**
  - Comprehension should develop:
    - Infer meaning from a text and offer opinions
    - Recognise themes
    - Learn conventions of different types of writing
    - Read for meaning
    - Identify when to use expression
    - Extend vocabulary
    - Use non-fiction contents pages and indexes



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- **Big Write**
  - Through Big Write children are given an opportunity to develop their VCOP skills (vocabulary, connectives, openers and punctuation) through a structured introduction and then an independent period of extended writing.
- **Homework**
- [English terms glossary](#)

### **Aims:**

English is taught throughout the school day. Discrete lessons are taught by the class teacher; however, all staff are responsible for modelling excellent English and expecting high standards of English in all lessons.

Our whole school aim is to provide the curriculum set down by the National Curriculum 2014 and Early Years Foundation Stage Framework, and also to extend it above the national average. This will ensure children are prepared for external school examinations at 11 and 13 years old. We aim to promote high standards of language and literacy, including spoken and written word and to develop a love of literature through widespread reading.

### **Knowledge, Skills and Understanding:**

- Encourage children to be effective, competent communicators and good listeners
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- Engage with and understand a range of text types and genres
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, written and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn, elaborate and explain clearly their understanding and ideas.
- Encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- Competent in speaking and listening: formal presentations, debates, assemblies, productions.
- Children should become competent in the English language including spelling, reading, comprehension, writing, punctuation and grammar.
- Skills should be revisited throughout the school, not just in the year group stated.
- All children should be exposed to a variety of texts: fiction, non-fiction, traditional, poetry, playscripts.



## Curriculum Coverage

| Poetry Coverage |   |
|-----------------|---|
| Year 1          | Poetry using our senses<br>Poetry & rhymes  |
| Year 2          | Acrostic poem<br>Kennings poem<br>Rhyming couplets<br>Repeating features  |
| Year 3          | Poems from around the world<br>Poetry – creating images<br>Shape poems  |
| Year 4          | Themed Calligrams / Haiku Poetry<br>Odes (Lyric Poems) – Classic and Modern<br>Poet study   |
| Year 5          | Narrative poetry – The Highwayman<br>Poetry analysis - The Listeners by Walter de la Mare, Adlestrop by RS Thomas, Autumn Fires by RL Stevenson, When you are old by WB Yeats |
| Year 6          | Poetry analysis – Jabberwocky by Lewis Carroll & My mother saw a dancing bear by Charles Causley.   |

| Author Study  |  |
|---|--|
| Year 1  | Julia Donaldson – Stories by the same author |
| Year 2  | Roald Dahl – Stories by the same author      |
| Year 3  | Oliver Jeffers & Anthony Browne              |
| Year 4  | Raquel Palacio or Carol Ann Duffy            |
| Year 5  | Michael Morpurgo                             |
| Year 6  | Katherine Rundell                            |
| Changes to the author studied must be a whole school decision to ensure a variety of authors are studied. |  |

| Text Type & Non-fiction Coverage (as a minimum) |        |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|--------|
|   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Recount   |        |        |        |        |        |        |
| Non-Chronological report                        |        |        |        |        |        |        |
| Instructions                                    |        |        |        |        |        |        |
| Explanations                                    |        |        |        |        |        |        |
| Persuasion                                      |        |        |        |        |        |        |
| Discussion / debate                             |        |        |        |        |        |        |
| Labels & captions                               |        |        |        |        |        |        |
| Letter writing                                  |        |        |        |        |        |        |
| Newspapers                                      |        |        |        |        |        |        |
| Biography / Autobiography                       |        |        |        |        |        |        |



## Reception Termly Plan English

| RECEPTION SPEAKING AND LISTENING UNITS   | RECEPTION READING UNITS   | RECEPTION WRITING UNITS   |
|--|---|---|
| <p><b>Weekend news</b><br/>Weekly weekend news revolves around a discussion with teachers and peers, encouraging accurate recall and use of time connectives.</p> <p><b>Within Reception (Autumn, Spring, Summer)</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about sounds</li> <li>• Listen to others</li> <li>• Speak in full sentences</li> <li>• Use talk partners effectively</li> <li>• Show awareness of listeners' needs</li> <li>• Use past/present/future tense accurately</li> <li>• Develop own narratives and explanations</li> <li>• Listen and respond to stories</li> <li>• Follow instructions</li> <li>• Listen in a larger group</li> <li>• Express opinions on stories</li> <li>• Use a good range of topic specific vocabulary.</li> </ul>  | <p><b>Autumn</b> – children are exposed to all 42 Jolly Phonics sounds, oral blending and segmenting, read CVC words through decoding, read some common exception words, listen to and recall stories, demonstrate understanding of what they have heard or read.</p> <p><b>Spring</b> – alternative spellings for Jolly Phonics sounds, read CVC/CVCC words with fluency, use phonic knowledge to decode regular words, read some common exception words, read and understand simple sentences, demonstrate understanding of what they have read, rhyming words.</p> <p><b>Summer</b> – reviewing all phonics, exploring split digraphs, read many common exception words, read and understand simple sentences with fluency, demonstrate understanding of what they have read, rhyming words.</p> | <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Autumn</b> – develop gross and fine motor skills, develop pencil control, name writing, large scale cursive writing, writing CVC words, writing on a theme, spelling common exception words, using and applying phonic knowledge to write words.</p> <p><b>Spring</b> – ongoing cursive writing, writing on a line, writing CVC words, writing on a theme, spelling common exception words, using and applying phonic knowledge to write words, write a simple phonetically plausible sentence.</p> <p><b>Summer</b> – explore capital letters and full stops, start looking at VCOP, start writing stories, start non-fiction writing, start Big Write, spell many common exception words correctly, write simple phonetically plausible sentences.</p> |
| <p><b>September Baseline assessment</b> – phonics assessment, draw a picture of themselves and write their name<br/> <b>January assessment</b> – phonics assessment<br/> <b>End of Spring Term</b> – phonics assessment (Spring version)<br/> <b>Summer phonics assessment</b> – longer and more in depth<br/> <b>Writing assessment end of Summer</b> - independent weekend news writing</p> <p>Please note that all objectives are ongoing to take into account the different rates at which children develop. Communication, language and literacy (CLL) is embedded throughout the daily provision as part of the Reception curriculum. CLL is developed through a range of high-quality key texts which provide a stimulus for language, reading and writing opportunities.</p> <p><b>Key texts may include:</b><br/> Owl Babies, We're Going On A Bear Hunt, My Many Coloured Days, Funny Bones, Superworm, Mad About Minibeasts, Harry and the Bucketful of Dinosaurs, Whatever Next, Beegu, Jack and the Beanstalk, Tiddler, The Rainbow Fish.</p> |   |   |



## Reception Termly Plan English

| RECEPTION KEY SKILLS  |               |                  |
|---|---------------|------------------|
| <b>Reading skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| Teach 42 letter sounds and main alternative vowel sounds using Jolly Phonics  |               |                  |
| Use phonics to decode and read regular words  |               |                  |
| Blend letter sounds together to read new words  |               |                  |
| Read first 72 tricky words using phonics to identify tricky part  |               |                  |
| Read words containing taught grapheme phoneme correspondences (GPCs)  |               |                  |
| Read words containing common endings (-s, -es, -ing, -ed, -er and -est)   |               |                  |
| <b>Spelling skills</b>  | <b>Taught</b> | <b>Revisited</b> |
| Spell words using first 42 letter sounds and main alternative vowel sounds  |               |                  |
| Spell first 72 tricky words, including spelling patterns for tricky word families                                   |               |                  |
| <b>Grammar skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| To know the alphabet independently by the end of the year, doing this through matching letter name to letter sound. |               |                  |
| <b>Writing skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| Form lower-case cursive letters correctly using Kingston cursive handwriting script.                                |               |                  |
| Form capital letters  |               |                  |
| To write simple sentences, leaving gaps between words.  |               |                  |
| Punctuate sentences using a capital letter and a full stop.   |               |                  |
| Sequence sentences to form a short narrative  |               |                  |
| Re-read what they have written to check that writing makes sense  |               |                  |
| Discuss their writing and orally compose sentences  |               |                  |
| Join sentences or clauses using 'and'   |               |                  |



## Year 1 Termly Plan English

| Y1 AUTUMN TERM UNITS   | Y1 SPRING TERM UNITS   | Y1 SUMMER TERM UNITS   |  |  |
|--|--|--|--|--|
| All year 1 units can be taught in any order except the first unit.   |  |  |  |  |
| <p><b>English skills - Ready for year 1</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 1 children are expected to know. Use 'September Year 1 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Stories with familiar settings (Narrative &amp; Non-Fiction)</b><br/>Optional texts (alternative texts may be used) - 'We are going on a bear hunt' by Michael Rosen, Night Animals by Claire Llewellyn, Owls by Emily Bone, The Owl in the night-time</p> <p><b>Poetry using our senses</b></p>                      | <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Traditional &amp; Fairy Tales (Narrative &amp; Non-Fiction)</b><br/>Optional texts (alternative texts may be used) -The Gingerbread man, The Three Little Pigs, Cinderella, Snow White, Billy Goats Gruff</p> <p><b>Rhymes &amp; poetry:</b> Optional texts (alternative texts may be used) - <i>Down behind the Dustbin</i> by Michael Rosen, <i>Batman's Exercise Video</i> by Ian McMillan, <i>Animal Upsets</i> by Ruth Merrittens and Anne Holm Petersen</p> | <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Stories from a range of cultures (Narrative &amp; Non-Fiction)</b> Optional texts (alternative texts may be used) - <i>Handa's Surprise</i></p> <p><b>Author Study</b> Julia Donaldson – Stories by the same author</p> |  |  |
| <p><b>Writing assessment</b><br/>Narrative focus – Stories from a range of cultures</p>  | <p><b>Writing assessment</b><br/>Traditional &amp; Fairy Tales</p>   | <p><b>Writing assessment</b><br/>Stories from a range of cultures</p>  |  |  |
| <p><b>Narrative &amp; Non-fiction – During the school year the following should be covered:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Poetry using our senses</li> <li>Poetry &amp; rhymes</li> <li>Playscripts</li> <li>Labels &amp; captions</li> <li>Information texts / non-chronological report</li> <li>Instructions</li> </ul> </td> </tr> </table> |  |  | <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> </ul> | <ul style="list-style-type: none"> <li>Poetry using our senses</li> <li>Poetry &amp; rhymes</li> <li>Playscripts</li> <li>Labels &amp; captions</li> <li>Information texts / non-chronological report</li> <li>Instructions</li> </ul> |
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## Year 1 Termly Plan English

| YEAR 1 KEY SKILLS  |        |           |
|--|--------|-----------|
| Reading skills   | Taught | Revisited |
| Recognise alphabetical order and name all letters of the alphabet.   |        |           |
| Read accurately words of two or more syllables using taught grapheme phoneme correspondence (GPCs)                               |        |           |
| Read words containing common suffixes –s, –es, –ing, –ed, –er and –est endings   |        |           |
| Read words with contractions [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s) |        |           |
| Discuss the significance of the title and features of the book   |        |           |
| Discuss differences between fiction and non-fiction books  |        |           |
| Make inferences on the basis of what is being said and done  |        |           |
| Predicting what might happen on the basis of what has been read so far   |        |           |
| Retrieve and record information from non-fiction (dictionary work)   |        |           |

| Spelling skills  | Taught | Revisited |
|--|--------|-----------|
| Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week (see Chepstow House list)   |        |           |
| Use letter names to distinguish between alternative spellings of the same sound e.g. ai, ay, a_e   |        |           |
| Learn additional alternative spelling patterns.<br><br>E.g. Which sounds come up at the beginning of the words, which come at the end<br>e.g. ai in the middle, ck always at the end of word<br>E.g. -y becomes -ies |        |           |
| Use prefixes un- dis-  |        |           |
| Learn additional spelling rules for plurals and common suffixes  |        |           |
| Read and write CVC words   |        |           |
| Common homophones  |        |           |
| Doubling rule  |        |           |

| Grammar skills  | Taught | Revisited |
|---|--------|-----------|
| Identify nouns and verbs  |        |           |
| Use adjectives to describe nouns  |        |           |
| Use pronouns  |        |           |
| Recognise past tense  |        |           |
| To maintain the correct tense in an extended piece of writing e.g. live, lived, will live |        |           |
| Formation of compound nouns e.g. snowman, airport   |        |           |
| Use adverbs to describe verbs e.g. I was running quickly.                                 |        |           |
| Indefinite articles 'a' or 'an'   |        |           |
| Standard English verb inflections (as opposed to colloquial)                              |        |           |
| Synonyms and antonyms   |        |           |

| Writing skills   | Taught | Revisited |
|--|--------|-----------|
| Use school Kingston handwriting cursive script   |        |           |
| Use spacing between words  |        |           |
| Using full stops and capital letters to demarcate sentences  |        |           |
| Using a capital letter for names of people, places and days of the week and for the personal pronoun 'I' |        |           |
| Using 'and' to join sentences  |        |           |
| Using a question mark at the end of a sentence to indicate a question                                    |        |           |
| Using an exclamation mark at the end of a sentence to indicate an exclamation                            |        |           |



## Year 2 English Termly Plan

| Y2 AUTUMN TERM UNITS  | Y2 SPRING TERM UNITS  | Y2 SUMMER TERM UNITS  |
|---|---|---|
| All year 2 units can be taught in any order except the first unit.  |   |   |
| <p><b>English skills - Ready for year 2</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 2 children are expected to know. Use 'September Year 2 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Poetry - Acrostic &amp; Kennings poems</b></p> <p><b>Significant individuals</b> Optional themes (alternative themes may be used) - Guy Fawkes, Florence Nightingale, Modern day individuals</p> <p><b>Non-fiction recount</b> Optional themes (alternative themes may be used) - trip to Tower of London</p> <p><b>Adventure or Mystery stories</b> Optional texts (alternative texts may be used) - The Snowman, A Dark, Dark Tale</p> | <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Letter writing to/from fictional characters</b> Optional themes (alternative themes may be used) - Katie Morag, Harry Potter</p> <p><b>Poetry - Repeating/rhyming poems</b> Optional texts (alternative texts may be used) - The Magic Box</p> <p><b>Non-chronological report</b> Optional texts (alternative texts may be used) - Isle of Struay</p> <p><b>Stories set in imaginary worlds</b> Optional texts (alternative texts may be used) - Alice in Wonderland</p> | <p><b>News writing</b><br/>Weekly weekend news (Ongoing)</p> <p><b>Personal recount</b> Optional themes (alternative themes may be used) - Holiday news</p> <p><b>Instructions</b></p> <p><b>Explanation texts</b></p> <p><b>Author Studies</b> - Different stories by the same author<br/>Roald Dahl</p> <p><b>Narrative writing</b> Optional texts (alternative texts may be used) - Roald Dahl's books</p> |
| <b>Writing assessment</b>   | <b>Writing assessment</b>   | <b>Writing assessment</b>   |

|  |  |
|--|--|
| <p><b>Narrative &amp; Non-fiction – During the school year the following should be covered:</b></p> <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Prediction, sequencing, structure, setting, creative writing</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> </ul> | <ul style="list-style-type: none"> <li>Dialogue</li> <li>Poetry: acrostic, Kennings, repeating features, rhyming couplets</li> <li>Playscripts</li> <li>Instructions</li> <li>Information texts/non-chronological reports</li> <li>Explanations</li> </ul> |
|--|--|





## Year 2 English Termly Plan

| YEAR 2 KEY SKILLS   |        |           |
|---|--------|-----------|
| Reading skills  | Taught | Revisited |
| Read words with contractions and understand that the apostrophe represents the omitted letter(s)  |        |           |
| Use growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words  |        |           |
| Use dictionaries to check the meaning of what they have read  |        |           |
| Spelling skills   | Taught | Revisited |
| Extending knowledge of grapheme phoneme correspondence (GPCs) and spellings of common irregular endings e.g. or, aw, ough, al   |        |           |
| Distinguishing between homophones and near-homophones<br>Homophones - <i>Two or more words having the same pronunciation, but different meanings e.g. write and right, pear and pair sea and see</i>  |        |           |
| Using prefixes e.g. un- and dis- and suffixes e.g. -ly, -ed, -ing, -ful, -less, -ment, -ness  |        |           |
| Using the first two or three letters to check a spelling in the dictionary  |        |           |
| Spell some words with silent letters (e.g. knight, psalm, solemn)   |        |           |
| Plural rules e.g. -e -es -ies   |        |           |
| Grammar skills  | Taught | Revisited |
| Identify nouns and verbs  |        |           |
| Identify common and proper nouns  |        |           |
| Identify comparative and collective nouns   |        |           |
| Use pronouns  |        |           |
| Use adjectives to describe nouns  |        |           |
| Use adverbs to describe verbs   |        |           |
| Use grammatical features such as extended noun phrases, conjunctions, adverbs and prepositions (e.g. <i>on, after, in</i> )   |        |           |
| Use adjectival phrases to describe nouns e.g. <i>The tiger who came to tea was lovely and gentle.</i>   |        |           |
| Use and distinguish past and present text<br><br>In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i><br><br>In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i>  |        |           |
| Use sentences with different forms: statement, question, exclamation and command<br><br>E.g. It is cold. Is it freezing? It is freezing! Shut the door!   |        |           |
| To identify different types of clauses – main and subordinate.<br><br><i>Main clause: He was eating a sandwich.</i><br><i>Subordinate clause: He was eating a sandwich because he was hungry.</i>   |        |           |
| Use conjunctions to join ideas in longer sentences<br>Co-ordination: using 'and' 'or' and 'but' (Compound)<br>Subordination: using 'when' 'where' 'if' 'that' and 'because' (Complex)<br><br>Children need to start using compound and complex sentences in their writing:<br><i>When the tiger came to tea, he ate up all the food and drank up all the water.</i><br><i>If another tiger comes to tea, we have some tins of tiger food.</i> |        |           |
| Expressing time and place using conjunctions, adverbs and prepositions<br>'In the morning...'<br>'Behind the door...'   |        |           |



| YEAR 2 KEY SKILLS  |  |  |
|--|--|--|
| 'John looked <b>around</b> .'  |  |  |
| Plural and possessive 's'<br><br>The dogs were loud.<br>The dog's lead was blue.   |  |  |
| Compound words e.g. <i>snowman, airport</i>  |  |  |
| Tense in verbs<br><br>Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense.<br><i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor.<br/>My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i> |  |  |
| Expanding sentences for description and specification<br><br>e.g. The boy walked through the park which was full of beautiful flowers.   |  |  |

| Writing skills  | Taught | Revisited |
|---|--------|-----------|
| Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.  |        |           |
| Using the possessive apostrophe   |        |           |
| To use a variety of sentence openers  |        |           |
| Use simple similes for description  |        |           |
| Use paragraphs  |        |           |
| Use commas in making lists<br><br><i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>   |        |           |
| Use commas with subordinating clause<br><br>When a subordinate clause starts a sentence, it is normal to separate it from the main clause with a comma. E.g. 'He was annoyed, the train had stopped.' |        |           |
| Use apostrophes for contracted forms – relate this to differences between spoken & written English e.g. I don't want to come home!  |        |           |
| Exclamation marks   |        |           |
| Question marks  |        |           |
| Speech marks in dialogue<br><br><i>"Stop it," she said.</i>   |        |           |



## Year 3 English Termly Plan

| Y3 AUTUMN TERM UNITS  | Y3 SPRING TERM UNITS   | Y3 SUMMER TERM UNITS   |
|---|--|--|
| All year 3 units can be taught in any order except the first unit.  |  |  |
| <p><b>English skills - Ready for year 3</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 3 children are expected to know. Use 'September Year 3 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>Persuasive writing in the form of a letter</b></p> <p><b>Instructions and explanations</b></p> <p><b>Poetry – Poems from around the world</b> <i>Optional texts (alternative texts may be used) - Let's celebrate – festival poems from around the world</i></p> <p><b>Narrative – stories from other cultures</b> <i>Optional texts (alternative texts may be used) - Amazing Grace by Mary Hoffman, Granny Ting Ting by Patrice Lawrence, Anansi stories, Christophe's story by Cornwell &amp; Littlewood</i></p> | <p><b>Author Study</b> - Oliver Jeffers &amp; Anthony Browne</p> <p><b>Non chronological reports</b></p> <p><b>Newspaper</b></p> <p><b>Poetry – creating images</b> <i>Optional texts (alternative texts may be used) - poems by Christina Rossetti (Caterpillar, Hopping Frog, A Birthday, Is the moon tired?) Pie Corbett (At the window listening ... From the balcony I can see)</i></p> <p><b>Plays and dialogue</b> <i>Optional texts (alternative texts may be used) - using The Firework-Maker's Daughter by Philip Pullman, The Hodgeheg by Dick King-Smith</i></p> | <p><b>Stories about imaginary worlds</b> <i>Optional texts (alternative texts may be used) - Ice Palace</i></p> <p><b>Poetry – shape poems</b></p> <p><b>Recount (non-fiction)</b></p> <p><b>Narrative (Adventure stories)</b></p> |
| <b>Writing assessment</b>   | <b>Writing assessment</b>  | <b>Writing assessment</b>  |

|   |   |
|---|---|
| <p><b>Narrative &amp; Non-fiction – During the school year the following should be covered:</b></p>   |   |
| <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Prediction, sequencing, structure, setting, creative writing</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> <li>Dialogue</li> <li>Poetry: from around the world, creating images, shape poems</li> </ul> | <ul style="list-style-type: none"> <li>Playscripts</li> <li>Instructions</li> <li>Non-chronological reports</li> <li>Explanations</li> <li>Persuasive writing</li> <li>Newspaper</li> </ul> |



| YEAR 3 KEY SKILLS  |        |           |
|--|--------|-----------|
| Reading skills   | Taught | Revisited |
| Silent blending should be response to unfamiliar words                       |        |           |
| Use dictionaries to check the meaning of what they have read                 |        |           |
| Discuss words and phrases that capture the reader's interest and imagination |        |           |

| Spelling skills  | Taught | Revisited |
|--|--------|-----------|
| Revision of letter sounds as alternatives are revised                        |        |           |
| Spelling patterns are revised and built upon, including word families        |        |           |
| Further exception words taught (see Chepstow House spelling words)           |        |           |
| Dictation of simple sentences, including words and punctuation taught so far |        |           |
| Suffixes- -ed, -ing, -er, -est, -ness, -ment, -ful, -less (year 2 review)    |        |           |
| Prefixes un-, dis- (year 2 review)   |        |           |
| Suffixes -ly, -ation   |        |           |
| Prefixes mis-, re-, super-, auto-, anti-, sub-, inter-                       |        |           |
| Prefix in- (il-, im-, ir-)   |        |           |
| contractions   |        |           |
| Homophone and near homophones  |        |           |
| /u/ sound spelt 'ou'   |        |           |
| Split diagraphs when more than 1 syllable                                    |        |           |
| /ai/ spelt 'ei, eigh, ey'  |        |           |
| Double consonants  |        |           |
| /k/ spelt 'ch'   |        |           |
| -sion, -tion, -ally, -sure, -ture endings                                    |        |           |

| Grammar skills  | Taught | Revisited |
|---|--------|-----------|
| Word classes (nouns, adjectives, verbs, adverbs)  |        |           |
| To identify different types of clauses – main and subordinate.<br><br><i>Main clause: He was eating a sandwich.</i><br><i>Subordinate clause: He was eating a sandwich because he was hungry.</i>   |        |           |
| Recognise simple sentences and recognise compound and complex sentences.<br><br>Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses)<br><i>The boat arrived late <u>and</u> the man walked down the gangway.</i><br>They can add a subordinate clause to a sentence.<br><i><u>When</u> the rain stopped, the girls went back to the playground.</i>  |        |           |
| Extend the range of sentences with more than one clause.<br>Co-ordination: using 'and', 'or' and 'but' (compound)<br>Subordination: using a wider range of conjunctions to add subordinate clauses (complex).<br><br>Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause.<br><br>Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc. |        |           |



## Year 3 English Termly Plan

| YEAR 3 KEY SKILLS  |  |  |
|--|--|--|
| Time connectives   |  |  |
| Use and recognise nouns, adjectives and adjectival phrases.<br><br>Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy, loud and messy</u>. Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>  |  |  |
| Revise the concept of a verb and help children to recognise these. Relate the tense of verbs used to the type of writing e.g. narrative is usually past tense, description can be present tense.<br><br><i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor. My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i> |  |  |
| Singular & plural nouns & verbs  |  |  |
| Articles a / an  |  |  |
| Apostrophes – plural & possessive  |  |  |
| Present perfect verbs  |  |  |
| Synonyms   |  |  |
| Similes  |  |  |
| Prepositions   |  |  |
| Pronouns - Appropriate use of pronoun or noun for cohesion and to avoid repetition   |  |  |
| Fronted adverbials   |  |  |
| Continuous present tense   |  |  |

| Writing skills  | Taught | Revisited |
|---|--------|-----------|
| Encourage children to use powerful verbs in their writing<br><br>Not: <i>I <u>went</u> out of the room</i> but<br><i>I <u>stormed</u> out of the room ...</i> or<br><i>I <u>plodded</u> out of the room</i><br><i>I <u>crept</u> out of the room...</i> |        |           |
| Use dialogue in narrative or in drama<br><br><i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>  |        |           |
| Paragraphs, headings and subheadings  |        |           |
| Punctuation: full stops, commas, exclamation marks, question marks, speech marks, commas, apostrophes   |        |           |



## Year 4 English Termly Plan

| Y4 AUTUMN TERM UNITS  | Y4 SPRING TERM UNITS   | Y4 SUMMER TERM UNITS  |
|---|--|---|
| All year 4 units can be taught in any order except the first unit.  |  |   |
| <p><b>English skills - Ready for year 4</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 4 children are expected to know. Use 'September Year 4 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>Poetry – Themed Calligrams/Haiku Poetry</b></p> <p><b>Narrative - Historical Stories:</b> Optional texts (alternative texts may be used) – Escape from Pompei)</p> <p><b>Book review:</b> Optional texts (alternative texts may be used) - The Tin Forest/Varmints (Climate Change)</p> <p><b>Narrative- character description</b><br/>Optional texts Christmas Carol</p> | <p><b>Author Study &amp; biography:</b> - Raquel Palacio or others</p> <p><b>Poetry - Odes (Lyric Poems) – Classic and Modern</b><br/>Optional texts (alternative texts may be used) - Spaghetti! Spaghetti! Oh Apple Pie, Ode to an Olive, To A Skylark by Percy Bysshe Shelley</p> <p><b>Myths &amp; Legends:</b> Optional texts (alternative texts may be used) - The story of Icarus (Ancient Greece), Pandora's Box, Haedes, Theseus and the Minotaur</p> <p><b>Persuasive writing:</b> Optional texts (alternative texts may be used) - Elgin Marbles (Ancient Greece)<br/>Myths:</p> <p><b>Narrative – Traditional Fairy Story Twists</b> Optional texts (alternative texts may be used) - The True Story of the three little pigs by Jon Scieszka.</p> | <p><b>Playscripts</b></p> <p><b>Stories about issues &amp; dilemmas</b> Optional texts (alternative texts may be used) - The Fib, The dragon slayer</p> <p><b>Poet study</b> Optional poets (alternative poets may be used) - Spike Milligan, Lewis Carroll, Michael Rosen</p> <p><b>Narrative from imaginary worlds</b> Optional texts (alternative texts may be used) - The Tunnel by Anthony Browne – lost happy endings</p> |
| <b>Writing assessment</b>   | <b>Writing assessment</b>  | <b>Writing assessment</b>   |

|  |  |
|--|--|
| <p><b>Narrative &amp; Non-fiction – During the school year the following should be covered:</b></p>  |  |
| <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Prediction, sequencing, structure, setting, creative writing</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> <li>Dialogue</li> <li>Poetry: calligrams, Haiku, classic, poet study</li> </ul> | <ul style="list-style-type: none"> <li>Play scripts</li> <li>Non-chronological reports</li> <li>Explanation texts</li> <li>Persuasive writing</li> <li>Discussion &amp; debate</li> <li>Newspapers</li> <li>Biography</li> </ul> |



## Year 4 English Termly Plan

| YEAR 4 KEY SKILLS   |        |           |
|---|--------|-----------|
| Reading skills  | Taught | Revisited |
| Rapid decoding should be the default response to unfamiliar words                                   |        |           |
| Apply growing knowledge of root words, prefixes and suffixes in accordance with the spelling scheme |        |           |
| Develop understanding of relationship between language structure and presentation, and meaning      |        |           |

| Spelling skills   | Taught | Revisited |
|---|--------|-----------|
| Suffixes –ness, -ment, -er, -est, -ed, -ing                     |        |           |
| Prefixes –un, -dis, -re, -mis, -im, -ir, -il                    |        |           |
| Plural endings –s, -es, -ies                                    |        |           |
| -sion, -ssion, -ation, -tion, -cian, -sure, -ture, -ous endings |        |           |
| /k/ spelt 'ch'  |        |           |
| /s/ spelt 'c'   |        |           |
| /s/ spelt 'sc'  |        |           |
| /sh/ spelt 'ch'   |        |           |
| -ough letter strings  |        |           |
| Possessive apostrophes  |        |           |
| Contractions  |        |           |
| Homophones and near homophones                                  |        |           |
| Unstressed vowels   |        |           |
| Continue to use dictionaries to check spellings and definitions |        |           |
| Use a thesaurus to find synonyms or antonyms                    |        |           |

| Grammar skills   | Taught | Revisited |
|--|--------|-----------|
| Ensure correct subject and verb agreement e.g. The list of items <i>is/are</i> on the desk.  |        |           |
| Understand Root words, prefixes & suffixes.  |        |           |
| To identify different types of clauses – main and subordinate.<br><br><i>Main clause: He was eating a sandwich.</i><br><i>Subordinate clause: He was eating a sandwich because he was hungry.</i>  |        |           |
| Use conjunctions to express time or cause. Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened.<br><br><i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i><br><i><u>When</u> the film was over, we all went and had a meal.</i><br><i>He was certainly still angry, <u>so</u> the dogs thought it best to keep out of his sight for a while.</i> |        |           |
| Use prepositions to express time and place. Help children make their writing more interesting by using prepositional phrases.<br><br><i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i><br><i>He kicked the ball right <u>over the wall</u>.</i>  |        |           |
| Person – understanding that writing can be third or first person<br><br>'She did this...' or 'I did this...'   |        |           |



## Year 4 English Termly Plan

| YEAR 4 KEY SKILLS  |  |  |
|--|--|--|
| <p><i>The dog wandered down the street looking for cats and food.</i><br/><i>I wandered down the street looking for my dog.</i></p>  |  |  |
| <p>Use adverbs and adverbials (prepositional phrases which act as adverbs) Extend children's understanding of adverbs, showing them how to use a phrase to say how something is done or how it happened.</p> <p><i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i><br/><i>The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.</i></p>                                       |  |  |
| <p>Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</p> <p>1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i><br/>2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i><br/>3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i></p> |  |  |
| <p>Use fronted adverbials. Comma after fronted adverbial. Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p><i><u>In total silence</u>, the children tiptoed along the corridor.</i><br/><i><u>Without blinking</u>, Max stared into all their yellow eyes.</i></p>  |  |  |
| <p>Verb inflections</p> <p><i>I am bringing, I will bring, I brought</i></p>   |  |  |
| <p>Formation of nouns using prefixes e.g. <i>Illegal</i>,</p>  |  |  |
| <p>Expanding noun phrases, including using noun and preposition phrases, determiner, adjective, noun, prepositional phrase</p> <p>The gigantic bottle in the river.</p>  |  |  |

| Writing skills  | Taught | Revisited |
|---|--------|-----------|
| <p>Dialogue – emphasise the differences between spoken and written speech. Split direct speech. Indirect speech</p> <p>Consolidate the use of speech punctuation and ensure that what is in the speech marks is what is said, not what might be written.</p> <p><i>"Give me a break," sneered Tom, "you can't expect me to believe that!"</i></p> <p><i>"Ger'off, you're hurting me," Sam told his younger brother.</i></p> |        |           |
| <p>Organise writing using paragraphs:</p> <p>A change of topic<br/>A change of someone speaking<br/>A jump on time<br/>A change in place<br/>A new speaker</p>  |        |           |
| <p>Use commas after or before phrases and clauses.</p> <p>Comma after fronted adverbial.<br/>Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses.</p>   |        |           |





## Year 4 English Termly Plan

| YEAR 4 KEY SKILLS  |  |  |
|--|--|--|
| <i>After the door slammed, the class sat in total silence.</i><br><i>As light as a bird, the glider disappeared into the clouds.</i>   |  |  |
| Use the possessive apostrophe and plurals. Use for singular and plural nouns.<br><br><i>Joanna's temper was rising fast.</i><br><i>He really wanted his brother's football shirt.</i><br><i>All the dogs' dinners had been stolen.</i> |  |  |
| Punctuation: full stops, capital letters, exclamation marks, question marks, commas, apostrophes, speech marks, dashes, hyphens, ellipses.   |  |  |



## Year 5 English Termly Plan

| Y5 AUTUMN TERM UNITS  | Y5 SPRING TERM UNITS  | Y5 SUMMER TERM UNITS  |
|---|---|---|
| All year 5 units can be taught in any order except the first unit.  |   |   |
| <p><b>English skills - Ready for year 5</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 5 children are expected to know. Use 'September Year 5 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>Narrative Poetry</b> – <b>Optional texts (alternative texts may be used)</b> - <i>The Highwayman</i> (including newspaper report)</p> <p><b>Playscripts</b> – <b>Optional texts (alternative texts may be used)</b> - <i>Oliver Twist</i></p> <p><b>Instructional texts &amp; explanations</b></p> <p><b>Legends</b> – <b>Optional texts (alternative texts may be used)</b> - <i>The Sword and the Stone</i></p> | <p><b>Poetry analysis</b> – features of classical poetry <b>Optional texts (alternative texts may be used)</b> - <i>The Listeners</i> by Walter de la Mare, <i>Adlestrop</i> by RS Thomas, <i>Autumn Fires</i> by RL Stevenson, <i>When you are old</i> by WB Yeats</p> <p><b>Book features/book recommendations</b></p> <p><b>Myths &amp; Legends (Irish)</b> <b>Optional texts (alternative texts may be used)</b> - Finn McCool analysis of myths and legends, character and setting description, write own myth.</p> <p><b>Cultures: Non-chronological report/Non-fiction presentation</b> <b>Optional themes (alternative themes may be used)</b> - <i>Chinese New Year</i></p> <p><b>Author Study:</b> Michael Morpurgo, <i>Kensuke's Kingdom</i></p> | <p><b>Narrative Flashback:</b> <b>Optional texts (alternative texts may be used)</b> - <i>The Piano</i></p> <p><b>Persuasive writing / Discussion &amp; debate</b></p> <p><b>Narrative</b></p> <p><b>Homework topics - Presentations:</b> Roles of responsibility &amp; topic presentations (for interview preparation)</p> |
| <b>Writing assessment</b>   | <b>Writing assessment</b>   | <b>Writing assessment</b>   |

|  |  |  |
|--|--|--|
| <p><b>Narrative &amp; Non-fiction</b> – During the school year the following should be covered:</p> <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Prediction, sequencing, structure, setting, creative writing</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> <li>Dialogue</li> </ul> |  | <ul style="list-style-type: none"> <li>Poetry: narrative and analysis</li> <li>Playscripts</li> <li>Non-chronological reports</li> <li>Explanation texts</li> <li>Instructions</li> <li>Persuasive writing</li> <li>Discussion &amp; debate</li> </ul> |
|--|--|--|



## Year 6 English Termly Plan

| Y6 AUTUMN TERM UNITS   | Y6 SPRING TERM UNITS   | Y6 SUMMER TERM UNITS   |
|--|--|--|
| All year 6 units can be taught in any order except the first unit.   |  |  |
| <p><b>English skills - Ready for year 6</b> (this unit <u>must</u> be taught at the start of the year)<br/>This first unit revises key skills all year 6 children are expected to know. Use 'September Year 6 Checklist' to determine children's current progress and target areas. The lessons should revise and teach key skills. Baseline assessment</p> <p><b>Narrative Adventure</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - Shackleton's Antarctica Adventure</p> <p><b>Persuasive / discussion texts</b> balanced for and against arguments, key terms.</p> <p><b>Narrative Suspense</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - A monster calls<br/>Exam workshops</p> <p><b>Biography / Autobiography</b> <span style="color: red;">Optional people (alternative people may be used)</span> - Malala</p> <p><b>Exam workshops</b></p> | <p><b>Narrative Book Study</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - The 1000 year old boy including diary entries, newspaper reports, debate, instructions</p> <p><b>Playscripts:</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - Shakespeare – Midsummer Night's Dream including author study, understand Elizabethan theatre, Shakespearean language, analyse theme of conflict</p> | <p><b>Poetry analysis</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - Jabberwocky by Lewis Carroll and My Mother saw a dancing bear by Charles Causley</p> <p><b>Author Study (Classic)</b> Katherine Rundell</p> <p><b>Presentation</b></p> <p><b>Narrative Fantasy</b> <span style="color: red;">Optional texts (alternative texts may be used)</span> - The Dual World of Anders Arnfield including dreams and why we dream</p> |
| <b>Writing assessment</b>  | <b>Writing assessment</b>  | <b>Writing assessment</b>  |

|  |  |
|--|--|
| <p><b>Narrative &amp; Non-fiction – During the school year the following should be covered:</b></p> <ul style="list-style-type: none"> <li>Storytelling</li> <li>Character and setting description</li> <li>Prediction, sequencing, structure, setting, creative writing</li> <li>Letter writing</li> <li>Recounts of the story &amp; non-fiction</li> <li>Changing story, writing, editing story</li> <li>Dialogue</li> </ul> | <ul style="list-style-type: none"> <li>Poetry: analysis</li> <li>Playscripts</li> <li>Non-chronological reports</li> <li>Explanation texts</li> <li>Persuasive writing</li> <li>Discussion &amp; debate</li> <li>Newspaper</li> <li>Biography</li> </ul> |
|--|--|



## Year 5 & 6 English Termly Plan

| YEAR 5 & 6 KEY SKILLS   |               |                  |
|---|---------------|------------------|
| <b>Reading skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| Develop understanding of relationship between language structure and presentation, and meaning  |               |                  |
| Continue to use dictionaries to check spellings   |               |                  |
| Develop thesaurus skills  |               |                  |
| <b>Spelling skills</b>  | <b>Taught</b> | <b>Revisited</b> |
| Continue to expand and apply growing knowledge of root words, prefixes and suffixes   |               |                  |
| Suffixes –ness, –ment, –ing, –ed, –er, –est, –ly  |               |                  |
| Prefixes re-, -il, -im, -in, pre-, de-, over-, un-, -dis, -mis, super-, anti-, sub-, auto,  |               |                  |
| Contractions  |               |                  |
| -ify, -en, -ate, -ise endings   |               |                  |
| Hyphen  |               |                  |
| /i/ sound spelt with a ‘y’  |               |                  |
| /u/ spelt ‘ou’  |               |                  |
| l before e except after c   |               |                  |
| -cial, -tial, -cious, -tious, -sure, -ture, -que and -gue endings   |               |                  |
| -ant, -ance, -ancy / -ent, -ence, -ency endings   |               |                  |
| -able/-ably, -ible/-ibly endings  |               |                  |
| Double consonants   |               |                  |
| Unstressed vowels and consonants  |               |                  |
| Silent letters  |               |                  |
| Homophones and near homophones  |               |                  |
| Distinguish between homophones, homographs, homonyms, heteronyms  |               |                  |
| More antonyms and synonyms  |               |                  |
| <b>Grammar skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| Word classes (nouns, adjectives verbs, adverbs), powerful language  |               |                  |
| Use adverbials of time, place and number to link ideas across paragraphs  |               |                  |
| Encourage children to use paragraphs to break up their writing and to link ideas using words such as ‘Earlier...’ or ‘Nearby...’ or ‘Secondly...’. They can also use phrases in the same way: ‘Later on...’ or ‘Far away...’.   |               |                  |
| Expanding noun phrases, including using noun and preposition phrases<br><i>The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.</i><br><i>The herd of deer we saw <u>earlier</u> have returned to the hillside.</i><br>(A good test of a noun phrase is that the whole thing can be replaced by a pronoun.) |               |                  |
| <b>Writing skills</b>   | <b>Taught</b> | <b>Revisited</b> |
| Use a wide range of conjunctions to create compound and complex sentences.  |               |                  |



## Year 5 & 6 English Termly Plan

| YEAR 5 & 6 KEY SKILLS  |  |  |
|--|--|--|
| Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.  |  |  |
| Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.  |  |  |
| Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.   |  |  |
| Golden sentences - interesting openers, connectives and vocabulary   |  |  |
| Paragraph layout   |  |  |
| Figurative language: similes, metaphors, alliteration  |  |  |
| Informal and formal language   |  |  |
| Ensure correct subject and verb agreement  |  |  |
| Use commas to clarify meaning or avoid ambiguity   |  |  |
| Use dialogue, recognise differences between spoken and written speech (contractions)<br><br>Use of speech punctuation. Stress differences between spoken and written speech. E.g. Contracted forms, and slang...<br><br><i>"Give me a break," sneered Tom, "you can't expect me to believe that!"</i><br><i>"Ger'off, you're hurting me," Sam told his younger brother.</i>                                    |  |  |
| Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures<br><br><i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i><br>Turns into: <i>Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i> |  |  |
| Use brackets, dashes or commas to indicate parenthesis<br><br><i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i><br><i>In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.</i>   |  |  |
| Use of apostrophes correctly:<br><br>1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes,</i><br>..<br>2. To indicate a contraction – taking the place of missing letter(s) <i>I'm, don't,</i><br>...   |  |  |
| Use modal verbs to indicate degrees of possibility<br><br>Show children how we can have a hierarchy of possibility using modal verbs:<br><i>I may go to my granny's.</i><br><i>I might go to my granny's.</i><br><i>I should go to my granny's.</i><br><i>I will go to my granny's.</i><br><i>I must go to my granny's.</i>  |  |  |
| 3 <sup>rd</sup> person and past tense  |  |  |
| Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.   |  |  |



## Year 5 & 6 English Termly Plan

| YEAR 5 & 6 KEY SKILLS  |  |  |
|--|--|--|
| Relative clauses & commas for subordinate clauses  |  |  |
| Use bullet points and punctuate correctly<br>Use colons and semi-colons in punctuating bullet points.<br>Colon to mark boundaries and introduce a list   |  |  |
| Use semi-colons or dashes<br><br><i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i><br><br><i>Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>   |  |  |
| Use hyphens to avoid ambiguity - hyphen can change the meaning:<br><br><i>'man-eating shark'</i> is different from <i>'man eating shark'</i><br><i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i><br><i>'re-cover'</i> is different from <i>'recover'</i>  |  |  |
| Use passive voice to present information in an objective way<br><br>Demonstrate to children how we can describe an incident without saying who did it.<br>Show children how the passive voice helps us to report something without allocating responsibility.<br><br><i>The window <u>was broken by a football</u> being kicked through it.</i><br><i>The kittens <u>were placed</u> on the doorstep of the orphanage.</i><br><i>John <u>was punched</u> in the chest.</i> |  |  |
| Layout devices: headings, sub-headings, bullets, tables  |  |  |
| Cohesive devices: repetition, grammatical connections, ellipsis  |  |  |

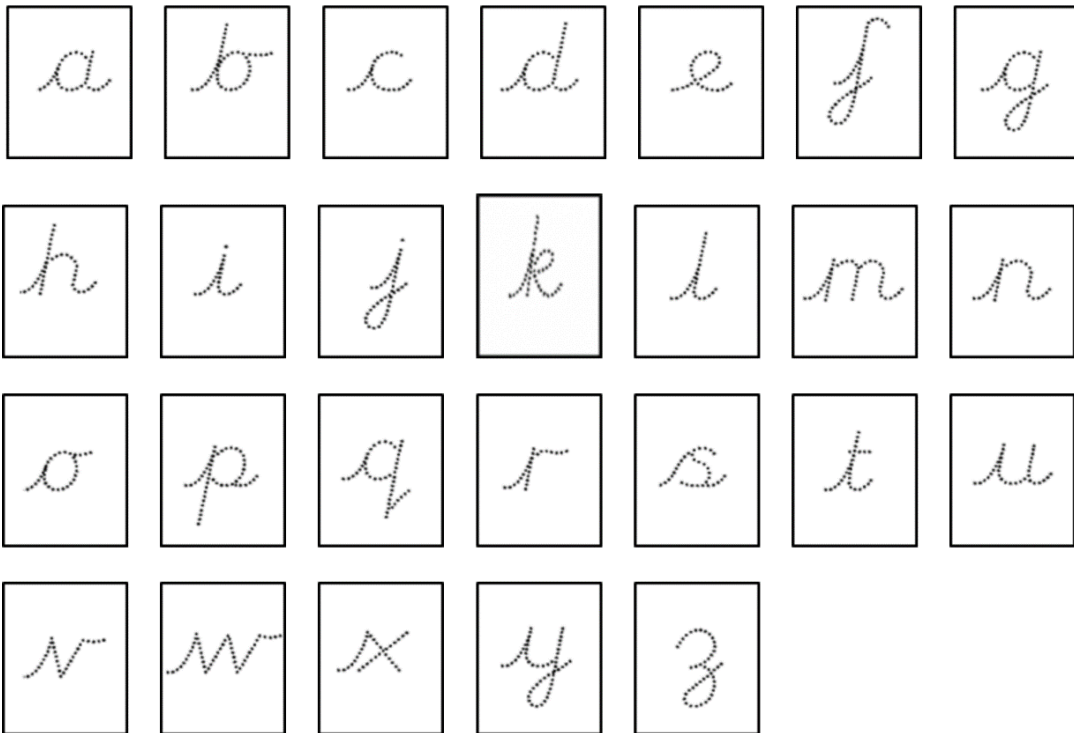


## Kingston Cursive Handwriting Script

At Chepstow House we teach the Kingston cursive handwriting script from Reception upwards.

The key advantages to this script are:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape
- As letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower-case letters
- Every letter has an approach stroke and a carry-on stroke. This means that letters can be joined as soon as the pupil has learnt two or three letters. It has particular benefits for children with spellings and reading difficulties.
- Children will know that all letters start on the line and finish on the line except for v, w, o and r which finish at the top



### Reception to Year 3

Children have discrete handwriting lessons to ensure the cursive script and hand/finger strength is developed. In year 3 children start writing in fountain pen.

### Year 4 upwards

Children are expected to be able to use the Kingston cursive handwriting scheme fluently and use fountain pen in all lessons where writing takes place.



## Phonics

Phonics is taught for 2 hours over the week in Reception and KS1, split in to four half hour lessons. Phonetic concepts should also be covered throughout literacy lessons when needed. All staff are responsible for modelling excellent phonetics and expecting high standards of spellings in all lessons.

| Year group | Knowledge, Skills and Understanding:   |
|------------|--|
| Reception  | <ul style="list-style-type: none"> <li>• Tuning in to environmental sounds, instrumental sounds and body sounds</li> <li>• Recognising rhythm and rhyme</li> <li>• Recognising the letters of the alphabet</li> <li>• Learning single letter names and sounds</li> <li>• Orally blending and segmenting</li> <li>• Segmenting and blending words from print</li> <li>• Reading and spelling year group related common sight words</li> </ul>   |
| Year 1     | <ul style="list-style-type: none"> <li>• Solidify understanding of phonemes and graphemes taught in reception</li> <li>• Learning more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</li> <li>• Reading and writing words of more than one syllable</li> <li>• Children are expected to show wider application of their phonics knowledge throughout literacy lessons</li> <li>• Reading and spelling year group related common sight words</li> </ul>   |
| Year 2     | <ul style="list-style-type: none"> <li>• Solidifying understanding of phonemes and corresponding graphemes taught in previous years</li> <li>• Each lesson will cover a wider range of phonemes than last year. I.e.- all the version of aw will be taught in one lesson</li> <li>• The 'read', 'write' and 'apply' will be spread over the week with each concept being covered at a greater depth than previously</li> <li>• During spring term children will begin to learn age related spelling rules</li> <li>• Reading and spelling year group related common sight words</li> </ul> |

### **Phonics Lesson outline:**

The main teaching is done through individual PowerPoints for each sound made by teachers at Chepstow House. The PowerPoint leads the teachers through each section of the lesson and follows a similar format each time. Each lesson (over the week for Year 2) should be covering a 'revise' 'read', 'write' and 'apply' concept of phonics.

Below shows you an outline of a single lesson (week for Year 2).

|        |   |
|--------|---|
| Revise | Covering the sounds already taught that year. This can be done through Jolly Phonics flash cards or various online games.   |
| Read   | Reading words which include the new sound. Children should be encouraged to segment before blending. E.g.- c-a-t = cat<br>Year 1 & 2 also reading a short text and identifying the words which include the new sound.   |
| Write  | After hearing a word containing the new sound children must write it down. Children are encouraged to write sound buttons on these words.<br>After viewing a mix of pictures children to write the matching word (all words will contain the sound)   |
| Apply  | Children write down dictated sentences which include words with the new sounds. The teacher is looking to see whether they can apply the new spelling when mixed amongst other words.<br>Year 1 & 2 – A short text containing mistakes is shown for the children to correct in partners. This can be done orally, or corrections written down.<br>Year 2- Given an independent activity around the classroom which requires them to collate all their knowledge from the week |





Teaching ideas for 'Read' - this should include sounding out and blending with a teacher

- Children read Jolly Phonics cards
- Children read and learn the song for the sound from the Jolly Phonics song book
- Children put sound buttons on printed words to represent single sounds and graphemes
- Read words and match to pictures
- Use phonics play subscription – variety of single word reading games
- Use phonics play subscription- variety of interactive phoneme spotter games
- Reading a paragraph of text written by teacher spotting phonemes
- Searching for words containing the week's sound in books around the classroom (can be done as a team game)

Teaching ideas for 'Write' - this should include segmenting sounds to write

- Children write a words and sentences dictated by the teacher
- Children write and sentences words to match pictures
- Child write words they believe are missing from a text (could be from the one read the previous day)
- Children write sentences dictated by the teacher and underline words containing the sound

Teaching ideas for 'Apply' - these should be completed as independently as possible

Reception / Early year 1

- Messy tray (real life objects/food/toys that start with the sound of the day. Laminated sounds in the tray also).
- Listening games e.g. 'I spy'
- iPad activity (letter formation/reading/spelling)
- Interactive white board games (letter formation/reading/spelling)
- Art table - craft activity that links to the letter (elephant ears for trigraph ear/ crowns for the ow sound/ blowing bubbles for letter 'b')
- Reading CVC words and matching them to pictures
- Bingo activities
- Oral blending gym
- Matching pairs (sounds)

Year 1 & 2

- Children complete a crossword with words all containing that week's sound
- Hunting for errors in a text including that sound/spelling rule as well as a wider range of grammatical errors
- Sound hunt - words hidden around the room printed out. Write down the words which contain the sound
- QR code sound hunt - children scan a code which shows a word. If it contains the correct sound write it down
- Unjumbling anagrams
- Hangman - online, on IWB or with a partner. Use 'spellzone.com' website for easy access
- Make your own word search - using a template children come up with a word list, put them in to the blank grid then fill in with extra letters



**Curriculum Map  
Order of sounds taught**

| Reception   | Year 1   |   |  |
|---|--|---|--|
| <p><b>AUTUMN</b></p> <p>s, a, t, l, p, n, c/k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ee, or, z, w, ng, nk, v, oo/oo, y, x, ch, sh, th, qu, ou, oi, ue, er ar</p> <p>Level 1 by end of Autumn</p>  | <p><b>AUTUMN</b></p> <p>*ai *ay</p> <p>*ee *ea</p> <p>*ie *igh</p> <p>*oa *ow</p> <p>*oo *ue *ew</p> <p>*split diagraphs</p> <p>*split diagraphs</p> <p>*y, ey for ee</p> <p>y for ie</p> <p>*oi *oy</p> | <p><b>SPRING</b></p> <p>*ar</p> <p>*er *ir *ur</p> <p>*or</p> <p>*au *aw</p> <p>*ou ow</p> <p>*Split diagraphs</p> <p>*air</p> <p>*ear eer</p> <p>short/long vowels</p> <p>ck (used when follows short vowel)</p> <p>Spring assessment to be done</p> | <p><b>SUMMER</b></p> <p>Children streamed in line with their incremental phonic stage. Revising previous sounds</p> <p><b>Challenge:</b><br/>ll ss ff pp etc. link to -ed -ing</p> <p>le, me, se,</p> <p>ve, ze (cheese, snooze)</p> <p>soft c</p> <p>soft g</p> <p>w -wh</p> <p>f- ph</p> |
| <p><b>SPRING</b></p> <p>ay, ea, oy, ow, igh, ew, ir, au, al, ur, aw, ear, air, a-e, i-e, o-e, u-e</p> <p>CVCC/CCVC words</p> <p>Level 2 by end of Spring</p>  |  |   |  |
| <p><b>SUMMER</b></p> <p>Children are streamed in summer term after being assessed. This allows for personalised targeting of any gaps in knowledge.</p> <p>Children also move on to reading and writing polysyllabic words.</p> <p>Level 3 by end of Summer</p> |  |   |  |

\*Some sounds are revision from Reception- They have been exposed to but likely not secure with all



| Year 2                                  |   |  |
|---|---|--|
| AUTUMN                                  | SPRING  | SUMMER   |
| <b>Year 1 ASSESSMENT baseline</b>       | ear, eer, ere   | <i>if the end of a word sounds like igh, it is almost always spelt with a y</i>  |
| ay, ai, a_e                             | tion, sion, cian  | <i>the or sound is spelt a before l and ll</i>   |
| ee, ea, ey, y                           | ough augh   | <i>when c comes just before i, y or e, it usually makes a s sound c+i</i><br>city<br>c+e<br>cell<br>c+y<br>fancy<br>ce<br>prince |
| igh, ie, i_e                            | oor ore   | <i>when we add -y, sometimes we double the final consonant in a root word</i>  |
| ow, oa, o_e                             | eigh, aigh  | <i>in the words money, monkey, honey the o makes a u sound</i>   |
| oo, ew, u_e                             | <b>Year 2 PHONICS ASSESSMENT</b>  | <i>-er or -est - drop the e before adding -er or -est</i>  |
|   | Teaching changes to spelling rules  |  |
| oi, oy, ar, al                          | <i>if a word ends with a short vowel sound, double the consonant before adding the suffix -ing</i>            | <i>if root word ends in consonant + y, we swap for an i before adding ness</i>   |
| er, ir, ur<br>(or ear)- work, earth etc | <b>drop e before adding -ing</b>  | <i>the o sound after w is spelt with an a ie. washing, wallow,</i>   |
| or, au, aw -al<br>(walk, talk, stalk)   | <i>-ed; if a short vowel sound double the const swap the y for an i - spied drop the e before adding -ed)</i> | <i>the /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</i>     |
| air, are, ear (pear)                    | <i>some words begin with the n sound spelt kn</i>   | <i>Common misconception words</i>  |



## Lower School Spelling Words

Read the spellings going down each column

### Group 1

|    |     |      |     |      |
|----|-----|------|-----|------|
| a  | dad | yes  | us  | he   |
| I  | mum | not  | red | be   |
| in | dog | bed  | by  | we   |
| is | big | see  | go  | me   |
| at | can | day  | so  | she  |
| am | cat | way  | of  | all  |
| as | get | and  | no  | call |
| an | his | but  | to  | the  |
| on | him | will | do  | was  |
| up | has | or   | my  | ask  |

### Group 2

|       |      |      |      |       |
|-------|------|------|------|-------|
| out   | make | away | rain | three |
| pull  | cake | went | push | four  |
| full  | play | with | new  | five  |
| are   | well | from | old  | six   |
| show  | just | help | girl | seven |
| think | seen | jump | boy  | eight |
| you   | saw  | tree | one  | nine  |
| made  | much | park | two  | ten   |

### Group 3

|           |         |       |       |        |
|-----------|---------|-------|-------|--------|
| Monday    | more    | they  | them  | then   |
| Tuesday   | look    | said  | there | what   |
| Wednesday | weekend | some  | love  | have   |
| Thursday  | when    | very  | every | gone   |
| Friday    | door    | happy | pink  | find   |
| Saturday  | floor   | green | white | yellow |
| Sunday    | break   | watch | kind  | great  |
| want      | that    | where | come  | here   |

### Group 4

|         |         |           |        |        |
|---------|---------|-----------|--------|--------|
| being   | holiday | birthday  | climb  | most   |
| fast    | last    | everybody | after  | black  |
| class   | path    | would     | plant  | hear   |
| grass   | hour    | should    | prove  | were   |
| pass    | move    | could     | who    | number |
| morning | your    | school    | orange | purple |

### Group 5

|        |        |         |        |        |
|--------|--------|---------|--------|--------|
| only   | house  | baby    | pretty | garden |
| sure   | sugar  | eye     | busy   | water  |
| again  | told   | hold    | little | why    |
| does   | goes   | today   | these  | those  |
| Mrs    | lady   | another | head   | talk   |
| Mr     | which  | any     | write  | almost |
| small  | our    | many    | half   | also   |
| behind | before | always  | began  | friend |

### Group 6

|          |           |         |           |           |
|----------|-----------|---------|-----------|-----------|
| people   | July      | above   | along     | sometimes |
| walk     | August    | other   | work      | somewhere |
| January  | September | sister  | something | knew      |
| February | October   | brother | whole     | leave     |
| March    | November  | mother  | animal    | together  |
| April    | December  | too     | word      | world     |
| May      | know      | child   | without   | place     |
| June     | while     | open    | suddenly  | during    |

### Group 7

|           |         |         |            |           |
|-----------|---------|---------|------------|-----------|
| favourite | island  | second  | station    | you'll    |
| different | balloon | upon    | afterwards | isn't     |
| although  | money   | clothes | country    | didn't    |
| father    | field   | through | laugh      | shouldn't |
| piece     | across  | desert  | improve    | she'll    |
| peace     | woken   | dessert | wouldn't   | I'll      |
| hundred   | often   | change  | they're    | you're    |
| thousand  | fruit   | haven't | hadn't     | couldn't  |
| million   | young   | though  | can't      | won't     |
| their     | guard   | naughty | we'll      | don't     |

|        |      |          |       |      |
|--------|------|----------|-------|------|
| silver | gold | grey     | fly   | cry  |
| die    | wild | children | below | even |



### Years 3 & 4 words- age related expectations

| 1          |          | 2        |          | 3         |            | 4         |           | 5         |            | 6          |              |
|------------|----------|----------|----------|-----------|------------|-----------|-----------|-----------|------------|------------|--------------|
| group      | perhaps  | interest | continue | breath    | height     | accident  | piece     | natural   | experience | business   | medicine     |
| earth      | busy     | listen   | describe | therefore | tongue     | special   | peace     | potatoes  | actually   | address    | occasion     |
| increase   | extreme  | build    | early    | believe   | guide      | purpose   | though    | quarter   | surprise   | villain    | accidentally |
| important  | regular  | history  | remember | colour    | strange    | favourite | decide    | sentence  | opposite   | centre     | definitely   |
| popular    | consider | learn    | material | appear    | particular | bicycle   | circle    | certain   | calendar   | knowledge  | possess      |
| forward    | complete | length   | actual   | weight    | strength   | century   | grammar   | suppose   | library    | island     | woman        |
| experiment | heard    | probably | arrive   | various   | straight   | breathe   | question  | character | exercise   | separate   | women        |
| mention    | promise  | famous   | develop  | imagine   | ordinary   | minute    | beautiful | disappear | naughty    | peculiar   | argument     |
| quiet      | thumb    | knight   | terrible | diary     | enough     | sign      | delicious | ocean     | answer     | attendance | arithmetic   |



Years 5 & 6 words- age related expectations

| 1           |            | 2           |             | 3          |             | 4          |            | 5             |               |
|-------------|------------|-------------|-------------|------------|-------------|------------|------------|---------------|---------------|
| available   | symbol     | ancient     | occur       | accompany  | committed   | attached   | queue      | amateur       | criticise     |
| average     | programme  | community   | physical    | according  | interrupt   | compliment | restaurant | appreciate    | foreign       |
| awkward     | system     | curiosity   | variety     | apparent   | language    | embarrass  | sacrifice  | hesitant      | mischievous   |
| bargain     | harass     | desperate   | relevant    | especially | muscle      | exaggerate | chaos      | conscience    | necessary     |
| competition | identity   | explanation | recognise   | existence  | parliament  | prejudice  | sufficient | convenience   | accommodation |
| determined  | individual | interfere   | profession  | sincerely  | neighbour   | observant  | recommend  | pronunciation | hindrance     |
| suggest     | lightning  | occupy      | frequently  | vehicle    | temperature | signature  | disastrous | secretary     | controversy   |
| shoulder    | soldier    | familiar    | vegetable   | persuade   | twelfth     | thorough   | guarantee  | yacht         | privilege     |
| achieve     | bruise     | category    | environment | immediate  | government  | leisure    | conscious  | cemetery      | nuisance      |



## Year 3 Spelling Words

### Autumn Term

| Week 1- Year 2 review -ed - ing | Week 2- Year 2 review -er - est | Week 3 Year 2 review -ness - ment | Week 4 Year 2 review -ful -less | Week 5 k/ck rule | Week 6 'u' sound spelt 'ou' | Week 7 un- prefix | Week 8 dis- prefix | Week 9 mis- prefix | Week 10 re- prefix | Week 11 Autumn review |
|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|------------------|-----------------------------|-------------------|--------------------|--------------------|--------------------|-----------------------|
| hunted                          | higher                          | happiness                         | useful                          | packet           | touch                       | uncertain         | disable            | misbehave          | rewind             |                       |
| waited                          | taller                          | kindness                          | careful                         | black            | double                      | unafraid          | disagree           | misunderstood      | remind             |                       |
| shouted                         | smaller                         | cheerfulness                      | fearful                         | chicken          | young                       | unaware           | disallow           | mishear            | remake             |                       |
| crunching                       | hotter                          | calmness                          | thoughtful                      | jacket           | trouble                     | unbeaten          | disappear          | misguide           | reshape            |                       |
| skipped                         | bigger                          | helpfulness                       | beautiful                       | knickers         | couple                      | unblock           | disbelief          | misfire            | redo               |                       |
| flipped                         | shinier                         | boldness                          | colourful                       | peckish          | country                     | uncover           | disappoint         | miscalculate       | revise             |                       |
| pushing                         | sharpest                        | contentment                       | useless                         | pocket           | cousin                      | undo              | disagree           | misjudge           | recycling          |                       |
| washing                         | longest                         | enjoyment                         | careless                        | quack            | enough                      | unsure            | disapprove         | mistrust           | reaction           |                       |
| yelling                         | fastest                         | amazement                         | fearless                        | slick            | tough                       | unusual           | discard            | misplace           | retrieve           |                       |
| walking                         | hottest                         | refreshment                       | thoughtless                     | prickle          | courage                     | unclip            | disprove           | mislead            | return             |                       |
| hitting                         | biggest                         | achievement                       | colourless                      | trickle          | encourage                   | unable            |                    | misread            | revenge            |                       |
| forcing                         | shiniest                        | agreement                         | helpless                        | wrinkle          |                             | unclear           |                    |                    | refresh            |                       |

### Spring Term

| Week 1 vowel suffixes to more than one syllable | Week 2 auto- and super- prefix | Week 3 anti- and sub- prefix | Week 4 -ly suffix change y to i | Week 5 -ly suffix change -le to -ly | Week 6 -ally endings | Week 7 -ation suffix | Week 8 'l' sound spelt 'y' | Week 9 split digraphs | Week 10 'ai' spelt 'ei', 'eigh' or 'ey' | Week 11 spring review |
|---|--------------------------------|------------------------------|---------------------------------|-------------------------------------|----------------------|----------------------|----------------------------|-----------------------|---|-----------------------|
| limiting  | superman                       | anticlockwise                | happily                         | cuddly                              | normally             | consideration        | pyramid                    | surprise              | vein                                    |                       |
| forgetting                                      | superstar                      | antisocial                   | nastily                         | fiddly                              | usually              | creation             | Egypt                      | suppose               | reign                                   |                       |
| beginning                                       | supernatural                   | antibiotic                   | lazily                          | gently                              | formally             | decoration           | symbol                     | decide                | weigh                                   |                       |
| cancelling                                      | superior                       | anticlimax                   | angrily                         | giggly                              | medically            | donation             | gym                        | inside                | weight                                  |                       |
| whispering                                      | superficial                    | anticipate                   | easily                          | humbly                              | accidentally         | conversation         | mystery                    | extreme               | eight                                   |                       |
| catapulting                                     | supermarket                    | submit                       | busily                          | grizzly                             | naturally            | animation            | myth                       | complete              | sleigh                                  |                       |
| followed  | superhero                      | subtitle                     | sleepily                        | prickly                             | emotionally          | adoration            | hymn                       | delete                | veil                                    |                       |
| thundered                                       | superglue                      | subtotal                     | messily                         | simply                              | traditionally        | duration             | system                     | evening               | grey                                    |                       |
| shivered  | autograph                      | subtract                     | greedily                        | crumbly                             | nationally           | communication        | lyrics                     | scene                 | prey                                    |                       |
| rotated   | autobiography                  | subside                      | sneakily                        | bubbly                              | historically         |                      | crystal                    | intervene             | obey                                    |                       |
| emptied   | automated                      | submarine                    | cheekily                        | wrinkly                             | personally           |                      | typical                    | frozen                | they                                    |                       |
| carried   | automatic                      |                              | prettily                        | muscly                              |                      |                      |                            |                       | survey                                  |                       |

### Summer Term

| Week 1 double consonants | Week 2 in- prefix | Week 3 in- rule (il- im-ir- ) | Week 5 inter- prefix | Week 10 'k' sound spelt 'ch' | Week 6 Homophones | Week 7 near homophones | Week 9 -sion -tion | Week 10 -sure and -ture endings | Week 11 contractions | Week 12 summer review |
|--------------------------|-------------------|-------------------------------|----------------------|------------------------------|-------------------|------------------------|--------------------|---------------------------------|----------------------|-----------------------|
| difficult                | inactive          | impossible                    | interact             | scheme                       | fare              | accept                 | action             | measure                         | isn't                |                       |
| disappear                | indestructible    | improper                      | intercom             | chorus                       | fayre             | except                 | addition           | treasure                        | doesn't              |                       |
| different                | incomplete        | imperfect                     | Interval             | echo                         | groan             | affect                 | condition          | pleasure                        | won't                |                       |
| possible                 | inability         | impolite                      | intercept            | character                    | bawl              | effect                 | caption            | enclosure                       | wasn't               |                       |
| arrive                   | incorrect         | immature                      | interview            | ache                         | knot              | are                    | attention          | creature                        | didn't               |                       |
| address                  | inaccurate        | immortal                      | interrupt            | chaos                        | mane              | our                    | attention          | furniture                       | couldn't             |                       |
| possess                  | incapable         | illegal                       | interfere            | stomach                      | piece             | loose                  | conversion         | picture                         | wouldn't             |                       |
| suppose                  | indirect          | illogical                     | interject            | chemistry                    | peace             | lose                   | expression         | nature                          | shouldn't            |                       |
| appear                   | inconsiderate     | irrelevant                    | intervene            | orchestra                    | whether           | quiet                  | aggression         | adventure                       | haven't              |                       |
| aggressive               | informal          | irregular                     | international        | technology                   | weather           | quite                  | impression         | culture                         | he'll                |                       |
|                          | invisible         | irreplaceable                 |                      |                              | bury              | further                | admission          |                                 | she'll               |                       |
|                          | incredible        | irresponsible                 |                      |                              | reign             | father                 | discussion         |                                 | we'll                |                       |

\* Week 11 words to be chosen from the term depending on each child's progress.





## Year 4 Spelling Words

### Autumn Term

| Week 1 Year 3 review -ful -less suffixes | Week 2 Contractions | Week 3 -ness -ment | Week 4 -sion | Week 5 -tion | Week 6 -sion | Week 7 -ation | Week 8 -cian  | Week 9 suffixes vowel letters | Week 10 -sure -ture | Week 11 personal review |
|--|---------------------|--------------------|--------------|--------------|--------------|---------------|---------------|-------------------------------|---------------------|-------------------------|
| useful                                   | don't               | tiredness          | division     | invention    | expression   | creation      | musician      | marched                       | nature              |                         |
| careful                                  | didn't              | hardness           | invasion     | injection    | discussion   | radiation     | politician    | decided                       | capture             |                         |
| fearful                                  | won't               | madness            | confusion    | action       | confession   | indication    | electrician   | collapsed                     | mixture             |                         |
| thoughtful                               | wouldn't            | calmness           | decision     | question     | permission   | ventilation   | magician      | married                       | adventure           |                         |
| beautiful                                | he'll               | silliness          | collision    | mention      | admission    | relegation    | mathematician | partied                       | creature            |                         |
| colourful                                | she'll              | tidiness           | television   | attraction   | transmission | dedication    | dietician     | carried                       | future              |                         |
| useless                                  | we'll               | happiness          | revision     | translation  | possession   | demonstration | technician    | travelled                     | treasure            |                         |
| careless                                 | I'll                | nastiness          | erosion      | devotion     | profession   | abbreviation  | clinician     | forgetting                    | enclosure           |                         |
| fearless                                 | can't               | enjoyment          | exclusion    | position     | depression   | translation   | beautician    | beginning                     | composure           |                         |
| thoughtless                              | couldn't            | sentiment          | explosion    | solution     | impression   | vibration     | statistician  | gripping                      | pleasure            |                         |
| colourless                               | haven't             | fulfilment         |              |              |              | education     |               | plugged                       | leisure             |                         |
| helpless                                 | isn't               | agreement          |              |              |              | concentration |               | witnessed                     | closure             |                         |

### Spring Term

| Week 1 autumn review | Week 2 Plurals | Week 3 Possessive apostrophes | Week 4 -ous endings | Week 5 -ous endings 'y' to 'i' 'our' to 'or | Week 6 -ous endings | Week 7 'k' spelt 'ch' | Week 8 's' spelt 'c' | Week 9 -ough letter strings | Week 10 unstressed vowels | Week 11 'ei' 'eigh' |
|----------------------|----------------|-------------------------------|---------------------|---|---------------------|-----------------------|----------------------|-----------------------------|---------------------------|---------------------|
|                      | dishes         | dictation sentences           | dangerous           | various                                     | famous              | chemist               | centre               | rough                       | interest                  | weight              |
|                      | sandwiches     |                               | poisonous           | furious                                     | nervous             | chorus                | century              | tough                       | library                   | neighbour           |
|                      | brushes        |                               | mountainous         | glorious                                    | ridiculous          | scheme                | certain              | enough                      | remember                  | eighty              |
|                      | dresses        |                               | joyous              | victorious                                  | carnivorous         | echo                  | recent               | cough                       | dictionary                | reign               |
|                      | foxes          |                               | synonymous          | mysterious                                  | herbivorous         | character             | experience           | although                    | desperate                 | eighteen            |
|                      | boxes          |                               | hazardous           | humorous                                    | porous              | chemistry             | sentence             | though                      | miserable                 | reindeer            |
|                      | buses          |                               | riotous             | glamorous                                   | adventurous         | anchor                | notice               | dough                       | jewellery                 | vein                |
|                      | butterflies    |                               | perilous            | vigorous                                    | courageous          | chaos                 | celebrate            | plough                      | general                   | veil                |
|                      | knives         |                               | momentous           | odorous                                     | outrageous          | chemical              | ceremony             | brought                     | centre                    | weightlifter        |
|                      | puppies        |                               | scandalous          | rigorous                                    | advantageous        | chord                 | certificate          | fought                      | poisonous                 | freight             |
|                      | skies          |                               |                     |   |                     | christen              | cinema               | nought                      |                           |                     |
|                      | monkeys        |                               |                     |   |                     | christian             | decimal              | thought                     |                           |                     |

### Summer Term

| Week 1 spring review | Week 2 sh spelt 'ch' (french origin) | Week 3 's' sound spelt 'sc' | Week 4 homophones | Week 5 homophones | Week 6 near homophones | Week 7 prefixes -un and -dis | Week 8 prefixes -re and -mis | Week 9 in- im- prefix | Week 10 il- ir- prefix | Week 11 curriculum words |
|----------------------|--------------------------------------|-----------------------------|-------------------|-------------------|------------------------|------------------------------|------------------------------|-----------------------|------------------------|--------------------------|
|                      | chef                                 | science                     | stationary        | medal             | compliment             | disconnect                   | reappear                     | immature              | illegal                | earth                    |
|                      | machine                              | crescent                    | stationery        | meddle            | complement             | discomfort                   | reapply                      | immeasurable          | illegible              | eighth                   |
|                      | champagne                            | discipline                  | steal             | missed            | desert                 | disappear                    | reinstall                    | impossible            | illogical              | heart                    |
|                      | chalet                               | fascinate                   | steel             | mist              | dessert                | disadvantage                 | reassure                     | immortal              | illicit                | increase                 |
|                      | brochure                             | scent                       | profit            | which             | draft                  | disloyal                     | recreate                     | impatient             | illiterate             | quarter                  |
|                      | chute                                | scissors                    | prophet           | witch             | draught                | disinfect                    | recycle                      | imperfect             | irregular              | material                 |
|                      | parachute                            | ascent                      | who's             | board             | accept                 | unarmed                      | mishear                      | impolite              | irrelevant             | experiment               |
|                      | moustache                            | descent                     | whose             | bored             | except                 | unknown                      | misfit                       | improper              | irresponsible          | regular                  |
|                      | chandelier                           | scientist                   | fate              | piece             | affect                 | unhealthy                    | misjudge                     | inaccurate            | irrational             | breathe                  |
|                      | crochet                              | scene                       | fete              | peace             | effect                 | uncertain                    | misguide                     | incomplete            | irresistible           | straight                 |
|                      |                                      |                             | cereal            | reign             | loose                  | unusual                      | miscalculate                 | inconvenient          |                        | history                  |
|                      |                                      |                             | serial            | rain              | lose                   | unqualified                  | misbehave                    | invisible             |                        | minute                   |

\* Review words to be chosen from the term depending on each child's progress.



## Year 5 Spelling Words

### Autumn Term

| Week 1 Year 4 review -ness and -ment | Week 2 ough letter strings | Week 3 contractions | Week 4 -cial | Week 5 -tial | Week 6 -cious -tious | Week 7 homophones | Week 8 double consonants | Week 9 unstressed vowels and consonants | Week 10 unstressed vowels and consonants | Week 11 Personal Review |
|--------------------------------------|----------------------------|---------------------|--------------|--------------|----------------------|-------------------|--------------------------|---|--|-------------------------|
| tiredness                            | bought                     | don't               | official     | partial      | vicious              | allowed           | attic                    | remember                                | cemetery                                 |                         |
| hardness                             | fought                     | doesn't             | special      | confidential | precious             | aloud             | collect                  | necessary                               | environment                              |                         |
| madness                              | nought                     | won't               | artificial   | essential    | delicious            | morning           | communicate              | calendar                                | separate                                 |                         |
| calmness                             | rough                      | didn't              | commercial   | initial      | malicious            | mourning          | address                  | government                              | chocolate                                |                         |
| silliness                            | tough                      | would've            | crucial      | martial      | suspicious           | alter             | beginning                | bruise                                  | library                                  |                         |
| tidiness                             | enough                     | could've            | facial       | potential    | gracious             | altar             | brilliant                | dictionary                              | opportunity                              |                         |
| happiness                            | though                     | should've           | social       | torrential   | ferocious            | cereal            | difficult                | category                                | different                                |                         |
| nastiness                            | dough                      | haven't             | superficial  | evidential   | subconscious         | serial            | necessary                | primary                                 | description                              |                         |
| enjoyment                            | although                   | hadn't              | racial       | residential  | ambitious            | guessed           | apparatus                | interest                                | voluntary                                |                         |
| sentiment                            | thorough                   | couldn't            | glacial      | substantial  | cautious             | guest             | correspond               | resistance                              | definite                                 |                         |
| fulfilment                           | borough                    | it'd                | beneficial   |              | nutritious           | heard             | success                  | centre                                  | colour                                   |                         |
| agreement                            | plough                     | wasn't              |              |              | scrumptious          | herd              | recommend                | marvellous                              | memorable                                |                         |

### Spring Term

| Week 1 Autumn review | Week 2 -able   | Week 3 -ably   | Week 4 -ible -ibly | Week 5 homophones | Week 6 near homophones | Week 7 silent letters | Week 8 scientific vocabulary | Week 9 -ify and -en words (adj>verbs) | Week 10 -ate, -ise words | Week 11 personal review |
|----------------------|----------------|----------------|--------------------|-------------------|------------------------|-----------------------|------------------------------|---------------------------------------|--------------------------|-------------------------|
|                      | adorable       | adorably       | forcible           | license           | advice                 | doubt                 | gravity                      | intensify                             | pollinate                |                         |
|                      | applicable     | applicably     | forcibly           | licence           | advise                 | island                | observation                  | notify                                | activate                 |                         |
|                      | considerable   | considerably   | legible            | practise          | device                 | lamb                  | evidence                     | purify                                | elevate                  |                         |
|                      | tolerable      | tolerably      | legibly            | practice          | devise                 | solemn                | reliable                     | electrify                             | germinate                |                         |
|                      | changeable     | changeably     | possible           | prophecy          | compliment             | thistle               | transparent                  | qualify                               | evacuate                 |                         |
|                      | noticeable     | noticeably     | possibly           | prophecy          | complement             | knight                | temperature                  | verify                                | graduate                 |                         |
|                      | dependable     | dependably     | horrible           | aisle             | desert                 | scissors              | friction                     | swollen                               | equalise                 |                         |
|                      | comfortable    | comfortably    | horribly           | isle              | dessert                | whistle               | results                      | straighten                            | visualise                |                         |
|                      | reasonable     | reasonably     | visible            | ascent            | father                 | column                | orbits                       | darken                                | stabilise                |                         |
|                      | understandable | understandably | visibly            | assent            | farther                | debt                  | conclusion                   | weaken                                | standardise              |                         |
|                      | enjoyable      | enjoyably      | incredible         | draft             | where                  | climb                 | occur                        | deepen                                | apologise                |                         |
|                      | reliable       | reliably       | incredibly         | draught           | were                   | listen                | phenomenon                   | enlighten                             | advertise                |                         |

### Summer Term

| Week 1 spring review | Week 2 'l' sound spelt 'y' | Week 3 verb prefixes | Week 4 homophones and near homophones | Week 5 -ant, -ance, -ancy endings | Week 6 -ent, -ence/-ency | Week 7 suffixes vowel letters | Week 8 use of the hyphen | Week 9 adding vowel suffixes to words ending in -fer | Week 10 'l' before 'e' except after 'c' | Week 11 personal review |
|----------------------|----------------------------|----------------------|---------------------------------------|-----------------------------------|--------------------------|-------------------------------|--------------------------|--|---|-------------------------|
|                      | Egypt                      | retake               | led                                   | observe                           | innocent                 | adoring                       | co-ordinator             | refer  | deceive                                 |                         |
|                      | syrup                      | preview              | lead                                  | observant                         | innocence                | forgetting                    | co-author                | referring  | receive                                 |                         |
|                      | typical                    | defrost              | affect                                | observance                        | decent                   | committed                     | co-operate               | referred   | conceive                                |                         |
|                      | system                     | decrease             | effect                                | hesitant                          | decency                  | improver                      | co-own                   | prefer   | perceive                                |                         |
|                      | physics                    | retreat              | precede                               | hesitance                         | frequent                 | sunnier                       | pre-election             | preferring   | ceiling                                 |                         |
|                      | crypt                      | overtake             | proceed                               | hesitancy                         | frequent                 | multiplying                   | pre-owned                | preferred  | deceit                                  |                         |
|                      | cygnet                     | disconnect           | profit                                | tolerate                          | confident                | copier                        | pre-existing             | transfer   | achieve                                 |                         |
|                      | physical                   | deactivate           | prophet                               | tolerant                          | confidence               | required                      | pre-recorded             | transferring   | believe                                 |                         |
|                      | oxygen                     | overact              | stationary                            | tolerance                         | intelligent              | funniest                      | re-enter                 | transferred  | priest                                  |                         |
|                      | gypsy                      | mismanage            | stationery                            | accept                            | intelligence             | nicest                        | re-apply                 | defer  | shriek                                  |                         |
|                      | mystery                    | disqualify           | wary                                  | acceptance                        |                          | gardener                      | re-print                 | deferring  | hygiene                                 |                         |
|                      | symbol                     | disagree             | weary                                 | acceptancy                        |                          | happiest                      | re-select                | deferred   | niece                                   |                         |

\* Review words to be chosen from the term depending on each child's progress.



## Year 6 Spelling Words

### Autumn Term

| Week 1 Year 5 review contractions | Week 2 silent letters | Week 3 -ant, -ance, -ancy | Week 4 -ent, -ence, -ency | Week 5 hyphens | Week 6 suffixes vowel letters | Week 7 scientific vocabulary | Week 8 curriculum words | Week 9 'ce' makes the 's' sound | Week 10 -cial -tial endings | Week 11 personal review |
|-----------------------------------|-----------------------|---------------------------|---------------------------|----------------|-------------------------------|------------------------------|-------------------------|---------------------------------|-----------------------------|-------------------------|
| don't                             | castles               | observant                 | innocent                  | co-operate     | nicest                        | absorbent                    | genre                   | cemetery                        | racial                      |                         |
| doesn't                           | climbing              | observance                | innocence                 | co-ordinate    | happiest                      | fertiliser                   | rhyme                   | certificate                     | crucial                     |                         |
| won't                             | different             | expectant                 | decent                    | co-own         | adoring                       | nutrients                    | vowel                   | celebrate                       | facial                      |                         |
| didn't                            | hedges                | expectancy                | decency                   | co-author      | required                      | consumer                     | consonant               | necessary                       | beneficial                  |                         |
| would've                          | interesting           | hesitant                  | excellent                 | re-enter       | hottest                       | adaptation                   | advertisement           | deceased                        | superficial                 |                         |
| could've                          | known                 | hesitancy                 | excellence                | re-educate     | controlled                    | evaporate                    | expression              | December                        | antisocial                  |                         |
| should've                         | medicine              | tolerant                  | confident                 | re-examine     | deferred                      | change                       | grammar                 | sacrifice                       | partial                     |                         |
| haven't                           | surprise              | tolerance                 | confidence                | re-evaluate    | provider                      | friction                     | addition                | hindrance                       | confidential                |                         |
| hadn't                            | listen                | relevant                  | existent                  | re-energise    | funnier                       | weight                       | subtraction             | nuisance                        | essential                   |                         |
| couldn't                          | wrestling             | relevance                 | existence                 | re-elect       | occurring                     | transparent                  | negative                | prejudice                       | substantial                 |                         |
| it'd                              |                       |                           |                           |                | admired                       | translucent                  | percentage              |                                 | torrential                  |                         |
| wasn't                            |                       |                           |                           |                | polishing                     | insulator                    | equilateral             |                                 | martial                     |                         |

### Spring Term

| Week 1 Autumn review | Week 2 i before e rule | Week 3 -able endings | Week 4 Homophones | Week 5 Near homophones | Week 6 prefixes, super-, anti-, sub- | Week 7 prefixes re-, il-, im-, in- | Week 8 prefixes auto-, un-, dis- | Week 9 'u' spelt 'ou' | Week 10 'y' makes the 'i' sound | Week 11 personal review |
|----------------------|------------------------|----------------------|-------------------|------------------------|--------------------------------------|------------------------------------|----------------------------------|-----------------------|---------------------------------|-------------------------|
|                      | siege                  | applicable           | draft             | where                  | supermarket                          | illegal                            | disorganised                     | couple                | typical                         |                         |
|                      | niece                  | tolerable            | draught           | were                   | superman                             | impossible                         | disappeared                      | courage               | system                          |                         |
|                      | grief                  | operable             | affect            | compliment             | superstar                            | illiterate                         | discovered                       | encourage             | syrup                           |                         |
|                      | chief                  | considerable         | effect            | complement             | supervise                            | repositioned                       | disassociate                     | cousin                | symptom                         |                         |
|                      | fiend                  | dependable           | practise          | proceed                | antiseptic                           | recycle                            | unusual                          | flourish              | oxygen                          |                         |
|                      | shriek                 | comfortable          | practice          | precede                | anticlockwise                        | immature                           | unimportant                      | nourish               | mysteriously                    |                         |
|                      | believe                | reasonable           | licence           | advise                 | antisocial                           | illogical                          | unrelated                        | enough                | lyrically                       |                         |
|                      | achieve                | perishable           | license           | advise                 | anticlimax                           | incompetent                        | unorganised                      | troubling             | gypsy                           |                         |
|                      | mischievous            | breakable            | alter             | desert                 | subheading                           | reproduce                          | autograph                        | doubling              | cygnet                          |                         |
|                      | receive                | fashionable          | altar             | dessert                | subordinate                          | rebound                            | autobiography                    | young                 | crystallised                    |                         |
|                      | perceive               | knowledgeable        | morning           | father                 | submarine                            | inaccurate                         | automatic                        | touch                 | cryptic                         |                         |
|                      | ceiling                | advisable            | mourning          | farther                | subconscious                         | inaccessible                       | automobile                       |                       | mythical                        |                         |

### Summer Term

| Week 1 spring review | Week 2 ei, eigh, ey | Week 3 -ation, -sion, -ssion and -tion endings | Week 4 -ough words | Week 5 suffix -ly | Week 6 'que' and 'gue' words | Week 7 -tious and -cious endings | Week 8 'ch' and 'sc' words | Week 9 -sure and -ture endings | Week 10 unstressed vowels | Week 11 personal review |
|----------------------|---------------------|--|--------------------|-------------------|------------------------------|----------------------------------|----------------------------|--------------------------------|---------------------------|-------------------------|
|                      | vein                | celebration                                    | brought            | actually          | analogue                     | spacious                         | scenery                    | measure                        | explanatory               |                         |
|                      | weight              | invention                                      | nought             | carefully         | league                       | delicious                        | scene                      | treasure                       | secretary                 |                         |
|                      | neighbour           | construction                                   | thoughtful         | generally         | colleague                    | malicious                        | science                    | pleasure                       | jewellery                 |                         |
|                      | obey                | expectation                                    | roughest           | physically        | catalogue                    | ferocious                        | scientists                 | pressure                       | poisonous                 |                         |
|                      | prey                | destination                                    | enough             | frequently        | dialogue                     | luscious                         | scissors                   | leisure                        | company                   |                         |
|                      | convey              | procession                                     | tougher            | gradually         | fatigue                      | conscious                        | ascend                     | reassure                       | definite                  |                         |
|                      | survey              | alliteration                                   | although           | particularly      | physique                     | suspicious                       | fascinate                  | creature                       | difference                |                         |
|                      | rein                | admission                                      | dough              | thoroughly        | picturesque                  | nutritious                       | chef                       | adventure                      | stomach                   |                         |
|                      | veil                | confession                                     | through            | gently            | mosque                       | ambitious                        | chalet                     | moisture                       | conscious                 |                         |
|                      | sleigh              | comprehension                                  | thorough           | approximately     | plaque                       | scrumptious                      | machine                    | sculpture                      | literature                |                         |
|                      | freight             | decision                                       | borough            | extremely         | antique                      | pretentious                      | brochure                   | departure                      | bruise                    |                         |
|                      | beige               | invasion                                       | plough             | enthusiastically  | opaque                       | cautious                         | parachute                  | fixture                        | temperature               |                         |

\* Review words to be chosen from the term depending on each child's progress.



## English Glossary

|                   |   |
|-------------------|---|
| Abstract Noun     | A feeling or concept which cannot be touched, such as love, happiness, education.   |
| Active voice      | A <b>sentence</b> written in the active voice has the <b>subject</b> of the sentence carrying out the main action.  |
| Adjectival phrase | A <b>phrase</b> built around an adjective – for example ‘bright red’, ‘frighteningly bad’.  |
| Adjective         | A word which describes a <b>noun</b> .  |
| Adverb            | A word which describes how a <b>verb</b> action is being carried out.   |
| Adverbial phrase  | A <b>phrase</b> built around an <b>adverb</b> – for example ‘as quickly as possible’, ‘very rudely’.  |
| Ambiguity         | A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use <b>hyphens</b> to avoid ambiguity; for example, the sentence ‘Jaws is about a man-eating shark’ could be ambiguous, but with the insertion of a hyphen becomes much clearer: ‘Jaws is about a man-eating shark’. |
| Antonym           | A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.  |
| Apostrophe ’      | A punctuation mark used to show possession or to represent missing letters in a contracted form. See also possessive apostrophe.  |
| Article           | Words which tell us if a noun is general or specific. ‘The’ is called the ‘definite article’ and refers to specific nouns: ‘The man’s hat is blue’. The ‘indefinite articles’ are ‘a’ and ‘an’, referring to general nouns: ‘A cow eats grass’.   |
| Auxiliary verb    | A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are ‘be’, ‘do’ and ‘have’ plus the modal verbs. For example, ‘be’ is used in the progressive tense verbs such as ‘I am running’, ‘he was eating’.  |
| Brackets ( )      | A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, ‘My friend Chloe (who is three months older than me) is coming to my house tonight’.  |
| Bullet points     | A way of setting information out in a list of points, which may be phrases, words or short sentences.   |
| Capital letter    | A letter used at the beginning of a sentence and for proper nouns. They may also be used at the beginning of the important words in a title or sign, for example, ‘Keep Off the Grass’.   |
| Clause            | Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be ‘main’ or ‘subordinate’.   |
| Cohesion          | A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.   |
| Collective noun   | A noun which refers to a group of people, animals or things, for example, ‘a class of children’, ‘a herd of elephants’, ‘a pride of lions’.   |



## English Glossary

|                           |  |
|---------------------------|--|
| Colon :                   | A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.  |
| Comma ,                   | A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech. |
| Command                   | A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective. For example, 'Eat your dinner. Next add the eggs to the mixture'.                             |
| Common exception word     | A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in school.   |
| Common noun               | Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns.   |
| Comparative               | The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative.  |
| Complex sentence          | Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.                           |
| Compound sentence         | Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences. For example, 'I like dogs, but my friend likes cats'.   |
| Compound word             | A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.   |
| Concrete noun             | Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter. For example, 'Mr Jones', 'Blackpool Tower'.   |
| Conjunction               | A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause.  |
| Connective                | Any word which joins two bits of text.   |
| Consonant                 | Any letter of the alphabet other than the vowels (a, e, i, o, u).  |
| Contracted form           | Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'did not' is contracted to 'didn't'  |
| Co-ordinating conjunction | A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).  |



## English Glossary

|                       |   |
|-----------------------|---|
| Co-ordination         | The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.   |
| Dash                  | Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.   |
| Definite article      | See article.  |
| Determiner            | A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).  |
| Digraph               | A sound represented by two letters – for example 'ee' or 'th'.  |
| Direct speech         | A sentence where the exact words spoken are represented and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).  |
| Ellipsis ...          | Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.   |
| Embedded clause       | A clause used in the middle of another clause. It is usually marked by commas. For example, 'The man, walking along with his dog, whistled a tune to himself'.  |
| Etymology             | The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).   |
| Exclamation           | A sentence which expresses surprise or wonder and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'   |
| Exclamation mark !    | A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'    |
| Exclamative statement | See exclamation.  |
| First person          | A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.  |
| Formal speech         | A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint. |
| Fronted adverbial     | Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, 'With a happy smile, she skipped into the room'.  |
| Full stop             | A punctuation mark used to demarcate the end of a statement or command.   |



## English Glossary

|                    |   |
|--------------------|---|
| Future tense       | A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.  |
| GPC                | Stands for grapheme-phoneme correspondence and refers to the way that sounds heard in words are written down.   |
| Grammar            | The rules that cover spoken and written language.   |
| Grapheme           | A letter or string of letters that represents a spoken sound.   |
| Homophone          | Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, 'there/their/they're'; some are spelt the same but have different meanings - for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').  |
| Hyphen -           | A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.   |
| Imperative verb    | A verb that stands alone without a subject noun or pronoun in a command.  |
| Indefinite article | See article.  |
| Indirect speech    | A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.  |
| Informal speech    | See formal speech.  |
| Inverted commas    | Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.  |
| Main clause        | The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is bad, I will still go for a walk'.  |
| Modal verb         | A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').   |
| Morphology         | The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root. |
| Noun               | A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.  |
| Noun phrase        | A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.  |
| Object             | The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.   |



## English Glossary

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| Paragraph                 | A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.  |
| Parenthesis               | See brackets.   |
| Passive voice             | A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.   |
| Past continuous tense     | See past progressive tense.   |
| Past perfect tense        | A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I had walked to school'.   |
| Past progressive tense    | Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.  |
| Past tense                | Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense, past perfect tense.  |
| Phonics                   | A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs. |
| Phrase                    | A small group of words that does not contain a verb.  |
| Plural                    | More than one. Using plurals can affect the nouns and verbs in a sentence.  |
| Phoneme                   | A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.   |
| Personal pronoun          | A pronoun which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.  |
| Possessive apostrophe     | An apostrophe used before the letter s to show ownership. For example, 'This is Sally's coat'.  |
| Possessive pronoun        | A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').  |
| Prefix                    | Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)  |
| Preposition               | A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.  |
| Prepositional phrase      | A phrase which contains a preposition. For example, 'under the carpet', 'behind the door', 'after school'.  |
| Present perfect tense     | The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'   |
| Present progressive tense | A tense which describes an action which began in the past and is still going on now. For example, 'I am learning to speak French'.  |
| Present tense             | Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense.   |





## English Glossary

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| Pronoun          | Any word which can be used to replace a noun. See personal pronoun, possessive pronoun.  |
| Proper noun      | A noun which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.   |
| Punctuation mark | A symbol used to create and support meaning within a sentence or within a word, for example full stop, comma, question mark, colon, speech marks.  |
| Relative clause  | A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, which made him feel ill'.   |
| Relative pronoun | A pronoun used in a relative clause (who, that, which).  |
| Reported speech  | See indirect speech.   |
| Root word        | A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.   |
| Question         | A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'           |
| Question mark ?  | A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.  |
| Second person    | A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.  |
| Semi-colon ;     | A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. For example, 'My car is red; my friend's car is blue'. |
| Sentence         | One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark. Usually contains a subject and always contains a verb.  |
| Simple sentence  | Has a subject and one verb. See also compound sentence and complex sentence.   |
| Singular         | Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.   |
| Speech marks “ ” | Punctuation marks used to demarcate direct speech in a sentence.   |
| Split digraph    | A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).  |
| Statement        | A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.   |



## English Glossary

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|---------------------------|---|
| Subject                   | The subject of a sentence is the thing or person carrying out the main action. For example, 'The cow ate the grass'.  |
| Subordinate clause        | A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though sometimes it is raining'. Subordinate clauses contain a subject noun and a verb. |
| Subordinating conjunction | A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.  |
| Subordination             | The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.   |
| Suffix                    | A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb.  |
| Superlative               | A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Mia ran fastest on Sports Day'. 'I am hungry, you are hungrier than me, but he is the hungriest of all'. See also comparative.   |
| Syllable                  | A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.                |
| Synonym                   | A word which has exactly or nearly the same meaning as another word.  |
| Third person              | A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.  |
| Time connective           | Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'.   |
| Trigraph                  | A string of three letters which make a single sound, for example 'igh'.   |
| Verb                      | A word used to describe an action, occurrence or state. An essential part of a sentence.  |
| Vowel                     | The letters a, e, i, o and u.   |
| Word family               | A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.   |