



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**
 - 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)
 - Chepstow House School Spelling songs on the T:/
 - Visual mnemonics
 - Year 3 – year 6: Spelling scheme
 - KS2 Single Word Spelling Test to determine spelling age - in September and May
- **Speaking & Listening**
 - Across the school opportunities are provided for children to develop their speaking and listening skills.
 - This includes:
 - [Public Speaking Opportunities](#)
 - Weekend talk
 - Assemblies
 - Productions
 - Presentations
 - Poetry recitals
 - Working with other classes and year groups.
- **Reading (Whole class, independent and guided reading)**
- **Comprehension**
 - 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



English Scope and Sequence

- **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.
- Be 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 Poetry & rhymes Acrostic poem
Year 2	Kennings poem Rhyming couplets Repeating features Acrostic poems
Year 3	Tales from around the world Poetry – creating images Shape poems
Year 4	Themed Calligrams / Haiku Poetry Odes (Lyric Poems) – Classic and Modern Poet study
Year 5	Narrative poetry – The Highwayman 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 – using 11+ material & cross curricular links with Islamic and Christian poetry in history and RE.

Author Study	
Year 1	Julia Donaldson – Stories by the same author
Year 2	Roald Dahl – Stories by the same author
Year 3	Oliver Jeffers
Year 4	Raquel Palacio & Michael Rosen (Poet)
Year 5	Michael Morpurgo
Year 6	Detailed Book Study - The Arrival by Shaun Tan
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						



Public Speaking Opportunities

Speaking and Listening Opportunities							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Weekend news Nativity	Weather forecast reports	World habitats	Shape poetry performance	Homework project to present to class	Poetry competition – children perform poems to class and other teachers	Announcements in assembly Tea with Mrs Barr – group interviews Individual interviews with visiting headteacher Presentation in English unit with peer feedback
Spring	Weekend news	Performance poetry Easter show	Science presentation on materials	Individual science projects at science fair Edward Tulane ‘Hobo songs’ performances Letters to prime minister recordings	Individual science projects at science fair Homework project to present to class Elgin marbles debate Fairy tales reading to buddy classes	Individual science projects at science fair Podcasts on Kensuke’s Kingdom	Announcements in assembly Individual interview practice/prep as needed Individual science projects at science fair



Public Speaking Opportunities

Speaking and Listening Opportunities							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	Weekend news	Notting Hill project	Mayan temples Year 2 production	Egyptian pyramid projects 'Egypt's got talent' speeches.	Homework project to present to class Poetry presentations Catalonia independence speech	Persuasive speeches English unit Year 6 positions of responsibility speeches	Announcements in assembly Year 6 production
Additional opportunities	<p>French pack brought in and shared with the class in a presentation – at least once per student per year.</p> <p>KS1 class teddy news/show and tell</p> <p>KS2 Spelling Bee (summer term)</p> <p>Extra-curricular debating club</p> <p>Class assemblies (once per year)</p> <p>Christmas concert</p> <p>Drama lessons</p>						



Reception Termly Plan English

RECEPTION SPEAKING AND LISTENING UNITS	RECEPTION READING UNITS	RECEPTION WRITING UNITS
<p>Weekend news Weekly weekend news revolves around a discussion with teachers and peers, encouraging accurate recall and use of time connectives.</p> <p>Within Reception (Autumn, Spring, Summer)</p> <ul style="list-style-type: none">• Listen to and talk about sounds• Listen to others• Speak in full sentences• Use talk partners effectively• Show awareness of listeners' needs• Use past/present/future tense accurately• Develop own narratives and explanations• Listen and respond to stories• Follow instructions• Listen in a larger group• Express opinions on stories• Use a good range of topic specific vocabulary.	<p>Autumn – 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>Spring – 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>Summer – 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>News writing Weekly weekend news (Ongoing)</p> <p>Autumn – 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>Spring – 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>Summer – 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>

September Baseline assessment – phonics assessment, draw a picture of themselves and write their name

January assessment – phonics assessment

End of Spring Term – phonics assessment (Spring version)

Summer phonics assessment – longer and more in depth

Writing assessment end of Summer - independent weekend news writing

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.

Key texts may include:

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.



Reception Termly Plan English

RECEPTION KEY SKILLS		
Reading skills	Taught	Revisited
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)		
Spelling skills	Taught	Revisited
Spell words using first 42 letter sounds and main alternative vowel sounds		
Spell first 72 tricky words, including spelling patterns for tricky word families		
Grammar skills	Taught	Revisited
To know the alphabet independently by the end of the year, doing this through matching letter name to letter sound.		
Writing skills	Taught	Revisited
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>English skills - Ready for year 1 (this unit <u>must</u> be taught at the start of the year) 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>News writing Weekly weekend news (Ongoing)</p> <p>Stories with familiar settings (Narrative) 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>Poetry using our senses</p>	<p>News writing Weekly weekend news (Ongoing)</p> <p>Traditional & Fairy Tales (Narrative) Optional texts (alternative texts may be used) -The Gingerbread man, The Three Little Pigs, Cinderella, Snow White, Billy Goats Gruff</p> <p>Author Study Julia Donaldson – Stories by the same author</p> <p>Rhymes & poetry: 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 Merttens and Anne Holm Petersen</p>	<p>News writing Weekly weekend news (Ongoing)</p> <p>Stories from a range of cultures (Narrative & Non-Fiction) Optional texts (alternative texts may be used) -Handa's Surprise</p> <p>Non-chronological report (Local area study)</p> <p>Acrostic Poems</p>
Writing assessment	Writing assessment	Writing assessment

<p>Narrative & Non-fiction – During the school year the following should be covered:</p> <ul style="list-style-type: none"> Storytelling Character and setting description Letter writing Recounts of the story & non-fiction Changing story, writing, editing story 	<ul style="list-style-type: none"> Poetry using our senses Poetry & rhymes Playscripts Labels & captions Information texts / non-chronological report Instructions
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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. E.g. Which sounds come up at the beginning of the words, which come at the end e.g. ai in the middle, ck always at the end of word E.g. -y becomes -ies		
Use prefixes un- dis-		
Learn additional spelling rules for plurals		
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>English skills - Ready for year 2 (this unit <u>must</u> be taught at the start of the year). 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>News writing Weekly weekend news (Ongoing)</p> <p>Poetry - Kennings poems</p> <p>Significant individuals' Optional themes (alternative themes may be used) - Guy Fawkes, Florence Nightingale, Modern day individuals</p> <p>Non-fiction recount Optional themes (alternative themes may be used) - trip to Tower of London</p> <p>Suspense or mystery stories & Instructions Optional texts (alternative texts may be used) - The Snowman, A Dark, Dark Tale</p>	<p>News writing Weekly weekend news (Ongoing)</p> <p>Letter writing to/from fictional characters Optional themes (alternative themes may be used) - Katie Morag, Harry Potter</p> <p>Poetry - Repeating/rhyming poems Optional texts (alternative texts may be used) - The Magic Box</p> <p>Non-chronological report Optional texts (alternative texts may be used) - Isle of Struay</p> <p>Overcoming the monster story Optional texts (alternative texts may be used) – The Lighthouse Keeper's Lunch</p>	<p>News writing Weekly weekend news (Ongoing)</p> <p>Personal recount Optional themes (alternative themes may be used) - Holiday news</p> <p>Author Studies - Different stories by the same author Roald Dahl</p> <p>Narrative writing Optional texts (alternative texts may be used) - Roald Dahl's books</p> <p>Riddles</p> <p>Non Chronological Reports Active learning</p> <p>Persuasive writing Formal letter of complaint</p>
Writing assessment	Writing assessment	Writing assessment

Narrative & Non-fiction – During the school year the following should be covered:

Storytelling

Character and setting description

Prediction, sequencing, structure, setting, creative writing

Letter writing

Recounts of the story & non-fiction

Changing story, writing, editing story

Dialogue

Poetry: acrostic, Kennings, repeating features, rhyming couplets

Playscripts

Instructions

Information texts/non-chronological reports

Explanations



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 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 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> 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 E.g. <i>It is cold. Is it freezing? It is freezing! Shut the door!</i>		
Use conjunctions to join ideas in longer sentences Co-ordination: using 'and' 'or' and 'but' (Compound) Subordination: using 'when' 'where' 'if' 'that' and 'because' (Complex) Children need to start using compound and complex sentences in their writing: <i><u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water.</i> <i><u>If</u> another tiger comes to tea, we have some tins of tiger food.</i>		
Expressing time and place using conjunctions, adverbs and prepositions 'In the morning...' 'Behind the door...'		



Year 2 English Termly Plan

YEAR 2 KEY SKILLS		
'John looked around .'		
Plural and possessive 's' The dogs were loud. The dog's lead was blue.		
Compound words e.g. <i>snowman, airport</i>		
Tense in verbs 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. <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>		
Expanding sentences for description and specification 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 <i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>		
Use commas with subordinating clause 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 <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>English skills - Ready for year 3 (this unit <u>must</u> be taught at the start of the year) 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>Persuasive writing in the form of a letter Recap</p> <p>Instructions and explanations</p> <p>Poetry – Poems from around the world Optional texts (alternative texts may be used) - Let's celebrate – festival poems from around the world</p> <p>Narrative – stories from other cultures. Talk for Writing unit. 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 & Littlewood</p>	<p>Author Study - Oliver Jeffers</p> <p>Non chronological reports</p> <p>Resourcing</p> <p>Book study - Edward Tulane</p> <p>Multiple units covered Informal letter writing, diary entry, guided reading skills, poetry</p> <p>Poetry – creating images 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)</p> <p>Plays and dialogue Optional texts (alternative texts may be used) - using The Firework-Maker's Daughter by Philip Pullman, The Hodgeheg by Dick King-Smith</p>	<p>Adventure story - Talk for Writing unit.</p> <p>Poetry – shape poems Newspaper - cross curricular</p> <p>link to Tutunkhamun</p> <p>discovery.</p> <p>Recount (non-fiction)</p>
Writing assessment	Writing assessment	Writing assessment

Narrative & Non-fiction – During the school year the following should be covered:

Storytelling

Character and setting description

Prediction, sequencing, structure, setting, creative writing

Letter writing

Recounts of the story & non-fiction

Changing story, writing, editing story

Dialogue

Poetry: from around the world, creating images, shape poems

Playscripts

Instructions

Non-chronological reports

Explanations

Persuasive writing

Newspaper



Year 3 English Termly Plan

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. <i>Main clause: He was eating a sandwich.</i> <i>Subordinate clause: He was eating a sandwich because he was hungry.</i>		
Recognise simple sentences and recognise compound and complex sentences. Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence. <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. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex). Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. 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. Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy</u>, <u>loud</u> and <u>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. <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 Not: <i>I <u>went</u> out of the room</i> but <i>I <u>stormed</u> out of the room ...</i> or <i>I <u>plodded</u> out of the room</i> <i>I <u>crept</u> out of the room...</i>		
Use dialogue in narrative or in drama <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>English skills - Ready for year 4 (this unit <u>must</u> be taught at the start of the year) 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>Poetry – Themed Calligrams & Haiku Poetry</p> <p>Narrative - Historical Stories: Optional texts (alternative texts may be used) – Escape from Pompeii</p> <p>Book review: Optional texts (alternative texts may be used) - Escape from Pompeii</p> <p>Narrative- character description Optional texts Christmas Carol</p>	<p>Poetry - Odes (Lyric Poems) – Classic and Modern 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>Myths & Legends: Optional texts (alternative texts may be used) - The story of Icarus (Ancient Greece), Pandora's Box, Haedes, Theseus and the Minotaur</p> <p>Persuasive writing: Optional texts (alternative texts may be used) - Elgin Marbles (Ancient Greece) Myths:</p> <p>Narrative – Traditional Fairy Story Twists Optional texts (alternative texts may be used) - The True Story of the three little pigs by Jon Scieszka.</p>	<p>Author Study & biography: - Raquel Palacio</p> <p>Poet study Optional poets (alternative poets may be used) Michael Rosen</p> <p>Playscripts</p> <p>Stories about issues & dilemmas Optional texts (alternative texts may be used) - The Fib, The dragon slayer</p> <p>Narrative set-in imaginary worlds (using a portal) Optional texts – Elf Road by Pie Corbett</p>
Writing assessment	Writing assessment	Writing assessment

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



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 is/are on the desk.		
Understand Root words, prefixes & suffixes.		
To identify different types of clauses – main and subordinate. <i>Main clause: He was eating a sandwich.</i> <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. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal.</i> <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. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over the wall</u>.</i>		
Person – understanding that writing can be third or first person '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> <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> <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> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 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> <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. <u>Illegal</u>,</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 A change of someone speaking A jump on time A change in place A new speaker</p>		
<p>Use commas after or before phrases and clauses.</p> <p>Comma after fronted adverbial. 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> <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. <i>Joanna's temper was rising fast.</i> <i>He really wanted his brother's football shirt.</i> <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>English skills - Ready for year 5 (this unit <u>must</u> be taught at the start of the year) 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>Narrative Poetry – Optional texts (alternative texts may be used) - The Highwayman (including newspaper report) Poetry Competition</p> <p>Playscripts – Optional texts (alternative texts may be used) - Oliver Twist (including character and setting descriptions)</p>	<p>Poetry analysis – features of classical poetry Optional texts (alternative texts may be used) - The Listeners by Walter de la Mare, Adlestrop by RS Thomas, Autumn Fires by RL Stevenson, When you are old by WB Yeats</p> <p>Book features/book recommendations – linked to World Book Day</p> <p>Narrative – A Journey Tale Optional texts (alternative texts may be used) - Alien Landing</p> <p>Formal & informal letters</p> <p>Non-chronological report/Non-fiction presentation Cross curricular – History link</p> <p>Author Study: Michael Morpurgo, Kensuke's Kingdom including character & setting description, diaries</p> <p>Instructional texts & explanations linked to DT – How to survive on a desert island</p>	<p>Narrative Flashback & Inference: Optional texts (alternative texts may be used) - The Piano</p> <p>Persuasive writing & speeches / Discussion & debatenarrative</p> <p>Homework topics - Presentations: Roles of responsibility & topic presentations (for interview preparation)</p> <p>Recounts - residential</p>
<p>Writing assessment</p>	<p>Writing assessment</p>	<p>Writing assessment</p>



Year 5 English Termly Plan

Narrative & Non-fiction – During the school year the following should be covered:

Storytelling
Character and setting description
Prediction, sequencing, structure, setting, creative writing
Letter writing
Recounts of the story & non-fiction
Changing story, writing, editing story
Dialogue

Poetry: narrative and analysis
Playscripts
Non-chronological reports
Explanation texts
Instructions
Persuasive writing
Discussion & debate



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>English skills - Ready for year 6 (this unit <u>must</u> be taught at the start of the year) 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>Narrative Adventure / Detailed Book Study <i>The Arrival by Shaun Tan</i></p> <p>Persuasive / discussion texts balanced for and against arguments, key terms.</p> <p>Narrative Suspense 11+ texts used for analysing covering a range of genres.</p> <p>Presentation</p> <p>Exam clinics dependent on schools applied for and type of exam e.g. comprehension, writing, multiple choice.</p>	<p>Biography / Autobiography <i>Alternative people may be used - Malala. Boy Roald Dahl</i></p> <p>Narrative Book Study <i>Optional texts (alternative texts may be used) - The 1000 year old boy</i> including diary entries, newspaper reports, debate, instructions</p>	<p>Author Study (Classic)</p> <p>Narrative Fantasy <i>Optional texts (alternative texts may be used) - The Dual World of Anders Arnfield including dreams and why we dream</i></p> <p>Playscripts & Poetry Analysis : <i>Optional texts (alternative texts may be used) - Shakespeare – Midsummer Night's Dream</i> including author study, understand Elizabethan theatre, Shakespearean language, analyse theme of conflict</p>
Writing assessment	Writing assessment	Writing assessment

<p>Narrative & Non-fiction – During the school year the following should be covered:</p> <ul style="list-style-type: none"> Storytelling Character and setting description Prediction, sequencing, structure, setting, creative writing Letter writing Recounts of the story & non-fiction Changing story, writing, editing story Dialogue 	<ul style="list-style-type: none"> Poetry: analysis Playscripts Non-chronological reports Explanation texts Persuasive writing Discussion & debate Newspaper Biography
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Year 5 & 6 English Termly Plan

YEAR 5 & 6 KEY SKILLS		
Reading skills	Taught	Revisited
Develop understanding of relationship between language structure and presentation, and meaning		
Continue to use dictionaries to check spellings		
Develop thesaurus skills		

Spelling skills	Taught	Revisited
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		

Grammar skills	Taught	Revisited
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 <i>The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.</i> <i>The herd of deer we saw earlier have returned to the hillside.</i> (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)		

Writing skills	Taught	Revisited
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) Use of speech punctuation. Stress differences between spoken and written speech. E.g. Contracted forms, and slang... <i>"Give me a break," sneered Tom, "you can't expect me to believe that!"</i> <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 <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i> 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 <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i> <i>In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess.</i>		
Use of apostrophes correctly: 1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes,</i> .. 2. To indicate a contraction – taking the place of missing letter(s) <i>I'm, don't,</i> ...		
Use modal verbs to indicate degrees of possibility Show children how we can have a hierarchy of possibility using modal verbs: <i>I may go to my granny's.</i> <i>I might go to my granny's.</i> <i>I should go to my granny's.</i> <i>I will go to my granny's.</i> <i>I must go to my granny's.</i>		
3 rd 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 Use colons and semi-colons in punctuating bullet points. Colon to mark boundaries and introduce a list		
Use semi-colons or dashes <i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i> <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: <i>'man-eating shark' is different from 'man eating shark'</i> <i>'cat-hating woman' is different from 'cat hating woman'</i> <i>'re-cover' is different from 'recover'</i>		
Use passive voice to present information in an objective way Demonstrate to children how we can describe an incident without saying who did it. Show children how the passive voice helps us to report something without allocating responsibility. <i>The window <u>was broken by a football</u> being kicked through it.</i> <i>The kittens were <u>placed</u> on the doorstep of the orphanage.</i> <i>John was <u>punched</u> in the chest.</i>		
Layout devices: headings, sub-headings, bullets, tables		
Cohesive devices: repetition, grammatical connections, ellipsis		

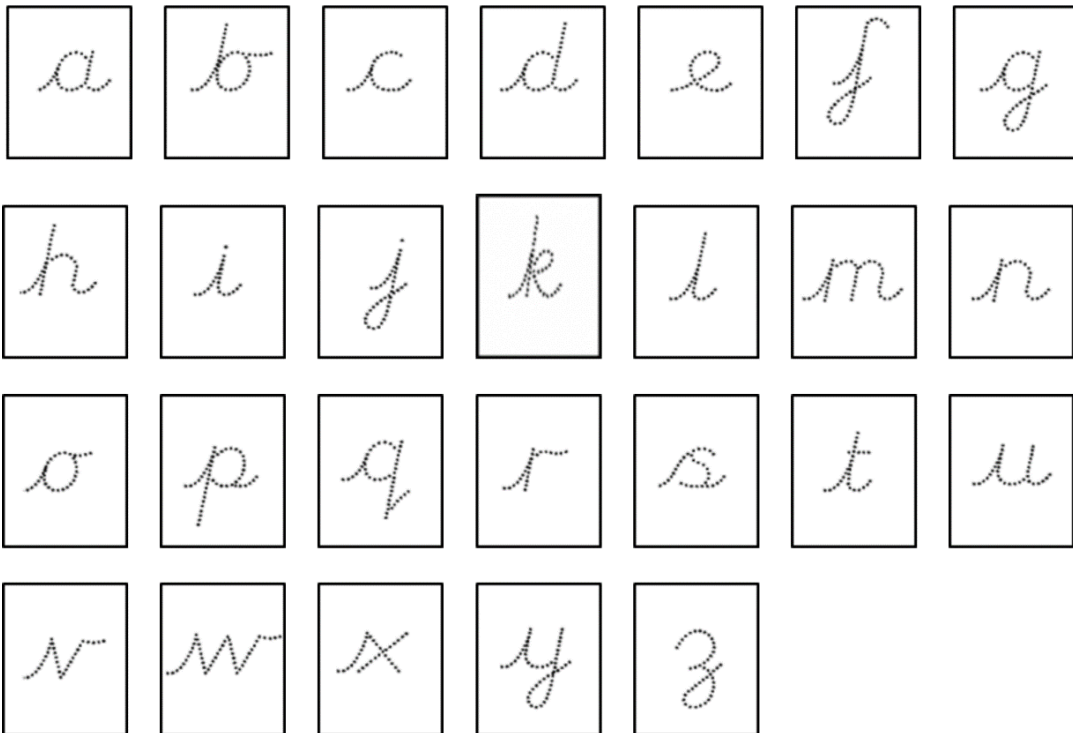


Kingston Cursive Handwriting Script

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

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 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. 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. 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. Year 2- Given an independent activity around the classroom which requires them to collate all their knowledge from the week



Phonics

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
- 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>AUTUMN s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo (long and short), y, x, ch, sh, th, qu, ou, oi, ue, er, ar, igh, ear, air</p>	AUTUMN	SPRING	SUMMER
	<p>SPRING During the Spring and Summer term observation and assessment informs the order of teaching.</p> <p>Phoneme-grapheme correspondences taught during the Autumn term are revisited to consolidate the children's learning, and their knowledge is extended.</p> <p>When ready, the children are taught alternative spelling of writing each letter sound. For example: ai as ay, ee as ea, ie as y, oa as ow, ue as ew</p>	<p>Revision</p> <p>ai, ay</p> <p>ee, ea</p> <p>ie, igh</p> <p>oa, ow, oe</p> <p>oo, ue, ew</p> <p>double consonants</p> <p>split digraphs</p> <p>split digraphs</p> <p>y, ey for /ee/</p> <p>y for /ie/</p>	<p>ar, ea (short)</p> <p>er, ir, ur</p> <p>au, aw,</p> <p>or, al</p> <p>ou, ow</p> <p>oi, oy</p> <p>air, are, ear</p> <p>ear, eer</p> <p>words ending k, ck</p> <p>words ending ch, tch</p> <p>wh, ph</p> <p>Spring assessment to be completed</p>
<p>SUMMER During the Summer term the children continue to consolidate previously taught phoneme-grapheme correspondences and are also taught the split digraphs</p> <p>a-e</p> <p>e-e</p> <p>i-e</p> <p>o-e</p> <p>u-e</p>			



Year 2		
Autumn	Spring	Summer
Recap year 1	ou, ow	If the end of a word sounds like /igh/, it is almost always spelt with a /y/
ay, ai, a_e	tion, sion, cian	The /or/ sound is spelt /a/ before l and ll
ee, ea, ey, y	ough, augh	When /c/ is followed by e, i or y the soft c (s) sound is made
igh, ie, i_e	oor, ore	When we add -y , sometimes we double the final consonant in a root word
ow, oa, oe, o_e	eigh, aigh	The /u/ sound spelt with /o/ (money, monkey, honey)
oo, ew, ue, u_e	ire, short ea,	Suffixes -er or -est – drop the e before adding -er or -est
	Year 2 Phonics Assessment	
	Teaching Changes to Spelling Rules	
oi, oy, ar, al	Some words begin with the n sound spelt kn	Suffix ness If root word ends in consonant + y, we swap for an i before adding ness
er, ir, ur (or ear)- work, earth etc	If a word ends with a short vowel sound , double the consonant before adding the suffix -ing	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 (soft g)
or, au, aw –al (walk, talk, stalk)	Drop e before adding -ing	Suffix revision
air, are, ear (pear)	-ed rules If a short vowel sound and a consonant double the consonant swap the y for an i - spied drop the e before adding -ed)	The /o/ sound after /w/ and /qu/ is spelt with /a/ (washing, wallow, squash)
ear, eer, ere	Revision	Revision
Revision		



Phonics

Phonic Memory Hook Rhymes

sh	Wash the fish
ch	Chop the chips
th	Three thinking thumbs
qu	Quiet queens
ng	Sing to the king
nk	I think I can wink
ai	Paint the train
ay	May I play
a-e	Make a cake
ee	How many bees can you see?
ea	Cup of tea
e-e	Pete the athlete
ey	Money in the honey
y	Funny bunny
y	Fly high in the sky
igh	Knights in tights
ie	The magpie wears a tie
i-e	Nice smile
oa	Goat in a boat
ow	Blow the snow
o-e	Rose up your nose
oe	Joe banged his toe
oo	Look at a book
oo	Poo in the zoo
ue	Blue statue
ew	Chew the stew
u-e	Huge brute
oi	Foil the coin
oy	Royal boy
ou	Count and shout
ow	Cow in a towel
ar	Car in a jar
or	Torch in a storm
aw	Crawl and yawn
au	Launch an astronaut
al	Walk and talk
er	Flower power
ur	Nurse in a purse
ir	Whirl and twirl
ear	Hear with your ear
eer	Peer at the deer
ere	Here is a sphere
air	Hairy fairy
ear	A bear eating a pear
are	Care and share
oor	Shut the door
ore	I want more
eigh	Weigh the eight
aigh	Go straight
ough	I thought I bought it
augh	Naughty daughter
ure	Sure it's pure
tion	Direction to the station
sion	Collision! Explosion!
cian	The magician is a politician
ea	Spread the bread
wh	Where are the whales
ph	Phone the elephant
ear	Search the Earth
c	Mice eating rice
g	Giraffe at the gym
dge	The judge loves fudge
kn	Knock with your knuckles



Phonics

ire	Fire! Fire!
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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
silver	gold	grey	fly	cry
die	wild	children	below	even

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



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	frequence	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, igh, 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 sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example ‘bright red’, ‘frighteningly bad’.
Adjective	A word which describes a noun .
Adverb	A word which describes how a verb action is being carried out.
Adverbial phrase	A phrase built around an adverb – 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 hyphens 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

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.



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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

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'.