








Y5/6 B - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PVPG</p> <p>Non-chronological report – The polar sealfox 3</p> <p>according, ancient, attached, environment, (un)familiar, forty, harass, occupy, shoulder, stomach, temperature</p> <p>-ous e.g. enormous</p> <p>-cious, -tious e.g. vicious, cautious</p>	<p>Recount – Diary  Escaping the Ice Queen</p> <p>familiar, existence, desperate, identity, apparent, curiosity, explanation, rhythm, determined</p> <p>Narrative – Character description – King Frostskader - evil ice monarch  1</p> <p>accompany, apparent, appreciate, cemetery, conscience, criticise, especially, individual, neighbour, nuisance</p> <p>-able, -ible e.g. uncomfortable, horrible</p> <p>Plot weave – Story problem</p>	<p>Narrative – Setting description – Isolated island (2 weeks) 2</p> <p>variety, guarantee(d), temperature, amateur, determined, forty, desperate, aggressive, bruise(d)</p> <p>-less, -ness e.g. endless, darkness</p> <p>hyphenated words</p> <p>Plot weave – Story opening (1 week)</p> <p>Recount – Newspaper – New species discovered in the Galapagos!  4</p> <p>accompany, apparent, category, curiosity, develop, explanation, marvellous, recognise, signature, variety</p> <p>-ous e.g. famous</p> <p>formal language</p>	<p>Persuasive leaflet – Visit China  1</p> <p>ancient, appreciate, bargain, community, communicate, especially, excellent, guarantee, language, marvellous, privilege, queue, recommend, restaurant, temperature, vehicle, yacht</p> <p>-able e.g. comfortable</p> <p>Poetry Haiku/Senryus 2 7 Renga Free verse</p>	<p>Recount – Biography – Hydrone: The Secret Greek Goddess of the Nile 5</p> <p>ancient, conscience, existence, identity, lightning, mischievous, occupy, occur, recognise, sacrifice, soldier, symbol, twelfth</p> <p>formal equivalence</p> <p>Narrative – Characterising speech – Ellis vs Zeus and Virgo 4</p> <p>aggressive, ancient, awkward, cemetery, competition, curiosity, embarrass, exaggerate, familiar, hindrance, lightning, sincere</p> <p>apostrophes for omission</p> <p>informal discourse markers in speech anyway, by the way, of course</p> <p>Plot weave - Altercation</p>	<p>Narrative – Full 6 7 Build upon character and setting to write a full quest narrative with integrated dialogue.</p> <p>Explanation – How does the circulatory system work?  5</p> <p>explanation, muscle, rhythm, system, heart, exercise, separate, through</p> <p>suffix -ly quickly, consequently, immediately</p>

Discrete spelling lessons






- 1 **i before e except after c**
- 2 **homophones**
- 3 **silent letters** e.g. kn and gn
- 4 **'fer' + suffix** e.g. referral
- 5 **suffix -ness** e.g. happiness
- 6 **'gue' and 'que'** e.g. tongue and cheque
- 7 **revisit prefixes**

Objective from a lower year group

Y1		Y2		Y3/4	
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Y5/6 A - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PVPG</p> <p>Recount – Letter from the trenches </p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink -> sank</p>	<p>Narrative – Characterising speech – Air raid </p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Recount – Diary – Evacuee </p> <p>contractions</p> <p>colloquialisms/idioms</p> <p>phrasal verbs drop 'e' add -ing e.g. trudging</p>	<p>Non-chronological report – Weird and wonderful plants (not real)</p> <p>-ous e.g. famous</p> <p>-cious e.g. vicious</p> <p>-gue e.g. tongue</p> <p>hyphenated words</p> <p>Narrative – Character description – Crazy plant scientist man (The Evil Garden)</p> <p>participial adjectives</p> <p>-ing e.g. flowing</p> <p>-ed e.g. covered</p> <p>-ible e.g. terrible</p> <p>-ence e.g. essence</p> <p>hyphenated words</p> <p>irregular e.g. built</p>	<p>Recount – Newspaper – The disappearing garden!</p> <p>-ous e.g. famous</p> <p>formal equivalence</p> <p>Poetry Haiku/Senryus Renga Free verse</p>	<p>Narrative – Setting description – Lost jungle city </p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. rolling</p> <p>-ed e.g. abandoned</p> <p>irregular e.g. frozen</p> <p>hyphenated words</p> <p>Persuasive leaflet – Visit Mexico </p> <p>-able e.g. comfortable</p> <p>-ible e.g. incredible</p> <p>-ous e.g. famous</p> <p>-est e.g. greatest</p> <p>-ful e.g. wonderful</p>	<p>Narrative - Full Discussion – Are juvenile detention centres ethical?</p> <p>-fer + suffix e.g. preferred</p> <p>formal equivalence</p> <p>-se and -ce e.g. advise/advice</p>

Discrete spelling lessons








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- 5 **suffix -ness** e.g. happiness
- 6 **'gue' and 'que'** e.g. tongue and cheque
- 7 **revisit prefixes**

Objective from a lower year group

Y1		Y2		Y3/4	
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Y3/4 B - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PVPG</p> <p>Non-chronological report – Prehistoric Park </p> <p>particular (ly), various, appear (ance), length, height, learn (ing), interest (ed), weight, different, therefore, special, enough, through</p> <p>-ous e.g. carnivorous, vicious, dangerous, herbivorous</p>	<p>Narrative – Characterising speech (SE) – Chalk Pit Boy 6</p> <p>thought, mention, answer, appear, caught, heard, perhaps, notice, probably</p> <p>apostrophes for omission</p> <p>informal discourse markers in speech anyway, by the way, of course</p> <p>Explanation – How does the digestive system work?  2</p> <p>different, various, enough, remember, purpose, continues, through, length, material, exercise</p> <p>words ending in -ly really, thoroughly</p>	<p>Narrative – Setting description 1 Traditional Thai Jungle Dwelling</p> <p>appear, build(t), centre, circle, complete, describe, different, difficult, disappear, earth, heard, height, island, notice, peculiar, strange, various</p> <p>-less, -ness e.g. endless, darkness</p> <p>-ous e.g. poisonous</p> <p>Persuasive letter – Come to the firework competition  5</p> <p>address, arrive, believe, busy/business, calendar, consider, decide, early, famous, history, imagine, interest, popular, remember, suppose, thought</p> <p>idioms/colloquial language</p>	<p>Recount - Diary – Surviving the earthquake </p> <p>address, probably, February, medicine, material, interest, although, special, extreme, arrive, guide, recent</p> <p>idioms/colloquial language</p> <p>contractions</p> <p>Poetry (3 weeks) Clerihews Limericks Free verse 1 3</p>	<p>Recount – Letter – Hello from the Himalayas </p> <p>arrived, believe, busy, business, decided, heard, peculiar, actually, caught, strange, centre, extreme, breathe, promised</p> <p>apostrophes for omission</p> <p>words ending in -ly sadly, luckily, strangely</p> <p>Narrative – Character description – Yeti  4</p> <p>through, heard, occasionally, strange, famous, peculiar, although, knowledge, different (differences), favourite, though, length(y), naughty, disappear, though, consider, suppose</p> <p>participial adjectives</p> <p>-ous e.g. enormous</p>	<p>Narrative - Full</p> <p>Discussion – Are yetis monsters?  4</p> <p>believe, therefore, strength, sentence, strange, ordinary, peculiar, pressure, possible, reign, woman</p> <p>formal equivalence</p>

Discrete spelling lessons








- 1 homophones/near homophones e.g. hear/here
- 2 'ou' – e.g. young, touch
- 3 prefix – dis-, mis-, re-, sub-
- 4 suffix -ness
- 5 silent letters (kn, wr) e.g. knight and write
- 6 double consonant and add suffix e.g. forgotten, forgetting

Objective from a lower year group

Y1		Y2		Y3/4	
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Y3/4 A - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PVPG</p> <p>Non-chronological – Roman mythical beasts</p> <p>-ous e.g. famous</p> <p>-cious e.g. vicious</p> <p>-gue e.g. tongue</p> <p>hyphenated words</p>	<p>Narrative – Setting description – Pompeii daily life </p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. rolling</p> <p>-ed e.g. abandoned</p> <p>irregular e.g. frozen</p> <p>hyphenated words</p> <p>Recount – Letter – Witness to Pompeii (Livia) </p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink -> sank</p>	<p>Instructions – How to catch a mythical sea creature </p> <p>(We need to adapt the mythical sea creatures Y6 text to Y4 for reading)</p> <p>-cial/-tial e.g. official/essential</p> <p>-ful e.g. handfull</p> <p>apostrophes for possession </p> <p>Recount – Diary – Captain's log (attack of the Kraken)</p> <p>contractions</p> <p>colloquialisms/idioms</p> <p>phrasal verbs drop 'e' add -ing e.g. trudging</p>	<p>Narrative – Characterising speech (SE) – Oliver and the Sea Wigs (Night of the Sea Wigs)</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Poetry Clerihews Limericks Free verse</p>	<p>Narrative – Character description – Beowulf beast </p> <p>participial adjectives</p> <p>-ing e.g. flowing</p> <p>-ed e.g. covered</p> <p>-ible e.g. terrible</p> <p>-ence e.g. essence</p> <p>hyphenated words</p> <p>irregular e.g. built</p> <p>Persuasive advert – Join Beowulf to save the kingdom! </p> <p>-able e.g. comfortable</p> <p>-ible e.g. incredible</p> <p>-ous e.g. famous</p> <p>-est e.g. greatest</p> <p>-ful e.g. wonderful</p>	<p>Narrative – Quest Build upon...</p> <p>Explanation – How are the best dragons trained? </p> <p>-ly e.g. slowly</p> <p>apostrophes for possession</p> <p>formal equivalence</p>

Discrete spelling lessons






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- 2 'ou'** – e.g. young, touch
- 3 prefix** – dis-, mis-, re-, sub-
- 4 suffix** -ness
- 5 silent letters (kn, wr)** e.g. knight and write
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Objective from a lower year group

Y1		Y2		Y3/4	
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Y1/2 B - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PVPG</p> <p>Labels, captions and lists</p> <p>Letter formation and basic sentence construction.</p> <p>Non-chronological report - The UK's Wild Birds</p> <p>wild, Christmas, because, water, most, pretty, money, plant(s)</p> <p>-est e.g. largest</p> <p>-er e.g. faster</p> <p>-s and -es e.g. twigs, batches</p>	<p>Narrative – repetitive story</p> <p>Recount – Postcards and Letter: The Crayons' Christmas  4</p> <p>Christmas, Mr, Mrs, cold, busy, people, clothes, father</p> <p>The /r/ sound spelt wr at the beginning of words write, wrap</p>	<p>Narrative – Setting description – Cotton Rock Forest</p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. twisting</p> <p>Recount – Diary – Feather Rock</p> <p>the, today, there, was, every, again, after, many</p> <p>contractions</p> <p>drop 'e' add -ing e.g. writing</p>	<p>Persuasive advert – Join my space crew to return Gubee! </p> <p>greatest, wonderful, station, magical, wiser, prouder, beautiful, longest, better, action</p> <p>-est e.g. greatest</p> <p>-er e.g. better</p> <p>-ful e.g. wonderful</p> <p>-al e.g. magical</p> <p>-tion e.g. action</p> <p>Poetry (3 weeks) Acrostic Shape Poetry</p>	<p>Narrative – Character description – Captain Snappy Beard </p> <p>many, path(s), because, great, climb(ing), who, gold, clothes, cold, sure, eye(s), people, half, old, everybody</p> <p>participial adjectives</p> <p>-ing e.g. flowing</p> <p>un- e.g. unkind</p> <p>Instructions – How to find buried treasure </p> <p>find, gold, cold, climb, because, should, most, hour(s), after, path, any, water</p> <p>-ly e.g. carefully</p> <p>-ful e.g. handful</p>	<p>Narrative - Full</p> <p>Non-chronological report – Marine animals </p> <p>there, of, the, our, are, to, they, be, did, is, one, your</p> <p>-est e.g. largest</p> <p>-er e.g. faster</p> <p>-s and -es e.g. twigs, batches</p>

Discrete spelling lessons









- 1 words ending in 'y' e.g. try, fly, spy
- 2 compound words e.g. bedroom
- 3 ph words for 'f' e.g. elephant
- 4 wh for 'w' e.g. white
- 5 (ongoing) common exception words



Objective from a lower year group

Y1	<input type="checkbox"/>	Y2	<input type="checkbox"/>	Y3/4	<input type="checkbox"/>
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Y1/2 A - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Labels, captions and lists</p> <p>Letter formation and basic sentence construction.</p> <p>Non-chronological report – My Family  2</p> <p>would, who, because, many, most, past, people, find, even, climb(s), behind</p> <p>Focus on subject/verb to create single-clause sentences.</p>	<p>Narrative – repetitive story</p> <p>Recount – Postcards and Letter:  Jolly Christmas Postman</p> <p>suffix -ed e.g. waited</p>	<p>Narrative – Setting description – Fairy tale castle  3</p> <p>is, where, has, full, here, love, there, some, are, friends, come, you, go</p> <p>-less, -ness e.g. endless, darkness</p> <p>Persuasive advert – Medieval Banquet and Ball 1</p> <p>hour(s), could, who, last, door(s), great, find, wild, many, whole, clothes, everybody, should, hold(ing), would</p>	<p>Narrative-Character description - Zog  3 6</p> <p>beautiful, because, climb, even, every, eye, fast, gold, old, wild</p> <p>-less e.g. fearless</p> <p>Poetry (3 weeks) Acrostic Shape Riddles 1 6</p>	<p>Recount – wanted poster – Lost things (Hermelin) </p> <p>Recount – Letter/postcard – I have found your lost thing! (Hermelin)  4</p> <p>Mrs, money, find, behind, gold, Mr, water, poor</p> <p>double consonant add -ed</p> <p>Non-chronological report - Woodland creature </p> <p>they, go, by, some, there, are</p> <p>suffix -s and -es fox/foxes bush/bushes branch/branches</p>	<p>Narrative - Full</p> <p>Instructions – How to survive a trip through the deep, dark wood  7</p> <p>wild, after, again, behind, climb, find, floor, grass, mind, most, move, pass, should</p> <p>-ful e.g. handful</p>

Discrete spelling lessons

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Objective from a lower year group

Y1	<input type="checkbox"/>	Y2	<input type="checkbox"/>	Y3/4	<input type="checkbox"/>
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