ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

English Progression Document

Year 1 Reading

Themes & Conventions	Comprehension		Inference	Language for Effect
Become very familiar with key stories, fairy stories and traditional tales Understand and use terms story, fairy story, rhyme, poem, cover, title, author Can seek out books around a simple theme or topic Understand the difference between fiction and non-fiction Understand the way that information texts are organised and use this when reading simple texts	**Clarify**	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words Read accurately by using meaning, structure and visual sources of information in the text Read common exception words Read 'instructional texts' (those which they can read 90-94% accurately) in a phrased and fluent manner Understand both the books they can already read accurately and fluently and those they listen to by: • checking that the text makes sense to them as they read • correcting inaccurate reading as they read	Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading Make predictions, talk about what characters are like, their motivations and what they might do	Use the language of a known story for re-telling. Particularly repetitive patterns, e.g. 'I'll huff and I'll puff.' Talk about rhyme and repetition in patterned texts Enjoy word-play in books and be able to identify words and phrases they like
	Monitor and Summarise	Recall the main points of a narrative in the correct sequence Discuss the significance of the title Discuss word meanings, linking new meanings to those already known		
	Select and Retrieve	Identify major points in a story or some key facts from an information text		
	Respond and Explain	Will talk about significant features of layout, e.g. enlarged text, bold, italic etc. Ask questions and express opinions about main events and characters in stories, e.g. good and bad characters		

Year 2 Reading

Themes & Conventions	Comprehension		Inference	Language for Effect
Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Make comparisons between books, noting similarities, differences and preferences between: • Narrative sequences • Characters • Setting • Layout • Features Identify how features are linked to purpose, e.g. why an information text has subheadings or why characters and settings in stories are described	**Clarify**	Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read suffixes by building on the root words that have already been learnt Read most words at an instructional level, i.e. 93-95 per cent of words read quickly and accurately, without overt sounding and blending, when they have been frequently encountered Use the grammar of a sentence to decipher new or unfamiliar words Check that the text makes sense to them as they read and correct inaccurate reading	Make predictions using experience of reading books in the same genre, by the same author or based on similar themes Make simple predictions, linking to own experience Make simple inferences about characters' thoughts and feelings and reasons for actions Identify key themes and discuss reasons for events in stories Make predictions about expectations of a text by skim reading, title, contents, illustrations	Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere Identify rhyming and alliterative words Identify how vocabulary choice affects meaning, identifying or providing own synonyms for specific words within the text
	Monitor and Summarise	Identify and discuss the main events or key points in a text Retell a story clearly and with appropriate detail Discuss the sequence of events within a book and how items of information are related Identify or provide own synonyms for specific words within the text		
	Select and Retrieve	Extract information from the text and discuss orally with reference to the text Understand how to use alphabetically ordered texts to retrieve information Use bibliographic knowledge to help retrieve specific information		

	Respond and Explain	Identify cause and effect in narrative and non-fiction, e.g. character motivation; why certain information has been included Participate in discussions about books, poems and other works that are read to them and those they can read for themselves by: • taking turns and listening to what others say • expressing views • asking questions		

Lower KS2 Reading

Themes & Conventions	Comprehension		Inference	Language for Effect
Make simple links to other known texts or personal experience Recognise themes in what they read, such as the triumph of good over evil Recognise conventions like the use of magical devices in fairy stories and folk tales or the use of first person in diaries Identify books set in different culture or historical setting Begin to relate texts to the wider world Draw on growing knowledge of authors	**Clarify**	Read independently, using known strategies appropriately to establish meaning Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words	Explore underlying themes and ideas Make plausible predictions based on knowledge of the text and begin to justify them by referring to the text Discuss the actions of characters and justify views using evidence from the text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Identify how language, structure and presentation contribute to meaning. Begin to discuss how language, structure and presentation affect the reader Discuss how language used has an effect on the reader Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration
	Monitor and Summarise	Discuss understanding as it develops and explain the meaning of words in context Show understanding of the main points drawn from more than one paragraph Begin to recognise fact and opinion Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise		
	Select and Retrieve	Use features to locate information, e.g. contents, indices ,subheadings Locate information using skimming, scanning and text marking Extract information from the text and make notes using quotation and reference to the text Use dictionaries to check the meaning of words they have read		
	Respond and Explain	Listen to and discuss a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks , asking questions, listening and responding to others Notice and discuss the author's choice and order of content linked to purpose. For example: • Why has the author started the story in the middle of the events? • Why has the author included that the Vikings created beautiful jewellery?		

Upper KS2 Reading

<table>
<tr><th>Themes and Conventions</th><th colspan="2">Comprehension</th><th>Inference</th><th>Language for Effect</th></tr>
<tr>
<td rowspan="4">Recognise texts that contain features from more than one genre, e.g. a persuasive playscript or description of setting in a biography

Understand how texts relate to audience, purpose, time, culture and refer to specific aspects of a text which exemplify this

Comment on the genre-specific language features the author has used, e.g. to convey information in a non-fiction text

Identify and discuss themes and conventions across a range of texts

Compare characters, settings and themes across a range of texts (see Language for Effect)</td>
<td>Clarify</td>
<td>Check that the book makes sense, discussing understanding and exploring the meaning of words in context

Use contextual and genre knowledge to determine meaning

Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words</td>
<td rowspan="4">Make predictions and express opinions, justifying these with reference to the text

Infer meaning using evidence from the text and wider experiences

Refer to the text to support predictions and opinions (Evidence + Explanation)

Begin to see how inferences draw on:
a) the connotations of words
b) their use in context
and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed</td>
<td rowspan="4">Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Discuss and evaluate how structural choices support the writer’s theme and purpose

Compare and discuss accounts of the same:
a) event
b) characters
c) settings
d) viewpoints
in texts, exploring a similar theme, topic or written in a similar genre

Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, symbol, imagery, analogy</td>
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<tr>
<td>Monitor and Summarise</td>
<td>Summarise the main ideas drawn from more than one paragraph, identifying key details, which are securely rooted in the text, that support the main ideas

Retrieve, collate and order ideas from more than one place within a text

Distinguish between fact and opinion

Use language, structural and presentational features to support understanding</td>
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<tr>
<td>Select and Retrieve</td>
<td>Skim and scan efficiently for vocabulary, key ideas and facts

Retrieve, record and re-present information and ideas from a range of sources</td>
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<tr>
<td>Respond and Explain</td>
<td>Participate in discussions about books that are read to them and those they can read for themselves by:
• building on their own and others’ ideas
• asking questions to clarify and explore meanings
• challenging views courteously

Identify and explain author’s point of view with reference to the text

Identify and comment on the structural choices the author has made when organising the text

Make accurate and appropriate comparisons of information, characters or events within texts, e.g. to compare how a character has changed over time</td>
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Year 1 Writing

Transcription	Handwriting	Composition		Grammar, Punctuation & Spelling
Pupils can usually correctly spell HFW at L&S phase 5 or equivalent Phonetically plausible attempts at common exception words Can correctly spell all the days of the week Use spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Can accurately use the suffixes –ing, -ed – er and –est where no changes are needed to the root word *Link to HIAS Spelling Pathway document*	Pupils can write lower case letters, most of which are correctly formed Pupils can write capital letters, most of which are correctly formed Pupils can form digits 0-9	**Composition & Effect**	Pupil is usually able to decide on a topic for writing and say what they will write about Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions Some appropriate (mostly simple) word choice helps to convey information and ideas, e.g. story or topic related vocabulary	Write a simple sentence Use capital letters names Use a capital letter for "I" Finish the sentence with a full stop Start sentences with a capital letter Use capital letters for the days of the week Separate words with spaces Regular plural noun suffixes –s or –es Write a compound sentence using the coordinating conjunction 'and' Adding –ing, –ed and –er to verbs Use question marks Use the prefix un-
		Text Structure & Organisation	A simple opening or closing phrase (often formulaic) may be used Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions Some ideas/events linked by connecting vocabulary	
		Sentence Structure & Punctuation	Recognise sentence boundaries in spoken sentences Uses simple words, phrases and clauses in sentence-like structures to communicate meaning May include simple sentences working towards straight forward subject/verb agreement Some awareness of where to place capital letters and full stops Pupils demonstrate simple and compound sentences reliably Pupils sometimes use question marks and exclamation marks as alternatives to full stop	

Year 2 Writing

Transcription	Handwriting	Composition		Grammar, Punctuation & Spelling
Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Use new ways of spelling phonemes for which one or more spellings are already known Spell common exception words Use the possessive apostrophe	Form lower case letters of the correct size relative to one another Develop a consistent size and orientation of lower case and capital letters using appropriate spacing between the words.	**Composition & Effect**	Pupils have some awareness of purpose through selecting of relevant content and an emerging awareness of their audience Pupils are beginning to develop and express a viewpoint through comments or actions Pupils can use adventurous vocabulary related to the appropriateness of the task Pupils can write about real events sustaining sufficient features of the given form: e.g. correct choice of, and consistent use of, present/past tense including progressive forms of verbs Pupils show increased stamina in writing by writing increasingly longer and more complex texts over the year	Adding -ly to an adjective to make an adverb Ask a question and use a question mark Coordinating conjunctions to create a compound sentence Command, using the imperative form of a verb: give… / take… Write a sentence that ends with an exclamation mark Use first, second and third person with subject-verb agreement Write expanded noun phrases Use simple present tense, showing subject-verb agreement Write a statement that starts with a capital letter and finishes with a full stop Use present continuous tense
		Text Structure & Organisation	Pupils can use a brief opening and ending Related ideas are grouped and the pupil is developing an awareness of paragraphing Some attempt to appropriately sequence ideas Linking related sentences by the use of pronouns, time connectives or adverbials where appropriate	

Usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily *Link to HIAS Spelling Pathway document*		**Sentence Structure & Punctuation**	Pupils write an appropriate mixture of both simple and compound sentences accurately Pupils link causes by both subordinating and coordinating conjunctions Pupils can usually use expanded noun phrases to describe and specify Pupils can use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes appropriate to purpose Pupils can use a variety of sentence openers Pupils can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. 'She is drumming, she drummed, she was drumming'	Formation of adjectives by adding -ful and –less Using commas to separate items within lists Apostrophes in contracted forms Subordinate conjunctions to create a complex sentence Adding –ness and –er to form a noun Use past continuous (progressive) tense

Year 3 Writing

Transcription	Handwriting	Composition		Grammar, Punctuation & Spelling
Apply spelling patterns and common exception words, taught so far, within writing See English Appendix 1 *Link to HIAS Spelling Pathway document*	Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Handwriting is legible and consistent in size Writing is appropriately spaced	**Composition & Effect**	Pupils can work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and record them in notes or pictorial form for later use Writing is clear in purpose and incorporates mostly relevant content to inform and interest the audience A viewpoint is established but may not always be consistent or maintained Events or ideas are developed using some appropriate vocabulary. Expansion of detail / events may be supported through vocabulary (technical, vivid language) or through explanation	Compound sentences with co-ordinating conjunctions Word families for meaning, word class and spelling Expressing time, place and cause using conjunctions, adverbs and prepositions Knowing when to use 'a' and 'an' Past perfect verb form Homophones and their meanings: bear – bare / pear – pair Present perfect verb form Complex sentences using subordinate conjunctions: when, if, because, although Formation of nouns using prefixes Inverted commas Prefixes to give the antonym: 'im-', 'in-', 'ir-', 'il-'
		Text Structure & Organisation	Organise writing into logical chunks and write a coherent series of linked sentences for each Writing is correctly signposted eg. non-narrative - an appropriate main heading and suitable subheadings; narrative- setting, character and plot Adverbials, connectives and pronouns may link sentences, paragraphs or sections	
		Sentence Structure & Punctuation	Pupils can write an increasing range of sentences with more than one clause using conjunctions taught so far Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound, complex) Appropriate choice of nouns and pronouns create clarity, cohesion and avoid repetition within writing Select appropriate tense for a task with verb forms adapted; some variation of modals to express possibility Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists Confident and consistent use of inverted commas to punctuate direct speech	

Year 4 Writing

Transcription	Handwriting	Composition		Grammar, Punctuation & Spelling
See English Appendix 1 *Link to HIAS Spelling Pathway document*	Pupil can correctly form and join most letters in accordance with the school's agreed style	**Composition & Effect**	Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Identifies and uses key organizational features of a shared text in their own writing Selects the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing Narrative writing interests the reader through the development of a coherent plot, characters and settings Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Additional detail and explanation are included Related information is clustered logically and engages the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate) Pupils can usually and accurately assess the effectiveness of their writing and make improvements	Possessive apostrophes for regular singular and plural nouns Using either a pronoun or the noun in sentences for cohesion and to avoid repetition Prepositions Possessive pronouns Expanded noun phrases Using inverted commas where the speech is preceded by the speaker: Fronted adverbials followed by a comma Specific determiners Informal and formal language Past perfect continuous verb form
		Text Structure & Organisation	Narrative and non-fiction texts are paragraphed with an appropriately signaled opening and ending Nouns and pronouns are selected to create cohesion, avoid repetition and achieve clarity A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences	
		Sentence Structure & Punctuation	Variation in sentence structure includes simple, compound and complex structures Pupils can proof read and amend their writing checking for, for example, repetitious language, verb/subject disagreement or lapses in tense Ranges of subordinating conjunctions are used at the beginning and within the sentences Tense choice is appropriate to task and used consistently with few lapses Pupils can use punctuation, as indicated in English Appendix 2, accurately and consistently	

Year 5 Writing				
Transcription	**Handwriting**	**Composition**		**Grammar, Punctuation & Spelling**
See English Appendix 1 *Link to HIAS Spelling Pathway document*	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation	**Composition & Effect**	Pupils usually identify intended audience and purpose of writing and choose a suitable writing model to support their own Pupils can usually draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively Content is balanced, e.g. between action and dialogue, fact and comment Viewpoint is established and generally maintained Elaboration of detail / events may be supported through vocabulary (technical, precise/ vivid language) Pupils can usually propose and make changes to vocabulary, grammar and punctuation to clarify meaning in their own writing	Suffixes Relative clauses to add detail Indicating degrees of possibility using modal verbs: might, should, will, must Relative pronouns: who, which, that, whom, whose Connectives to build cohesion: Verb prefixes Indicating degrees of possibility using adverbs: perhaps, surely Relative clauses to add detail beginning with 'who', 'which', 'where', 'when', 'whose', 'that', or an omitted relative pronoun Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly) Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis
		Text Structure & Organisation	Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes Links established between paragraphs, although transitions may be awkward or abrupt Produce internally coherent paragraphs in logical sequence e.g using topic sentences to propose rhetorical questions which are answered in the main paragraph; main ideas supported or elaborated by subsequent sentences	
		Sentence Structure & Punctuation	Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility Sentence structure and punctuation varied in line with expectations of English Appendix 2	

Year 6 Writing				
Transcription	**Handwriting**	**Composition**		**Grammar, Punctuation & Spelling**
See English Appendix 1 *Link to HIAS Spelling Pathway document*	Pupil joins where appropriate to ensure fluency, legibility and good presentation Pupil chooses the writing implement that is best suited for the task	**Composition & Effect**	A clear audience and purpose of writing supports pupils in selecting the appropriate register, form and features, using models to inform their choices Capture, sift and sort ideas into a plan before drafting In narrative, pupils can usually describe settings, characters and atmosphere - integrating dialogue to convey character and advance the action When drawing on research, pupils identify key ideas and reformulate coherently Pupils can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back appropriately with helpful details	The difference between vocabulary typical of Informal speech and formal speech and writing How words are related as synonyms and antonyms Use inverted commas accurately with punctuation Connectives to signpost and create cohesion within a text Antonyms :using prefixes to create antonyms to create different effects in sentences Colon to introduce lists Semi-colons to demarcate within a list Abstract nouns Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs The difference between passive and active voice and when to use the passive Colons, semicolons and dashes to mark the boundary between clauses Ellipses to create suspense and Hyphens for compound words to avoid ambiguity
		Text Structure & Organisation	Use further organisational and presentational devices to structure text and to guide the reader: e.g. *pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.* Produce internally coherent paragraphs in a logical sequence and deploy some devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs; use of adverbials of time, manner and place	
		Sentence Structure & Punctuation	Usually select appropriate grammar, understanding how such choices and change and enhance meaning Usually write using tense consistently and correctly (including modal verbs) and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews Draw on a repertoire of sentence structures, including simple, compound, complex to meet their purpose Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Adjacent consonants Phase 5 GPC (and revision of previous phases)	Securing phase 5 GPCs in spelling: best guess and word families Syllables	Best guess, investigation and word families for spelling alternative GPCs Use pupils' writing to decide on priority areas		Review importance of hearing syllables and stressed and unstressed vowels to support spelling from yr 5/6 list: average, awkward, category cemetery, controversy, definite, desperate, develop, dictionary, embarrass, familiar, necessary, secretary, vegetable, harass, suggest, system	
		100 HFW	100 HFW Begin to distinguish between homophones and near homophones.	200 HFW Use word class/function where possible to make distinctions e.g.there/where/here nouns of place two/twelve/twenty	200 HFW Our commonly mis-spelt words: what cues could we use to learn them?	Homophones linked to word class/function Investigating patterns in verb and noun spellings e.g license/licence devise/device practice/practice	Homophones linked to word class/function e.g. affect verb/ effect noun guessed verb/ guest noun passed verb/ past noun
		Compound words	Review –ed and –ing as verb inflections	Review root words and affixes: ed, -ing, -ly, -er, -est, -ness, -ful Revise apostrophes for contracted forms	Plural and possessive 's'	Verb prefixes e.g. dis-, de-, mis-, over-, re-	Synonym and antonym word families: e.g. big, little, large (which words do have opposites and are there options?)
Autumn 2		Phase 5 GPC	Securing phase 5 GPCs in spelling Using syllables to support spelling	Best guess, investigation and word families for alternative GPCs Syllables: stressed and unstressed vowels. Vowels in red cannot be reliably heard (words from compulsory yr 3/4 list) calendar, decide, describe, different, difficult, exercise, experience, forward(s), grammar, sentence, separate, medicine, particular, peculiar, ordinary, popular, pressure, probably, purpose, regular		ough – can be pronounced 7 different ways: look for patterns in Viking root words (gh used to be pronounced as ch in loch) Words from compulsory list with unusual GPC: amateur ancient, attached, bargain, bruise, determined, embarrass, foreign, forty, necessary, guarantee, rhyme, rhythm, stomach, individual, language, leisure, lightning, neighbour, persuade, privilege, programme, queue, restaurant, shoulder, soldier, thorough, vehicle, yacht	
				With the word groups above, sound cues alone will let the learner down. Cues to try: • Groups of words with the same grapheme/letter string (e.g. bruise, cruise; shoulder, boulder, smoulder) • Over-pronunciation (bar – gayn, sto-match, ve-hicle) • Visual cues : 1. Look, (take a picture of the shape of the word in your head), 2. Cover, (close your eyes and see it in your mind), 3. Write (does it look right?) Check (if not right, just look again at the bit you got wrong. How will you remember this bit?)		
		HFW	HFW and homophones	HFW and Homophones		Homophones and commonly mis-spelt words	
		-s and –es for plurals	-ly to turn adjectives into adverbs		Review adding –ly to form an adverb. Investigate exceptions to the rule	Verb suffixes (noun to verb) e.g. –ate, -ise, -ify Making word webs around the root word will help learners see that learning the base allows them access to the meaning and spelling of related words	Words from compulsory list with a root that can be built in to a word web: achieve, aggressive, communicate, community, committee, conscience* conscious*, criticise (critic + ise), definite, dictionary (dictate, diction), environment, familiar, muscle (muscular), physical, rhyme, rhythm, sacrifice, signature (sign, design, signal), twelfth (two, twelve, twenty), symbol, occupy, occur, temperature, variety

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative graphemes for ay sound (vein, weigh, eight, neighbor, they, obey)	French roots in • chef, chalet, machine, brochure • league, tongue, unique antique	Silent letters linked to etymology – used to be pronounced. Look at word families and how pronunciation can shift, e.g. night, doubt, lamb, solemn, island	
		100 HFW	100 HFW and homophones Apostrophes for common contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll	200 HFW Homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's		Homophones and commonly mis-spelt words	
		Introduce root words and affixes	-er and –est to form comparative adjectives	Roots and affixes – Prefixes for opposites or negatives: un-, dis-, mis-, anti-	Review apostrophe use and include use for possession with plural nouns and those ending in 's'	Adding suffix: able/ible to make adjectives Investigate if there is a best guess according to the nature of the root word	Formal equivalents e.g find out – discover ask for – request go in - enter
Spring 2		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	y as i myth, gym, Egypt, pyramid, mystery			
		100 HFW	100 HFW and homophones	200 HFW Homophones		Homophones and commonly mis-spelt words	
		Suffix –ing and –ed for verbs	-ful and –less to form adjectives	Roots and affixes – suffixes – adding to words of more than 1 syllable: doubling consonant depends on where the stress is placed in the word e.g. • beginning • limiting	Roots and affixes Adding -ous suffix Roots and affixes – how roots create a family: word webs e.g. solve (solution, solver, dissolve, insoluble sign (signal, design, designate, signify) long (length) strong(strength) pose (oppose, impose, suppose)	Suffixes ant/ance/ence for making nouns ent for making adjectives Investigate if there is a best guess according to the nature of the root word	Words from compulsory list where seeing affixes can help in learning correct spelling Prefix: accommodate, accompany, according, apparent, appreciate, conscience* conscious*, correspond, recommend, interfere, interrupt Suffix: available, competition, explanation, pronunciation, profession, convenience, hindrance, criticise (critic + ise), curiosity, identity, opportunity disastrous, marvelous, mischievous, environment, government, equip (-ped, -ment), parliament, exaggerate, excellent, sufficient, relevant existence, nuisance, especially, frequently, immediate(ly), sincere(ly)

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1		Phase 5 GPC	Securing phase 5 GPCs in spelling syllables	Alternative phonemes for ou grapheme young, touch, double, trouble, country	Classical roots in - • Greek: scheme, chorus, chemist, echo • Latin: science, scene, discipline, fascinate, crescent		
		100 HFW	100 HFW and homophones	Words from compulsory yr 3/ 4 list with unusual GPC: answer, build, breath, breathe, believe, caught, consider, continue, decide, early, earth, eight/eighth, weight, enough (Anglo Saxon: rough, tough), exercise, famous/various, island favourite, February, fruit, group, guard, guide, heard, heart, height, history, imagine, learn, material, minute, naughty, notice, often, particular, perhaps (tends not to be pronounced in a way that matches spelling, even though GPC not unusual), potatoes, promise, purpose, quarter, recent, reign, special, straight, surprise, though/although, thought, through, woman/women		Homophones and commonly mis-spelt words As sound cues alone will let the learner down, either use: • Groups of words with the same grapheme/letter string (e.g. exercise, precise; group, soup) • Overpronunciation (faymouse, Febrooarry, bel-eye-eve) • Visual cues : 1. Look, (take a picture of the shape of the word in your head), 2. Cover, (close your eyes and see it in your mind,) 3. Write (does it look right?) 4. Check (if not right, just look again at the bit you got wrong. How will you remember this bit?)	
		- er to make nouns (helper) and adjectives (faster) -est to make adjectives	-ness and –er to form nouns	Roots and affixes – Prefixes, more opposites il-, ir-, im- Review apostrophe for possession	Roots and affixes Adding –tion, -sion, -cian	Suffixes cial/tial for making adjectives Investigate if there is a best guess according to the nature of the root word	
Summer 2		Phase 5 GPC	Securing phase 5 GPCs in spelling Syllables	Review application of best guess for GPC as needed – use pupils own issues in writing to drive sessions			
		100 HFW	100 HFW and homophones	200 HFW Homophones		Homophones and commonly mis-spelt words	
		Prefix -un		More prefixes: Super-, auto-, inter-, sub-	Review – what we know about adding prefixes and suffixes	Suffixes cious/tious for making adjectives: investigate if there is a best guess according to the nature of the root word	
				Words from compulsory list with affixes: Prefix: Accident, address, bicycle, disappear, increase, interest, important, remember, Suffix: Accidentally, actually, probably, occasion(ally), busy/business, complete, experiment, extreme, mention, position, question, possess(ion), possible, various, famous		