
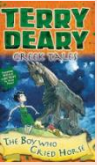






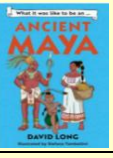
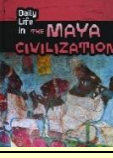
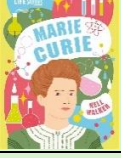





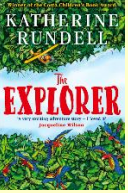
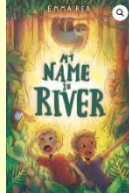


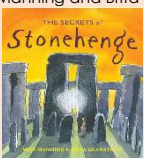
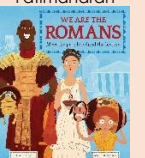



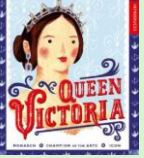
# PORTREATH WRITING SPINE

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Ancient Greece &amp; Greek Legacy</b>		<b>North America</b>	<b>The Mayans</b>	<b>Marvellous Medicine</b>	<b>Cornish Inventors</b>
<b>Fiction text</b>	Usborne Illustrated Stories from the Greek Myths 	The Boy Who Cried Horse by Terry Deary 	Kidnap on the California Comet by M.G. Leonard and Sam Sedgman 	Oh, Maya Gods! by Maz Evans 	George's Marvellous Medicine by Roald Dahl 	The Imagination Box by Martyn Ford 
<b>Non-fiction text</b>	How to be an Ancient Greek by Scoular Andersen 	So, you think you've got it bad? by Chaie Strathie 	What was it like to be an Ancient Maya? by David Long 	Daily life in the Maya Civilization by Nick Hunter 	Marie Curie by Nell Walker 	Fantastically Great Women Scientists by Kate Pankhurst 
<b>Writing genres</b>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Character description</li> <li>Writing own Greek myths</li> <li>Instruction text</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Non chronological text</li> <li>Persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Non-fiction -travel brochure</li> <li>Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Non chronological report</li> <li>Diary of a Maya</li> <li>Instructions – Mayan hot chocolate</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Character description</li> <li>Medicine recipes</li> <li>Narrative – new chapter</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Newspaper report</li> <li>Advert – new invention</li> </ul>
<b>Writing overview</b>	During this topic, the children will read a range of Greek Myths to inspire their own mythical stories set in ancient Greece, showing understanding of the features of this genre, characterization and the historical context of this time. Inspired by the non-fiction text, children will write their own set of instructions about how to live as a member of Greek Society in a position of their choosing. Poetry writing is inspired by Me by Roger McGough	The Boy who cried Horse, enables children to dive further into life in and beliefs in Ancient Greece as well as allowing them to make links with other texts. They will write information texts about key aspects of life in Ancient Greece. Children will then use the knowledge they have gained in this topic to produce an argument written from the point of view of an ancient Greek – is it better to live in Athens or Sparta? Poetry writing is inspired by The Witches' Spell by William Shakespeare (from MacBeth)	Kidnap on the Californian Comet introduces the pupils to an adventure story with a more contemporary setting. The fast-paced narrative provides a clear model of episodic writing and use of dialogue to move a story along and add characterisation. The nonfiction text gives a historical context to study about America, allowing for a more complete context. The children will also read real travel brochures to see how persuasive writing is used in a real-life context, before producing their own. Poetry writing is inspired by The Sound Collector by Roger McGough	Written by the popular author of Who Let the Gods Out? Oh Maya Gods is a funny and fast paced adventure which is full of historical detail about the beliefs and practices of The Maya. The children will use this knowledge and that gained from the non-chronological text, to produce their own report. They will also follow and refine recipes to make chilli hot chocolate, before writing their own bespoke recipes to take home. Poetry writing is inspired by Slowly by James Reeves	The fantastical narrative, George's Marvellous, will enable the children to think in detail about characterization and description. They will begin to learn to show as well as tell what a character is like. They will embed last term's learning about instruction writing as they devise their own potions and recipes. They will also use their knowledge of characterization, dialogue and paragraphing as they write a new chapter for the book, in which Goerge tries out the medicine they have invented. Poetry writing is inspired by The Woman of Water by Adrian Mitchell	The Imagination Box produces anything you can imagine, but you only get one go. This adventure, in which the hero has to rescue the inventor of the machine, continues the children's learning about characterisation and description, introducing an element of jeopardy. The children will use summary skills as well as organizational skills when they write a newspaper report about the rescue of the professor. They will use Wallace and Grommit as an additional inspiration for their own inventions, which they will write persuasive adverts to sell. Poetry writing is inspired by The Magic Box by Kit Wright
<b>End point</b>	<b>Greek myths</b> Children to film reading their finished stories which will be shared on Class Dojo. <b>Instructions</b> Children to send a best copy of their instructions to Truro Museum's education department. <b>Poetry</b> Performed to peers and written up for display.	<b>Non-chronological text</b> Children will send their writing to the education officer at Truro Museum <b>Persuasive writing</b> Children will produce a final copy of their persuasive writing and refer to it during a class debate. <b>Poetry</b> Performed to peers and written up for display.	<b>Travel brochures.</b> These will be sent to a travel agent. <b>Narrative</b> These will be read to each other and published online using BookWright or similar. <b>Poetry</b> Performed to peers and written up for display.	<b>Non chronological report about The Maya</b> This will be displayed in the hall. <b>Diary entry</b> based on a member of whichever level of Mayan society the children choose to be published in class book or online flick book. <b>Instructions</b> -these will be taken home. <b>Poetry</b> Performed to peers and written up for display.	<b>Character description –</b> The children will create a final copy which can be photocopied to take home or published on dojo <b>Recipe/ instructions</b> Final drafts will be displayed in class <b>Narrative</b> Children will read their new chapters to the pupils in Godrevy class. <b>Poetry</b> Performed to peers and written up for display.	<b>Newspaper report</b> Children to create a final draft. One from each year group to be published in the newsletter <b>Advert</b> Children's writing will be judged by Mr Boyes/Mrs May on the basis of which machine they are the most likely to buy based on the persuasive writing of the advert. <b>Poetry</b> Performed to peers and written up for display.
<b>Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>Recap of full stops, question marks, commas in a list and exclamation marks.</li> <li>Use of the determiners a or an according to whether or not the next verb begins with a consonant or a vowel</li> <li>Comma after fronted adverbials</li> <li>Use of inverted commas to punctuate direct speech</li> <li>Standard English forms of verb inflections E.g. We were rather than We was</li> <li>Use of conjunctions to show time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs as a way to group related material</li> <li>Use of headings and subheadings to aid presentation</li> <li>Use of pronoun or noun within a sentence to avoid ambiguity and repetition</li> <li>The use of possessive apostrophes</li> <li>The use of expanded noun phrases for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials to explain how, where or when something happened</li> <li>The use of commas after fronted adverbials</li> <li>The difference between possessive s and plural s</li> <li>The use of apostrophes to show single or plural possession</li> </ul>	<ul style="list-style-type: none"> <li>The perfect form of verbs to mark relationships of time and cause</li> <li>Use of paragraphs as a way to group related material.</li> <li>Fronted adverbials to explain how, where or when something happened</li> <li>The use of expanded noun phrases for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs as a way to group related material</li> <li>Use of inverted commas to punctuate direct speech</li> <li>Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives)</li> <li>The use of expanded noun phrases for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives)</li> <li>Use of conjunctions to show time and cause</li> <li>The use of commas after fronted adverbials</li> </ul>

# PORTREATH WRITING SPINE

<b>Spelling</b>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words where the digraph 'ou' makes an /ow/ sound</li> <li>Words where the digraph 'ou' makes an /u/ sounds</li> <li>Words where 'y' makes an /i/ sound</li> <li>Words ending '-sure'</li> <li>Words ending in '-ture'</li> <li>Challenge words</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words that are homophones or near homophones</li> <li>Words with the prefix 'in-' meaning 'not'</li> <li>Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>Words with the prefix 'sub-' meaning 'below' or 'further divided'</li> <li>Words with the prefix 'inter-' meaning 'between' or 'among'</li> <li>Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words with the prefix 're-'</li> <li>Words with the prefix 'dis-'</li> <li>Words with the prefix 'mis-'</li> <li>Words where '-ing', '-er' and '-ed' are added to multisyllabic words</li> <li>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>Challenge words</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words with the suffix '-ation'</li> <li>Words with the suffix '-ation'</li> <li>Words with the suffix '-ly'</li> <li>Words ending in '-lly'</li> <li>Words where 'ch' makes a /sh/ sound</li> <li>Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words with the digraph 'ai' and the tetragraph 'aigh'</li> <li>Words with the digraph 'ei' and tetragraph 'eigh'</li> <li>Words where the digraph 'ey' makes an /ai/ sound</li> <li>Words with the suffix '-ly'</li> <li>Words that are homophones</li> <li>Challenge words</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words ending in '-sion'</li> <li>Words ending in '-ous'</li> <li>Words ending in '-ous' including those where 'ge' from the base word remains</li> <li>Words where a suffix is added to words ending in 'y'</li> <li>Words ending in '-ious' and '-eous'</li> <li>Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words ending in '-al'</li> <li>Words ending in '-le'</li> <li>Words ending in '-ly' where the base word ends in '-le'</li> <li>Words ending in '-ly' when the base word ends in '-ic'</li> <li>Words ending in '-ly'; exceptions</li> <li>Challenge words</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words where 'au' makes an /or/ sound</li> <li>Words ending in '-tion'</li> <li>Words ending in '-ssion'</li> <li>Words ending in '-cian'</li> <li>Words that are adverbs of manner</li> <li>Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words ending with the suffix '-er'</li> <li>Words where the digraph 'ch' makes a /k/ sound</li> <li>Words ending in '-gue' and '-que'</li> <li>Words where the digraph 'sc' makes a /s/ sound</li> <li>Words that are homophones</li> <li>Challenge words</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words that are homophones</li> <li>Words with 'c' before 'i' and 'e'</li> <li>Words containing 'sol' and 'real'</li> <li>Words containing 'phon' and 'sign'</li> <li>Words with the prefixes 'super-', 'anti-' and 'auto-'</li> <li>Words with the prefix 'bi-' meaning 'two'</li> <li>Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>Words ending in '-sion'</li> <li>Challenge words</li> <li>Revision</li> <li>Revision</li> <li>Revision</li> <li>Revision</li> </ol> <p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>Words that are plurals with possessive apostrophes</li> <li>Revision Words</li> <li>Revision words</li> <li>Revision words</li> <li>Revision words</li> </ol>
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# PORTREATH WRITING SPINE

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Ancient Britain</b>	<b>Romans</b>	<b>Rainforests</b>	<b>Rainforests</b>	<b>Victorian Britain</b>	<b>Victorian Cornwall</b>
<b>Fiction text</b>	<p>Queen of Darkness by Tony Bradman, Stone Age Boy by Satoshi Kitamura and How to wash a woolly mammoth by Michelle Robinson</p> 	<p>Escape from Pompeii by Christina Balit and Roman Invasion by Jim Eldridge</p> 	<p>The Explorer by Katherine Rundell</p> 	<p>My Name is River by Emma Rea</p> 	<p>Street Child by Bernie Doherty</p> 	<p>Hetty Feather by Jacqueline Wilson and Cornish Tales by Eric Quayle and Michael Foreman</p> 
<b>Non-fiction text</b>	<p>The Secrets of Stonehenge by Mick Manning and Brita</p> 	<p>We Are the Romans by David Long and Allen Fatimaharan</p> 	<p>Amazon Basin (Expedition Diaries) by Simon Chapman</p> 	<p>Rainforest Warrior: The Story of Chico Mendes by Anita Ganeri and Margaux Carpenter</p> 	<p>The Great Stink by Colleen Paëff and Nancy Carpenter</p> 	<p>Queen Victoria by V&amp;A Introduces</p> 
<b>Writing genres</b>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Narrative</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Information text</li> <li>Letter</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Narrative</li> <li>Non-chronological report (creature from the rainforest)</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Persuasive writing</li> <li>Diary entries/recount</li> <li>Speech</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Newspaper report</li> <li>Character description</li> <li>Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Non-chronological report</li> <li>Diary entry/recount</li> <li>Book review</li> </ul>
<b>Writing overview</b>	<p>During this topic, the children will use How to Wash a Woolly Mammoth to create their own instructions of 'How to' do a task in Ancient Britain. They will be inspired by the book Queen of Darkness to write a story based in Ancient Britain. Their story will have historical elements that includes key facts from the time. Poetry writing is inspired by Winter by Judith Nicholls</p>	<p>Children will learn about the events in Pompeii. They will write a letter from the perspective of a child during that time. The book models writing in historical detail with plenty of description. Using the wealth of information gleaned from the non-fiction book and their history lessons, children will write an information text about aspects of Roman life and write the script for an interview a Roman slave, experiencing writing in the present and past tense Poetry writing is inspired by Ten Things Found is a Wizard's Pocket by Ian MacMillan.</p>	<p>The Explorer helps children to visualise the Rainforest while modelling strong descriptive vocabulary. Children will be able to write their own character descriptions and create powerful, descriptive settings. Children will write an alternative ending to the story, building to a powerful climax. Using the organisational features modelled in the non-fiction book The Amazon Basin, children will research, take notes and produce a report about a rainforest creature of their choice. Poetry writing is inspired by Still I Rise by Maya Angelou</p>	<p>Children will be immersed in the wonders of the rainforest and its importance to our planet's health. The novel explores a theme of profit over protection, within the context of adventure and friendship. Along with the information book about Chico Mendes, this will allow the children to develop a personal viewpoint about activism and ecological responsibility. This will allow them to understand the characters in the novel, feeding into their recount writing. They will also use this knowledge writing to their MP about the continuing need to protect the rainforest and the move towards net zero and to write an impassioned speech as Chico Mendes. Poetry writing is inspired by the shape poem Brother,s by Peter Cole.</p>	<p>Children learn about the founding of Dr Barnardo's homes and the lives of the children who inspired this. After writing a character description and honing their descriptive and inferential skills, they will create a fictional account of an episode in the life of Jim Jarvis, eg run in with police or being moved on when sleeping rough. Children learn and write a newspaper report about the Great Stink and how Joseph Bazalgette used scientific innovation to solve the problem by creating a sewage system Poetry writing is inspired by WH Auden's The Night Train.</p>	<p>Hetty Feather is a detailed book which reprises the theme of abandonment and explores the way children were treated in Victorian society, contrasting rich and poor. The fact that the main character uses her rich imagination to create stories in order to escape her grim reality models the power of language to the pupils. They will use the book, as well as the BBC videos based on Hetty's diaries, to produce an entry based on key moments in the story. They will also review the book. Tying together knowledge from their history unit and both books, using the organisational features and style modelled in Queen Victoria, the pupils will write a non-chronological report about children in Victorian time, both rich and poor. Poetry writing is inspired by Rudyard Kipling's If.</p>
<b>End point</b>	<p><b>Instructions:</b> children write up their own set of instructions. <b>Historical story:</b> children write up their story and share these with Godrevy class members. <b>Poetry</b> will be performed to peers and written up for display.</p>	<p>A final draft of <b>letters</b> will be produced and displayed. <b>Interviews</b> will be recorded on iPads, <b>Information texts</b> will be used to create a class book about many aspects of Roman life. <b>Poetry</b> will be written up and performed to the class.</p>	<p><b>Non-chronological reports</b> will be used to make an online book, using BookWrite. <b>Narratives</b> will be read aloud to a peer. <b>Poetry</b> will be performed to peers and written up for display.</p>	<p><b>Letters to an MP</b> about deforestation and government carbon zero targets – sent via the post. <b>Diary entries</b> from Dylan's point of view of view be collated for a book/display. <b>Speech</b> by Chico Mendes will be read aloud using the ChatterPix app, so that it appears that Mendes is speaking. <b>Poetry</b> will be performed to peers and written up for display.</p>	<p>Children will be filmed reading their <b>newspaper reports</b> and their reactions to the information in them, in character as Victorian men and women. <b>Character studies</b> will be displayed in class and <b>narratives</b> will be read aloud to either a governor, Mr Boyes or Mrs Barnett. <b>Poetry</b> will be performed to peers and written up for display.</p>	<p><b>Diary entries</b> will be filmed in costume, in the manner of the CBBC diaries. <b>Book reviews</b> will be displayed and photocopies sent home. Final drafts of <b>information texts</b> about Victorian Children will be sent to Helston Folk Museum. <b>Poetry</b> will be performed to peers and written up for display.</p>
<b>Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>Recap of full stops, question marks, commas in a list and exclamation marks.</li> <li>Sentences with different forms: statement, question, exclamation and command (recap)</li> <li>Use of expanded noun phrases for description and specification</li> <li>Use of conjunctions to show time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as ness (recap)</li> <li>Use of paragraphs as a way to group related material</li> <li>Use of headings and subheadings to aid presentation</li> <li>Use of pronoun or noun within a sentence to avoid ambiguity and repetition</li> </ul>	<ul style="list-style-type: none"> <li>The perfect form of verbs to mark relationships of time and cause</li> <li>Use of paragraphs as a way to group related material.</li> <li>Use of inverted commas to punctuate direct speech</li> <li>Fronted adverbials to explain how, where or when something happened</li> </ul>	<ul style="list-style-type: none"> <li>Irregular past tense</li> <li>Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives).</li> <li>Use of the determiners a or an according to whether or not the next verb begins with a consonant or a vowel</li> <li>The use of expanded noun phrases for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>The difference between possessive s and plural s</li> <li>The use of apostrophes to show single or plural possession</li> <li>Standard English forms of verb inflections eg We were rather than We was</li> <li>Use of conjunctions to show time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials to explain how, where or when something happened</li> <li>Use of paragraphs as a way to group related material</li> <li>Use of conjunctions to show time and cause</li> <li>Figurative language</li> </ul>

# PORTREATH WRITING SPINE

<b>Spelling</b>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1.Words where the digraph 'ou' makes an /ow/ sound</li> <li>2.Words where the digraph 'ou' makes an /u/ sounds</li> <li>3.Words where 'y' makes an /i/ sound</li> <li>4.Words ending '-sure'</li> <li>5.Words ending in '-ture</li> <li>6.Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1. Words with the prefix 're-'</li> <li>2.Words with the prefix 'dis-</li> <li>3.Words with the prefix 'mis-'</li> <li>4.Words where '-ing', '-er' and '-ed' are added to multisyllabic words</li> <li>5.Words where '-ing', '-en' and '-ed' are added to multisyllabic words</li> <li>6.Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1.Words with the digraph 'ai' and the tetragraph 'aigh'</li> <li>2.Words with the digraph 'ei' and tetragraph 'eigh'</li> <li>3.Words where the digraph 'ey' makes an /ai/ sound</li> <li>4.Words with the suffix '-ly'</li> <li>5.Words that are homophones</li> <li>6.Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1.Words ending in '-al'</li> <li>2.Words ending in '-le'</li> <li>3.Words ending in '-ly' where the base word ends in '-le'</li> <li>4.Words ending in '-ly' when the base word ends in '-ic'</li> <li>5.Words ending in '-ly'; exceptions</li> <li>6.Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1.Words ending with the suffix '-er'</li> <li>Words where the digraph 'ch' makes a /k/ sound</li> <li>3.Words ending in '-gue' and '-que'</li> <li>4.Words where the digraph 'sc' makes a /s/ sound</li> <li>5.Words that are homophones</li> <li>6.Challenge words</li> </ol>	<p><b>Year 3</b></p> <ol style="list-style-type: none"> <li>1.Words ending in '-sion'</li> <li>2.Challenge words</li> <li>3.Revision</li> <li>4.Revision</li> <li>5.Revision</li> <li>6.Revision</li> </ol>
	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words that are homophones or near homophones</li> <li>2.Words with the prefix 'in-' meaning 'not'</li> <li>3.Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>4.Words with the prefix 'sub-' meaning 'below' or 'further divided'</li> <li>5.Words with the prefix 'inter-' meaning 'between' or 'among'</li> <li>6.Challenge words</li> </ol>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words with the suffix '-ation'</li> <li>2.Words with the suffix '-ation</li> <li>3.Words with the suffix '-ly'</li> <li>4.Words ending in '-lly'</li> <li>5.Words where 'ch' makes a /sh/ sound</li> <li>6.Challenge words</li> </ol>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words ending in '-sion'</li> <li>2.Words ending in '-ous'</li> <li>3.Words ending in '-ous' including those where 'ge' from the base word remains</li> <li>4.Words where a suffix is added to words ending in 'y'</li> <li>5.Words ending in '-ious' and '-eous</li> <li>6.Challenge words</li> </ol>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words where 'au' makes an /or/ sound</li> <li>2.Words ending in '-tion'</li> <li>3.Words ending in '-ssion'</li> <li>4.Words ending in '-cian'</li> <li>5.Words that are adverbs of manner</li> <li>6.Challenge words</li> </ol>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words that are homophones</li> <li>2.Words with 'c' before 'i' and 'e'</li> <li>3.Words containing 'sol' and 'real'</li> <li>4.Words containing 'phon' and 'sign'</li> <li>5.Words with the prefixes 'super-', 'anti-' and 'auto-'</li> <li>6.Words with the prefix 'bi-' meaning 'two'</li> <li>7.Challenge words</li> </ol>	<p><b>Year 4</b></p> <ol style="list-style-type: none"> <li>1.Words that are plurals with possessive apostrophes</li> <li>2.Revision Words</li> <li>3.Revision words</li> <li>4.Revision words</li> <li>5.Revision words</li> </ol>