
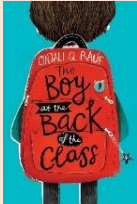


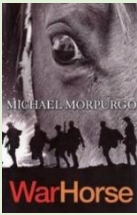
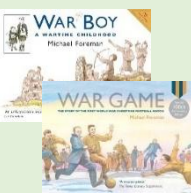
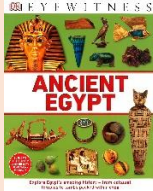
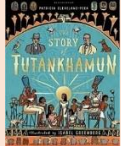
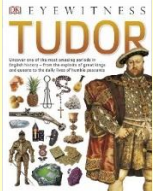
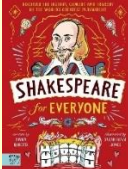
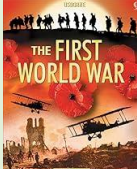
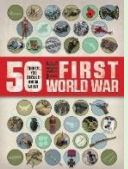

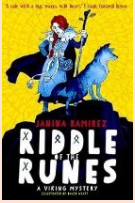


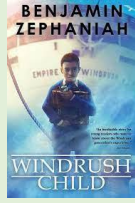
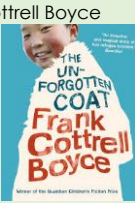
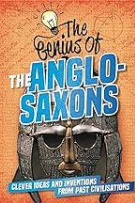





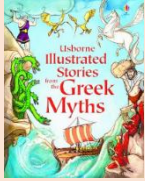
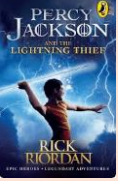
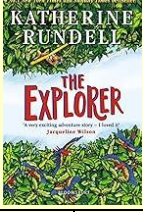


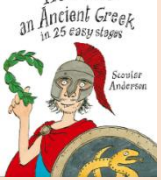
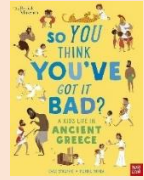

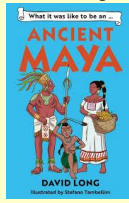
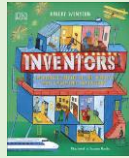



| Year A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|---|--|--|--|---|
| Topic | Papyrus, Pyramids & Power | Papyrus, Pyramids & Power | Turbulent Tudors | Turbulent Tudors | World War 1: The War to End All Wars | World War 1: The War to End All Wars |
| Fiction text | The Ancient Egypt Sleepover by Stephen Davies  | The Boy at the Back of the Class by Onjali Rauf  | The Secret Diary of Thomas Snoop by Philip Ardagh (Y3/4) & Spy Master: First Blood by Jan Burchett (Y5/6)  | A Midsummer Night's Dream by William Shakespeare  | War Horse by Michael Morpurgo  | War Boy & War Game by Michael Foreman  |
| Non-fiction text | Ancient Egypt DK Eyewitness  | The Story of Tutankhamun by Patricia Cleveland-Peck  | Tudor by DK Eyewitness  | Shakespeare for Everyone by Emma Roberts  | Introduction to the First World War by Ruth Brocklehurst  | 50 Things You Should Know About WW1 by Jim Eldridge  |
| Writing Genres | <ul style="list-style-type: none"> Suspense stories Information texts Poetry: Haikus | <ul style="list-style-type: none"> Biographies Newspaper reports Poetry: Odes | <ul style="list-style-type: none"> Recounts Information texts Poetry: Limericks | <ul style="list-style-type: none"> Script writing Fantasy stories Poetry: Cinquains | <ul style="list-style-type: none"> Reports/recounts Diaries Poetry: War poems | <ul style="list-style-type: none"> Persuasive texts Narrative writing Poetry: War poems |
| Writing overview | During this topic, the children will use The Ancient Egypt Sleepover to inspire suspense story writing set in Egypt. They also create information texts based on the historical topic. Additionally, we will use the film The Prince of Egypt to develop note-taking, character and setting descriptions. Poetry writing is inspired by Blowing from the West by Yosa Buson. | Children will now learn about Howard Carter and the discovery of Tutankhamun's tomb. They will write newspaper reports about the discovery (set in the 1920s), write biographies about Carter and non-chronological reports about the discovery of Tutankhamun's tomb. Poetry writing is inspired by The Lady to Her Guitar by Emily Bronte. | Spy Master: First Blood helps children to dive into Tudor Britain, and they will write a series of recounts following the exploits of the main character. Children also write information texts about the Great Fire of London and the Black Plague and persuasive arguments. Poetry writing is inspired by There was a small boy of Quebec by Rudyard Kipling. | Spoken language is a major focus in this topic, with children performing sections of the original play, writing their own versions (scripts). Children also write setting and character descriptions before writing their own fantasy/comedy stories. Poetry writing is inspired by Sonnet 18 by William Shakespeare. | Using War Horse, children are immersed in life as a soldier and write diaries and recounts from the point of view of soldiers in the trenches, and from the point of view of Joey (the horse). Finally, children learn a war poem and write their own versions. Poetry writing is inspired by Anthem for Doomed Youth by Wilfred Owen. | Children use their knowledge of the war to create persuasive speeches to either support the war or ask for peace. The children write their own war-time focused story, based around War Boy/War Game or about animals in the war. They then write and perform their own war poems based on the work started on poetry last half term. |
| End point | <ul style="list-style-type: none"> Suspense stories: children write up and record themselves reading a section of their story. Information texts: published text displayed in class Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Biographies: published as a whole class book Newspaper reports: published for display Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Recounts: children filmed in the role of Jack Briars, reading their recounts Information texts: published text displayed in class Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Scriptwriting: children perform their short play for their peers Fantasy stories: children write up and read a section of their story to their peers. Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Recounts: published for display in class Diaries: published in a class book for display Poetry: Recite poem learnt in unit | <ul style="list-style-type: none"> Persuasive texts: Speeches performed and recorded Narrative writing: publish favourite page for clipboards Poetry: Perform own war poem |
| Grammar & Punctuation | <p>Year 3/4</p> <ul style="list-style-type: none"> Recap of full stops, question marks, commas in a list and exclamation marks. Use of determiners a or an according to whether or not the next verb begins with a consonant or a vowel Comma after fronted adverbials Use of inverted commas to punctuate direct speech Standard English forms of verb inflections e.g. We were, not We was Use of conjunctions to show time/cause <p>Year 5/6</p> <ul style="list-style-type: none"> Basic punctuation: Capital letters, full stops, question marks & exclamation marks Inverted commas/speech Nouns & expanded noun phrases Determiners Subject/verb identification Subject/verb agreement Replacing the subject with a pronoun. | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of headings and subheadings to aid presentation Use of pronoun or noun within a sentence to avoid ambiguity and repetition The use of possessive apostrophes The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Commas in a list Apostrophes for contractions Apostrophes for singular and plural possession Hyphens to avoid ambiguity Cohesive devices: <ul style="list-style-type: none"> Adverbs and adverbials (TRAMP – Time, Reason, Manner, Place) Co-ordinating conjunctions (fanboys) Subordinating conjunctions (awhitebus) | <p>Year 3/4</p> <ul style="list-style-type: none"> Fronted adverbials to explain how, where or when something happened The use of commas after fronted adverbials The difference between possessive s and plural s The use of apostrophes to show single or plural possession <p>Year 5/6</p> <ul style="list-style-type: none"> Commas for fronted adverbials Commas for clarity Colons to introduce a list Colons & dashes to add detail Prepositions Single & multiclaue sentences Relative clauses | <p>Year 3/4</p> <ul style="list-style-type: none"> The perfect form of verbs to mark relationships of time and cause Use of paragraphs as a way to group related material. Fronted adverbials to explain how, where or when something happened The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Parentheses: commas, brackets & dashes Semi colons in a list Semi colons to join clauses Active and passive voice Modal verbs | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of inverted commas to punctuate direct speech Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Past and present tenses: Past simple, present simple, past progressive (was, were), present progressive (is), past perfect (had) & present perfect (have/has) Synonyms & antonyms Sentence types: question, exclamation, command, statement Subjunctive form Standard/non-standard English | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) Use of conjunctions to show time and cause The use of commas after fronted adverbials <p>Year 5/6</p> <ul style="list-style-type: none"> Revise all objectives |

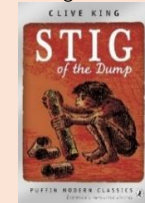
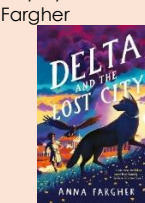

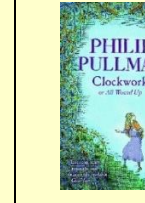
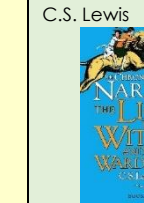





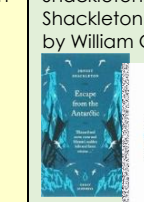

| Spellings | Year 3 | Year 3 | Year 3 | Year 3 | Year 3 | Year 3 |
|-----------|---|---|---|--|---|--|
| | <p>Year 3</p> <ol style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes an /u/ sounds Words where 'y' makes an /i/ sound Words ending '-sure' Words ending in '-ture' Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words with the suffix '-ation' Words with the suffix '-tion' Words with the suffix '-ly' meaning 'not' Words ending in '-lly' Words where 'ch' makes a /sh/ sound Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the digraph 'ai' and the tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' including those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and '-eous' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-al' Words ending in '-le' Words ending in '-ly' where the base word ends in '-le' Words ending in '-ly' when the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones Words with 'c' before 'i' and 'e' Words containing 'so' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-sion' Challenge words Revision Revision Revision Revision <p>Year 4</p> <ol style="list-style-type: none"> Words that are plurals with possessive apostrophes Revision Words Revision words Revision words Revision words |
| | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-fial' Words ending in '-cial' and '-fial' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im- | <p>Year 5:</p> <ol style="list-style-type: none"> Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial' /shuhl/ after a vowel Words with 'tial' /shul/ Words beginning with 'acc' | <p>Year 5:</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination | <p>Year 5:</p> <ol style="list-style-type: none"> Words with hyphens Challenge Words Revision words Revision words Revision words Revision words <p>Year 6:</p> <ol style="list-style-type: none"> Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary |

| Year B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|--|--|---|---|---|---|
| Topic | Invasion (Anglo-Saxons) | Invasion (Vikings) | World War 2 | World War 2 | People on the move (Windrush) | People on the move (Refugees) |
| Fiction text | Beowulf by Michael Morpurgo  | Riddle of the Runes by Janina Ramirez  | The Valley of Lost Secrets by Lesley Parr  | Blitz: One Family's War by Martin Impey  | Windrush Child by Benjamin Zephaniah  | The Unforgotten Coat by Frank Cottrell Boyce  |
| Non-fiction text | The Genius of the Anglo-Saxons by IZZI HOWELL  | Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland & Jeffrey Alan Love  | World War II Visual Encyclopedia by DK  | The Missing by Michael Rosen  | Black and British: An Illustrated History by David Olusoga  | Who are Refugees and Migrants? by Michael Rosen & Annemarie Young  |
| Writing Genres | <ul style="list-style-type: none"> Quest stories Information texts Poetry: Kennings | <ul style="list-style-type: none"> Instructions Explanation texts Poetry: Narrative poems | <ul style="list-style-type: none"> Non-chronological reports Recounts Poetry: War poets | <ul style="list-style-type: none"> Persuasive writing Narrative Poetry: War poets | <ul style="list-style-type: none"> Diary/recount writing Non-chronological reports Poetry: Rhyming couplets | <ul style="list-style-type: none"> Biographies Narrative Poetry: Tankas |
| Writing overview | Children study Beowulf, using this to inspire setting and character descriptions and writing narrative poems of their own. We will also explore the story of King Arthur, before using both stories as inspiration for writing our own quest stories. Poetry writing is inspired by kennings taken from Beowulf. | With the Vikings as our main theme, we will use Riddle of the Runes to inspire a range of writing, including instructions, documentary scripts and explanation texts focused on how Viking longboats were made and sailed. Poetry writing is inspired by Revolting Rhymes by Roald Dahl. | Children will use The Valley of the Lost Secrets as their primary stimulus for non-chronological report writing about evacuees and also recounts from the point of view of the characters in the books. Poetry writing is inspired by When I See The Falling Bombs by F. R. Scott | Children create information texts about the war; they write persuasive speeches about the rights/wrongs of the war (especially sending children as evacuees); newspaper reports about the Blitz and write stories from the point of view of a child in the Blitz. Poetry writing is inspired by Troop Train by Karl Shapiro. | Children learn about the Windrush Generation and the difficulties they faced. They use this knowledge to write non-chronological reports, newspaper reports and documentaries about this time in British history. Poetry writing is inspired by Mother to Son by Langston Hughes. Poetry writing is inspired by Mother to Son by Langston Hughes | Children create a biography of a famous refugee and the journey they endured. They then use what they have learned about refugees to write a story about a refugee's journey from a war-torn country to Britain. This may take the form of a graphic novel. Poetry writing is inspired by Tanka by Ono no Komachi. |
| End point | <ul style="list-style-type: none"> Quest stories: children write up and record themselves reading a section of their story. Information texts: published text displayed in class Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Instructions: published as a whole class book Explanation texts: published for display in class Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Non-chronological reports: create posters for display Recounts: select most effective for publishing (in hall) Poetry: Recitation performed and recorded | <ul style="list-style-type: none"> Persuasive speeches: children perform their speech for their peers Narrative writing: children write up and publish excerpts of their story online. Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Diaries/recounts: published for display in class Non-chronological reports: published online/digitally Poetry: performed to peers and written up for display | <ul style="list-style-type: none"> Biographies: published for display in class Narratives: published for display or digitally as graphic novel Poetry: performed to peers and written up for display |
| Grammar & Punctuation | <p>Year 3/4</p> <ul style="list-style-type: none"> Recap of full stops, question marks, commas in a list and exclamation marks. Use of determiners a or an according to whether or not the next verb begins with a consonant or a vowel Comma after fronted adverbials Use of inverted commas to punctuate direct speech Standard English forms of verb inflections e.g. We were, not We was Use of conjunctions to show time/cause <p>Year 5/6</p> <ul style="list-style-type: none"> Basic punctuation: Capital letters, full stops, question marks & exclamation marks Inverted commas/speech Nouns & expanded noun phrases Determiners Subject/verb identification Subject/verb agreement Replacing the subject with a pronoun. | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of headings and subheadings to aid presentation Use of pronoun or noun within a sentence to avoid ambiguity and repetition The use of possessive apostrophes The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Commas in a list Apostrophes for contractions Apostrophes for singular and plural possession Hyphens to avoid ambiguity Cohesive devices: <ul style="list-style-type: none"> Adverbs and adverbials (TRAMP – Time, Reason, Manner, Place) Co-ordinating conjunctions (fanboys) Subordinating conjunctions (awhitebus) | <p>Year 3/4</p> <ul style="list-style-type: none"> Fronted adverbials to explain how, where or when something happened The use of commas after fronted adverbials The difference between possessive s and plural s The use of apostrophes to show single or plural possession <p>Year 5/6</p> <ul style="list-style-type: none"> Commas for fronted adverbials Commas for clarity Colons to introduce a list Colons & dashes to add detail Prepositions Single & multiclaue sentences Relative clauses | <p>Year 3/4</p> <ul style="list-style-type: none"> The perfect form of verbs to mark relationships of time and cause Use of paragraphs as a way to group related material. Fronted adverbials to explain how, where or when something happened The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Parentheses; commas, brackets & dashes Semi colons in a list Semi colons to join clauses Active and passive voice Modal verbs | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of inverted commas to punctuate direct speech Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> Past and present tenses: Past simple, present simple, past progressive (was, were), present progressive (is), past perfect (had) & present perfect (have/has) Synonyms & antonyms Sentence types: question, exclamation, command, statement Subjunctive form Standard/non-standard English | <p>Year 3/4</p> <ul style="list-style-type: none"> Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) Use of conjunctions to show time and cause The use of commas after fronted adverbials <p>Year 5/6</p> <ul style="list-style-type: none"> Revise all objectives |

| Spellings | Year 3 | Year 3 | Year 3 | Year 3 | Year 3 | Year 3 |
|-----------|---|--|---|--|---|--|
| | <p>Year 3</p> <ol style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes an /u/ sounds Words where 'y' makes an /i/ sound Words ending '-sure' Words ending in '-ture' Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words with the suffix '-ation' Words with the suffix '-ion' Words with the suffix '-ly' meaning 'not' Words ending in '-lly' Words where 'ch' makes a /sh/ sound Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the digraph 'ai' and the tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' including those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and '-eous' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-al' Words ending in '-le' Words ending in '-ly' where the base word ends in '-le' Words ending in '-ly' when the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones Words with 'c' before 'i' and 'e' Words containing 'so' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-sion' Challenge words Revision Revision Revision Revision <p>Year 4</p> <ol style="list-style-type: none"> Words that are plurals with possessive apostrophes Revision Words Revision words Revision words Revision words |
| | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-fial' Words ending in '-cial' and '-fial' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im- | <p>Year 5:</p> <ol style="list-style-type: none"> Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial' /shuhl/ after a vowel Words with 'tial' /shul/ Words beginning with 'acc' | <p>Year 5:</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination | <p>Year 5:</p> <ol style="list-style-type: none"> Words with hyphens Challenge Words Revision words Revision words Revision words Revision words <p>Year 6:</p> <ol style="list-style-type: none"> Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary |

| Year C | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|---|---|---|---|--|
| Topic | It's all Greek to me: Ancient Greece and its Legacy | | Life in the Rainforest (including the Ancient Mayans) | | Inventors! | |
| Fiction text | Usborne Illustrated Stories from the Greek Myths (Y3/4) & Percy Jackson and the Lightning Thief by Rick Riordan (Y5/6)   | | The Explorer by Katherine Rundell  | | Charlie & the Chocolate Factory by Roald Dahl  | George's Marvellous Medicine by Roald Dahl  |
| Non-fiction text | How to be an Ancient Greek by Scouler Anderson  | So You Think You've Got it Bad by Chae Strathie & Marisa Morea  | Rainforest Warrior: The Story of Chico Mendes by Anita Ganeri (Y3/4) and Amazon Basin by Simon Chapman  | What it was like to be an Ancient Maya by David Long  | Inventors: Incredible stories of the world's most ingenious inventions by Robert Winston  | Fantastically Great Women Scientists and their Stories by Kate Pankhurst  |
| Writing Genres | <ul style="list-style-type: none"> Character description Writing Greek myths Instruction text Poetry: Haikus | <ul style="list-style-type: none"> Persuasive writing Non-fiction: travel brochure Poetry: Odes | <ul style="list-style-type: none"> Narrative Recount (Rang Tan in my bedroom) Poetry: Quatrains | <ul style="list-style-type: none"> Diary of a Mayan Non-fiction – Non-chronological report Poetry: Clerihews | <ul style="list-style-type: none"> Newspaper report Explanation Poetry: Free verse | <ul style="list-style-type: none"> Character description Narrative – new chapter/innovation Poetry: Cornish poets |
| Writing overview | Using Greek Myths as a basis, we will develop our use of powerful adjectives to create effective character descriptions of Greek heroes and monsters, which we will then build on to create our own stories in the style of Greek myths. We will also create instructions on how to be an Ancient Greek, using our non-fiction text as a high-quality example. Poetry writing is inspired by The Old Pond by Matsuo Bashō | Children use their learning about Greece as a stimulus for persuasive writing, creating adverts for travel to Greece which are then recorded; they then build on this to study and create travel brochures to promote Greek holidays to tourists. Poetry writing is inspired by Ode to the West Wind by Percy Bysshe Shelley | Following the thrilling story of The Explorer, and accompanying a similar true story from the Colombian Amazon: https://www.bbc.co.uk/news/world-latin-america-65864158 , the children will create their own narratives set in the rainforest. They will then create recounts, using the voice of the Rang Tan in my Bedroom advert to produce emotive, atmospheric writing. Poetry writing is inspired by Still I Rise by Mary Angelou | Children continue their report-writing, by writing diary entries as an Ancient Maya child, showing their understanding of the historical context. They also develop their skills in writing non-fiction by developing a non-chronological report about the Ancient Maya people. Poetry writing is inspired by Daniel Defoe by Edmund Clerihew Bentley | Using the story of Charlie and the Chocolate Factory as inspiration, the children develop their newspaper report writing, creating reports about the winners of the golden tickets and their prize. The children then design a new room in Willy Wonka's factory and create an explanation text for how the machine works to create the new sweets/chocolate. Poetry writing is inspired by If by Rudyard Kipling | The fantastical narrative, George's Marvellous, will enable the children to think in detail about characterization and description. They will also 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 George tries out the medicine they have invented. Poetry writing is inspired by Song of the Flowers at the Land's End by William Golding |
| End point | Write up most effective section of stories. Create class book of instructions on 'how to be an ancient Greek'. | Advert videos and holiday brochures. | Write up recounts for display. | Non-chronological reports written up as posters/booklets. | Explanation texts typed up to create a book of new inventions. | Children write up their best paragraph for display. |
| Grammar & Punctuation | Year 3/4 <ul style="list-style-type: none"> Recap of full stops, question marks, commas in a list and exclamation marks. Use of determiners a or an according to whether or not the next verb begins with a consonant or a vowel Comma after fronted adverbials Use of inverted commas to punctuate direct speech Standard English forms of verb inflections e.g. We were, not We was Use of conjunctions to show time/cause | Year 3/4 <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of headings and subheadings to aid presentation Use of pronoun or noun within a sentence to avoid ambiguity and repetition The use of possessive apostrophes The use of expanded noun phrases for description and specification | Year 3/4 <ul style="list-style-type: none"> Fronted adverbials to explain how, where or when something happened The use of commas after fronted adverbials The difference between possessive s and plural s The use of apostrophes to show single or plural possession | Year 3/4 <ul style="list-style-type: none"> The perfect form of verbs to mark relationships of time and cause Use of paragraphs as a way to group related material. Fronted adverbials to explain how, where or when something happened The use of expanded noun phrases for description and specification | Year 3/4 <ul style="list-style-type: none"> Use of paragraphs as a way to group related material Use of inverted commas to punctuate direct speech Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) The use of expanded noun phrases for description and specification | Year 3/4 <ul style="list-style-type: none"> Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) Use of conjunctions to show time and cause The use of commas after fronted adverbials |
| | Year 5/6 <ul style="list-style-type: none"> Basic punctuation: Capital letters, full stops, question marks & exclamation marks Inverted commas/speech Nouns & expanded noun phrases Determiners Subject/verb identification Subject/verb agreement | Year 5/6 <ul style="list-style-type: none"> Commas in a list Apostrophes for contractions Apostrophes for singular and plural possession Hyphens to avoid ambiguity Cohesive devices: <ul style="list-style-type: none"> Adverbs and adverbials (TRAMP – Time, Reason, Manner, Place) Co-ordinating conjunctions (fanboys) | Year 5/6 <ul style="list-style-type: none"> Commas for fronted adverbials Commas for clarity Colons to introduce a list Colons & dashes to add detail Prepositions Single & multiclausal sentences Relative clauses | Year 5/6 <ul style="list-style-type: none"> Parentheses: commas, brackets & dashes Semi colons in a list Semi colons to join clauses Active and passive voice Modal verbs | Year 5/6 <ul style="list-style-type: none"> Past and present tenses: Past simple, present simple, past progressive (was, were), present progressive (is), past perfect (had) & present perfect (have/has) Synonyms & antonyms Sentence types: question, exclamation, command, statement | Year 5/6 Revise all objectives |

| | • Replacing the subject with a pronoun. | - Subordinating conjunctions (awhitebus) | | | • Subjunctive form • Standard/non-standard English | |
|------------------|---|---|---|--|--|--|
| Spellings | <p>Year 3</p> <ol style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes an /u/ sounds Words where 'y' makes an /i/ sound Words ending '-sure' Words ending in '-ture' Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words with the suffix '-ation' Words with the suffix '-ation' Words with the suffix '-ly' meaning 'not' Words ending in '-ly' Words where 'ch' makes a /sh/ sound Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the digraph 'ai' and the tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' including those where 'ge' from the base word remains Words where a suffix is added to words ending in '-y' Words ending in '-ious' and '-eous' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-al' Words ending in '-le' Words ending in '-ly' where the base word ends in '-le' Words ending in '-ly' when the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words where 'au' makes an /or/ sound Words ending in '-fion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones Words with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-sion' Challenge words Revision Revision Revision Revision <p>Year 4</p> <ol style="list-style-type: none"> Words that are plurals with possessive apostrophes Revision Words Revision Words Revision words Revision words |
| | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im- | <p>Year 5:</p> <ol style="list-style-type: none"> Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial' /shuhl/ after a vowel Words with 'tial' /shul/ Words beginning with 'acc' | <p>Year 5:</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination | <p>Year 5:</p> <ol style="list-style-type: none"> Words with hyphens Challenge Words Revision words Revision words Revision words Revision words <p>Year 6:</p> <ol style="list-style-type: none"> Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary |

| Year D | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|---|--|--|--|---|
| Topic | Ancient Britain to Roman Britain | | What was it like to live in Victorian times? | | Extreme Earth (Freezing Earth) | Extreme Earth (Massive Earth) |
| Fiction text | Stig of the Dump by Clive King  | Delta and the Lost City by Anna Fargher  | Street Child by Berlie Doherty  | Clockwork by Philip Pullman  | The Lion, the Witch & the Wardrobe by C.S. Lewis  | King of the Cloud Forests by Michael Morpurgo  |
| Non-fiction text | Stone, Bronze and Iron Ages (Explore!) by Sonya Newland  | We are the Romans by David Long  | Victorians by DK & the Great Stink by Colleen Paeff  | You Wouldn't Want To Be a Victorian Schoolchild! by John Malam  | Escape from the Antarctic by Ernest Shackleton & Shackleton's Journey by William Gill  | Everest by Alexandra Stewart & Joe Todd-Stanton  |
| Writing Genres | <ul style="list-style-type: none"> • Narrative • Instructions • Poetry: Narrative | <ul style="list-style-type: none"> • Information text • Letters • Poetry: Free verse | <ul style="list-style-type: none"> • Persuasive writing • Diaries/recounts • Speeches • Poetry: Victorian poets | <ul style="list-style-type: none"> • Narrative • Non-chronological reports • Poetry: Victorian poets | <ul style="list-style-type: none"> • Information texts • Narratives • Poetry: Pantoum | <ul style="list-style-type: none"> • TV News reports • Adventure stories • Poetry: Tanka |
| Writing overview | <p>Children will read and listen to The Highway Man by Alfred Noyes and then write verses of their own, based on someone travelling at night.</p> <p>Children will write a new chapter in which Stig and Barney visit a local place. As well as description there will be a focus on dialogue and the way the two characters communicate despite speaking different languages. Children will also write instructions about how to make a den, inspired by real life experience as well as Stig's home. Poetry writing is inspired by The Highwayman by Alfred Noyes</p> | <p>Children will read and listen to Ode on a Grecian Urn by Keats and then use metaphors to write an ode to an object that is important to them. Taking inspiration from the fiction text, pupils will write letters describing the events around the eruption of Vesuvius and destruction of Pompei. After learning about life in Roman times, children will use the features of an information text to produce an information poster. Poetry writing is inspired by Winter by Judith Nicholls</p> | <p>Poetry writing will be inspired by WH Auden's The Night Train. Children will learn about the founding of Dr Barnardo's homes and the lives of the children who inspired this. After writing a character description, they will create a fictional account of an episode in the life of Jim Jarvis, recorded as a diary entry. Using their learning about The Great Stink and how Joseph Bazalgette used scientific innovation to solve the problem by creating a sewage system, they will also write a persuasive speech to persuade the mayor of London to fund these improvements. Poetry writing is inspired by A Birthday by Christina Rossetti</p> | <p>The pupils will listen to and learn a section of The Kraken by Tennyson before using this as inspiration for their own poem about a fictional creature. Taking inspiration from the book Clockwork, they will write a newspaper report about the night that the mechanical horse crashes into the palace or the unveiling of the mechanical statues. They will also write a narrative piece set in Victorian times, incorporating their knowledge of schooling in that era, in which they are late for school. Poetry writing is inspired by From a Railway Carriage by R. L. Stevenson</p> | <p>Children will use the repeating structure of the pantoum to write a poem about a landscape that is important to them. They will then move on to write a narrative from the point of view of Shackleton, leading his crew to safety when The Endurance was crushed by pack-ice. Finally, they will write an information text about C.S. Lewis. Poetry writing is inspired by Pantoum by John Ashbery</p> | <p>Children will read various tanka and use this form to write about a landscape they would like to visit. They will script and film a news report about the scaling of Everest by Tensing and Hillary and write their own adventure narrative, in which adversity is overcome in a hostile environment. Poetry writing is inspired by Tanka by Ono no Komachi</p> |
| End point | <p>Poetry- video and upload to Class Dojo</p> <p>Narrative- read aloud to peers in a different year</p> <p>Instructions- make a class book and also publish some in the newsletter.</p> | <p>Poetry- video and upload to Class Dojo</p> <p>Invite parents to view displayed texts (information texts and odes), art and try some Greek food.</p> | <p>Poetry- create an illustrated class book.</p> <p>Newspaper report – use publisher to create a final copy.</p> <p>Speech - video and share on Class Dojo.</p> | <p>Poetry- create an illustrated class book</p> <p>Newspaper report – use publisher to create final copy</p> <p>Narrative-record in the style of an audio book on Dojo</p> | <p>Poetry- create an illustrated final copy to take home to give to someone special</p> <p>Narrative and information text- invite parents into reading breakfast. Children will share their writing with them.</p> | <p>Poetry- final copy for display</p> <p>News Reports – share videos on Class Dojo</p> <p>Adventure Stories – read to Year 2.</p> |
| Grammar & Punctuation | <p>Year 3/4</p> <ul style="list-style-type: none"> • Recap of full stops, question marks, commas in a list and exclamation marks. • Use of determiners a or an according to whether or not the next verb begins with a consonant or a vowel • Comma after fronted adverbials • Use of inverted commas to punctuate direct speech • Standard English forms of verb inflections e.g. We were, not We was • Use of conjunctions to show time/cause <p>Year 5/6</p> <ul style="list-style-type: none"> • Basic punctuation: Capital letters, full stops, | <p>Year 3/4</p> <ul style="list-style-type: none"> • Use of paragraphs as a way to group related material • Use of headings and subheadings to aid presentation • Use of pronoun or noun within a sentence to avoid ambiguity and repetition • The use of possessive apostrophes • The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> • Commas in a list | <p>Year 3/4</p> <ul style="list-style-type: none"> • Fronted adverbials to explain how, where or when something happened • The use of commas after fronted adverbials • The difference between possessive s and plural s • The use of apostrophes to show single or plural possession <p>Year 5/6</p> <ul style="list-style-type: none"> • Commas for fronted adverbials | <p>Year 3/4</p> <ul style="list-style-type: none"> • The perfect form of verbs to mark relationships of time and cause • Use of paragraphs as a way to group related material. • Fronted adverbials to explain how, where or when something happened • The use of expanded noun phrases for description and specification <p>Year 5/6</p> | <p>Year 3/4</p> <ul style="list-style-type: none"> • Use of paragraphs as a way to group related material • Use of inverted commas to punctuate direct speech • Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) • The use of expanded noun phrases for description and specification <p>Year 5/6</p> <ul style="list-style-type: none"> • Past and present tenses: Past simple, present simple, past | <p>Year 3/4</p> <ul style="list-style-type: none"> • Use of the suffixes er and est to form comparisons of adjectives and verbs (superlatives) • Use of conjunctions to show time and cause • The use of commas after fronted adverbials <p>Year 5/6</p> <ul style="list-style-type: none"> • Revise all objectives |

| | | | | | | |
|-----------|---|--|---|--|--|--|
| | <p>question marks & exclamation marks</p> <ul style="list-style-type: none"> Inverted commas/speech Nouns & expanded noun phrases Determiners Subject/verb identification Subject/verb agreement Replacing the subject with a pronoun. | <ul style="list-style-type: none"> Apostrophes for contractions Apostrophes for singular and plural possession Hyphens to avoid ambiguity Cohesive devices: <ul style="list-style-type: none"> Adverbs and adverbials (TRAMP – Time, Reason, Manner, Place) Co-ordinating conjunctions (fanboys) Subordinating conjunctions (awhitebus) | <ul style="list-style-type: none"> Commas for clarity Colons to introduce a list Colons & dashes to add detail Prepositions Single & mult clause sentences Relative clauses | <ul style="list-style-type: none"> Parentheses: commas, brackets & dashes Semi colons in a list Semi colons to join clauses Active and passive voice Modal verbs | <p>progressive (was, were), present progressive (is), past perfect (had) & present perfect (have/has)</p> <ul style="list-style-type: none"> Synonyms & antonyms Sentence types: question, exclamation, command, statement Subjunctive form Standard/non-standard English | |
| Spellings | <p>Year 3</p> <ol style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes an /u/ sound Words where 'y' makes an /i/ sound Words ending 'sure' Words ending in '-ture' Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words with the suffix '-ation' Words with the suffix '-ation' Words with the suffix '-ly' Words ending in '-lly' Words where 'ch' makes a /sh/ sound Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words with the digraph 'ai' and the tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' including those where 'ge' from the base word remains Words where a suffix is added to words ending in '-y' Words ending in '-ious' and '-eous' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-al' Words ending in '-le' Words ending in '-ly' where the base word ends in '-le' Words ending in '-ly' when the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words where 'au' makes an /or/ sound Words ending in '-fion' Words ending in '-ssion' Words ending in '-cian' Words that are adverbs of manner Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge words <p>Year 4</p> <ol style="list-style-type: none"> Words that are homophones Words with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two' Challenge words | <p>Year 3</p> <ol style="list-style-type: none"> Words ending in '-sion' Challenge words Revision Revision Revision Revision <p>Year 4</p> <ol style="list-style-type: none"> Words that are plurals with possessive apostrophes Revision Words Revision words Revision words Revision words |
| | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words Challenge Words | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Challenge Words Challenge Words Challenge Words Challenge Words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' | <p>Year 5:</p> <ol style="list-style-type: none"> Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im- | <p>Year 5:</p> <ol style="list-style-type: none"> Words with 'ie' after 'c' Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial' /shuhl/ after a vowel Words with 'tial' /shul/ Words beginning with 'acc' | <p>Year 5:</p> <ol style="list-style-type: none"> Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge Words <p>Year 6:</p> <ol style="list-style-type: none"> Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination | <p>Year 5:</p> <ol style="list-style-type: none"> Words with hyphens Challenge Words Revision words Revision words Revision words Revision words <p>Year 6:</p> <ol style="list-style-type: none"> Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary |