



**Khalsa**  
VA Primary School

# **Writing Policy**

*together we shine*

## Our School Vision

***We will ensure that our children have the best educational experience it is possible to have and, as a result, are fully prepared for life beyond our school. We want our children to understand their faith, to articulate their values and to be able to act in a way, which reflects these. Our school is at the heart of the community which it serves; we create children who are ready to contribute and improve themselves, those around them and the places we live***

In this policy, we demonstrate how our vision is supported as we plan, teach and assess the vital skills involved in the process of writing at our school. We want our children to be confident writers who enjoy the expressive process of entertaining people and can inform, persuade or discuss ideas effectively, in a range of situations.

## Our Whole School Writing Aims

As a school we aim to:

- Design a curriculum which teaches core skills in a progressively mapped out manner
- Plan for a range of writing purposes in a variety of different contexts
- Use high quality texts and examples of writing as a basis for teaching
- Constantly reflect on, and retrieve, the knowledge and skills required for effective writing
- Allow children opportunities to write in depth across the curriculum
- Provide children with effective and regular feedback as to how they could improve their writing
- Celebrate good writing across the school
- Demonstrate excellent presentation and handwriting in all of our books

## How We Teach Writing

At Khalsa Primary School, writing is a key skill in all of our subjects. In order for children to learn and practise this skill, the following strategies are in place:

- An **Early Years curriculum** which has a focus on mark making, letter formation and grapheme – phoneme correspondence
- **Phonics and spelling** lessons which are progressively planned across the school and which provide children the opportunity to practice writing words and sounds as well as reading them
- A **four-phase planning** format for English unit that is based on our **curriculum and skills progression maps**
- **Handwriting lessons** which utilise a scheme to teach the vital mechanical skills of letter formation and cursive writing

### Early Years

In EYFS children begin their writing journeys by mark making. They are taught the significance of letter formation gradually learning to write their own name. By the end of EYFS children are able to write short sentences, using taught grapheme phoneme correspondence with the correct punctuation.

Using the ALS scheme ([www.alsphonics.co.uk](http://www.alsphonics.co.uk)), children are taught grapheme phoneme correspondence and correct letter formation through dedicated phonics lessons with follow up writing activities at tables. In both Nursery and Reception, mark making or writing activities are part of daily planning.

### Phased Planning for English Units (*KS1 onwards*)

#### Writing Purposes

Our English units are planned so that they culminate in writing for a specific purpose. For example a *writing to entertain* unit in Year 1 might end with children writing a version of a traditional fairy tale. The purposes for writing are taught as follows:

**Writing to entertain** *e.g. stories, poems* – Taught from Year 1 to Year 6

**Writing to inform** *e.g. recounts, newspapers* – Taught from Year 1 to Year 6

**Writing to persuade** *e.g. debates, letters* - Taught from Year 3 to Year 6

**Writing to discuss** *e.g. reviews, newspapers* – Taught from Year 5 to Year 6

Our writing skills progression give more detail on the word, sentence and text level teaching requirements for each unit type (see appendix).

The units are based around one or more key texts which match the writing purpose. For example, if writing to inform and creating a non-chronological report, one or more good examples of such writing will be used as an example to discuss in the first week and references for the rest of the unit.

#### Planning Phases

In order to ensure the best writing possible for each purpose, we have broken our units into four distinct phases.

The four phases are as follows (a planning template can be found in the appendix)

- **Read and Understand Phase**
  - In this phase, children read and respond to a text which showcases effective example of the given writing purpose e.g. to inform
- **Spelling, Punctuation and Grammar Skills Phase**
  - This phase focusses on explaining and exploring new GPS skills, as well as consolidating previously learnt skills.
  - This phase should also be used to teach the Alan Peat sentences as mapped out in the progression document
  - Spelling rules to be taught in this phase are mapped out in our phonics and spelling progression document (see reading policy appendix)
- **Writing Phase**
  - In this phase, children will prepare for their final writing piece by practising the skills they have been taught, planning and editing their work.
- **Independent Writing Phase**
  - Finally, children will have the opportunity to use all of the skills they have learnt in this unit, along with their already embedded skills to write independently. This independent piece will be assessed by teachers as the key piece of evidence for the unit. Children should be given the opportunity to respond to feedback and edit as necessary.

## Handwriting

In EYFS children begin their writing journey by mark making. They are taught the significance of letter formation, gradually learning to write their own name. By the end of EYFS children are able to write short sentences, using taught grapheme phoneme correspondence with the correct punctuation.

Using the ALS scheme ([www.alsphonics.co.uk](http://www.alsphonics.co.uk)), children are taught grapheme phoneme correspondence and correct letter formation through dedicated phonics lessons with follow up writing activities at tables. In both Nursery and Reception, mark making or writing activities are part of daily planning.

We teach the skill of handwriting so that children can write in a way that is presentable and which allows them to write with fluency. Pupils should eventually develop the ability to form written letters without thinking and to decide whether they will join letters or not. Children should continue to practice, and therefore staff should continually feedback to children on, their handwriting in all lessons. Outside of the lesson, teachers should continue to model good handwriting at any opportunity to children.

### How we teach handwriting

#### EYFS

Nursery work on holding a writing tool correctly and give opportunities for mark marking every day. They encourage children to add some marks to their drawings which give meaning e.g. *that says mummy*, to copy patterns, form some letters and to write some or all of their names.

In Reception, handwriting is linked in with phonics and grapheme, phoneme correspondence using ALS resources (see appendix).

#### KS1

Children learn to form letters in the following families:

Anti-clockwise letters: c, a, d, g, o, q, e, s, f

Line Letters: i, j, l, t, u, y

Down and retrace letters: b, h, k, p, m, n, r

Zig-Zag letter: z, v, w, z

<p>Introduction <b>Taught</b></p>	<ul style="list-style-type: none"> <li>• Teacher introduces the family of letters (e.g. anti-clockwise letters) and explain the rule.</li> <li>• Teacher should model 2/3 letters in that family and children should copy using their fingers in the air.</li> </ul>
<p>Focus <b>Taught</b></p>	<ul style="list-style-type: none"> <li>• Teacher should model - on a board with lines – a chosen letter from the family discussed during the introduction or a pattern based on the family structure.</li> <li>• Children should be given the opportunity to copy the pattern or letter into their books, practicing the formation.</li> <li>• Staff should circulate and correct letter formation and joins as appropriate.</li> <li>• Some children will require teacher modelling of letters and joins in their books. Some will require letters to trace, written by staff using highlighters.</li> </ul>

	<ul style="list-style-type: none"> <li>Anything unfinished during the lesson can be practiced during the week.</li> </ul>
Extra and Extension Practice	<ul style="list-style-type: none"> <li>Words and/or sentences should be given for children to practice during the week.</li> </ul>

They should be taught that some letters reach the top of the line (ascenders) and that some trail below the line they sit on (descenders).

Once basic letter formation has been achieved children move onto using Nelson (red level) handwriting books.

### Using the Nelson Books to Teach Handwriting

Handwriting should be taught during 1 timetabled lesson, which should last around 20 minutes. There should be opportunities for children to practice that week’s focus, in their handwriting books, throughout the week.

Handwriting lessons should follow the Nelson Book for that year group. One book unit should be taught per week and the following structure should be followed.

Introduction Taught	<ul style="list-style-type: none"> <li>During a lesson, introduce the objective (at the top of the page), the sounds and the sentence as necessary.</li> <li>Ask children to look at the arrows and draw the letters in the air with their fingers</li> </ul>
Focus Taught	<ul style="list-style-type: none"> <li>During a lesson, model - on a board with lines - the patterns and letters.</li> <li>Teachers should model one pattern or letter at a time and then give children a chance to practice before moving onto the next.</li> <li>Give children the chance to practice writing at least a line of each one.</li> <li>Staff should circulate and correct letter formation and joins as appropriate.</li> <li>Some children will require teacher modelling of letters and joins in their books. Some will require letters to trace, written by staff using highlighters.</li> <li>Anything unfinished during the lesson can be practiced during the week.</li> </ul>
Extra and Extension Practice	<ul style="list-style-type: none"> <li>The two sections on the opposite page are for children to read and practice independently into their books.</li> </ul>

Books should be acknowledged and marked using the school policy.

Teacher can plan to repeat units as they see fit.

### Assessment

Teachers should assess children’s ability in handwriting by using the following key questions:

- Are letters formed correctly?
- Are any letters too tall or too short?
- Is there space between words?
- Are letters being joined appropriately?

## **Pencils and pen licences**

Teachers must ensure that, in all lessons, children are writing with a sharp pencil of an appropriate length.

Pen licences should be awarded to pupils who are able to consistently demonstrate good handwriting across their books. Teachers should assess children's ability and award pen licences as they see fit.

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## Writing Progression

Year 1		
	Writing to entertain	Writing to inform
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information
<b>Text types</b>	Story Poetry	Recount Letter
<b>Alan Peat sentences</b>	Connected sentences SVO sentences	Connected sentences SVO sentences
<b>Composition</b>		
<ul style="list-style-type: none"> <li>• Sequences sentences to form short narratives.</li> <li>• Re-reads what they have written to check that it makes sense.</li> <li>• Says out loud what they are going to write about</li> <li>• Composes a sentence orally before writing it.</li> <li>• Discusses what they have written with the teacher or other pupils.</li> <li>• Reads aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>		
<b>Handwriting</b>		
<ul style="list-style-type: none"> <li>• Begins to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Forms capital letters.</li> <li>• Form digits 0-9.</li> <li>• Sits correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these</li> </ul>		
<b>Grammar and punctuation</b>		
<ul style="list-style-type: none"> <li>• Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Understands how words can combine to make sentences.</li> <li>• Separates words with spaces.</li> <li>• Joins words and clauses using coordinating conjunctions: 'and.'</li> <li>• Uses capital letters for names and for the personal pronoun 'I'.</li> <li>• Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</li> <li>• Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</li> <li>• Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul>		

Year 2		
	Writing to entertain	Writing to inform
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information
<b>Text types</b>	Story Poetry	Recount Letter
<b>Alan Peat sentences</b>	BOYS sentences 2A sentences Doubly-ly ending List sentences What + !	BOYS sentences 2A sentences Doubly-ly ending List sentences What + ! Then but now
<b>Composition</b>		
<ul style="list-style-type: none"> <li>Plans or says out loud what they are going to write about.</li> <li>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</li> <li>Proof-reads to check for errors in spelling, grammar and punctuation.</li> <li>Encapsulates what they want to say, sentence by sentence.</li> <li>Encapsulates what they want to say, sentence by sentence.</li> <li>Writes down ideas and/or key words, including new vocabulary.</li> <li>Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Reads aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		
<b>Handwriting</b>		
<ul style="list-style-type: none"> <li>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Uses spacing between words that reflects the size of the letters.</li> <li>Forms lower-case letters of the correct size relative to one another</li> <li>Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> </ul>		
<b>Grammar and punctuation</b>		
<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Some use of the suffixes –er, –est in adjectives.</li> <li>Uses suffix –ly to turn adjectives into adverbs.</li> <li>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</li> <li>Uses commas to separate items in a list.</li> <li>Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).</li> <li>Shows understanding of formation of adjectives using suffixes such as –ful, –less.</li> <li>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</li> <li>Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</li> <li>Uses apostrophes to mark where letters are missing in spelling.</li> <li>Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).</li> </ul>		

Year 3			
	Writing to entertain	Writing to inform	Writing to persuade
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information.	To influence the reader to want to do or agree with something.
<b>Text types</b>	Narrative Poetry Descriptions	Biography Report	Poster Speech
<b>Alan Peat sentences</b>	If, then _ing, _ed With a(n) action, more action As -ly When_ Getting worse/getting better	All the Ws If, then As -ly When_	All the Ws If, then As -ly When_
<b>Composition</b>			
<ul style="list-style-type: none"> <li>Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised.</li> <li>In non-narrative material uses simple organisational devices – eg headings and sub headings</li> <li>Proof reads for spelling and punctuation errors.</li> <li>Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</li> <li>Discusses and records ideas</li> <li>Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.</li> <li>In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives etc.</li> <li>Assesses the effectiveness of their own and others' writing and suggests improvements.</li> <li>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.</li> </ul>			
<b>Handwriting</b>			
<ul style="list-style-type: none"> <li>Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined.</li> <li>Increases the legibility, consistency and quality of their handwriting eg by ensuring that the downward letters are parallel and equidistant.</li> <li>Increases the legibility, consistency, and quality of their handwriting – eg by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>			
<b>Grammar and punctuation</b>			
<ul style="list-style-type: none"> <li>Limited use of inverted commas to punctuate direct speech</li> <li>Attempts to use paragraphs as a way to group related materials.</li> <li>Makes some use of the present perfect form of verbs instead of the simple past – eg “He has gone out to play”. In contrast with “He went out to play”.</li> <li>Express time, place and cause using conjunctions. Eg when, before, after, while, because.</li> <li>Uses the forms “a” or “an” according to whether the next word begins with a consonant or vowel. Eg a rock, an open box.</li> <li>Shows and awareness of headings and sub headings to aid presentation.</li> <li>Expresses time, place and cause using adverbs. Eg then, next, soon, therefore.</li> <li>Expresses time, place and cause using prepositions eg during, after, in, because of.</li> <li>Shows understanding of the formation of nouns, using a range of prefixes eg super, anti, auto.</li> <li>Shows knowledge of word families based on common words, showing how words are related in form and meaning, eg solve, solution, solver, dissolve, insoluble.</li> </ul>			

Year 4			
	Writing to entertain	Writing to inform	Writing to persuade
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information.	To influence the reader to want to do or agree with something.
<b>Text types</b>	Narrative Poetry Descriptions	Explanation Recount (diary entry) Report Newspaper	Advert Letter
<b>Alan Peat sentences</b>	The more, the more If, if, if, then 3_ed Emotion, comma Verb, person First word last	The more, the more If, if, if, then 3_ed Emotion, comma Verb, person	The more, the more If, if, if, then 3_ed Emotion, comma Verb, person

#### Composition

- Organises paragraphs around a theme: paragraphs/ sections help to organise content.
- In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).
- Proof-reads for errors in spelling and punctuation.
- Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
- Discusses and records ideas.
- Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
- Assesses the effectiveness of their own and others' writing and suggests improvements.
- Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-reads for errors in spelling and punctuation.
- Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.

#### Handwriting

- Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

#### Grammar and punctuation

- Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
- Uses paragraphs to organise ideas around a theme.
- Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Uses fronted adverbials (eg 'Later that day, I heard the bad news')
- Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
- Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Understands the grammatical difference between plural and possessive –s
- Uses commas after fronted adverbials
- Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).

Year 5		
	Writing to entertain	Writing to inform
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information.
<b>Text types</b>	Narrative Poetry Setting descriptions	Biography Newspaper
<b>Alan Peat sentences</b>	Noun which/where/who Name – adjective pair – sentence Tell: show three 2 pairs Emotion- consequence 3 bad dash question Object/person	Noun, which/where/who Name – adjective pair – sentence Tell: show 3 Subject – 3 examples – are all Most important – in short,
	Writing to persuade	Writing to discuss
<b>Effect</b>	To influence the reader to want to do or agree with something.	To help the reader understand an issue
<b>Text types</b>	Campaign Debate Speech	Argument Report
<b>Alan Peat sentences</b>	Noun which/where/who 3 bad dash question Subject – 3 examples – are all Most important – in short,	Noun, which/where/who Name – adjective pair – sentence Tell: show 3 Subject – 3 examples – are all Most important – in short,
Composition		
<ul style="list-style-type: none"> <li>Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.</li> <li>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</li> <li>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>Ensures the consistent and correct use of tense throughout a piece of writing.</li> <li>Proof-reads for errors in spelling and punctuation.</li> <li>Makes notes and develops initial ideas, drawing on reading and research where necessary.</li> <li>When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.</li> <li>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.</li> <li>Attempts to précis longer passages.</li> <li>Uses a wide range of devices to build cohesion within and across paragraphs.</li> <li>Assesses the effectiveness of their own, and others' writing.</li> <li>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li> </ul>		
Handwriting		
<ul style="list-style-type: none"> <li>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</li> <li>Decides, as part of their personal style, whether or not to join specific letters.</li> <li>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</li> <li>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>		

### Grammar and punctuation

- Uses commas to clarify meaning or avoid ambiguity.
- Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
- Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
- Uses brackets, dashes or commas to indicate parenthesis.
- Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).

Year 6		
	Writing to entertain	Writing to inform
<b>Effect</b>	To make the reader feel sad/scared/worried/happy/excited.	To provide the reader with information.
<b>Text types</b>	Narrative Poetry Character descriptions	Report
<b>Alan Peat sentences</b>	O. (I.) Tell: show 3; De: de Ed, ing, ed sentence	Tell: show 3; De: de Some; others When; when; when, then
	Writing to persuade	Writing to discuss
<b>Effect</b>	To influence the reader to want to do or agree with something.	To help the reader understand an issue
<b>Text types</b>	Speech Advert Debate	Newspaper Review Report Speech
<b>Alan Peat sentences</b>	Tell: show 3; De: de Some; others Imagine 3 examples: Irony sentences The question is:	Tell: show 3; De: de Some; others Imagine 3 examples: Irony sentences The question is:
Composition		
<ul style="list-style-type: none"> <li>Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.</li> <li>In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.</li> <li>Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>Ensures the consistent and correct use of tense throughout a piece of writing.</li> <li>Proof-reads for errors in spelling and punctuation.</li> <li>Makes notes and develops initial ideas, drawing on reading and research where necessary.</li> <li>When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.</li> <li>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.</li> <li>Attempts to précis longer passages.</li> <li>Uses a wide range of devices to build cohesion within and across paragraphs.</li> <li>Assesses the effectiveness of their own, and others' writing.</li> <li>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li> </ul>		
Handwriting		
<ul style="list-style-type: none"> <li>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</li> <li>Decides, as part of their personal style, whether or not to join specific letters.</li> <li>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</li> <li>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters)</li> </ul>		

### Grammar and punctuation

- Uses commas to clarify meaning or avoid ambiguity.
- Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
- Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
- Uses brackets, dashes or commas to indicate parenthesis.
- Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).



## 4 Phase English Plan Template – to be used in KS1 and KS2

	<b>Writing to:</b> To entertain/ to inform/ to persuade/ to explain/ to discuss (delete as appropriate)	<b>Product Text Type:</b> e.g. narrative/report/letter/diary	<b>Key Text/s:</b> Good quality example		
<b>Phase 1</b> <ul style="list-style-type: none"> <li>Read and respond to key text</li> <li>Reading skills</li> <li>Drama activities</li> <li>Key features or style of text</li> </ul>	<b>READ &amp; UNDERSTANDING PHASE</b>				
	Continuous focus on language and vocabulary				
	<b>Monday</b> WALT:	<b>Tuesday</b> WALT:	<b>Wednesday</b> WALT:	<b>Thursday</b> WALT:	<b>Friday</b> WALT:
<b>Phase 2</b> Use progression document to teach: <ul style="list-style-type: none"> <li>Spelling rules</li> <li>Grammar</li> <li>Sentence level work e.g. Alan Peat sentences</li> <li>Plan writing</li> </ul>	<b>SKILLS PHASE (GPS)</b>				
	Revisit, retrieve, revise and new year group learning				
	<b>Monday</b> TEXT LEVEL WALT:	<b>Tuesday</b> SENTENCE LEVEL WALT:	<b>Wednesday</b> WORD LEVEL WALT:	<b>Thursday</b> PUCTUATION/SPELLING WALT:	<b>Friday</b> AFL/PLANNING WALT:
<b>Phase 3</b> <ul style="list-style-type: none"> <li>Writing each part, step by step</li> <li>For each step, modelling, sharing examples and editing are vital</li> </ul>	<b>WRITING PHASE</b>				
	<b>Monday</b> WALT:	<b>Tuesday</b> WALT:	<b>Wednesday</b> WALT:	<b>Thursday</b> WALT:	<b>Friday</b> WALT:
<b>Phase 4</b> <ul style="list-style-type: none"> <li>Look for opportunities to write independently in this genre</li> <li>Assess skills which have been explicitly taught</li> <li>Assess independent writing</li> </ul>	<b>INDEPENDENT WRITING OPPORTUNITIES and ASSESSMENT</b>				
	<b>1. Gather information</b> WALT: <i>gather and record information.</i> Particularly for non-fiction units. Children will use this lesson to read/research and gather/record information on their topic which has not already been modelled/taught. This can be cross curricular using information from another subject which is organised in the English lesson. Resources: books, websites ect. In fiction, this would involve inventing a new problem, setting, character or combination to produce a section.	<b>2. Plan</b> WALT: <i>plan a new ending.</i> WALT: <i>compose our own newspaper article.</i> WALT: <i>plan a biography.</i> WALT: <i>plan a new problems/solution.</i> Children will plan out their points to expand on the following day. Resources: planning templates.	<b>3. Independent write up</b> <b>ASSESSMENT WALT:</b> Children use the skills taught throughout the unit to create their own version using the same text type but apply it to a diffnt topic e.g. write their new ending to a story/ write a non-chronological report on a country of their choice/ write a biography on a person of their choosing/ write about Roman banquets.		

**Note:** examples of what is expected from planning and sample activities are given, please delete them as you plan

## Spelling and Phonics Progression

Reception		
	Phonics/Spelling	Key Words
<b>Autumn 1</b>	<p style="text-align: center;"><b><u>Phase 1/2</u></b></p> <p>Listening activities, rhymes, songs and stories Distinguish between speech sounds and orally segment and blend words Introduce individual phonemes:</p> <ul style="list-style-type: none"> <li>• set 1 <b>s a t p</b></li> <li>• set 2 <b>i n m d</b></li> <li>• set 3 <b>g o c k</b></li> <li>• set 4 <b>ck e u r</b></li> </ul> <p>Blending and segmenting VC and CVC words using GPC</p>	<p>Practise reading and writing:</p> <p style="text-align: center;">I it on at a is to go of it at in no up of he we me am</p> <p>plus words using learnt GPC</p>
<b>Autumn 2</b>	<p style="text-align: center;"><b><u>Phase 2/3</u></b></p> <p>Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce next sets of phonemes.</p> <ul style="list-style-type: none"> <li>• set 5 <b>h b f ff l ll ss</b></li> <li>• set 6 <b>j v w x</b></li> <li>• set 7 <b>y z zz qu</b></li> </ul> <p>Blending and segmenting VC and CVC words using GPC Read two syllable words (e.g. sunset, laptop)</p>	<p>Revision of previous Practise reading and writing:</p> <p style="text-align: center;">you the day was are dog big she and see mum yes for dad can all get</p> <p>plus words using learnt GPC</p>
<b>Spring 1</b>	<p style="text-align: center;"><b><u>Phase 3</u></b></p> <p>Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce consonant digraphs</p> <ul style="list-style-type: none"> <li>• set 8 <b>ch sh th ng</b></li> </ul> <p>Introduce long vowel digraphs</p> <ul style="list-style-type: none"> <li>• set 9 <b>ai ee igh oa oo</b></li> </ul> <p>Blend and segment words, captions and simple sentences using all phonemes taught so far.</p>	<p>Revision of previous Practise reading and writing:</p> <p style="text-align: center;">you the day was are dog big she and see mum yes for dad can all get</p> <p>plus words using learnt GPC</p>
<b>Spring 2</b>	<p style="text-align: center;"><b><u>Phase 3</u></b></p> <p>Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce digraphs/trigraphs</p> <ul style="list-style-type: none"> <li>• set 10 <b>oo ar or ur</b></li> <li>• set 11 <b>ow oi ear air ure er</b></li> </ul> <p>Blend and segment using all phonemes taught so far.</p>	<p>Revision of previous Practise reading and writing:</p> <p style="text-align: center;">you the day was are dog big she and see mum yes for dad can all get</p> <p>plus words using learnt GPC</p>
<b>Summer 1</b>	<p style="text-align: center;"><b><u>Phase 3/4</u></b></p> <p>Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce digraphs/trigraphs</p> <ul style="list-style-type: none"> <li>• Set 12 <b>er oo</b>(book)</li> </ul> <p>Blend and segment using all phonemes taught so far. Practise letter names and capital letters</p>	<p>Revision of all words Practise reading and writing:</p> <p style="text-align: center;">come went look this like going they away play said</p> <p>plus words using learnt GPC</p>
<b>Summer 2</b>	<p style="text-align: center;"><b><u>Phase 3/4</u></b></p> <p>Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. <b>ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</b></p> <p>Blend and segment using all phonemes taught so far. Practise letter names and capital letters</p>	<p>plus words using learnt GPC</p>

Year 1		
	Phonics	Key Words
Autumn 1	<p align="center"><b>Phase 4</b></p> Practice all the phase 3 phonemes Introduce consonant blends: <b>br gr cr pr fr tw dw fl cl bl pl gl sk sc dr sn sw sp st spr scr str shr squ spl</b> Blend and segment using all phonemes taught so far, including consonant blends	Revision of previous Practise reading and writing:  <b>come, some were, here people, Mr Mrs, eight two, one once, have gone, love give, lived looked, called</b>  plus words using learnt GPC
	<p align="center"><b>Phase 5</b></p> Practice using phase 4 blends in words Introduce next set of phonemes: <ul style="list-style-type: none"> <li>Set 19: <b>ph ow (row) oe ay</b></li> <li>Set 20: <b>ie i_e o_e a_e</b></li> <li>Set 21: <b>ir ue ea e_e</b></li> <li>Set 22: <b>au aw ew u_e</b></li> </ul> Blending and segmenting words with all learnt phonemes	
Spring 1	<p align="center"><b>Phase 5</b></p> Practice using phase 4 blends in words and previous phase 5 phonemes Introduce next set of phonemes: <ul style="list-style-type: none"> <li>Set 21: <b>ir ue ea e_e</b></li> <li>Set 22: <b>au aw ew u_e</b></li> <li>Set 23: <b>wh ure oy ou</b></li> </ul> Blending and segmenting words with all learnt phonemes	Revision of previous Practise reading and writing  <b>asked because, there where, what what, when which, why out, oh their, friends</b>  plus words using learnt GPC
	<p align="center"><b>Phase 5</b></p> Revise and practise all phonemes and key words learnt so far. Blend and segment.	
Summer 1	Revise and practise all phonemes, in particular phase 5. Blend and segment. Introduce alternative pronunciations: <ul style="list-style-type: none"> <li>Set 24: <b>a (acorn), e (he), i (find), o (go), u (unit)</b></li> <li>Set 25: <b>c (cell), g (giant), ie (field), ea (head), y (by)</b></li> <li>Set 26: <b>y (very), ch (school), ch (chef), ou (you), ey (they)</b></li> </ul> Practice reading and writing <b>compound words</b> e.g. football, playground, bedroom Adding <b>s and es</b> to words (plural of nouns and the third person singular of verbs)	Revision of previous Practise reading and writing  <b>today, coming please, little can't, he's many, don't won't, shoe school, other know, science zero, Wednesday</b>  plus compound words, words using alternative pronunciations and spelling rules
Summer 2	<p align="center"><b>Phase 5</b></p> Revise and practise all phonemes. Blend and segment. Alternative spellings: <ul style="list-style-type: none"> <li>Set 27: <b>ch/ture, ch/tch, j/dge, m/mb, z/se</b></li> <li>Set 28: <b>r/wr, n/kn, i/y, air/are, air/ere</b></li> <li>Set 29: <b>ear/eer, s/se, or/augh</b></li> </ul> Adding the endings <b>-ing, -ed and -er</b> to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer)	

Year 2		
	Phonics/Spelling	Key Words
Autumn 1	<p>Revision of all learnt phonemes and graphemes, including word with alternative spellings and pronunciations</p> <p>Using <b>k</b> for the /k/ sound (Kent, sketch, kit,)</p> <p>Using <b>ve</b> for the /v/ sound at the end of words (have, live, give)</p> <p>Using the prefix – <b>un</b> without changing the root word</p> <p>Division of words into syllables (pock/et, sun/set, thun/der)</p>	<p>Practise reading and writing</p> <p><b>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</b></p>
Autumn 2	<p>Words ending –<b>tion</b> (station, fiction, motion, national, section)</p> <p>The // or / ə / sound spelt <b>le</b> at the end of words (table, apple, bottle, little, middle)</p> <p>The // or / ə / sound spelt <b>el</b> at the end of words (camel, tunnel, squirrel, travel, towel, tinsel )</p>	
Spring 1	<p>Revision of Y1 - Adding the endings –<b>ing, –ed and –er</b> to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer)</p> <p>Adding <b>est and -y</b> to words of one syllable ending in a single consonant letter after a single vowel letter (hardest, lucky, finest, curly)</p> <p>Adding the endings – <b>ing, –ed, –er, –est and –y</b> to words ending in –<b>e</b> with a consonant before it The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. (hiking, hiked, hiker, nicer, nicest, shiny)</p>	
Spring 2	<p>Revision of Y1 - Adding <b>s and es</b> to words (plural of nouns and the third person singular of verbs)</p> <p>Adding <b>-es to nouns and verbs ending in y</b> where the y is changed to i before –es is added (flies, tries, replies, copies, babies, carries)</p> <p>Adding <b>-ed, -ing, -er and -est to a root word ending in -y</b> with a consonant before it where the y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. (copied, copier, happier, happiest, cried, replied ...but copying, crying, replying)</p> <p>Adding <b>suffixes -ment, -ness, -ful, -less and –ly</b> straight on to most root words without any change to the last letter of those words with exceptions. (enjoyment, sadness, careful, playful, hopeless, plainness badly merriment, happiness, plentiful, penniless, happily )</p>	
Summer 1	<p>Understanding, reading and writing <b>apostrophes for contractions</b> (can't, didn't, hasn't, couldn't, it's, I'll)</p> <p>Understanding, reading and writing the <b>possessive apostrophe for singular nouns</b> (Megan's, Ravi's, the girl's, the child's, the man's )</p>	
Summer 2	<p><b>Homophones and near-homophones</b> (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p>	

Year 3		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred)</li> <li>Year 3/4 statutory key words</li> </ul>	<b>accident(ally)</b> <b>actual(ly)</b> <b>address</b> <b>answer appear</b> <b>arrive believe</b> <b>bicycle breath</b> <b>breathe build</b> <b>busy/business</b> <b>calendar caught</b> <b>centre century</b> <b>certain circle</b> <b>complete consider</b> <b>continue decide</b> <b>describe different</b> <b>difficult disappear</b> <b>early earth</b> <b>eight/eighth enough</b> <b>exercise experience</b> <b>experiment extreme</b> <b>famous favourite</b> <b>February forward(s)</b> <b>fruit grammar group</b> <b>guard guide heard</b> <b>heart height history</b> <b>imagine increase</b> <b>important</b>
Autumn 2	<ul style="list-style-type: none"> <li>Understanding, reading and writing the <b>prefix un, mis, dis</b> – negative meanings (Disappointment, disagree, disobey, misbehave, misspell )</li> <li>Understanding, reading and writing the <b>prefix in-</b>, meaning <i>not</i> (inactive, incorrect, incapable) With the following exceptions:               <ol style="list-style-type: none"> <li>in becomes <b>il</b> when the root begins with l- (illegal, illegible)</li> <li>in becomes <b>im</b> when the root begins with m or p- (immature, immortal, impossible, imperfect )</li> <li>in becomes <b>ir</b> when the root begins with r- (irregular, irrelevant, irresponsible)</li> </ol> </li> <li>Understanding, reading and writing the <b>prefix re-</b>, meaning <i>again or back</i> (redo, refresh, return)</li> <li>Understanding, reading and writing the <b>prefix sub-</b>, meaning <i>under</i> (submarine, submerge, subheading)</li> <li>Understanding, reading and writing the <b>prefix inter-</b>, meaning <i>between or among</i> (international, interaction, intercity)</li> <li>Understanding, reading and writing the <b>prefix super-</b>, meaning <i>above</i> (supermarket, superstar, supervisor)</li> <li>Understanding, reading and writing the <b>prefix anti-</b>, meaning <i>against</i> (anticlockwise, antisocial)</li> <li>Understanding, reading and writing the <b>prefix auto-</b>, meaning <i>again or back</i> (autograph, automatic, autobiography)</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li><b>Homophones and near homophones</b> (Accept/except, ball/bawl, berry/bury, break/brake, fair/fayre, great/grate grown/groan, hear/here, 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)</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Explore the spelling of <b>the past tense irregular</b> verbs Base, simple past, past participle (buy/bought/bought, choose/chose/chosen)</li> </ul>	
Summer 1	Revisit rules and spellings for year	
Summer 2	<ul style="list-style-type: none"> <li>Revisit rules and spellings for year</li> </ul>	

Year 4		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ch - Greek in origin (scheme, chorus, chemist, echo, character)</li> <li>Words with the /f/ sound spelt ch - French in origin (chef, chalet, machine, brochure)</li> <li>Words ending with the /g/ sound spelt gue and the /k/ sound spelt que - French in origin (league, tongue, antique, unique)</li> <li>Words with the /s/ sound spelt sc - Latin in origin (science, scene, discipline, fascinate, crescent)</li> </ul>	<b>interest island knowledge</b> <b>learn length library material</b> <b>medicine mention minute</b> <b>natural naughty notice</b> <b>occasion(ally) often</b> <b>opposite ordinary</b> <b>particular peculiar perhaps</b> <b>popular position</b> <b>possess(ion) possible</b> <b>potatoes pressure probably</b> <b>promise purpose quarter</b> <b>question recent regular</b> <b>reign remember sentence</b> <b>separate special straight</b> <b>strange strength suppose</b> <b>surprise therefore</b> <b>though/although thought</b> <b>through various weight</b> <b>woman/women</b>
Autumn 2	<ul style="list-style-type: none"> <li>Adding the suffix <b>-ation</b> to verbs to make nouns (information, adoration, sensation, preparation, admiration)</li> <li>Adding the suffix <b>-ly</b> to adjectives to make adverbs (sadly, completely, usually, finally, comically)               <ol style="list-style-type: none"> <li>If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (happily, angrily)</li> <li>If the root word ends with -le, the -le is changed to ly. -(gently, simply, humbly, nobly)</li> <li>If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. - basically, frantically, dramatically</li> <li>Exceptions - the words truly, duly, wholly.</li> </ol> </li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>Adding the suffix <b>-ous</b> - sometimes there is no obvious root word (poisonous, mountainous, famous, various, tremendous, enormous)               <ol style="list-style-type: none"> <li>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. (obvious, serious, curious, hideous, spontaneous, courteous)</li> <li>our is changed to -or before -ous is added. (humorous, glamorous, vigorous)</li> <li>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. (courageous, outrageous)</li> </ol> </li> <li>Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure)</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Endings which sound like /ʒən/ spelt as <b>-sion</b> (division, invasion, confusion, decision, collision, television)</li> <li>Endings which sound like /ʃən/, spelt <b>-tion, -sion, -ssion, -cian</b> <ol style="list-style-type: none"> <li>tion is the most common spelling. It is used if the root word ends in t or te. (invention, injection, action, hesitation, completion)</li> <li>ssion is used if the root word ends in ss or -mit. (expression, discussion, confession, permission, admission)</li> <li>sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention expansion, extension, comprehension, tension</li> <li>cian is used if the root word ends in c or cs. (musician, electrician, magician, politician, mathematician)</li> </ol> </li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li>Possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's )</li> </ul>	
Summer 2	Revisit rules and spellings for year	

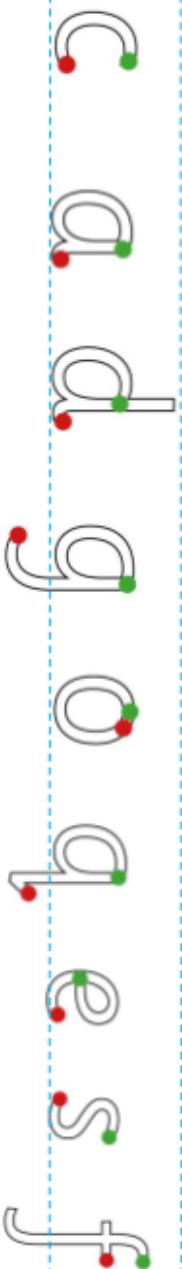
Year 5		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> <li>Endings which sound like / <b>fəs/ spelt cious or tious</b> Not many common words end like this. If the root word ends in –ce, the /f/ sound is usually spelt as c – e.g. vice – vicious Exception: anxious. (vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious)</li> </ul>	accommodate accompany according aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate develop dictionary disastrous embarrass environment equipment equipped especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance
Autumn 2	<ul style="list-style-type: none"> <li>Words with '<b>silent</b>' letters (doubt, island, lamb)</li> <li>Endings which sound like / l/ jə - <b>Words ending in ant, ance/ancy, ent, ence/ency</b>                1. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)                2. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. (innocent, innocence, decent, decency, frequent, frequency, confident, confidence)                3. There are many words, however, where the above guidance does not help. These words just have to be learnt. (assistant, assistance, obedient, obedience, independent, independence)</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>To understand, read and spell <b>homophones and other words that are often confused</b> In the pairs of words below, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. (advice/advise device/devise licence/license practice/practise prophecy/prophesy)  <b>See NC for more examples</b></li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>Continue <b>homophones</b></li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li><b>Endings which sound like /jəl/</b> -cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. (official, special, artificial, partial, confidential, essential)</li> </ul>	
Summer 2	<ul style="list-style-type: none"> <li>Revise rules taught.</li> <li>Year 5/6 spelling words</li> </ul>	

Year 6		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> <li>• <b>Adding suffixes beginning with vowel letters to words ending in –fer</b> <ul style="list-style-type: none"> <li>• The r is doubled if the –fer is still stressed when the ending is added. (referring, referred, referral, preferring, preferred, transferring, transferred)</li> <li>• The r is not doubled if the –fer is no longer stressed. (reference, referee, preference, transference)</li> </ul> </li> </ul>	identity immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege profession programme pronunciation queue recognize recommend relevant relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Words ending in able and ible</b> <ul style="list-style-type: none"> <li>• If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. (changeable, noticeable, forcible, legible)</li> <li>• -able (dependable, comfortable, understandable, reasonable, enjoyable, reliable)</li> <li>• -ible (possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly)</li> </ul> </li> <li>• <b>Words ending in ably and ibly</b> adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</li> <li>• <b>Words with the /i:/ sound spelt ei after c</b> The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. deceive, conceive, receive, perceive, ceiling Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</li> <li>• <b>Words containing the letter-string ough</b> (ought, bought, thought, nought, brought, fought/ rough, tough, enough cough/ though, although, dough /through /thorough, borough /plough, bough)</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>• <b>Use of the hyphen - Using suffixes, prefixes and root words to build and transform words.</b> Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one co-ordinate, re-enter, co-operate, co-own</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>• Use word families, knowledge of word origins and spelling patterns to spell unfamiliar words</li> <li>• SAT revision of spelling words</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>• Application of vocabulary to writing</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>• Revision of rules taught,</li> </ul>	

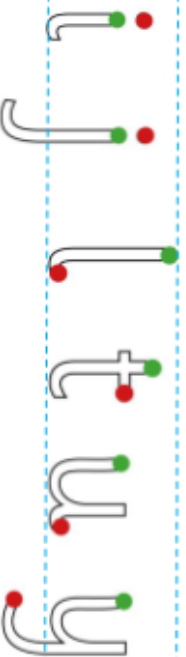


## Letter Families

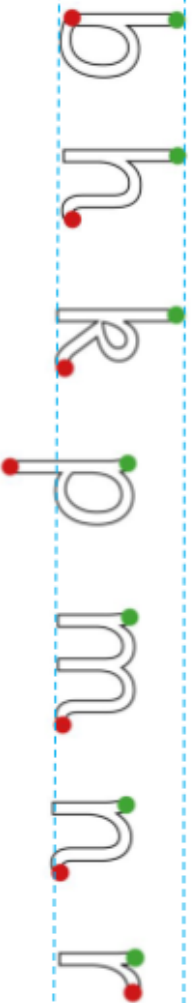
**Anti-clockwise letters - Anti-clockwise round.**



**Line letters – Down and off in another direction.**



**Down and retrace – Down and retrace upwards.**



**Zig-zag letters – Straight zig-zag lines.**



Most letters (not j) sit on the line and stay below the middle. **Ascenders** have a long neck that reaches the top of the line and **descenders** have a tail which reaches below.