










Y6 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to trial an Anglo-Saxon 'criminal' </p> <p>achieve, amateur, equipment, especially, government, guarantee, immediately, individual, necessary, nuisance, occur, physical, temperature</p> <p>-ful – equipment list</p> <p>-tial/-cial essential/crucial</p> <p>Poetry (3 weeks) Ottava rima Iambic pentameter Free verse (3) (2) (6)</p>	<p>Explanation (3 weeks) –  Circulatory System</p> <p>explanation, muscle, rhythm, system, heart, exercise, separate, through</p> <p>suffix -ly e.g. quickly, consequently, immediately (4)</p> <p>Persuasive advert – Visit XXXX (N. America)</p> <p>accommodate, accommodation, according, appreciate, available, bargain, convenience, excellent, leisure, marvellous, opportunity, persuade, restaurant, yacht</p> <p>-cial official, crucial,</p> <p>-able comfortable, reliable, available, unforgettable</p>	<p>Narrative – Setting description – Shipwrecked island</p> <p>Plot weave – Waking on the island</p> <p>according, aggressive, curiosity, develop, disastrous, exaggerate, existence, lightning, sacrifice, temperature</p> <p>hyphenated words for colour, texture and likeness e.g. foam-topped waves, algae-covered rocks</p> <p>participial adjectives</p> <p>using the past participle e.g. abandoned, forbidden, broken, battered</p> <p>using the present participle e.g. foaming, rolling, lapping</p> <p>Narrative – Character description – Caliban</p> <p>according, aggressive, attached, bruise, communicate, desperate, develop, environment, identity, language, muscle, physical, stomach</p> <p>words ending in-ible/-ibly</p> <p>hyphenated words terribly-scarred visibly-damaged</p> <p>(5)</p> <p>Plot weave – Noticing the character on the island</p>	<p>Recount - Newspaper article – Bombing of Lincoln (East Markham Times) </p> <p>according, apparent, committee, community, controversy/sial, disastrous, interrupt, government, parliament, system, twelfth, vehicle,</p> <p>ant, ance, ancy, ent, ence, ency emergency, innocence, frequent, hesitant/hesitance</p> <p>Recount - Diary –  Rose Blanche</p> <p>aggressive, bruise, conscience, desperate, determined, explanation, harass, identity, language, neighbour, prejudice, privilege, soldier</p> <p>contractions (1) (2)</p>	<p>SATS revision</p> <p>Narrative – characterising speech (Gollum vs. Hobbit)</p> <p>answer, mention, promise, question, exaggerate</p> <p>contractions (6)</p>	<p>Non-chronological report – Alien creature (Pandora) </p> <p>aggressive, ancient, communicate, curiosity, environment, existence, mischievous, muscle, occupy, recognise, stomach,</p> <p>-cious/-tious vicious, malicious, infectious, suspicious</p> <p>symbol </p> <p>Instructions – How to make a witches' spell</p> <p>suffix -ful</p> <p>amateur, dictionary, equipment, forty, rhyme, rhythm, shoulder, stomach, temperature, thorough, variety</p> <p>Recount - Letter of complaint  Holiday from Hell!!</p> <p>Use of formal tone incl. subjunctive form</p> <p>sincerely, signature, appreciate, bargain, suggest, sufficient, environment, correspond, nuisance, secretary, temperature (4)</p> <p>Narrative – Tragedy  (build up on everything)</p> <p>Discussion Text –  Should we ban plastic to help save the environment?</p> <p>environment, average, committee, suggest, recommend, stomach, parliament, government, community, conscience</p> <p>-ant/-ance/-ancy/-ent/-ence/-ency e.g. emergency</p>

Discrete spelling lessons

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

Objective from a lower year group

Y1		Y2		Y3/4	
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Y5 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to defend your settlement (Shang)</p> <p>ancient, attached, communicate, desperate, equipment, especially, foreign, occupy, soldier</p> <p>-cial/-tial spellings e.g. crucial, essential</p> <p>Poetry (3 weeks) Haiku/Senryus Renga Free verse (1) (2)</p>	<p>Recount - diary – Lady Fu Hao – stepping forward as a warrior queen</p> <p>according, conscious, definite, determined, embarrass, foreign, hindrance, profession, suggest</p> <p>(5) (7)</p> <p>Non-chronological report - South American Biome</p> <p>environment, familiar, interfere, system, vegetables</p> <p>(3) (4) (7)</p>	<p>Narrative – Setting description – Horror setting</p> <p>Plot weave – Story opening to set the scene</p> <p>cemetery, desperate, curiosity, occupy, lightning, accompany</p> <p>words ending in -less e.g. bottomless, helpless, countless, hopeless, endless</p> <p>words ending in -ness e.g. gloominess, quietness, darkness</p> <p>participial adjectives using the past participle e.g. stretched, clung, wrapped</p> <p>using the present participle e.g. su^oocating, choking, gathering</p> <p>apostrophes for possession</p> <p>Explanation – How did XX (hate, fire etc.) come into the world? (The Greek explanation)</p> <p>according, disastrous, occur, individuals, apparent, sacrifice, immediate(ly), lightning, curiosity, ancient</p> <p>Discrete spelling lesson (map will identify this)</p>	<p>Persuasive advert – Theme Park</p> <p>bargain, competition, individual, leisure, restaurant, vehicle</p> <p>'able/ible' - spelling</p> <p>comfortable, considerable, reasonable, enjoyable</p> <p>'cial/tial' –spelling e.g. official, essential</p> <p>Narrative – Character description - fictional horror character</p> <p>cemetery, curiosity, ancient, stomach, occupy/occupies, recognise, aggressive, according, desperate, symbol</p> <p>participial adjectives</p> <p>hyphenated words</p> <p>noun + like + noun e.g. rhino-like horn, baboon-like tail</p> <p>noun + ing + noun e.g. fly-swatting tail, man-eating shark</p>	<p>Persuasive letter- Convince a noble</p> <p>convenience, correspond, especially, guarantee, interrupt, occupy, persuade, signature, suggest</p> <p>-able spellings e.g. dependable, suitable, sizeable, reliable</p> <p>(4)</p> <p>Narrative – Characterising speech – Maleficent vs. King Stefan</p> <p>awkward, criticise, curiosity, desperate, exaggerate, physical, temperature</p> <p>contractions</p>	<p>Narrative – defeating the monster</p> <p>Build upon setting description and character description to write a 'defeating the monster story' integrating dialogue.</p> <p>Discussion – Was Robin Hood a hero or a villain?</p> <p>achieve, apparent, appreciate, average, community, frequently, parliament, symbol</p> <p>(6) (7)</p>

Discrete spelling lessons










- 1 i before e except after c
- 2 homophones
- 3 silent letters e.g. kn and gn
- 4 'fer' + suffix e.g. referral
- 5 'gue' and 'que' e.g. tongue and cheque revisit
- 6 prefixes
- 7 remaining spellings - category, mischievous, programme, pronunciation, queue, relevant, secretary

Objective from a lower year group

Y1	X	Y2		Y3/4	
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Y4 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to mummify your best friend</p>  <p>accident/ally, breath/e, caught, decide, difficult, experiment, heart, knowledge, material, medicine, position, remember</p> <p>-ly – spellings e.g. carefully, thoroughly</p> <p>apostrophes possession – friend's heart/body/tomb</p> <p>Poetry (3 weeks) Kennings Tetractys Free verse (3) (4)</p>	<p>Non-chronological report – The Human Body</p>  <p>stomach, through, length, separate, exercise, purpose, actual/ly, learn, medicine</p> <p>suffix -ly</p> <p>apostrophe for possession e.g. the body's enzymes, the stomach's acid etc.</p> <p>Persuasive leaflet - Visit XXX</p> <p>arrive, calendar, centre, certain, complete, consider, favourite, guide, history, interest, library, popular, promise</p> <p>suffix -ous</p> <p>e.g. marvellous, wondrous, enormous</p>	<p>Explanation – How did Vikings raid Anglo-Saxon settlements?</p>  <p>eighth, century/centuries, surprise, guard, special, probably, buildings, possessions, caught, although</p> <p>words ending in -ly e.g. quickly, probably, easily</p> <p>words ending in -tion e.g. protection, addition</p> <p>Recount - diary Viking Raider</p>  <p>island, remember, question, strange, forward, thought, group, breath, weight, believe, through</p> <p>contractions</p> <p>(5)</p>	<p>Narrative – Character description – Fictional dragon</p>  <p>naughty, probably, strange, strength, extreme, circle, disappear, groups, breath, breathe</p> <p>The ending sounding like /tʃə/ is often spelt -ture e.g. creature, nature, posture, vulture, feature</p> <p>-gue spellings e.g. tongue</p> <p>Newspaper article – First person to reach summit</p> <p>determined, history, believe, opportunity, possible, difficult, breath</p> <p>(1) (2)</p>	<p>Narrative – Setting description – Jungle city</p>  <p>determined, ancient, opportunity, suggested, curiosity, familiar, immediately</p> <p>-less/-ness spellings e.g. darkness</p> <p>(6) (7)</p> <p>Narrative – characterising speech (SEAT) Hansel and Gretel vs the witch</p>  <p>answer, address, forwards, continued, mention, question, remembered, thought, naughty</p> <p>contractions</p>	<p>Narrative – Quest</p>  <p>Build upon setting description and character description to write a quest narrative with dialogue.</p> <p>Review Y3/4 Spellings</p> <p>Discussion – Should the Wonka factory be closed? (3 weeks)</p>  <p>although, guide, group, experiment, extreme, brief, business, occasion/occasionally, peculiar, believe, therefore</p>

Discrete spelling lessons

- 'sc' for 's' (science and scene)
- 'sion', 'tion', 'ssion' and 'cian' spellings
- 'k' as 'ch' e.g. chemist, echo
- prefix anti-, auto-, super-, inter-, in/il/ir-
- silent letters (kn-. wr-. gn-)
- words with the /ei/ sound spelt ei, eigh, or ey













7 remaining spellings - bicycle, grammar, material, pressure, sentence



Objective from a lower year group

Y1		Y2		Y3/4	
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Y3 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to wash a woolly mammoth </p> <p>actually, although, appear, certain, enough, height, important, position, quarter, weight</p> <p>apostrophes for possession – e.g. mammoth's fur</p> <p>Poetry (3 weeks) Clerihews Limericks Free verse (1) (2)</p>	<p>Narrative – characterising speech  Stone Age Boy characters</p> <p>ordinary, through, decided, strange, answer, questions, special, group, believe</p> <p>contractions</p> <p>double consonant add suffix -ed trapped, stopped, grabbed, rubbed, slipped</p> <p>Non-chronological report – extinct animals (Sabre-toothed cat)  believe, consider, disappear, extreme, famous, imagine, knowledge, natural, occasionally, recent</p> <p>-ous – spellin e.g. famous, marvellous, enormous</p>	<p>Recount – letter – Witness to Pompeii </p> <p>address, appear, arrive, breath/breathe, business, caught, centre, decide, difficult, early, extreme, heard, peculiar, strange</p> <p>apostrophes for possession e.g. the town's roads, the volcano's crater/vent, our neighbour's house</p> <p>Persuasive advert – Join Boudicca to battle back! </p> <p>answer, build, century, decide, experience, guard, heard, history, possess, reign, woman/women</p> <p>contractions</p>	<p>Explanation Text: How do plants grow? </p> <p>increase, important, remember, water, potatoes, popular, various</p> <p>-ly carefully, thoroughly, gently, regularly</p> <p>Instructions - Revolting recipes </p> <p>fruit, potatoes, quarters, various, weight, surprise, heart, separate, remember, particular/ly, favourite</p> <p>suffix -ful dreadful, mouthful, handful, jarful</p> <p>-les tasteless, flavourless, colourless</p>	<p>Narrative – Setting description - African jungle </p> <p>breath, centre, circle, difficult, heard, length, opposite, through</p> <p>suffix -ness e.g. thickness, darkness</p> <p>Recount – diary – The poachers strike again! </p> <p>guide, imagine, reach, describe, February, forwards, minute, suppose, complete, different, continue</p> <p>(3) (4)</p>	<p>Narrative – Character description Fictional jungle creature </p> <p>notice, often, regular, straight, strength, thought, perhaps, possible</p> <p>double consonant add suffix -ing</p> <p>Narrative - voyage </p> <p>Build upon setting description and character description to write a voyage narrative with dialogue.</p> <p>Discussion: Should Ariel live on land or in the sea? </p> <p>believe, caught, experience, consider, continue, decide, assault, ear th, enough, exercise, experiment, imagine, island, knowledge, therefore</p>

Need new texts for Spring 1 (new topic Bronze Age) and Summer 1 (Topics in Summer 1 & 2 are Romans and extreme earth). Losing narrative text - setting, character & full story. Have seen there is already a setting description on Pompeii that we could use?

Discrete spelling lessons











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



Objective from a lower year group

Y1		Y2		Y3/4	
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Y2 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions - How to defeat the dirty dishcloth</p>  <p>after, bath, because, both, climb, floor, friend, go, who</p> <p>-ful – spellings bagful, helpful, careful</p> <p>Poetry (3 weeks) Diamantes Haiku Free verse (3) (4)</p>	<p>Narrative – Repetitive story structures</p>  <p>Journey, quest, return</p> <p>She grabbed her crayon and started to draw.</p> <p>door, behind, path, grass, pretty, eye, busy, parents, last, fast, past, pass</p> <p>Recount - letters and postcards</p>  <p>The Crayons' Christmas</p> <p>Christmas, friend, who, because, Mr, Mrs, cold, busy, people, clothes, father, kind</p> <p>The /r/ sound spelt 'wr' at the beginning of words write, wrap, wren, wrong</p> <p>double the consonant added wrapped, mapped</p>	<p>Narrative – Character description – Fairy tale hero/heroine</p>  <p>beautiful, everybody, people, father, because, most, clothes, find, mind, who</p> <p>contractions</p> <p>Plot weave – Story opening introducing the character</p> <p>Narrative – Setting description – Fairy tale setting</p>  <p>because, cold, even, break, any, find, sure, people, find, plants, wild, clothes</p> <p>words ending in -less and -ness e.g. endless, countless, thickness, darkness</p> <p>Plot weave – Rework opening to include setting and character</p>	<p>Recount – Newspaper report – The Great Fire London</p>  <p>early, after, find, would, improve, again, told, people</p> <p>(7)</p> <p>Instructions - How to look after a plant</p>  <p>because, cold, grass, half, move, plant, sure, water, whole</p> <p>-ful – spellings e.g. handful, careful,</p> <p>-single apostrophe e.g. plant's flower, the flower's petals</p>	<p>Diary entry – Day in the life of a pirate</p>  <p>old, gold, hold, cold, told, great, could, should, would, water</p> <p>words ending in -ment e.g. excitement, argument, payment</p> <p>(8)</p> <p>Persuasive ad – Join my pirate crew!</p> <p>poor, every, gold, only, money, many, whole, water</p> <p>(1) (2)</p>	<p>Narrative - Quest</p>  <p>Build upon character description (Spring 1) and setting description (Spring 1) to write a quest narrative.</p> <p>(6) (8)</p> <p>Non-chronological report – Arctic animals</p>  <p>beautiful, cold, has, most, move, pretty, wild</p> <p>-less – spellings e.g. careless, fearless</p> <p>-est – superlatives e.g. fastest, biggest, greatest</p> <p>(5)</p>

Discrete spelling lessons









- 1 homophones/near homophones e.g. hear/here
 - 2 words ending in -tion e.g. action
 - 3 'j' spelt as 'dge' e.g. bridge, judge, fudge
 - 4 words ending in '-il' e.g. pencil, soil, tail
 - 5 soft 'c' e.g. race, ice, nice
 - 6 silent letters (kn, wr) e.g. knight and write
 - 7 words ending in 'le' 'el' 'al' 'ey' e.g. while, label, total, key
- remaining common exception words - child, children, class, prove, sugar, steak**



Objective from a lower year group

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Lists, captions and labels - The Human Body</p>  <p>Narrative - Repetitive structures The Little Red Hen</p> <p>friend, she, put, one, go, said</p> <p>compound words e.g. bedroom, farmyard, breakfast, eggshell</p> <p>Poetry (3 weeks) Acrostic Shape Poetry</p>	<p>Instructions- How to make your house wolf-proof</p>  <p>the, a, do, to, are, is, his, has, he, some, house, full</p> <p>Recount - letter/postcard The Jolly Christmas Postman</p>  <p>today, friend, house, he, put, push, was, were</p> <p>suffix -ed (do not double consonant) e.g. posted, signed, wanted, pushed</p>	<p>Narrative – Repetitive story structures – The Queen's Hat</p> <p>to, a, was, some, of, so, the, they</p> <p>capital letters for proper nouns – Kensington Palace, Queen, Buckingham Palace etc.</p> <p>'oo' sound whoosh, swoosh etc.</p> <p>Explanation – How does Supertato defeat the frozen pea?</p> <p>a, friends, do, so, his, he, the, some, where, are</p> <p>plurals ending in -s e.g. friends, freezers, vegetables</p> <p>prefix un- e.g. unsafe, unfair, unfriendly</p>	<p>Narrative – Introduction to setting description – Candy house (Hansel & Gretel)</p>  <p>(1)</p> <p>Narrative – Character description – Gruffalo creature</p> <p>suffix -er e.g. longer, sharper</p> <p>suffix -est e.g. longest, sharpest</p>	<p>Persuasive advert – Come aboard the Titanic!</p>  <p>says, go, love, ask, our, you, your, by, here, no, come</p> <p>Non-chronological report Marine animals</p>  <p>has, is, go, there, are, some, school</p> <p>suffix -est e.g. largest, smallest, loudest</p> <p>(4)</p>	<p>Narrative – quest</p>  <p>Build upon setting description (Spring 2) and character description (Spring 2) to write a quest narrative.</p> <p>once, be, pull</p> <p>Recount – letter Meerkat mail</p>  <p>you, today, your, we, go, so, my, I, me, my</p> <p>(2)</p>

Discrete spelling lessons

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



Objective from a lower year group

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