



**Year 1**  
**Curriculum Overview:**  
**English Writing and Phonics**

Autumn Term	Genre:	Non Fiction: Labels, lists and captions	Narrative: Stories with Predictable Phrasing		‘Take One Book’			Recount	Poetry
	Approximate Teaching time:	1 week	6 weeks		1 week			4 weeks	2 weeks
	Final written outcome:	Children will write labels and sentences for a toy museum.	Children will write sentences using patterned language, words and phrases from familiar stories		Children in all year groups will share a carefully chosen book to produce a range of writing.			Children will write a simple first person account based on Farmer Duck	Children will read, write and perform free verse poetry
	Phonics:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7	
		Review Phase 3 GPCs: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today	Review Phase 3 GPCs: air, /z/, s-es Words with two or more diagraphs e.g. queen, thicker  Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today	Phase 4 words containing: cvcc, ccvc, ccvcc, cccvc words and words with long vowels Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today	Phase 5 /ai/ay play /ow/ou cloud /oi/oy toy /ee/ea each Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today	Review longer words Tricky words: the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when out, what, says, here, today	Review week	Review week	
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
		Phase 5 graphemes: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn  Tricky words: their, people, oh, you	Phase 5 graphemes: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky words: Mr, Mrs, Ms, ask	Phase 5 graphemes: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Tricky words: could, would, should, our	Phase 5 graphemes: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: house, mouse, water, want	Phase 5 graphemes: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue			



Spring Term	Genre:	Narrative: Contemporary Fiction	Non Fiction: Reports	Poetry	'Take One Book'	Narrative: Contemporary fiction.	Recount
	Approximate teaching time:	2 weeks	2 weeks	1 week	1 week	2 weeks	2 weeks
	Final written outcome:	Using the book 'Can't You Sleep, Little Bear?' children will write a story based on their own experiences.	Children will create their own report about woodland animals.	Using Laura Purdie Salas' 'One Silver Speck' for inspiration, children will create their own poetry.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Using Jill Murphy's 'The Last Noo-Noo' as inspiration, children will create their own story about a magic tree.	Using the book 'Here Comes Mr Postmouse' children will draft a letter.
	Phonics:	<div>Week 1</div> <div>Phase 5 graphemes: /ee/ 'y' funny /e/ 'ea' head /w/ 'wh' /oa/ 'oe' 'ou' toe shoulder</div> <div>Tricky words: any, many, again</div>	<div>Week 2</div> <div>Phase 5 graphemes: /igh/ 'y' fly /oa/ 'ow' snow /j/ 'g' giant /f/ 'ph' phone</div> <div>Tricky words: who, whole, where, two</div>	<div>Week3</div> <div>Phase 5 graphemes: /l/ 'le' 'al' apple, metal /s/ 'c' ice /v/ 've' give</div> <div>Tricky words: school, call, different</div>	<div>Week 4</div> <div>Phase 5 graphemes: /u/ 'o-e' 'o' 'ou' Some, mother, young /z/ 'se' cheese /s/ 'se' 'ce' mouse, fence /ee/ 'ey' donkey</div> <div>Tricky words: thought, through, friend, work</div>	<div>Week 5</div> <div>Phase 5 graphemes: Grow the code: /oo/ 'u' 'ew' 'ue' 'u-e' 'ui' 'ou' 'oo' fruit, soup /ee/ 'ea' 'e' e- e' 'ie' 'ey' 'y' 'ee' /s/ 'c' 'se' 'ce' 'ss' /z/ 'se' 's' 'zz' /oa/ 'ow' 'oe' 'ou' 'o-e' 'o' 'oa'</div>	
		<div>Week 6</div> <div>Phase 5 graphemes: /ur/ 'or' word /oo/ 'u' 'oul' awful, would /air/ 'are' share /or/ 'au' 'aur'</div>	<div>Week 7</div> <div>Phase 5 graphemes: /ch/ 'tch' match /ch/ 'ture' adventure /ar/ 'al' half /air/ 'a' father</div>	<div>Week 8</div> <div>Phase 5 graphemes: /or/ 'a' water Schwa /ə/ in longer words: different /o/ 'a' want /air/ 'ear'</div>	<div>Week 9</div> <div>Phase 5 graphemes: /ur/ 'ear' learn /r/ 'wr' wrist /s/ 'st' 'sc' whistle, science Schwa /ə/ at the end of words: actor</div>	<div>Week 10</div> <div>Phase 5 graphemes: /c/ 'ch' school /sh/ 'ch' chef /z/ /s/ 'ce' 'se' ze' freeze</div>	



Summer Term	Genre:	Narrative: Stories from our Experiences		Narrative: Traditional Tales		Non Fiction: Reports		‘Take One Book’	Non Fiction: Explanations	Non Fiction: Instructions	Poetry
	Approximate teaching time:	2 weeks		2 weeks		2 weeks		1 week	2 weeks	2 weeks	2 weeks
	Final written outcome:	Children will write their own version ‘Billy’s Bucket’		Influenced by Little Red Riding Hood, children will re-write the story with an innovated ending.		Linked to History topic, children will write a report about flight.		Children in all year groups will share a carefully chosen book to produce a range of writing.	Using ‘The Lighthouse Keeper’s Lunch’, children explain the safest way for the lighthouse keeper to get his lunch.	Linked to the DT topic, children will write their own set of instructions.	Children use ‘Mrs Brocket’s Strange Machine’ as inspiration will create their own poetry.
	Phonics:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6				
		Review Phase 5 graphemes: ‘ay’ play ‘a-e’ shake ‘ea’ each ‘e’ he  <									



## Year 2 Curriculum Overview: English Writing and Spelling

Autumn Term	Genre:	Narrative: Traditional Tales-Fairy Tales		'Take One Book'	Recount		Non Fiction: Explanations		Poetry
	Approximate Teaching time:	7 weeks		1 week	2 weeks		2 weeks		2 weeks
	Final written outcome:	Children will write a re-telling of a traditional story, from a different viewpoint.		Children in all year groups will share a carefully chosen book to produce a range of writing.	Linked to History, children will write first person recounts re-telling the events of the Great Fire of London.		Linked to Science, children will produce a simple flowchart or cyclical diagram and record a series of sentences to support their explanation.		Children will read list poems before writing and performing their own. They will also as write their own calligrams, based on a single world.
	Spelling:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
		Words with the sounds /n/ spelt 'kn' and less often 'gn' at the beginning For example: knock, know, knee, gnat, gnaw	Words with the sounds /r/ spelt 'wr' at the beginning of words For example: write, written, wrote, wrong, wrap	Words with the sound /s/ spelt 'c' before e, i and y. For example: race, ice, cell, city, fancy	Words with the /j/ sound often spelt with g '-dge' and '-ge' at the end of words For example: badge, edge, dodge, fudge, age, huge, change, charge, village	Words with the /j/ often spelt with g before e, i and y. Words with the sound /j/ always spelt with 'j' before a, o and u. For example: gem, giant, magic, giraffe,	Common Exception Words For example: door, floor, again, wild, children, climb, parents, most, only, both	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.	
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
		Words with the /l/ sound spelt with '-le' at the end of words For example: table, apple, bottle, little, middle	Words with the sound /l/ spelt with '-el' at the end of words For example: camel, tunnel, squirrel, travel, towel, tinsel	Words with the sound /l/ spelt with '-il' and '-al' at the end of words For example: pencil, fossil, nostril, metal, pedal, capital, hospital, animal	Words with the sound /igh/ spelt with '-y' at the end of words For example: cry, fly, dry, try, reply	Adding -ies to nouns and verbs ending in -y For example: flies, tries, replies, copies, babies, carries	Common Exception Words For example: find, mind, behind, old, cold, gold, hold, told, every, everybody	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.	



Spring Term	Genre:	Non-fiction: non-chronological report	Poetry	'Take One Book'		Recount	Non Fiction: Instructions
	Approximate teaching time:	3 weeks	2 weeks	1 week		2 weeks	2 weeks
	Final written outcome:	Children will create their own non-chronological report about sharks.	Vocabulary building – children will develop a class poem, using this to innovate and perform their own.	Children in all year groups will share a carefully chosen book to produce a range of writing.		Using the text 'Julian is a Mermaid' as inspiration, children will write a diary entry from the point of view of the main character.	Using the text '15 things to NOT do with a puppy', children will create a poster and advert describing a sequence of 'dos', 'don'ts' and requirements.
	Spelling:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Adding -ed, -er and -est to a word ending in -y with a consonant before it. For example: copier, copied, happier, happiest	Adding -ing to a word ending in -y with a consonant before it. For example: copying, crying, replying	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. For example: hiking, hiked, nicer, nicest	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel. For example: patting, patted, humming, dropping	The sound /or/ spelt with 'a' before l or ll. For example: all, ball, call, walk	Common Exception Words. For example: fast, last, father, class, grass
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		The sound /u/ spelt with 'o'. For example: other, mother, brother, nothing	The sound /ee/ spelt with -ey. For example: key, donkey, chimney, monkey	The /o/ sound spelt with 'a' after w and qu. For example: want, watch, wander, quantity	The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w. For example: word, work, worm, world	The sound /zh/ spelt 's'. For example: television, treasure, usual, division	Common Exception Words. For example: even, break, steak, great



Summer Term	Genre:	Fantasy: Quest Stories	Poetry	‘Take One Book’		Narrative: Stories by the Same Author	Non Fiction: Explanations	
	Approximate teaching time:	3 weeks	3 weeks	1 week		3 weeks	3 weeks	
	Final written outcome:	Children will create their own quest stories based on their class book.	Children will plan and write their own poem based on Tennyson’s ‘The Eagle’	Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write their own version of a story by Anthony Browne.	Children will create their own explanation text detailing the life cycle of a plant.	
	Spelling:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
		The suffixes –ment, -ness and –ful. For example, enjoyment, sadness, careful, playful	The suffixes –less and –ly. For example, badly, hopeless, penniless, happily	Words ending in –tion. For example, station, fiction, motion, section	Contractions. For example, can’t, didn’t, hasn’t, couldn’t	The possessive apostrophe. For example, Megan’s, Ravi’s, the girl’s, the child’s	Common Exception Words. For example, any, many, clothes, water, pretty, Christmas	
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
		Homophones and near homophones. For example, there, their, they’re, hear, here, sea, see	Homophones and near homophones. For example, be, bee, quite, quiet, bare, bear	Homophones, near homophones and conjunctions. For example, night, knight, blue, blew, because, so, that, or	Months of the year/time. For example, January, February, March, hour, past, after	Months of the year/time. For example, November, December, half, minute, quarter, month	Question words. For example, who, why, what, how, which, when	Review week





**Year 3**  
**Curriculum Overview:**  
**English Writing and Spelling**

Autumn Term	Genre:	Narrative: Traditional Tales - Fables		Narrative: Writing and Performing a Play		'Take One Book'		Non Fiction: Recount		Poetry: Free Verse
	Approximate Teaching time:	4 weeks		2 weeks		1 week		3 weeks		2 weeks
	Final written outcome:	Children will develop skills of character and setting description through the planning and writing of their own fable		Children will write and perform a play, based on a familiar story		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write a news reports of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer		Children will read, write and perform free verse poetry
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7		
		Words with the long /ei / sound spelt with 'ei' For example: eight, neighbour	Words with the long /ei / sound spelt with 'ey' For example: prey, survey	Words with the long /ay / sound spelt with 'ai' For example: claim, waist	Words with /ea / sound spelt with 'ear' For example: search, pearl	Homophones & near homophones For example: hear, here	Homophones & near homophones For example: break, brake	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.		
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14		
		Creating adverbs using the suffix -ly (no change to root word) For example: kindly, quickly	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) For example: lazily, easily	Creating adverbs using the suffix -ly (root word ends in 'le') For example: gently, simply	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') For example: basically, frantically	Creating adverbs using the suffix -ly (exceptions to the rules) For example: truly, duly	Statutory Spellings Challenge Words For example: believe, appear	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.		



Spring Term	Genre:	Narrative: Innovative Ending	Non Fiction: Explanations	‘Take one Book’		Non Fiction: Non-Chronological Report	Poetry: Free Verse
	Approximate teaching time:	3 weeks	2 weeks	1 week		3 weeks	2 weeks
	Final written outcome:	Children will write an innovated ending to a well-known story.	Children will create an information leaflet for a chosen location.	Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write a non-chronological report about pirates.	Children will read, write and perform free verse poetry.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6
		Words with the short /i/ sound spelt with ‘y’. For example, myth, gym, Egypt	Adding suffixes beginning with a vowel to multisyllabic words (do not double the final consonant). For example, gardener, limited, offering	Adding suffixes beginning with a vowel to multisyllabic words (double the final consonant). For example, forgetting, beginning, preferred	Creating negative meanings using the prefix ‘mis’. For example, misspell, mislead, misbehave	Creating negative meanings using the prefix ‘dis’. For example, dislike, disobey, discolour	Words with a /k/ sound spelt with ‘ch’. For example, scheme, chorus, echo
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		Homophones and near homophones. For example, grate/great, grown/groan	Homophones and near homophones. For example, scent/sent, vain/vein	Adding the prefix bi- (two/twice) and the prefix re- (again/back). For example, bilingual, reapply	Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’. For example, league, plague, cheque	Words with a /sh/ sound spelt with ‘ch’. For example, chef, chalet, machine	Statutory Spellings Challenge Words For example, address, busy, business





Summer Term	Genre:	Non Fiction: Persuasive Writing		Recount		‘Take One Book’		Narrative: Exciting Stories		Non Fiction: Instructions		
	Approximate teaching time:	3 weeks		3 weeks		1 week		3 weeks		3 weeks		
	Final written outcome:	Children will write a persuasive speech to discourage others from using plastic bags.		Children will write a diary entry from the point of view of a character.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write their own exciting story in the style of ‘Fantastic Mr Fox’.		Children will write an explanation and instruction report about making dyes.		
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6					
		Words ending in –ary. For example, library, February, dictionary, boundary	Words with a short /u/ sound spelt with ‘o’. For example, woman, wonder, month, govern	Words with a short /u/ sound spelt with ‘ou’. For example, enough, young, touch, double, trouble	Word families based on common words, show how words are related in form and meaning. For example, instruct, structure, construction, instruction	Word families based on common words, show how words are related in form and meaning. For example, scope, telescope, microscope,	Word families based on common words, show how words are related in form and meaning. For example, press, suppress, express, compress					
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13				
Words ending in the suffix –al. For example, natural, occasional, actual, accidental		Words ending with a /zhuh/ sound spelt with ‘sure’. For example, treasure, measure, pleasure, enclosure	Words ending with a /chuh/ sound spelt with ‘ture’. For example, creature, picture, nature, furniture	Words ending with a /cher/ sound spelt as ‘ture’. For example, lecture, literature, mature, miniature	Silent letters revision. For example, island, answer, write, wrapper	Silent letters revision. For example, build, guide, guard, wheat	Review week.					



## Year 4 Curriculum Overview: English Writing and Spelling

Autumn Term	Genre:	Narrative: Traditional Tales- Myths	Poetry: vocabulary Building	'Take One Book'			Non Fiction: Persuasion	Poetry: Riddles
	Approximate Teaching time:	4 weeks	2 weeks	1 Week			4 weeks	1 week
	Final written outcome:	Children will develop skills of character and setting description through the writing of their own Roman Myth.	Children will read, write and perform free verse poetry	Children in all year groups will share a carefully chosen book to produce a range of writing.			Children will assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Children will read, write and perform riddles.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7
		Words with /aw/ spelt with 'augh' and 'au' For example: caught, clause	Adding the prefix in- (meaning 'not' or 'into') For example: incorrect, inaccurate	Adding the prefix im- (before a root word starting with 'm' or 'p') For example: immature, immeasurable	Adding the prefix il-(before a root word starting with 'l') and the prefix ir-(before a root word starting with 'r') For example: illogical, irrelevant	Homophones & near homophones For example: meddle, medal	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd'). For example: farther & collision, television	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
		Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') For example: expansion, extension	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') For example: confession, permission	Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) For example: invention, injection	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') For example: magician, electrician	Words with 'ough' to make a long /o/, /oo/ or /or/ sound For example: dough, through	Statutory Spellings Challenge Words For example: experiment, potatoes	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.



Spring Term	Genre:	Non Fiction: Non-chronological report		Narrative: setting and character description		‘Take One Book’		Narrative: Folk tale		Narrative Poetry	
	Approximate teaching time:	3 weeks		2 weeks		1 week		3 weeks		2 weeks	
	Final written outcome:	Children will develop written presentational skills to write a non-chronological report about the Amazon river		Children will create a narrative describing a magical place and the characters they meet there.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will rewrite a traditional tale from a different point of view.		Children will create, learn and perform their own narrative poems.	
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7			
		Homophones and near homophones. For example: accept/except, affect/effect	Homophones and near homophones. For example: serial/cereal, check/cheque	Nouns adding in the suffix -ation. For example, information, adoration, sensation	Nouns adding in the suffix -ation. For example, creation, radiation, indication	Adding the prefix ‘sub’ (meaning ‘under’) and adding the prefix ‘super’ (meaning ‘above’) For example, submerge, supervise	Plural possessive apostrophes with plural words. For example, girls’, boys’ babies’, womens’	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.			
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14			
Words with the /s/ sound spelt with ‘sc’ For example: science, crescent, discipline		Words ending in a ‘soft c’ spelt ‘ce’. For example, centre, century, certain	Words with a ‘soft c’ spelt with ‘ci’ For example, circle, medicine, decimal	Word families based on common words, showing how words are related in form and meaning. For example, phone, phonics, microphone	Word families based on common words, showing how words are related in form and meaning. For example, solve, solution, insoluble	Statutory Spellings Challenge Words For example: length, difficult, purpose	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.				



Summer Term	Genre:	Non Fiction: Explanations		Narrative: Stories with a theme		'Take One Book'		Narrative: Play scripts		Poetry
	Approximate teaching time:	2 weeks		4 weeks		1 week		4 weeks		2 weeks
	Final written outcome:	Children will write an explanation text about a novel invention.		Children will write their own version of an African story.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will create, write and perform a play script for an innovated fairy tale.		Children will create, learn and perform their own nature poems.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6			
		Adding the prefix inter- (meaning 'between' or 'among'). For example, interact, interfere, international	Adding the prefix anti- (meaning 'against'). For example, antiseptic, anticlockwise, antisocial	Adding the prefix auto- (meaning 'self' of 'own'). For example, autograph, autobiography, automatic	Adding the prefix ex- (meaning 'out'). For example, exit, extend, explode, excursion	Adding the prefix non- (meaning 'not'). For example, non-stick, non-stop, nonsense	Words ending in -ar/-er. For example, calendar, grammar, regular, consider			
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		
		Adding the suffix -ous (no change to root word). For example, dangerous, poisonous, mountainous	Adding the suffix -ous (no definitive root word). For example, tremendous, enormous, jealous	Adding the suffix -ous (words ending in 'y' become 'i' and words ending in 'our' become 'or'). For example, various, furious, glorious, victorious	Adding the suffix -ous (words ending in 'e' drop the 'e' but not 'ge'). For example, famous, nervous, ridiculous	Adverbials of frequency and possibility. For example, regularly, occasionally, frequently, usually	Adverbials of manner. For example, awkwardly, frantically, curiously, obediently	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half-term.		



**Year 5**  
**Curriculum Overview:**  
**English Writing and Spelling**

Autumn Term	Genre:	Narrative: Suspense & Mystery	Non Fiction: Recount		‘Take One Book’		Non Fiction: Explanation		Poetry
	Approximate Teaching time:	4 weeks	2 weeks		1 week		2 weeks		3 weeks
	Final written outcome:	Children will develop skills of building up atmosphere in writing and create their own suspense/mystery story.	Linked to History, children will compose a biographical account based on research about William the Conqueror.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Linked to Geography, children will create a detailed explanation of the involved in the water cycle.		Children will read, write and perform free verse; read and respond to cinquains; and Experiment with writing their own.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7	
		Words with endings that are spelt with: “-cious” For example: conscious, precious	Words with endings are spelt with: “-tious or -ious” For example: fictitious, ambitious	Words with the short vowel sound “i” spelt with “y” For example: rhythm, lyrics	Words with the long vowel sound “i” spelt with “y” For example: apply, supply	Homophones & near homophones For example: passed & past, aisle & isle	Homophones & near homophones For example: farther & father, guessed & guest	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.	
Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14		
Words with 'silent' letters For example: doubt, lamb		Words with 'silent' letters For example: wrestle, wrapper	Modal verbs For example: might, could	Words ending in ‘ment’ For example: equipment, environment	Adverbs of possibility and frequency For example: definitely, certainly	Statutory Spelling Challenge Words For example: vegetable, vehicle	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.		





Spring Term	Genre:	Narrative: circular tales	Non Fiction: Persuasion	'Take One Book'	Non Fiction: Instructions	Poetry	
	Approximate teaching time:	2 weeks	3 weeks	1 week	3 weeks	2 weeks	
	Final written outcome:	Using the text 'The Promise', children will plan and write their own circular fable based on the environment.	Children will study a range of persuasive texts to write and deliver a persuasive speech.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Children will write a set of detailed instructions to create a device for futuristic travel. Texts will have a clear introduction and conclusion.	Using Walter de la Mare's 'The Listeners' as inspiration, children will create and perform their own innovated verses.	
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6
		Creating nouns using – ity suffix. For example: community, curiosity	Creating nouns using – ness suffix. For example, happiness, madness, nastiness	Creating nouns using –ship suffix. For example, membership, ownership, partnership	Homophones and near homophones. For example, stationary, stationery, steal, steel	Homophones and near homophones. For example, alter, altar ascent, assent	Homophones and near homophones. For example, principal, principle
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		Words with an /or/ sound spelt 'or'. For example, forty, scorch, absorb	Words with an /or/ sound spelt 'au'. For example, pause, cause, sauce	Convert nouns or adjectives into verbs using the suffix –ate. For example, pollinate, captivate, activate	Convert nouns or adjectives into verbs using the suffix –ise. For example, criticise, advertise, capitalise	Convert nouns or adjectives into verbs using the suffix –ify. For example, amplify, solidify, signify	Convert nouns or adjectives into verbs using the suffix –en. For example, blacken, brighten, flatten





Summer Term	Genre:	Narrative: Classic Fiction	Poetry	'Take One Book'	Narrative: Fantasy stories	Non Fiction: Reports		
	Approximate teaching time:	4 weeks	3 weeks	1 week	3 weeks	3 weeks		
	Final written outcome:	Using 'The Hobbit' as inspiration, children will write a lost tale in the style of Tolkien.	Children will study a range of poetry and use poetic language to write poems about the sea and the sinking of Titanic.	Children in all year groups will share a carefully chosen book to produce a range of writing.	Children will create their own fantasy story in the style of Shaun Tan.	Children will write a report about video games, board games or consoles.		
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	
		Words containing the letter string 'ough'. For example, though, although, dough, doughnut	Words containing the letter string 'ough'. For example, plough, bough, drought, brought	Adverbials of time. For example, yesterday, tomorrow, later, immediately	Adverbials of place. For example, nearby, everywhere, nowhere, inside	Words with an /ear/ sound spelt 'ere'. For example, sincere, interfere, sphere, adhere	Statutory spelling challenge words. For example, amateur, ancient, bargain, muscle	
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Unstressed polysyllabic words. For example, definite, desperate, literate, secretary		Adding verb prefixes de- and re-. For example, deflate, deform, decode, decompose	Adding verb prefix over-. For example, overthrow, overturn, overslept, overcook	Convert nouns or verbs into adjectives using suffix -ful. For example, boastful, faithful, doubtful, fearful	Convert nouns or verbs into adjectives using suffix -ive. For example, attractive, creative, addictive, assertive	Convert nouns or verbs into adjectives using suffix -al. For example, musical, political, accidental, mathematical	Review week	



## Year 6

### Curriculum Overview: English Writing and Spelling

Autumn Term	Genre:	Narrative: Fiction Genres		Non Fiction: Reports		‘Take One Book’		Non Fiction: Explanations		Poetry
	Approximate Teaching time:	4 weeks		2 weeks		1 week		3 weeks		2 weeks
	Final written outcome:	Children will write a range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)		Children will write reports as part of a presentation on a non-fiction subject.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write an explanation linked to their RE topic.		Children will read, write and perform free verse poetry.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7		
		Ambitious Synonyms: Adjectives For example: aggressive, hostile	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy For example: advice, advise	Adjectives ending in -ant into nouns ending in -ance/ -ancy For example: observant, observance	Adjectives ending in -ent into nouns ending in -ence/ -ency For example: innocent, innocence	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel For example: co-own, co-author	Hyphens: To join compound adjectives to avoid ambiguity For example: man-eating, little-used	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.		
Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14			
Words ending in –able For example: applicable, tolerable		Words ending in –able For example: adorable, valuable	Words ending in –ably For example: believably, considerably	Word families based on common words, showing how words are related in form and meaning For example: temper, temperature	Word families based on common words, showing how words are related in form and meaning For example: suggest, digest	Creating diminutives using prefixes micro-, or mini- For example: miniscule, minibus	Review Week  Learning activities to assess pupil’s progress against the objectives that have been covered within this half-term.			



Spring Term	Genre:	Non Fiction: Discussion	Poetry		'Take One Book'		Non Fiction: Persuasion	Recount
	Approximate teaching time:	4 weeks	1 week		1 week		3 weeks	2 weeks
	Final written outcome:	Children will write a discussion text containing a balanced argument to resolve a dilemma.	Children will read, write and perform free verse poetry based on the experiences of a child-refugee.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Children will write a persuasive letter to our local MP about an issue they feel passionate about.	Using the text 'Hermelin' by Mini Grey, children will create a series of diary entries from the point of view of a character.
	Spelling:	Week 1	Week 2	Week3	Week 4	Week 5	Week 6	
		Adding suffixes beginning with vowel letters to words ending in -fer. For example: referring, referred, referral	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions). For example: siege, niece, grief	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions). For example: deceive, conceive, receive	Word families based on common words, showing how words are related in form and meaning. For example, commit, committee	Word families based on common words, showing how words are related in form and meaning. For example, interrupt, interfere	Statutory spelling challenge words. For example: attached, available, average, competition	
		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
		Words with endings which sound like /shuhl/ after a vowel letter. For example: official, special, artificial	Words with endings which sound like /shul/ after a consonant letter. For example: partial, confidential, essential	Words with a 'soft c' spelt /ce/. For example: cemetery, certificate, celebrate	Word families based on common words, showing how words are related in form and meaning. For example: accommodate, accompany	Word families based on common words, showing how words are related in form and meaning. For example: assign, design,	Statutory spelling challenge words. For example: foreign, apparent, appreciate, persuade	



Summer Term	Genre:	Narrative: Fiction Genres		Poetry		‘Take One Book’		Non Fiction: Reports		Narrative: Classic Fiction	
	Approximate teaching time:	4 Weeks		1 Week		1 week		3 weeks		3 weeks	
	Final written outcome:	Children will create their own narratives reviewing key techniques to create settings, characterisation and atmosphere		Children will create observational poetry to explore identity through images and words.		Children in all year groups will share a carefully chosen book to produce a range of writing.		Linked to our history topic, children will write a newspaper article reporting the outbreak of WW2		Linked to our history topic, children will write an account of a WW2 soldier ‘going over the top’ in the trenches in the style of a flashback.	
	Spelling:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
		Word families based on common words, showing how words are related in form and meaning. For example, telegram, programme, hologram	Words that can be nouns and verbs. For example, challenge, protest, broadcast, benefit.	Words that can be nouns and verbs. For example, produce, present, reason, silence.	Words with a long /o/ sound spelt ‘ou’ or ‘ow’. For example, shoulder, smoulder, mould, poultry.	Words ending in –ible. For example, possible, horrible, terrible, visible.	Words ending in –ibly. For example, possibly, horribly, terribly, visibly.				
		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13			
Synonyms and antonyms. For example, bellowed, screeched, squealed		Synonyms and antonyms. For example, immense, vast, gigantic, gargantuan.	Synonyms and antonyms. For example, ecstatic	Synonyms and antonyms. For example, deafening, piercing	Synonyms and antonyms. For example, scorching, searing, sizzling	Synonyms and antonyms. For example, ambled, tottered, strolled, staggered.	Review week.				