



# Y6 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 + Summer 2
<p><b>Persuasive advert –</b> Buy fairtrade  available, bargain, community, competition, convenience, definite, excellent, fruit, guarantee, individual, opportunity, sufficient, vegetable, restaurant  <b>-ible/-able</b> responsible, reliable</p> <p><b>Poetry (3 weeks)</b> Ottava rima lambic pentameter Free verse</p>	<p><b>Recount – Diary/vlog transcript</b> Anne Frank  criticise, determined, disastrous, foreign, government, identity, necessary, neighbour, occupy, prejudice, vehicle  <b>contractions</b></p> <p><b>Explanation –</b> How did Britons survive the Blitz?  average, frequently, immediately, lightning, neighbour, recommend, sacrifice, soldier, system, thorough  <b>suffix -tial</b> impartial, essential, residential, confidential</p>	<p><b>Narrative -</b> Anna and the doll shop  accompany(ied), signature, identity, determined, ancient, desperate, determine(d), rhythm(ic), conscience, recommend(ation), suggest(ions), familiar</p> <p><b>Characterising speech -</b> Anna and the shopkeeper</p>	<p><b>Non-chronological report -</b> Legendary creatures of the United States and Canada  existence, community, sufficient, explanation(s), lightning, symbol, physical, mischievous</p> <p><b>Recount – Newspaper –</b> New species discovered on The Galapagos  accompany, apparent, category, curiosity, develop, explanation, marvellous, recognise, signature, variety</p> <p><b>suffix -ous</b></p> <p><b>words containing 'ough'</b></p>	<p><b>Letter of complaint –</b> Conditions of capture  accommodate/accommodation, appreciate, apparent, awkward, controversy, correspond, inconvenience, embarrass, hindrance, interfere, interrupt, muscle, sincerely, signature  <b>subjunctive form</b>  <b>-ant/-ance/-ancy/-ent/-ence/-ency</b></p> <p><b>Discussion –</b> Does the punishment fit the crime?  committee, government, parliament, prejudice, programme, relevant, recommend, suggest</p> <p><b>Instructions -</b> How to escape a prison</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			



# Y5 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Instructions</b> – How to return a 'lost thing'</p>  <p><b>accompany, equipment, foreign, individual, language, mischievous, necessary, recommend, restaurant, sufficient, system, yacht</b></p> <p><b>apostrophes for possession</b> – lost thing's casing etc.</p> <p><b>-cial/-tial</b> – crucial, essential, special</p> <p><b>Poetry (3 weeks)</b> (1) (7)</p> <p>Haiku/Senryus Renga Free verse</p>	<p><b>Narrative – Setting description</b> – Lost Jungle City</p>  <p><b>determined, ancient, opportunity, suggested, curiosity, familiar, immediately</b></p> <p><b>Non-chronological report</b> – The Green Hormiguero Bear</p>  <p><b>according, ancient, aggressive, communicate, curious, existence, occupy, privilege, recognise, shoulder, stomach temperature</b></p> <p><b>-cious</b> vicious, malicious, suspicious</p> <p><b>-ous</b> venomous, poisonous, enormous</p>	<p><b>Explanation</b> – How did Vikings raid Anglo-Saxon settlements?</p>  <p><b>aggressive, attached, disastrous, foreign, occupy, opportunity, physical, sacrifice, soldiers</b></p> <p><b>Newspaper article</b> – Double fatality hits the forest!</p>  <p><b>according, bruise, conscience, conscious, desperate, especially, frequent, harass, identify, twelfth, professional</b></p>	<p><b>Narrative – Character description</b> – Grendel</p>  <p><b>aggressive, ancient, recognise, shoulder, environment, familiar, individual, muscle, occupy, physical, temperature</b></p> <p><b>participial adjectives</b></p> <p><b>suffix -ous</b> e.g. venomous, enormous, hideous, poisonous</p> <p><b>Persuasive advert</b> – Join Beowulf to save our kingdom!</p>  <p><b>accompany, appreciate, available, bargain, persuade, privilege, queue, sacrifice, soldier, sufficient, thorough</b></p> <p><b>-ible/-able</b> terrible, horrible, incredible, dependable</p>	<p><b>Narrative – Characterising speech</b> – Beowulf vs. The Seahag</p>  <p><b>exaggerate, pronunciation</b></p> <p><b>Recount – Diary</b> – A river over time</p> <p><b>disastrous, embarrassed, environment, frequently, government, hindrance, leisure, nuisance, physical</b></p> <p><b>First entry</b> – no humans, nature and beauty</p> <p><b>Second entry</b> – human contact, fishing, travelling</p> <p><b>Final entry</b> – destruction, pollution etc.</p> <p><b>contractions</b></p>	<p><b>Narrative – Quest</b> – Build on character description (Spring 2) and setting description (Autumn 2) to write a quest narrative including dialogue.</p>  <p><b>Discussion</b> – Should Britain have kept with canals or switched to steam?</p>  <p><b>achieve, apparent, appreciate, average, community, competition, environment, frequently, parliament, symbol</b></p>

## Discrete spelling lessons



- i before e except after c
- homophones
- silent letters e.g. kn and gn
- 'fer' + suffix e.g. referral
- suffix -ness e.g. happiness
- 'gue' and 'que' e.g. tongue and cheque
- revisit prefixes



## 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><b>Instructions –</b> How to steal happy endings</p>  <p>certain, centre, perhaps, various, busy, therefore, extreme(ly), enough, although, arrive, probably, important, imagine, learn, actually</p> <p><b>Poetry (3 weeks)</b> Kennings Tetractys Free verse</p> <p><b>1 6</b></p>	<p><b>Discussion –</b> Is the wolf really to blame?</p>  <p>actually, appears, believe, certain, consider, extreme, imagine, important, therefore, sentence</p> <p><b>suffix -ly</b> shockingly, firstly, lastly, surprisingly</p> <p><b>Persuasive advert –</b> Join Boudicca to battle back</p>  <p>answer, build, century, decide, experience, guard, heard, history, possess, reign, woman/women</p> <p><b>contractions</b></p> <p><b>-ous words</b> courageous, tremendous, villainous</p>	<p><b>Explanation –</b> How does the ear work?</p>  <p><b>3</b></p> <p>different, increase, materials, knowledge, learn, length, purpose</p> <p><b>Recount – Diary –</b> Natural disaster – Surviving the avalanche</p>  <p><b>2</b></p> <p>complete, disappear, earth, eighth, extreme, guide, height, increase, medicine, natural, quarter, strength</p> <p><b>-sion, -ssion</b> vision, excursion, confusion, concussion, conclusion</p>	<p><b>Narrative – Character description –</b> Ice creature/monarch</p>  <p><b>4</b></p> <p>breath, group, height, peculiar, special, strange</p> <p><b>participial adjectives</b></p> <p><b>Narrative – Setting description –</b> Norzburg Castle</p>  <p>perhaps, centre, island, often, centuries, height, completely, possible, coldness, guards, occasionally, through, enough</p> <p><b>-ness suffix</b> gloominess, darkness, coldness</p>	<p><b>Non-chronological report –</b> Ancient Egyptian Gods</p>  <p><b>7</b></p> <p>famous, heart, often, particular, probably, reign, special, thought</p> <p><b>Narrative – Characterising speech –</b> Ancient Egyptian Master vs Servant</p>  <p><b>5</b></p> <p>forward/forwards, strength, guard, arrive, through, promise, notice, strange, right, breathe</p>	<p><b>Narrative – Playscript –</b> Egyptian Cinderella</p>  <p>busy, enough, guard, imagine, learn, perhaps, probably, remember, suppose, through</p> <p><b>-sure/-ture spellings</b> treasure, pleasure, furniture, adventure</p> <p><b>contractions</b></p> <p><b>Narrative – Voyage –</b> Akila and the Topaz</p>  <p><b>8</b></p> <p>Build upon setting description and character description to write a voyage narrative with dialogue.</p> <p>different, believed, guide, busy, question(ed), guard, forward, surprise(d), through</p>

Discrete spelling lessons
1 'sc' for 's' (science and scene)
2 'tion' and 'cian' spellings
3 'k' as 'ch' e.g. chemist, echo
4 'gue' and 'que' spellings e.g. (league, unique)
5 prefix anti-, auto-, super-, inter-, in/il/ir-
6 silent letters (kn-. wr-. gn-)
7 words with the /eɪ/ sound spelt ei, eigh, or ey
8 words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet, machine



Objective from a lower year group

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



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Instructions</b> – How to wash a woolly mammoth</p>  <p>actually, although, appear, certain, enough, height, important, position, quarter, weight</p> <p><b>apostrophes for possession</b> – e.g. mammoth's fur</p> <p><b>Poetry (3 weeks)</b> (1) (3)</p> <p>Clerihews Limericks Free verse</p>	<p><b>Narrative – Characterising speech</b> Stone Age Boy vs Om</p>  <p>ordinary, through, decided, strange, answer, questions, special, group, believe</p> <p><b>contractions</b></p> <p><b>double consonant add -ed</b> trapped, stopped, grabbed, rubbed, slipped</p> <p><b>Recount – Letter</b> – Stone Age Boy</p>  <p>address, believe, circle, centre, disappear, enough, favourite, February, learn, material, minute</p> <p><b>double consonant + add suffix</b> tripped, grabbed, tugged, running, swimming</p>	<p><b>Narrative - Character description – Bewilderbeast</b></p>  <p>peculiar, strange, various, ordinary, breathe, perhaps, position, possible</p> <p><b>-gue</b> apologue, dialogue, tongue</p> <p><b>Recount – Diary</b> – Little Red Riding Hood's journey through the woodland</p>  <p>2 4</p> <p>business, continue, forward, interest, island, opposite, surprise, though/although, straight, recent</p>	<p><b>Non-chronological report</b> – The Novis Avis</p>  <p>actually, appear, certain, consider, describe, exercise, group, heart, height, important</p> <p><b>-ous</b> venomous, poisonous, hideous</p> <p><b>Narrative - Setting description</b> - The Enchanted Woodland</p>  <p>special, heart, century(ies), guard(ing), important, island, perhaps, position(ed), reign(ed), circle, although, through</p> <p><b>-ness suffix</b> thickness, darkness, prickliness, wilderness</p>	<p><b>Explanation</b> – How did Greek mythology explain everyday life</p>  <p>arrive, build/built, continue, difficult, early, famous, increase, material</p> <p><b>Narrative - Quest</b> Theseus and the minotaur</p>  <p>5 6</p> <p>Build upon setting and character description to write a quest (Greek myth) narrative with dialogue.</p> <p>island, decided, believed, although, heart, promise, reign, experience, arrived, noticed, through, remember, complete</p>	<p><b>Instructions</b> – How to make a personality potion</p>  <p>different, consider, peculiar, potatoes, pressure, naughty, popular, extreme</p> <p><b>-ful suffix</b></p> <p><b>Persuasive advert</b> – Transform your granny!</p>  <p>6</p> <p>quarter, regular, remember, surprise, separate, weight, through, fruit, knowledge, medicine, library, experiment</p>

## 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 /l/ spelt y elsewhere than at the end of words e.g. myth, Egypt, mystery
- 6 suffix -ation



## Objective from a lower year group

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



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Instructions</b> How to capture a bridge troll</p> <p>any, climb, fast, find, past, path, sure, water</p> <p><b>Poetry (3 weeks)</b> (1)</p> <p>Diamantes Haiku Free verse</p>	<p><b>Narrative – Repetitive story structures –</b> The Little Red Hen</p> <p>who, friend, one, said, could, go, put, because, would, after, whole</p> <p><b>contractions</b></p> <p><b>Recount – Postcard/letter writing –</b> The Happy Christmas Postman</p> <p>Christmas, friend, who, because, Mr, Mrs, cold, busy, people, clothes, father</p> <p>The /r/ sound spelt 'wr' at the beginning of words write, wrap, wren, wrong</p> <p><b>double the consonant add-ed</b> wrapped, mapped</p>	<p><b>Persuasive ad –</b> Willy's Wonder Bar</p> <p>sugar, great, break</p> <p><b>-dge spellings</b> fudge, judge, knowledge, fridge</p> <p><b>Explanation –</b> What is the life cycle of a butterfly?</p> <p>beautiful, could, every, parents, children, many</p> <p>/ai/ sound spelt y at the end of words cry, fly, dry, July</p> <p>y changed to i before -es is added fries, tries, carries</p>	<p><b>Narrative – Character description</b> Mrs Swip</p> <p>old, kind, eye, everybody, even, gold, most, poor, child, children</p> <p><b>possessive apostrophe</b></p> <p><b>-less suffix</b> heartless, hopeless, useless</p> <p><b>Instructions –</b> Revolting recipes - Worm spaghetti and dung balls</p> <p>half, hold, hour, improve, steak, sugar, both</p> <p><b>-ful suffix</b> cupful, handful, bucketful, spoonful</p>	<p><b>Setting description –</b> Trimpolli's Tower</p> <p>grass, pretty, plant, floor, wild, water, behind, door</p> <p><b>-ness suffix</b> tallness, mightiness</p> <p><b>-dge spellings</b> bridge, ridge, edge</p> <p><b>Non-chronological report –</b> The Tower</p>	<p><b>Narrative – Journey to the tower</b></p> <p>Build on character and setting description to write a voyage narrative with repetitive story structures.</p> <p><b>Recount – Diary –</b></p> <p>money, mind, told, prove, should, only, could, door, last</p> <p><b>First entry –</b> Sent to my room</p> <p><b>Second entry –</b> Discovering the place</p> <p><b>Third entry –</b> Finding the tower</p> <p><b>-ly suffix</b> happily, sadly, bravely</p>

## Discrete spelling lessons



- 1 homophones/near homophones e.g. hear/here
- 2 words ending in -tion e.g. action
- 3 words ending in 'il' e.g. pencil, soil, tail
- 4 soft 'c' e.g. race, ice, nice
- 5 silent letters (kn, wr) e.g. knight and write
- 6 words ending in 'le' 'el' 'al' 'ey' e.g. while, label, total, key



## Objective from a lower year group





# Y1 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Setting expectations</b> <b>Lists and captions</b> <b>Instructions –</b> How to look after a baby gubee  the, a, is, put, your, you</p>	<p><b>Non-chronological report –</b> Materials  there, are, of, has, some, be, a, the  <b>Recount –</b> Letter to Santa  I, you, your, me, so, my, love, come, some, house</p>	<p><b>Narrative – Repetitive story structures</b> Goldilocks and the Three Bears  by, come, do, go, he, his, is, to  <b>adding -ing</b> jumping, hunting, running  <b>Poetry (2 weeks)</b> Acrostic Shape</p>	<p><b>Instructions –</b> How to train a dragon  you, your, to, of, there, once, put, is, be, some  <b>adding s and es to words</b> dragons, wings  <b>Character description –</b> Toy Man</p>	<p><b>Narrative –</b> Build upon character description and setting description to write a quest narrative with repetitive story structures.  once, love, he, she, said, says, no, pull, school  <b>un- prefix</b> unkind, unhappy  <b>/v/ sound at the end of words</b> have, live, give  <b>Recount - Letters and postcards -</b> Victorian Seaside Postcard  are, love, here, by, do, you, so, today, is, there, I, were, pull, to, some, his, he, we, of, a the, was, go</p>	<p><b>Non-chronological report –</b> Marine Animals  there, of, the, our, are, to, they, be, did, is, one, your  <b>ph for f</b> dolphin  <b>-tch</b> catch  <b>Persuasive advert –</b> Come and visit heavenly Haven Sands  <b>come, here, you, your, where, we, so, our, one</b>  <b>wh for 'w'</b> white, whale, when, where, whiff</p>

Discrete spelling lessons
1 words ending in 'y' e.g. try, fly, spy
2 compound words e.g. bedroom
3 wh for 'w' e.g. white
4 sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck (ongoing) common exception words



A Aspire	D Dream	S Success
<b>Objective from a lower year group</b>		
Y1	Y2	Y3/4