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<td>Y1 grammar and punctuation</td>
<td>Separate words with spaces&lt;br&gt;Capital letters for name and personal pronoun I&lt;br&gt;Introduce capital letters and full stops to demarcate sentences</td>
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<td>Recount&lt;br&gt;Explanations&lt;br&gt;List poems&lt;br&gt;Traditional tales – fairy tales (re telling)</td>
<td>Traditional tale - fairytale&lt;br&gt;Recount&lt;br&gt;Explanations&lt;br&gt;Calligrams</td>
<td>Stories with recurring language – use as model to write own.&lt;br&gt;Free verse poem&lt;br&gt;Report&lt;br&gt;Traditional tales – myths/creation stories – write own&lt;br&gt;Statutory assessments&lt;br&gt;Instructions&lt;br&gt;Explanation&lt;br&gt;Take one poet – personal compilations and responses.</td>
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<td>Y2 Grammar and Punctuation</td>
<td>As Y1 and also: Subordination (when, if, that, because) and coordination (or, and, but)&lt;br&gt;Expanded noun phrases. Statements, questions, exclamations and commands.</td>
<td>As before and also: Consistent and correct tense (present and past) throughout a piece of writing.</td>
<td>All Year 1 and 2 SPaG expectations – revision and consolidation&lt;br&gt;All Year 1 and 2 SPaG expectations – revision and consolidation</td>
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</table>
| Y2 spelling | Revisit - Phase 5 GPCs | Year 2 phonics  
The sound /dʒ/ spelt ‘ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.  
Common exception words  
/aɪ/ sound spelt ‘i’ in common spelling words: find, kind, mind, behind, child (children), wild, climb as well as others as needed.  
The /s/ sound spelt ‘c’ before ‘o’, ‘i’ and ‘y’  
The /ʃ/ sound spelt ‘k’ and (less often) ‘gn’ at the beginning of words  
Homophones - (example homophones: see/sea, be/beet blue/blew, bear/bare, floor/flower, hear/here, whole/hole, one/won, sun/sun, no/know, night/knight, to/too/two)  
Revisit - The /ʃ/ or /æ/ sound spelt ‘-e’ at the end of words  
The possessive apostrophe (singular nouns)  
Apostrophe for contractions (can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re)  
Year 2 phonics  
The /æ/ sound spelt ‘y’ at the end of words  
The /ʃ/ sound spelt ‘-er’ at the beginning of words  
The /ʃ/ sound spelt ‘-a’ after ‘e’ and ‘qu’  
The /ʃ/ sound spelt ‘-s’ with a consonant before it  
Common exception words  
Prefixes: ‘un’  
Revision prefix ‘un’.  
from  
Common exception words  
Revisit presentation aids  
Headings and subheadings  
Inverted commas  
Paragraphs  
Prepositions  
Adverbs  
Conjunctions  
consonant or a vowel.  
next word, according to whether the parameter is set  
Use appropriate forms of a or an, according to whether the next word begins with a consonant or a vowel.  
Conjunctions  
Adverbs  
Prepositions  
Paragraphs  
Inverted commas  
Headings and subheadings as presentation aids  
Re cap 1st half term’s grammar  
Use of present perfect from instead of the past (he has gone out to play rather than he went out to play).  
Re cap term 1 as appropriate  
Re cap term 1 as appropriate  
Re cap and extend term one  
Re cap and extend term one  
Revisiting strategies at the point of writing.  
Suffices from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)  
Prefixes and suffixes  
Suffixes: ‘sub-’, ‘tele-’, ‘super-’,  
Rare GPCs  
The /ʃ/ or /æ/ sound spelt ‘-e’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-a’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-i’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-i’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-y’ at the end of words (unusual spelling)  
The /ʃ/ sound spelt ‘a’ before ‘e’ and ‘i’  
The /ʃ/ sound spelt ‘ar’ after ‘w’  
The /ʃ/ sound spelt ‘o’  
The /ʃ/ sound spelt ‘or’ after ‘w’  
Common exception words  
All Year 2 words not taught so far  
Suffixes - endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘y’  
The suffixes ‘-ful’, ‘-less’ and ‘-ly’  
Words ending in ‘-tion’  
Homophones and near homophones - quite/quiet, night/knight, new/knew, not/knot, they’re/there/their and others as relevant  
Suffixes - adding ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter  
Adding ‘-es’ to nouns and verbs ending in ‘y’  
The suffixes ‘-ful’, ‘-less’ and ‘-ly’  
Words ending in ‘-tion’  
Year 2 phonics  
The /ʃ/ or /æ/ sound spelt ‘-e’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-a’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-i’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-i’ at the end of words  
The /ʃ/ or /æ/ sound spelt ‘-y’ at the end of words (unusual spelling)  
The /ʃ/ sound spelt ‘a’ before ‘e’ and ‘i’  
The /ʃ/ sound spelt ‘ar’ after ‘w’  
The /ʃ/ sound spelt ‘o’  
The /ʃ/ sound spelt ‘or’ after ‘w’  
Common exception words  
All Year 2 words not taught so far  
Suffixes - endings ‘-ing’, ‘-ed’, ‘-er’, ‘-est’ to words ending in ‘y’  
The suffixes ‘-ful’, ‘-less’, ‘-ly’  
Revisit – apostrophes and homophones  
Report – research, notes and organisation  
Poetry – haiku, tanka, kenning  
Adventure story – plot building  
Persuasive letter writing  
Poetry appreciation – personal collection, preferences, performance  
| Y3 spelling | Revisit Common exception words from Year 2  
Prefixes and suffixes  
Revise prefix ‘un’.  
New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  
Word families based on common  
Homophones - brake/break, grate/great, eight/ate, weight/wait, son/sun  
Apostrophe  
Revision contractions from Year 2  
Prefixes and suffixes  
Prefixes: ‘sub-’, ‘tele-’, ‘super-’.  
Rare GPCs  
The /ʃ/ sound spelt ‘ch’ (mostly French in origin)  
The /k/ sound spelt ‘ch’ (Greek in origin)  
Homophones  
here/hear, knot/not, meat/meet  
Previsiting strategies at the point of writing.  
Suffices from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)  
Prefixes and suffixes  
Suffixes: ‘sub-’, ‘tele-’, ‘super-’.  
Rare GPCs  
The /ʃ/ sound spelt ‘y’ other than at the end of words (gym,  
Reviewing strategies for spelling at the point of writing. Vowel diagraphs from Years 1 and 2  
High-frequency and cross-curricular words from the Years 3 and 4 word list.  
| Y3 grammar and punctuation | Use appropriate forms of a or an, according to whether the next word begins with a consonant or a vowel.  
Conjunctions  
Adverbs  
Prepositions  
Paragraphs  
Inverted commas  
Headings and subheadings as presentation aids  
Re cap 1st half term’s grammar  
Use of present perfect from instead of the past (he has gone out to play rather than he went out to play).  
Re cap term 1 as appropriate  
Re cap term 1 as appropriate  
Re cap and extend term one  
Re cap and extend term one  
Revisiting strategies at the point of writing.  
Suffices from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)  
Prefixes and suffixes  
Prefixes: ‘sub-’, ‘tele-’, ‘super-’.  
Rare GPCs  
The /ʃ/ sound spelt ‘ch’ (mostly French in origin)  
The /k/ sound spelt ‘ch’ (Greek in origin)  
Homophones  
here/hear, knot/not, meat/meet  
Previsiting strategies at the point of writing. Vowel diagraphs from Years 1 and 2  
High-frequency and cross-curricular words from the Years 3 and 4 word list.  
| Y3 writing | Traditional tales – fables.  
Writing a new fable.  
Instructions – evaluate and write  
Free verse poetry  
Write and perform a play – familiar story  
Recount of an unfolding event  
Limericks  
Explanation – flowchart and process  
Traditional tales – fairy tale from key person’s perspective  
Report – research, notes and organisation  
Poetry – haiku, tanka, kenning  
Adventure story – plot building  
Persuasive letter writing  
Poetry appreciation – personal collection, preferences, performance  
|
| Y4 writing | Vocabulary building through free verse poetry  
Riddles  
Traditional tales – Greek myths (characterisation focus) | Report Recount Instructions  
Persuasion – presentation Story settings  
Writing and performing a play Narrative poetry  
Explanation – impersonal style Discussion – letter Story writing – autobiographical/ personal experiences  
Poetry – research a poet Write and perform a poem. Recount |  |
|---|---|---|---|
| Y4 grammar and punctuation | Expanded noun phrases Fronted adverbials Inverted commas for direct speech Comma after reporting clause Punctuation within inverted commas. Paragraphs Appropriate choice of pronouns for cohesion | As first half term and: Commas after fronted adverbials Standard English  
Re cap term 1 as appropriate  
Re cap term 1 as appropriate  
Re cap and extend term one  
Re cap and extend term one |  |
| Y4 spelling | Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’  
Rare GPCs The /es/ sound spelt ‘ei’, ‘eigh’, or ‘ey’  
The /s/ sound spelt ‘y’  
Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (French in origin)  
words (eg, solve, solution, dissolve, insoluble)  
Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.  
‘auto-’ Suffixes ‘less’ and ‘ly’  
Year 3 rare GPCs  
The /g/ sound spelt ‘gu’  
Words ending /hs/ spelt ‘ture’ (creature, furniture)  
Endings that sound like /f/ spelt ‘tion’, ‘-sion’, ‘-ssion’, ‘-cion’ (invention, comprehen- sion, expression, magician)  
Prefixes ‘anti-’ and ‘inter-’  
Suffix ‘-ation’  
Homophones - scene/seen, male/mail, bawl/ball  
Apostrophe - Revise contractions from Year 2 Possessive apostrophe with plurals  
Rare GPCs  
Words with the /s/ sound spelt ‘sc’ (Latin in origin)  
Endings that sound like /s/ spelt ‘c’ (division, confusion)  
Suffixed ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘-ci’ ending changed to ‘-ally’  
Suffixed ‘-ous’ (poisonous, outrageous)  
Homophones - whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem  
Apostrophe for possession, including singular and plural  
Revise contractions from Year 2 and plural apostrophe rules |  |
### Y5 writing
- Poetry – cinquains
- Recount – biographical (research based link w/history)
- Explanations

### Y5 grammar and punctuation
- Hyphen - Use of the hyphen (co-ordinate, co-operate)
- Relative clauses beginning who, which, where, when, whose, that or an omitted pronoun
- Brackets
- Dashes and commas as parentheses
- Cohesive devices within a paragraph—then, after, this, firstly

### Y5 spelling
- Plurals (adding '-s', '-es' and '-ies')
- Convert nouns or verbs into adjectives using suffixes – ate, ify, ise.
- Verb prefixes – dis, de, mis, over, re.
- Homophones - isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed
- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list.
- Rare GPCs - Words with 'silent' letters
- Apostrophe for contraction and possession
- Words with the letter string 'ough' Words ending in '-able' and '-ible'
- Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)
- Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)
- Words ending in '-ably' and '-ibly'
- Revise words ending in '-able' and '-ible'
- Homophones - altar/alter, father/father, guessed/guest, morning/mourning, who's/whose
- Suffixes - Problem suffixes
- Teach morphemic and etymological strategies to be used when learning specific words
- Homophones - cereal/serial

### Y6 writing
- Genre study – fiction writing
- Recount – writing in role
- Report writing – non fiction
- Explanation writing

### Y6 spelling
- Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words
- Personal spelling lists

### Y6 writing
- Persuasion – present a case and evaluate effectiveness
- Narrative workshop – key techniques including setting, atmosphere, characterisation
- Discussion – including evaluations of opinions of viewpoints

### Y6 spelling
- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list.
- Revision

### Y6 writing
- Study Skills
- Debating skills

### Y6 writing
- Book / author study
### Y6 grammar and punctuation

- Link ideas across paragraphs using wide range of cohesive devices.
- Formal and informal speech, vocabulary & structures.
- Synonyms & antonyms.
- Semi colon, colon and dash marks for boundary between independent clauses.
- Passive and active voice.
- Ellipsis.
- Layout devices to structure texts – headings, sub heading, column, bullet, tables.
- Colons to introduce lists.
- Semi colons within lists.
- Punctuation of bullet points.
- As term 1 plus:
  - The subjunctive
  - Hyphens to avoid ambiguity.
- Revise and consolidate Year 6 structures so far.
- Revision
  - Year 5 and 6 structures
  - KS1 and Y3/4 grammar.
- Consolidate SPaG.

### Y6 spelling

- Words ending ‘-able/ably’, ‘-ible/ibly’
- Rare GPCs
- Revise words with the /ai/ sound spelt ‘ei’ after ‘c’.
- Prefixes and Suffixes - Adding suffixes beginning with vowel letters to words ending in ‘-fer’.
- Topic words
- Word endings - Endings that sound like /ous/ spelt ‘-ious’ or ‘-tious’ (precious, ambitious)
- Homophones - advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy
- Topic words
- Words containing the letter string ‘-ough’
- The /ai/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential)
- Homophones - compliment/compleme nt, desert/dessert, principal/principle, profit/prophet, stationery/stationary
- All homophones from KS2
- Proofreading
- Someone else’s writing.
- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list.
- Learn words from personal lists.
- 5 and 6 word list (brui se, guarantee, queue, immediately, vehicle, yacht)
- Words ending in ‘-ant’, ‘-ance’, ‘-ent’, ‘-ence’/‘-ency’
- Homophones and near homophones - draft/draught, dissent/descent, precede/pro- ceed, wary/weary
- Embedding proofreading strategies when reviewing own writing independently.
- Personal spelling lists

### Sample of texts covered

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<td>Good Night Sleep Tight Rainbow Fish</td>
<td>Necklace of Raindrops Traction Man</td>
<td>The Pebble in My Pocket The Iron Man Ug</td>
<td>Charlotte’s Web Oliver and The Seawigs One Plastic Bag</td>
<td>Skellig The Highwayman The Great Kapok Tree Tom’s Midnight Garden</td>
<td>A Boy in the Girl’s Bathroom Holes Shackleton’s Journey</td>
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