 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 1**

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|  | **Word Structure** | | | | | | **Sentence Structure** | | | | **Text Structure** | | **Punctuation** | | | | | **Terminology** | | |
| **Year 1** | Regular p**lural noun** **suffixes** *-s or-es* (*e.g. dog, dogs, wish, wishes*), including the effects of these suffixes on the meaning of the noun.  **Suffixes** that can be added to verbs where no change is needed in the spelling of root words (*e.g. help, helped, helper*)  **Suffixes**- ing, -ed, -er  How the **prefix** *un*-changes the meaning of **verbs** and **adjectives** (negation *e.g. unkind, or undoing: untie the boat*) | | | | | | How **words** can combine to make **sentences.**  Joining **words** and joining **clauses** using *and* | | | | Sequencing **sentences** to form short narratives | | Separation of **words** with spaces.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** (inc one word and commands)  Upper and Lower Case letters  Capital letters for names, people, places, dates, months and for the personal **pronoun** I | | | | | letter, capital letter, word, singular, plural, sentence, full stop, punctuation question mark, exclamation mark | |
| **SPELLING**  The boundary between revision of work covered in FS2 and the introduction of new work may vary according to where a pupil is working within the Read, Write Inc programme, but basic revision should include: 1). all letters of the alphabet and the sounds which they most commonly represent 2) Consonant digraphs which have been taught and the sounds which they represent 3). Vowel digraphs which have been taught and the sounds which they represent 4). The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds 5). Words with adjacent consonants 6). Guidance and rules which have been taught. | | | | | | | | | | | | | | | | | | |
| sounds /f/, /l/, /s/, /z/ and /k/ **spelt ff, ll, ss, zz and ck** | | The /ŋ/ sound spelt **n before k** | | | Using **k** for the /k/ sound | | | | Division of words into syllables | | | | The /v/ sound at the end of words | | | Adding **s / es** to words (plural of nouns & the 3rd person singular of verbs) | | |
| Adding the endings **–ing, –ed and –er to verbs** where no change is needed to the root word | | Adding **–er and –est to adjectives** where no change is needed to the root word | | | Compound words | | | | **Words ending –y** (/i:/ or /ɪ/) Adding the prefix **–un** | | | | New consonant **spellings ph and wh** | | | Common exception words (see school list below) | | |
| **S2** | **ay** | **ee** | **igh** | | **oo** | ***oo*** | | **ar** | | **or** | | **air** | | **ir** | **ou** | | **oy** | |  |
| **S3** | **ea** | **oi** | **a-e** | | **i-e** | **o-e** | | **u-e** | | **aw** | | **are** | | **ur** | **er** | | **ow** | | **ai** |
| **S3** | **oa** | **ew** | **ire** | | **ear** | **ure** | | **ue** | | **au** | | **kn** | | **wh** | **-tch** | |  | |  |
| **Common Exception Words** | again  as  back  ball  be  because  bed | been  but  did  do  dig  down  from | good  got  had  half  has  help  her | | him  his  if  jump  just  last  little | man  much  must  night  not  now  off | | old  one  or  out  push  pull  put | | ran  saw  seen  so  some  sure  than | | that  them  then  three  told  took  tree | | upon  us  will  with  Monday  Tuesday  Wednesday | Thursday  Friday  Saturday  Sunday  one  two  three | | four  five  six  seven  eight  nine  ten | | green  red  brown  pink  black  pupil full name |
| **Grammar and Punctuation Teaching** | | | | **RWI, Spelling and Punctuation Teaching** | | | | | **Phonics and Spelling Scheme- Read, Write, Inc** | | | | | | | **Common Exception Words** | | | |

 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 2**

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|  | **Word Structure** | | **Sentence Structure** | | | **Text Structure** | | | **Punctuation** | | | **Skills and Application** | | | **Terminology** |
| **Year 2** | Formation of **nouns** using **suffixes** such as *-ness,-er* and by compounding (e.g. whiteboard, superman)  Formation of **adjectives** using **suffixes** such as *–ful, -les*s, (A fuller list of **suffixes** can be found in the yr2 spelling appendix).  Use of the **suffixes** *–er, –est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**. | | **Subordination** (using *when, if, that, because*) and **co**-**ordination** (using *or, and, but*).  Expanded **noun phases** for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*).  **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command. | | | Correct choice and consistent use of **present tense** and **past tense** throughout texts.  Use of the **progressive** form of **verbs** in the **present** and **past** **tense** to mark actions in progress (e.g. *she is drumming, he was shouting*). | | | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.  Commas to separate items in a list.  **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (e.g.g the girl’s name). | | | Applying spelling rules and guidelines, as listed in English Appendix 1  **Writing** from memory simple sentences **dictated** by the teacher that include words using the **GPCs, common exception words** and **punctuation** taught so far.  Learning new **ways of spelling phonemes** for which one or more spellings are already known, and learning some words with each spelling, including a **few common homophones**  Begin to **proofread** and use a **dictionary** | | | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe, |
| The /dʒ/ sound spelt **as ge and dge** at the end of words, and sometimes **spelt as g elsewhere in words before e, i and y** | | | The /l/ or /əl/ sound **spelt –el** at the end of words | | | Adding **–ed, –ing, –er and –est to a root word ending in –y with a consonant before it** | | | The /ɔ:/ **sound spelt a before l and ll** | | | | Contractions | |
| The /l/ or /əl/ sound **spelt –le** at the end of words | | | Adding –**es to nouns and verbs ending in –y** | | | | Homophones and near-homophones | |
| The /s/ sound spelt **c before e, i and y** | | | The /l/ or /əl/ sound spelt –**al** at the end of words | | | Adding the endings **–ing, –ed, –er, –est and –y to words ending in –e with a consonant before it** | | | The /ɒ/ sound **spelt a after w and qu** | | | | The possessive apostrophe (singular nouns) | |
| The /n/ sound spelt **kn** and (less often) **gn** at the beginning of words | | | Words ending **–il** | | | The /i:/ sound **spelt –ey** | | | Adding –**ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter** | | | | | |
| The /ɜ:/ **sound spelt or after w** | | | Words ending in **–tion** | | |
| The /r/ sound spelt **wr**at the beginning of words | | | The /aɪ/ sound spelt **–y at the end of words** | | | The /ʌ/ sound **spelt o** | | | The suffixes **–ment,  –ness, –ful , –less and –ly** | | | | Common exception words  (see school list below) | |
| The /ʒ/ **sound spelt s** | | |
| **Common Exception Words** | brother  by  called  came  can’t  could  don’t  door  first | girl  have  here  how  house  home  laugh  live(d)  love | | | made  make  many  may  more  over  people  school  should | she  sister  such  suddenly  take  their  there  these  time | | too  very  want  water  way  where  when  what  who | | | would  January  February  March  April  May  June  July  August | | September  October  November December  eleven  twelve  thirteen  fourteen  fifteen | | sixteen  seventeen  eighteen nineteen  twenty  home address  school name  school address  other colours |
|  | **Grammar and Punctuation Teaching** | | | | **Spelling and Grammar and Punctuation** | | | **Spelling Scheme- No Nonsense Spelling** | | | | | **Common Exception Words** | | |

 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 3**

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|  | **Word Structure** | | **Sentence Structure** | | | **Text Structure** | | | | **Punctuation** | **Skills and Application** | | | | | **Terminology** |
| **Year 3** | Formation of **nouns** using a range of **prefixes** (*such as super-, anti-, auto-)*  Use of the **forms** *a / an* according to whether the next **word** begins with a **consonant** or a **vowel** (*e.g. a rock, an open box*).  **Word families** based on common **words**. | | Expressing time and cause using **conjunctions** *(e.g. when, before, after, while, so, because)*, **adverbs** *(e.g. then, next, soon, therefore*), or **prepositions** *(e.g. before, after, during, in, because of).* | | | Introduction to paragraphs as a way to group related material.  Headings and sub-headings to aid presentation.  Use of the **present** **perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*) | | | | Introduction to inverted commas to **punctuate** direct speech. | **Proofread** for spelling errors  Use the first two or three letters of a word to check its spelling in a **dictionary**  Write from memory simple sentences, **dictated** by the teacher, that **include words and punctuation taught so far** | | | | | preposition, conjunction, word family, prefix, subordinate clause, direct speech, clause, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |
| The /ɪ/ sound spelt **y elsewhere than at the end of words**  As rare GPC e.g. cygnet, | | **Suffix** –ly  **Suffix** –ly with root words ending in ‘le’ and ‘ic’ | | | Words with the /ʃ/ sound spelt **ch** (mostly French in origin) | | | | Words with the /eɪ/ sound spelt **ei, eigh, or ey** | | | | **Prefixes:**  un- dis- mis- in- sub- super- auto- tele- | | |
| The /ʌ/ **sound spelt ou** | | Words with the /k/ sound spelt **ch** (Greek in origin) | | | Words ending with the /g/ sound spelt **–gue** and the /k/ sound spelt **–que** (French in origin) | | | | **Homophones and near homophones including:**  brake/ break; great/ grate; eight/ ate; weight/ wait; sun/ son he’ll/ heal/ heel; plain/ plane; grown/ groan; rain/ reign/ rein | | | | | | |
| **Y3/4 statutory spellings** | accident(ally)  actual(ly)  address  answer  appear  arrive  believe  bicycle  breath  breathe  build  busy/ business  calendar  caught  centre | century  certain  circle  complete  consider  continue  decide  describe  different  difficult  disappear  early  earth  eight/ eighth  enough | | | exercise  experience  experiment  extreme  famous  favourite  February  forward(s)  fruit  grammar  group  guard  guide  heard  heart | | height  history  imagine  increase  important  interest  island  knowledge  learn  length  library  material  medicine  mention | | minute  natural  naughty  notice  occasionally  often  opposite  ordinary  particular  peculiar  perhaps  popular  position  possess(ion) | | | possible  potatoes  pressure  probably  promise  purpose  quarter  question  recent  regular  reign  remember  sentence  separate | | | special  straight  strange  strength  suppose  surprise  therefore  though/although  thought  through  various  weight  woman/ women | |
|  | **Grammar and Punctuation Teaching** | | | **Spelling and Grammar and Punctuation** | | | | **Spelling Scheme- No Nonsense Spelling** | | | | | **Statutory Spellings (approx. 2 per week)** | | | |

LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 3/4**

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|  | **Word Structure** | | **Sentence Structure** | | | **Text Structure** | | | | **Punctuation** | **Skills and Application** | | | | | **Terminology** |
| **Year 3** | Formation of **nouns** using a range of **prefixes** (*such as super-, anti-, auto-)*  Use of the **forms** *a / an* according to whether the next **word** begins with a **consonant** or a **vowel** (*e.g. a rock, an open box*).  **Word families** based on common **words**. | | Expressing time and cause using **conjunctions** *(e.g. when, before, after, while, so, because)*, **adverbs** *(e.g. then, next, soon, therefore*), or **prepositions** *(e.g. before, after, during, in, because of).* | | | Introduction to paragraphs as a way to group related material.  Headings and sub-headings to aid presentation.  Use of the **present** **perfect** form of **verbs** instead of the simple past (e.g. *He has gone out to play* contrasted with *He went out to play*) | | | | Introduction to inverted commas to **punctuate** direct speech. | **Proofread** for spelling errors  Use the first two or three letters of a word to check its spelling in a **dictionary**  Write from memory simple sentences, **dictated** by the teacher, that **include words and punctuation taught so far** | | | | | preposition, conjunction, word family, prefix, subordinate clause, direct speech, clause, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) |
| The /ɪ/ sound spelt **y elsewhere than at the end of words**  As rare GPC e.g. cygnet, | | **Suffix** –ly  **Suffix** –ly with root words ending in ‘le’ and ‘ic’ | | | Words with the /ʃ/ sound spelt **ch** (mostly French in origin) | | | | Words with the /eɪ/ sound spelt **ei, eigh, or ey** | | | | **Prefixes:**  un- dis- mis- in- sub- super- auto- tele- | | |
| The /ʌ/ **sound spelt ou** | | Words with the /k/ sound spelt **ch** (Greek in origin) | | | Words ending with the /g/ sound spelt **–gue** and the /k/ sound spelt **–que** (French in origin) | | | | **Homophones and near homophones including:**  brake/ break; great/ grate; eight/ ate; weight/ wait; sun/ son he’ll/ heal/ heel; plain/ plane; grown/ groan; rain/ reign/ rein | | | | | | |
| **Y3/4 statutory spellings** | accident(ally)  actual(ly)  address  answer  appear  arrive  believe  bicycle  breath  breathe  build  busy/ business  calendar  caught  centre | century  certain  circle  complete  consider  continue  decide  describe  different  difficult  disappear  early  earth  eight/ eighth  enough | | | exercise  experience  experiment  extreme  famous  favourite  February  forward(s)  fruit  grammar  group  guard  guide  heard  heart | | height  history  imagine  increase  important  interest  island  knowledge  learn  length  library  material  medicine  mention | | minute  natural  naughty  notice  occasionally  often  opposite  ordinary  particular  peculiar  perhaps  popular  position  possess(ion) | | | possible  potatoes  pressure  probably  promise  purpose  quarter  question  recent  regular  reign  remember  sentence  separate | | | special  straight  strange  strength  suppose  surprise  therefore  though/although  thought  through  various  weight  woman/ women | |
|  | **Grammar and Punctuation Teaching** | | | **Spelling and Grammar and Punctuation** | | | | **Spelling Scheme- No Nonsense Spelling** | | | | | **Statutory Spellings (approx. 2 per week)** | | | |

 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 4**

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|  | **Word Structure** | | **Sentence Structure** | | | **Text Structure** | | **Punctuation** | | | **Skills and Application** | | | **Terminology** |
| **Year 4** | The grammatical difference between **plural** and **possessive** –s  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*). | | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)  Fronted **adverbials** (e.g. *Later that day, I heard the bad news*.) | | | Use of paragraphs to organise ideas around a theme.  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition | | Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after a reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*)  Apostrophes to mark **plural** possession (e.g. *the girl’s name, the girls’ names*)  Use of commas after **fronted** **adverbials** | | | **Proofread** for spelling errors  Use the first two or three letters of a word to check its spelling in a **dictionary**  Write from memory simple sentences, **dictated** by the teacher, that **include words and punctuation taught so far** | | | determiner  pronoun, possessive pronoun, adverbial. |
| Adding **suffixes beginning with vowel letters to words of more than one syllable** | | Words with endings sounding like sure ( /ʒə/) or ture (/tʃə/) | | | The **suffix –ous** | | Words with the /s/ sound **spelt sc** (Latin in origin) | | | **Prefixes:**  il- im- ir- re- inter- anti- | | | |
| Endings which sound like /ʃən/, spelt –**tion, –sion, –ssion, –cian** | | Endings which sound like sion (/ʒən/) | | | The suffix **–ation** | | **Possessive apostrophe** with plural words | | | **Homophones:** fair/ fare; piece/ peace; mane/ main; scene/ seen; mail/ male; bawl/ ball; | | | |
| **Year 3/4 Statutory Spelling** | accident(ally)  actual(ly)  address  answer  appear  arrive  believe  bicycle  breath  breathe  build  busy/ business  calendar  caught  centre | century  certain  circle  complete  consider  continue  decide  describe  different  difficult  disappear  early  earth  eight/ eighth  enough | | | exercise  experience  experiment  extreme  famous  favourite  February  forward(s)  fruit  grammar  group  guard  guide  heard  heart | | height  history  imagine  increase  important  interest  island  knowledge  learn  length  library  material  medicine  mention | | minute  natural  naughty  notice  occasionally  often  opposite  ordinary  particular  peculiar  perhaps  popular  position  possess(ion) | possible  potatoes  pressure  probably  promise  purpose  quarter  question  recent  regular  reign  remember  sentence  separate | | | special  straight  strange  strength  suppose  surprise  therefore  though/although  thought  through  various  weight  woman/ women | |
|  | **Grammar and Punctuation Teaching** | | | **Spelling and Grammar and Punctuation** | | | | **Spelling Scheme- No Nonsense Spelling** | | | | **Statutory Spellings (approx. 2 per week)** | | |

 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 5**

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|  | **Word Structure** | **Sentence Structure** | | | | **Text Structure** | | | **Punctuation** | | **Skills and Application** | | | | | **Terminology** |
| **Year 5** | Converting **nouns** or **adjectives** into verbs using **suffixes** (e.g. *–ate; -ise; -ify*)  **Verb prefixes** (e.g. *dis-, de-, mis-,over- and re-*) | **Relative causes** beginning with *who, which, where, when, whose, that* or an omitted relative pronoun.  Indicating degrees of possibility using **adverbs** (e.g. *perhaps, surely*) or **modal verbs** (e.g. *might, should, will, must*). | | | | Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*).  Linking ideas across paragraphs using **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) | | | Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity. | | Use knowledge of **morphology and etymology** in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Use **dictionaries** to check the spelling and meaning of words  Use the first **three or four letters** of a word to check spelling, meaning or both of these in a **dictionary**  Use a **thesaurus**  **Proofread** for spelling errors. | | | | | modal verb, relative pronoun, relative cause, parenthesis, bracket, dash, cohesion, ambiguity |
| Words ending in **–able and –ible** | Words with the /i:/ sound spelt **ei after c** | | | | Use of the **hyphen** | | | Words with **‘silent’ letters** (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | | | | | **Rare GPCs**: bruise, guarantee, immediately, vehicle, yacht | | |
| Words ending in **–ably and –ibly** | Words containing the letter-string **-ough** | | | | Words containing the letter-string **-ough** | | | **Homophones**: and other words that are often confused (inc isle/aisle; aloud/allowed; effect/affect; herd/heard; past/passed) (lead/led; steel/steal; alter/altar) inc cereal/serial; father/farther; guessed/guest; mourning/morning; who’s/whose) | | | | | | | |
| **Year 5/6 Statutory Spelling** | accommodate  accompany  according  achieve  aggressive  amateur  ancient  apparent  appreciate  attached  available  average  awkward  bargain  bruise | | category  cemetery  committee  communicate  community  competition  conscience\*  conscious\*  controversy  convenience  correspond  criticise (critic + ise)  curiosity  definite | | explanation  familiar  desperate  determined  develop  dictionary  disastrous  embarrass  environment  equip (–ped, –ment)  especially  exaggerate  excellent  existence | | foreign  forty  frequently  government  guarantee  harass  hindrance  identity  immediate(ly)  individual  interfere  interrupt  language  leisure | | | lightning  marvellous mischievous  muscle  necessary  neighbour  nuisance  occupy  occur  opportunity  parliament  persuade  physical  prejudice  privilege | | profession programme  pronunciation  queue  recognise  recommend  relevant  restaurant  rhyme  rhythm  sacrifice  secretary  shoulder  sincere(ly) | | | soldier  stomach  sufficient  suggest  symbol  system  temperature  thorough  twelfth  variety  vegetable  vehicle  yacht | |
|  | **Grammar and Punctuation Teaching** | | | **Spelling and Grammar and Punctuation** | | | | **Spelling Scheme- No Nonsense Spelling** | | | | | **Statutory Spellings (approx. 2 per week)** | | | |

 LONGTON LANE PRIMARY

‘***Believe and Achieve’* SPAG Long Term Planning and Assessment- Year 6**

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|  | **Word Structure** | **Sentence Structure** | | | | **Text Structure** | | | **Punctuation** | | **Skills and Application** | | | | | **Terminology** |
| **Year 6** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *find out – discover; ask for – request; go in - enter*).  How words are related by meaning as synonyms and antonyms (e.g. *big, large, little*) | Use of the **passive voice** to affect the presentation of information in a sentence (e.g. I *broke the window* in the greenhouse versus *The window in the greenhouse was broken*).  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags, e.g. *He’s your friend, isn’t he?*, or the use of the **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech). | | | | Linking ideas across paragraphs using a wider range of **cohesive devices:** repetition of a **word** or phrase, grammatical connections (e.g. the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*) and **ellipsis.**  Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text) | | | Use of semi-colon, colon and dash to mark the boundary between independent **clauses** (e.g. *It’s raining; I’m fed up*)  Use of the colon to introduce a list and use of semi-colons within lists.  **Punctuation** of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *man-eating shark*, or *recover* versus  *re-cover*). | | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Use dictionaries to check the spelling and meaning of words  Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  Use a thesaurus  Proofread for spelling errors. | | | | | subject, object,  active, passive,  synonym, antonym,  ellipsis, hyphen, colon, semi-colon, bullet points |
| Endings which sound like /ʃəs/ spelt **–cious or –tious** | Words ending in **–ant**,  **–ance/–ancy, –ent, –ence/–ency** | | | | **rare GPCs** from statutory word list | | | **Homophones** (‘ce’/‘se’) | | Revise r**oot words** and meaning | | | **Homophones** (*inc draught/ draft, dissent/descent, precede/proceed, wary/ weary*) | | |
| Endings which sound like /ʃəl/ **-cial or -tial** | Adding suffixes beginning with vowel letters to words ending in **–fer** | | | | Generating words from **prefixes and roots** | | | **Homophones** covered in KS2 | | **Homophones** (inc *dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*) | | | | | |
| Year 5/6 Statutory Spelling | accommodate  accompany  according  achieve  aggressive  amateur  ancient  apparent  appreciate  attached  available  average  awkward  bargain  bruise | | category  cemetery  committee  communicate  community  competition  conscience  conscious  controversy  convenience  correspond  criticise (critic + ise)  curiosity  definite explanation | | familiar  desperate  determined  develop  dictionary  disastrous  embarrass  environment  equip (–ped, –ment)  especially  exaggerate  excellent  existence  foreign | | forty  frequently  government  guarantee  harass  hindrance  identity  immediate(ly)  individual  interfere  interrupt  language  leisure  lightning marvellous | | | mischievous  muscle  necessary  neighbour  nuisance  occupy  occur  opportunity  parliament  persuade  physical  prejudice  privilege  profession | | programme  pronunciation  queue  recognise  recommend  relevant  restaurant  rhyme  rhythm  sacrifice  secretary  shoulder  sincere(ly) | | | soldier  stomach  sufficient  suggest  symbol  system  temperature  thorough  twelfth  variety  vegetable  vehicle  yacht | |
|  | **Grammar and Punctuation Teaching** | | | **Spelling and Grammar and Punctuation** | | | | **Spelling Scheme- No Nonsense Spelling** | | | | | **Statutory Spellings (approx. 2 per week)** | | | |