
















Y6 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to terrorise the peasants – a guide to being a cruel monarch</p>  <p>2</p> <p>achieve, amateur, communicate, conscience, desperate, harass, mischievous, persuade, soldier, secretary</p> <p>-cial/-tial essential, crucial</p> <p>Poetry (3 weeks) Ottava rima Iambic pentameter Free verse</p> <p>6</p>	<p>Recount – Diary/vlog transcript Anne Frank</p>  <p>1 3</p> <p>criticise, determined, disastrous, foreign, government, identity, necessary, neighbour, occupy, prejudice, vehicle</p> <p>contractions</p> <p>Explanation – How did Britons survive the Blitz?</p>  <p>4</p> <p>average, frequently, immediately, lightning, neighbour, recommend, sacrifice, soldier, system, thorough</p> <p>suffix -tial impartial, essential, residential, confidential</p>	<p>Narrative – Setting description – Dark world</p>  <p>curiosity, accompany, lightning, occupy, occur</p> <p>-less/-ness bottomless, darkness, emptiness, hollowness, lifeless</p> <p>Non-chronological report – Legendary creatures</p>  <p>5</p> <p>according, aggressive, attached, environment, especially, existence, unfamiliar, nuisance, occupy, physical, stomach</p> <p>-cious- spelling e.g. vicious, malicious</p> <p>-ous – spelling e.g. poisonous, venomous, enormous</p>	<p>Narrative – Character description – Fictional horror character</p>  <p>cemetery, curiosity, ancient, stomach, occupy/occupies, recognise, aggressive, according, desperate, symbol</p> <p>participial adjectives</p> <p>hyphenated words</p> <p>noun + like + noun e.g. rhino-like horn, baboon-like tail</p> <p>noun + ing + noun e.g. fly-swallowing tail, man-eating shark</p> <p>Recount – Newspaper – Discovery on the Galapagos!</p>  <p>accompany, apparent, category, curiosity, develop, explanation, marvellous, recognise, signature, variety</p> <p>suffix -ous</p> <p>words containing 'ough'</p>	<p>Persuasive advert – Buy fairtrade</p>  <p>available, bargain, community, competition, convenience, definite, excellent, fruit, guarantee, individual, opportunity, sufficient, vegetable, restaurant</p> <p>-ible/-able responsible, reliable</p> <p>Narrative – Characterising speech – Warden vs. Boys</p>  <p>answer, describe, mention, promise, question, exaggerate</p> <p>contractions</p>	<p>Narrative – Macbeth</p>  <p>Build upon setting description in Sp1 and character description in Sp2 to write a 'tragedy' including dialogue</p> <p>conscious, determined, immediately, persuade(d), familiar, soldier, suggest, desperate(ly), opportunity, lightning</p> <p>Instructions – How to make a spell for witches</p>  <p>amateur, dictionary equipment, forty, rhyme, rhythm, shoulder, stomach, temperature, thorough, variety</p> <p>suffix -ful</p> <p>Letter of complaint – Conditions of capture</p>  <p>accommodate/accommodations, appreciate, apparent, awkward, controversy, correspond, inconvenience, embarrass, hindrance, interfere, interrupt, muscle, sincerely, signature</p> <p>subjunctive form</p> <p>-ant/-ancel/-ancy/-ent/-ence/-ency</p> <p>Discussion – Does the punishment fit the crime?</p>  <p>committee, government, parliament, prejudice, programme, relevant, recommend, suggest</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



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Objective from a lower year group

Y1	X	Y2		Y3/4	
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Y5 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to return a 'lost thing' </p> <p>accompany, equipment, foreign, individual, language, mischievous, necessary, recommend, restaurant, sufficient, system, yacht</p> <p>apostrophes for possession – lost thing's casing etc.</p> <p>-cial/-tial – crucial, essential, special</p> <p>Poetry (3 weeks) ① ⑦ Haiku/Senryus Renga Free verse</p>	<p>Narrative – Setting description –  Lost jungle city (waterfall) ② ⑤</p> <p>determined, ancient, opportunity, suggested, curiosity, familiar, immediately</p> <p>Non-chronological report –  Rainforest creature ⑥</p> <p>according, ancient, aggressive, communicate, curious, existence, occupy, privilege, recognise, shoulder, stomach temperature</p> <p>-cious vicious, malicious, suspicious</p> <p>-ous venomous, poisonous, enormous</p>	<p>Explanation –  How did Vikings raid Anglo-Saxon settlements? ③</p> <p>aggressive, attached, disastrous, foreign, occupy, opportunity, physical, sacrifice, soldiers</p> <p>Newspaper article –  The Highwayman Strikes Again ④</p> <p>according, bruise, conscience, conscious, desperate, especially, frequent, harass, identify, twelfth, professional</p>	<p>Narrative – Character description –  Grendel ⑥</p> <p>aggressive, ancient, recognise, shoulder, environment, familiar, individual, muscle, occupy, physical, temperature</p> <p>participial adjectives suffix -ous e.g. venomous, enormous, hideous, poisonous</p> <p>Persuasive advert –  Join Beowulf to save the kingdom ⑦</p> <p>accompany, appreciate, available, bargain, persuade, privilege, queue, sacrifice, soldier, sufficient, thorough</p> <p>-ible/-able terrible, horrible, incredible, dependable</p>	<p>Narrative – Characterising speech –  Beowulf vs. The Seahag</p> <p>exaggerate, pronunciation</p> <p>Recount – Diary –  River through time</p> <p>disastrous, embarrassed, environment, frequently, government, hindrance, leisure, nuisance, physical</p> <p>First entry – no humans, nature and beauty</p> <p>Second entry – human contact, fishing, travelling</p> <p>Final entry – destruction, pollution etc.</p> <p>contractions</p>	<p>Narrative – Quest –  Build on character description (Spring 2) and setting description (Autumn 2) to write a quest narrative including dialogue.</p> <p>Discussion –  Should Britain have kept with canals or switched to steam?</p> <p>achieve, apparent, appreciate, average, community, competition, environment, frequently, parliament, symbol</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		Y2		Y3/4	
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Y4 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions – How to survive as a borrower </p> <p>accident, arrive, believe, breath, breathe, caught, difficult, early, occasionally, notice, remember</p> <p>apostrophe for possession singular e.g. human's foot, broom's handle</p> <p>Poetry (3 weeks) 1 6 Kennings Tetractys Free verse</p>	<p>Discussion – Is the wolf really to blame? </p> <p>actually, appears, believe, certain, consider, extreme, imagine, important, therefore, sentence</p> <p>suffix -ly shockingly, firstly, lastly, surprisingly</p> <p>Persuasive advert – Join Boudicca to battle back </p> <p>answer, build, century, decide, experience, guard, heard, history, possess, reign, woman/women</p> <p>contractions</p> <p>-ous words courageous, tremendous, villainous</p>	<p>Explanation – How does sound travel/how does the ear work? </p> <p>different, increase, materials, knowledge, learn, length, purpose</p> <p>Recount – Diary – Natural disaster – Surviving the avalanche </p> <p>complete, disappear, earth, eighth, extreme, guide, height, increase, medicine, natural, quarter, strength</p> <p>-sion, -ssion vision, excursion, confusion, concussion, conclusion</p>	<p>Narrative – Character description – Ice creature/monarch </p> <p>breath, group, height, peculiar, special, strange</p> <p>participial adjectives</p> <p>Narrative – Setting description – Winter castle/palace/cave (move to Spring 1) </p> <p>perhaps, centre, island, often, centuries, height, completely, possible, coldness, guards, occasionally, through, enough</p> <p>-ness suffix gloominess, darkness, coldness</p>	<p>Non-chronological report – Ancient Egypt (gods) </p> <p>famous, heart, often, particular, probably, reign, special, thought</p> <p>Narrative – Characterising speech – Guard/Master vs. Slave </p> <p>forward/forwards, strength, guard, arrive, through, promise, notice, strange, right, breathe</p>	<p>Narrative – Playscript – Egyptian Cinderella </p> <p>busy, enough, guard, imagine, learn, perhaps, probably, remember, suppose, through</p> <p>-sure/-ture spellings treasure, pleasure, furniture, adventure</p> <p>contractions</p> <p>Narrative – Voyage – </p> <p>Build upon setting description and character description to write a voyage narrative with dialogue. 8</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 /ei/ sound spelt ei, eigh, or ey
- 8 words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet, machine



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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>Instructions – How to wash a woolly mammoth </p> <p>actually, although, appear, certain, enough, height, important, position, quarter, weight</p> <p>apostrophes for possession – e.g. mammoth's fur</p> <p>Poetry (3 weeks) 1 3 Clerihews Limericks Free verse</p>	<p>Narrative – Characterising speech  Stone Age Boy characters</p> <p>ordinary, through, decided, strange, answer, questions, special, group, believe</p> <p>contractions</p> <p>double consonant add -ed trapped, stopped, grabbed, rubbed, slipped</p> <p>Recount – Letter –  Stone Age Boy to home</p> <p>address, believe, circle, centre, disappear, enough, favourite, February, learn, material, minute</p> <p>double consonant + add suffix tripped, grabbed, tugged, running, swimming</p>	<p>Narrative - Character description – Folklore creature </p> <p>peculiar, strange, various, ordinary, breathe, perhaps, position, possible</p> <p>-gue apologue, dialogue, tongue</p> <p>Recount – Diary –  Different entries on a journey 2 4</p> <p>Meet the character and move through woodland</p> <p>business, continue, forward, interest, island, opposite, surprise, though/although, straight, recent</p>	<p>Non-chronological report – Folklore creature </p> <p>actually, appear, certain, consider, describe, exercise, group, heart, height, important 2</p> <p>-ous venomous, poisonous, hideous</p> <p>Narrative - Setting description – Woodland </p> <p>special, heart, century(ies), guard(ing), important, island, perhaps, position(ed), reign(ed), circle, although, through</p> <p>-ness suffix thickness, darkness, prickliness, wilderness</p>	<p>Explanation – How did XXXX begin/happen from a Greek perspective </p> <p>arrive, build/built, continue, difficult, early, famous, increase, material</p> <p>Narrative - Quest  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>Instructions – How to make a personality potion </p> <p>different, consider, peculiar, potatoes, pressure, naughty, popular, extreme</p> <p>-ful suffix</p> <p>Persuasive advert – Transform your granny!  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 // spelt y elsewhere than at the end of words eg. myth, Egypt, mystery
- 6 suffix -ation



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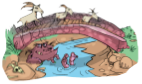










Objective from a lower year group

Y1		Y2		Y3/4	
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Y2 - Writing and Spelling Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Instructions How to capture a bridge troll</p>  <p>any, climb, fast, find, past, path, sure, water</p> <p>Poetry (3 weeks) ① Diamantes Haiku Free verse</p>	<p>Narrative – Repetitive story structures – Little Red Hen</p>  <p>who, friend, one, said, could, go, put, because, would, after, whole</p> <p>contractions</p> <p>Recount – Postcard/letter writing – Jolly 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>double the consonant add-ed wrapped, mapped</p>	<p>Persuasive ad – Willy Wonka's New Candy Bar</p>  <p>sugar, great, break</p> <p>-dge spellings fudge, judge, knowledge, fridge</p> <p>Explanation – How does a butterfly change?</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>Narrative – Character description The Twits</p>  <p>④ ⑥</p> <p>old, kind, eye, everybody, even, gold, most, poor, child, children</p> <p>possessive apostrophe</p> <p>-less suffix heartless, hopeless, useless</p> <p>Instructions – How to make (disgusting recipe)</p>  <p>half, hold, hour, improve, steak, sugar, both</p> <p>-ful suffix cupful, handful, bucketful, spoonful</p>	<p>Setting description – Tower – Island</p>  <p>⑤</p> <p>grass, pretty, plant, floor, wild, water, behind, door</p> <p>-ness suffix tallness, mightiness</p> <p>-dge spellings bridge, ridge, edge</p> <p>Non-chronological report – African animals</p>  <p>last, move, many, climb, wild, find, fast</p>	<p>Narrative – Journey to the tower</p>  <p>Build on character and setting description to write a voyage narrative with repetitive story structures.</p> <p>Recount – Diary –</p>  <p>money, mind, told, prove, should, only, could, door, last</p> <p>First entry – Sent to my room</p> <p>Second entry – Discovering the place</p> <p>Third entry – Finding the tower</p> <p>-ly suffix happily, sadly, bravely</p>

Discrete spelling lessons



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



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Objective from a lower year group

Y1		Y2		Y3/4	
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Y1 - Writing and Spelling Overview



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



Objective from a lower year group

Y1		Y2		Y3/4	
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