English Curriculum Map

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| **Transcription**  **Year 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Handwriting  Children should be: | **Printing** focus-Long ladder letters (i,l,t,u,j,y)  Printing focus-curly caterpillar letters (c,a,of,e,s,g)  begin to form lower-case letters in the correct direction, starting and finishing in the right place  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper.  Teach correct pencil grip  Start to leave spaces between words with support and write on the line. | Printing focus-one armed robot letters (b,h,k,m,p,r)  Printing focus-zig zag letters (v,w,x,z)  begin to form lower-case letters in the correct direction, starting and finishing in the right place  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper.  Teach correct pencil grip  Start to leave spaces between words with support and write on the line. | Printing focus-capital letters  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper.  Teach correct pencil grip and rotating of the paper to increase comfortable letter formation.  Start to leave spaces between words without adult support. | Printing focus- common exception words with letter families.  Form lower-case letters in the correct direction, starting and finishing in the right place with increased accuracy and control  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper.  Teach correct pencil grip and rotating of the paper to increase comfortable letter formation.  Start to leave spaces between words without adult support. | Starting cursive focus-Long ladder letters (i,l,t,u,j,y)  Form lower-case letters of the correct size relative to one another in some writing.  •Use spacing between words that mainly reflects the size of the letters  Taught that capital letters are the same height as an ascending letter. | Starting cursive focus-curly caterpillar letters (c,a,of,e,s,g)  Form lower-case letters of the correct size relative to one another in some writing.  Use spacing between words that mainly reflects the size of the letters |
| Spelling  Children should be taught: | **Spell CEW / HFW: I, of, a, to, my, go, no, me, you, your, are, is**  **Spell words with fred fingers containing: Set one sounds**  Spell words for plural nouns by adding -s or -es  Spell words by adding -ed and -ing to verbs where no change is needed | **Spell CEW / HFW: he,she, I, of, a, to, my, go, no, go, so, me, he, be, she, we, you, your, are, I’m, I’ve, I’ll, love, his, has, her**  **Spell words with fred fingers containing: Set one sounds plus set sounds ay, ee, igh, ow, *oo*, oo,ur, ou, oy, ir**  Spell words for plural nouns by adding -s or -es  Spell words by adding -ed and -ing to verbs where no change is needed | **Spell CEW / HFW: her, here, some, come, say, one, once, ask**  **Spell words with fred fingers containing: Set one sounds plus set sounds ay, ee, igh, ow, *oo*, oo, ur, ou, oy, ir**  **Spell words that are multiple syllabic containing set 1 and set 2 sounds.**  **Spell words with wh: what, where, what, why, which, wheel**  Spell words by adding -er and -est to verbs where no change is needed | **Spell CEW / HFW: friend, school, house, here, there**  **Spell words with fred fingers containing: Set one, set two and the following set three sounds a-e, e-e, i-e, o-e, u-e, ea, oi**  Spell compound words  Spell words by adding -er and -est to verbs where no change is needed | **Spell CEW / HFW:would, could, should, door, floor, poor, because, people, class, pass, bath, path, any, many**  **Spell words with fred fingers containing: Set one, set two and the following set three sounds a-e, e-e, i-e, o-e, u-e, ea, oi, aw, are, ur, er, ow, ai, oa**  Spell days of the week  Spell words using the prefix -un | **Spell CEW / HFW: Mr, Mrs, old, cold, gold, find, mind, kind**  **Spell words with fred fingers containing: All set one, two and three sounds**  Spell days of the week |
| Presentation  Children should be taught: | Write first name accurately with letters in the correct order  Start writing from the left-hand side of the page.  Split page books to be used (half lined half blank) | Write first name accurately with letters correctly formed relative to each other  Start writing from the left-hand side of the page.  Split page books to be used (half lined half blank) | Write first name accurately with correctly formed capitalised letters and letters correctly formed relative to each other.  Start writing from the left-hand side of the page.  Split page books to be used (half lined half blank) | Write first name accurately with correctly formed capitalised letters and letters correctly formed relative to each other.  Start writing from the left-hand side of the page.  Split page books to be used (half lined half blank) | Write first name and surname accurately with correctly formed capitalised letters  Start writing from the left-hand side of the page.  Split page books to be used whole lined pages wide ruled | Write first name and surname accurately with correctly formed capitalised letters  Start writing from the left-hand side of the page.  Split page books to be used whole lined pages wide ruled |
| Dictation  Children should be taught: | Dictated sentence examples:  (Typically using set 1 sounds)  Bob runs  Tim hops  Tom jumps  Tim grabs | Dictated sentence examples:  (Typically using set 1 sounds)  The pup is in the mud.  The cat is in the sun.  I am at the top.  Put the lid on the pan.  The rat is big. | Dictated sentence examples:  (Typically using set 1,2 and first 6 set 3 sounds)  I went to the shop.  It was fun at the zoo.  The boot is on my foot.  Mum took me to the park. | Dictated sentence examples:  (Typically using set 1,2 and first 6 set 3 sounds)  I wish to make a cake.  The boy eats the big cake.  The dog found a big bone.  Ring the cops on the phone now! | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  They jumped into the pool.  The cow is on the farm.  I put the seed in the soil.  I put oil in the pan.  I must see the nurse and give her a letter. | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  I saw a cow jumping over a moon.  The man put a horse in the barn and gave it hay to eat.  The cow was sad because it had no hay to eat. |

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| **Transcription**  **Year 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Handwriting  Children should be taught: | Starting cursive focus-Long ladder letters (i,l,t,u,j,y)  Starting cursive focus-curly caterpillar letters (c,a,of,e,s,g)  Form lower-case letters of the correct size relative to one another in some writing.  Use spacing between words that mainly reflects the size of the letters  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper. | Starting cursive focus one armed robot letters (b,h,k,m,p,r)  Starting cursive-zig zag letters (v,w,x,z)  Form lower-case letters of the correct size relative to one another in some writing.  Use spacing between words that mainly reflects the size of the letters  Sitting correctly at a table. Sitting back in the seat, chair close to the table, feet flat on the floor,, table reaches to below elbow height, sitting with a straight back and not leaning over the paper.  Teach correct pencil grip | Starting cursive-capital letters  Teach correct pencil grip and rotating of the paper to increase comfortable letter formation.  form capitals letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Diagonal joins  Horizontal joins  Teach correct pencil grip and rotating of the paper to increase comfortable letter formation.  form capitals letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Starting cursive - common exception words with letter families into dictated sentences. Long ladder letters and caterpillar letters.  use the diagonal and horizontal strokes needed to join some letters | Starting cursive - common exception words with letter families into dictated sentences. One armed robot letters zig zag letters.  use the diagonal and horizontal strokes needed to join some letters and know when not to join letters.  Children should be able to write at least 6 words per minute. |
| Spelling  Children should be taught: | **CEW / HFW: Mr, Mrs, old, cold, gold, find, mind, kind, behind, door, poor, floor, because, fast, last, past,**  **Spell words with fred fingers containing: All set one, two and three sounds**  **Use the possessive apostrophe for singular nouns.**  **Spell words with -dge and ge, know the difference between soft and hard c and soft and hard g**  **Know the difference between long and short vowel sounds.**  **Spell the days of the week.**  Spell words by adding -ed and -ing to verbs where change is needed | **CEW / HFW: wild, child, children, glass, pass, class, Christmas, parents,**  **Spell words with fred fingers containing: All set one, two and three sounds**  **Spell the days of the week.**  Spell words by adding -ed and -ing to verbs where change is needed  Spell words with -ey and words with ‘a’ before l or ll. | **CEW / HFW: every, everybody, even, any, many, prove, improve,**  **Spell words with fred fingers containing: All set one, two and three sounds**  Spell words by adding -er and -est to verbs where change is needed  Spell words with ‘or’ after w and ‘ar’ after w  Spell words with apostrophes for contraction. | **CEW / HFW: break, steak, pretty, beautiful, again, money, water, again. Who, whole, would, should, could**  **Spell words with fred fingers containing: All set one, two and three sounds**  Spell words by adding -er and -est to verbs where change is needed.  Spell words with apostrophes for contraction. | **CEW / HFW: plant, bath, bath, climb, sugar, eye**  **Spell homophones:**  there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  Spell words with consonant suffixes: --ment, ness, -ful, -less, ,-ly  add the endings; –ed, -er,-est,, -es to words that end in y where I have to change the y to I, e.g. carried, happiest, funnier, replies.  spell words that end in –tion e.g. station, fiction. | **CEW / HFW: most, only, both**  **Spell words with -y at the end (eg fly) and words -es for plural form of these words.**  **Spell words with -el or -le or -al at the end of the word.** |
| Presentation  Children should be taught: | Write first name and surname accurately with correctly formed capitalised letters  Start writing from the left-hand side of the text book with letters sat on the line.  Text book are to have wide ruled lines on a whole page. | Write first name and surname accurately with correctly formed capitalised letters  Start writing from the left-hand side of the text book with letters sat on the line.  Text book are to have wide ruled lines on a whole page. | Write first name and surname accurately with correctly formed capitalised letters  Written work to be started form the left-hand side of the page and date written (long or short form)  Text book are to have wide ruled lines on a whole page. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Written work to be started form the left-hand side of the page and date written (long or short form)  Text books are to 1cm ruled with ascender and descender lines visible. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Text books are to 1cm ruled with ascender and descender lines visible. |
| Dictation  Children should be taught: | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  I saw a cow jumping over a moon.  The man put a horse in the barn and gave it hay to eat.  The cow was sad because it had no hay to eat. | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds) include words with suffixes – ed, -ing as per spelling expectation for the term.  The man walked his horse over to the very big barn.  The boy is hopping over the playground.  Three girls skipped out of the classroom. | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  My horse is bigger than your horse.  I had the biggest bowl of cornflakes for breakfast.  I saw the saddest worm in the playground yesterday.  I’m the biggest fan of Sheffield Wednesday. | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  My bedroom is bigger than yours.  Have you ever been sat next to fire?  What’s largest present you have ever got? | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  I like to go to the sea and on to the beach.  I love eating blue berries but not apples.  I am the happiest when I go to school. | Dictated sentence examples:  (Typically using set 1,2 and set 3 sounds)  Two flies are sat on the apples.  Give me two blue berries please.  There are three babies crying because they need their nappies changing. |

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| **Transcription**  **Year 3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| Handwriting  Children should be taught: | Starting cursive - common exception words with letter families into dictated sentences.  use the diagonal and horizontal strokes needed to join some letters and know when not to join letters.  Starting cursive focus-Long ladder letters (i,l,t,u,j,y) include double ll, tt, dd  Starting cursive focus-curly caterpillar letters (c,a,of,e,s,g include double cc, ee, ss, gg  form capitals letters of the correct size, orientation and relationship to one another and to lower-case letters. | Starting cursive focus one armed robot letters (b,h,k,m,p,r) include double bb.hh.mm.pp.rr  Starting cursive-zig zag letters (v,w,x,z) include double vv,ww,zz  use the diagonal and horizontal strokes needed to join some letters and know when not to join letters.  form capitals letters of the correct size, orientation and relationship to one another and to lower-case letters. | use the diagonal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Joining double letters (bb, cc, ee,dd, ff,gg,ll, mm, nn, oo, gg, pp, rr,ss,tt. Zz)  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | use the horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | use the horizontal and diagonal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Children should be able to write at least 7 / 8 words per minute. | use the horizontal and diagonal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Children should be able to write at least 7 / 8 words per minute. | |
| Spelling  Children should be taught: | Spell homophones:  there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  Spell words with consonant suffixes: --ment, ness, -ful, -less, ,-ly  The possessive apostrophe (singular nouns) Megan’s, Ravi’s, the girl’s, the child’s, the man’s  spell words that end in –tion e.g. station, fiction.  The /I/ sound spelt y elsewhere than at the end of words myth, gym, Egypt,  Y3/4 Spelling list:  split diagraph, long vowel sounds: - **arrive, decide, describe, extreme, guide,**  I sound spelt at u – busy/business  Other words; fruit, heart, earth, sentence | Spell homophones:  there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  More prefixes;  prefixes added to the beginning of root words without any changes in spelling **un-, dis-, mis**-  -**in (meaning ‘not)**  The u sound spelt **ou:** double, trouble  Words with the /ʃ/ sound spelt **ch** (mostly French in origin) chef, machine  Words with the /eɪ/ sound spelt **ei, eigh**, or **ey** they, weigh, eight  Y3/4 Spelling list:  Unstressed vowels – **different, favourite, February, interest, library, ordinary, separate**. | Spell homophones  here/hear, weather/whether, whose/who’s, plain/plane  Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion.  division, collision, television  More prefixes:  re- redo, refresh, return, reappear, redecorate  sun- subdivide, subheading, submarine, submerge.  Y3/4 Spelling list:  **build, early, group, woman, women, answer, learn, length, minute, often, remember** | More prefixes:  super- supermarket, superman, superstar  anti- antiseptic, anticlockwise, antisocial  Words with the /k/ sound spelt ch (Greek in origin) echo, chorus  Words with the /s/ sound spelt sc (Latin in origin) science, scene  Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) league, , unique  Y3/4 Spelling list:  ‘**s’ sound spelt as c before ‘e’ ‘I’ and ‘y’ bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent**.  ‘or’ sound spelt ‘augh’ caught, naughty  suffix -ly, ally accidentally, actually, occasionally, probably | Spell homophones  ball/bawl, brake/break, mail/male, heel/heal/he’ll, missed/mist  Words with endings sounding like /ʒə/ or /tʃə  The ending sounding like /ʒə/ is always spelt –sure. creature, furniture, picture, nature  Spell homophones  ball/bawl, brake/break, mail/male, heel/heal/he’ll, missed/mist  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. **invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission**  **Y3/4 spelling list**  **Double consonants – address, appear, arrive, different, difficult, disappear, grammar, occasion, opposite, pressure, suppose** | The suffix –ous  Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. **poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous**  ‘n’ spelt as ‘kn’  knot, know, knowledge, knowledgeable  -ible words – possible  **Y3/4 spelling list**  other words – **breath/breathe, continue, heard, history, important, promise, quarter, regular, surprise.** | |
| Presentation  Children should be taught: | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Write first name and surname accurately with correctly formed capitalised letters and joined letters where appropriate  Learning objective and date to be hand written in books.  Text books are to 1cm ruled with ascender and descender lines visible.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | |
| Dictation  Children should be taught: |  |  |  |  |  |  | |
| **Transcription**  **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Handwriting  Children should be taught: | Starting cursive - common exception words with letter families into dictated sentences.  use the diagonal and horizontal strokes needed to join some letters and know when not to join letters.  Starting cursive focus-Long ladder letters (i,l,t,u,j,y) include double ll, tt, dd  Starting cursive focus-curly caterpillar letters (c,a,of,e,s,g include double cc, ee, ss, gg  To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.  Children should be able to write at least 7 / 8 words per minute. | Starting cursive focus one armed robot letters (b,h,k,m,p,r) include double bb.hh.mm.pp.rr  Starting cursive-zig zag letters (v,w,x,z) include double vv,ww,zz  use the diagonal and horizontal strokes needed to join some letters and know when not to join letters.  form capitals letters of the correct size, orientation and relationship to one another and to lower-case letters.  Children should be able to write at least 7 / 8 words per minute. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way when applying it to taught common exception words and taught spelling rules.  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  Children should be able to write at least 8 / 10 words per minute. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way when applying it to taught common exception words and taught spelling rules.  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  Children should be able to write at least 8 / 10 words per minute. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.  To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).  Children should be able to write at least 8 / 10 words per minute. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.  To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).  Children should be able to write at least 8 / 10 words per minute. |
| Spelling  Children should be taught: | **Spell homophones:**  accept/except, fair/fare, grate, great, knot/not, meat/meet, peace/piece there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight  Adding suffixes beginning with vowel letters of more than one syllable: forgetting/forgotten, beginner/beginning, gardening/gardener  Possessive apostrophe with plural words girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)  The /I/ sound spelt y elsewhere than at the end of words myth, gym, Egypt, pyramid, mystery  Y3/4word list  more words – **history, often, natural, complete, consider, guard, forwards** | More prefixes  Before a root word starting with **I,** in- becomes **il-**  **The u sound spelt ou: young, touch, double, trouble**  Words with the /ʃ/ sound spelt ch (mostly French in origin) chalet, brochure  Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, neighbour  Y3/4 word list  **calendar, experiment, imagine, particular, straight, strange** | Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion.  invasion, confusion, decision  More prefixes  Before a root word staring with **m** or **p, in-** becomes **im-** immature, immortal, impossible, impatient, imperfect  **inter-** interact, intercity, international, interrelated  **Spell homophones**  **affect/effect, berry/bury, groan/grown, main/mane, medal/meddle**  Y3/4 words list  **regular, peculiar, strength, surprise, increase, material, perhaps, popular** | More prefixes  auto- autobiography, autograph  Words with the /k/ sound spelt ch (Greek in origin) scheme, chemist, character  Words with the /s/ sound spelt sc (Latin in origin) discipline, fascinate, crescent  Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) tongue, antique  Y3/4 word list  -**ough letter strings – enough, though, although, thought, through, pehaps, popular, potatoes** | Words with endings sounding like /ʒə/ or /tʃə  The ending sounding like /ʒə/ is always spelt –sure. measure, treasure, pleasure, enclosure  Spell homophones:  peace/piece, seen/scene, rain/reign/rein,  Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.  –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs.  **expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician**  Y3/4 word list  **adverbials – therefore**  **other words – experiment, weight, quarter, position, opposite, increase, material** | The suffix -ation: information, adoration, sensation, preparation, admiration  The suffix –ous  –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. **humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous** |
| Presentation  Children should be taught: | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. |
| Dictation should be taught: |  |  |  |  |  |  |

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| **Transcription**  **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Handwriting**  Children should be taught: | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 3 and 4 spellings.  To consistently know the differences in size of capital letters, in comparison to lower case letters.  To write legibly at the speed of over a few sentences.  There was an Old Man with a beard, who said, “It is just as I feared! Two owls and a hen, four larks and a wren, have all built their nests in my beard!” | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To write legibly at the speed of over a few sentences.  I have a little shadow that goes in and out with me. What can be the us of him is more than I can see? He is very, very like me from the heels up to the head; I see him jump before me, when I jump into my bed. | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To choose an appropriate style of handwriting to copy and label a diagram.  To write legibly at the speed of over a paragraph.  Once upon a time there were four little rabbits and their names were: Flopsy, Mopsy, Cottontail and Peter. They lived with their mother in a sandbank, underneath the root of a very big fir tree. “Now, my dears,” said old Mrs Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr McGregor’s Garden – your father had an accident there.” | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To write legibly at the speed of over a paragraph.  ” He was put in a pie by Mrs McGregor; now run along and don’t get into mischief. I am going out.”  Then old Mrs Rabbit took a basket and her umbrella and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns. | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To write legibly at speed whilst listening to a passage from a narrative.  Flopsy, Mopsy and Cottontail, who were good little bunnies, went down the to gather blackberries. But Peter, who was very naughty, ran straight away to Mr McGregor’s Garden and squeezed under the gate! | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To write legibly at speed whilst listening to a passage from a narrative.  First, he ate some lettuces and some French beans and then he ate some radishes. Then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr McGregor! |
| **Spelling**  Children should be taught: | Spell words with endings: **cious, tious, cial, tial, ant, ance, ancy, ent, ence and ency**.  *vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious official, special, artificial, partial, confidential, essential, official, crucial, beneficial, facial, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance, (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence*  The following statutory spellings: **accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise** | Spell words with suffixes beginning with vowel letters to root words: **fer**. **The r** consonant is doubled when the ending fer is stressed in the word. The r is not doubled if the ending fer is no longer stressed.  *referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference*  The use of a hyphen in a word can be used to join a prefix to a root word, more commonly when a prefix ends in a vowel letter and the root word begins with one.  co-ordinate, re-enter, cooperate, co-own  The following statutory spellings: **category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous** | Words with the I sound spelt ei after c. The I before e except after c rule applies where the sound spelt by ei is i.  deceive, conceive, receive, perceive, perceived, ceiling, receipt, deceit, deceitful, conceited,  Words containing ‘silent’ letters whose presence cannot be predicted from the pronunciation of the word. Letters that are no longer sounded used to be sounded such as: k before the n, ch- k, mn – m and b silent in some words.  doubt, island, lamb, solemn, thistle, knight, autumn, build, receipt, ascend, disciple  The following statutory spellings: **embarrass environment equip (–ped, – ment) especially exaggerate excellent existence explanation familiar foreign forty frequently** | Words containing the letter- string ough. There are a number of different sounds for this. *ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough*  The following statutory spellings: **government guarantee harass, hindrance identity immediate(ly) individual interfere interrupt language leisure lightning** | Homophones and words that can be confused. Focus on word definition and appropriate use of these in a sentence. Advice/advise Device/devise Licence/license Practice/practise Prophecy/prophesy Aisle/isle/ Aloud/allowed Affect/effect Altar/alter Ascent/assent Bridal/bridle Cereal/serial Compliment/complement Descent/dissent Desert/dessert Draft/draught  The following statutory spellings: **marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation** | Revision of identified gaps  The following statutory spellings: **queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht** |
| **Presentation**  Children should be taught: | Text books are to 1cm ruled with ascender and descender lines visible.  To use an appropriate tri-pod grip using different writing materials.  To have a comfortable seating position and correct paper position.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to 1cm ruled with ascender and descender lines visible.  To understand the purpose of a margin and to start writing from the margin.  To be able to copy the date and title correctly and legibly in their books.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to 1cm ruled with ascender and descender lines visible.  To use the solid lines and dotty lines appropriately at all times.  To be able to use the lines for appropriate letters, ascending and descending.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To ensure all letters start with a joining line and have appropriate flicks where needed.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To use correct check and edit by editing their work with a neat line through the word and rewriting above.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To use correct check and edit by editing their work with a neat line through the word and rewriting above.  To ensure all writing has correct letter formation, appropriately sized letters and spacing in between.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. |
| Dictation  Children should be taught: | Dictated sentence examples:  Jess will brush her teeth. My gran plays the drums. The dog sits in the sun. Mum gets a bus to work. Tom has a pet fox. Dad feeds the hens. | Dictated sentence examples:  Sentences containing words with year 5 words within them.  I am writing to persuade you that we need to take immediate action to save the environment. I don’t mean to criticise you but I cannot exaggerate how important this is! You must develop a programme to deal with this unless you want the end of our planet on your conscienc | Dictated sentence examples:  Sentences containing words with year 5 and 6 words within them.  The leader of the committee spoke to the local community:  “You must recognise the soldier who is buried in our cemetery. We should appreciate his brave existence and always be conscious of the sacrifice he made for us. May I suggest that we aware this medal to his family as a symbol of our sincere respect.” | Dictated sentence examples:  Sentences containing words with year 5 and 6 words within them.  I went to London to visit the Houses of Parliament with my neighbour. We had to queue to get in and our identity was checked. We learned that members of parliament meet there to make sure the government is running the country properly. | Dictated sentence examples:  Sentences containing words with year 5 and 6 words within them.  Maya owns a leisure yacht which sails as fast as lightning. It can accommodate up to forty guests so she invites her friends to accompany her on board for a party. | Dictated sentence examples:  Sentences containing words with year 5 and 6 words within them.  Maya’s dog is mischievous and can harass her friends so he has to be attached to a lead. Maya thinks he will embarrass her and interrupt the fun. Last time it was very awkward as he ate all the party food! |
| **Transcription**  **Year 6** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Handwriting**  Children should be taught: | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 3 and 4 spellings.  To consistently know the differences in size of capital letters, in comparison to lower case letters.  To write legibly at the speed of over a few sentences.  Hansel and Gretel went deeper into forest until they reached a little house. They approached the little house and saw that it was built of bread and covered with cakes, and the windows were of clear sugar.  “We will set to work on that, “said Hansel, “and have a good meal.” | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 spellings  Knowing the appropriate size of some letters and knowing which letters should be joined and those that should not. (To suit the purpose of the task)  To write legibly at the speed of over a paragraph.  “I will eat a bit of the roof, and you Gretel, can eat some of the window. It will taste sweet.”  Hansel reached up above, and broke off a little of the roof to try hoe it tasted, and Gretel leant against the window and nibbled at the panes. | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  To choose an appropriate style of handwriting to copy and label a diagram.  To write legibly at the speed of over a paragraph.  Suddenly the door opened, and a woman as old as the hills, came creeping out. Hansel and Gretel were so terribly frightened that they let fall what they had in their hands. The old woman, however, nodded her head, and said: “Oh, you dear children, who has brought you here? Do come in, and stay with me. No harm shall happen to you.” | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  To write legibly at speed whilst listening to a passage from a narrative.  She took them both by the hand, and led them into her little house. However, the old woman had only pretended to be kind; she was in reality a wicked witch, who lay in wait for children, and had built a little house of bread to entice them there. When a child fell into her power, she killed it, cooked it and ate it, and that was a feast day for her. | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  To write legibly at speed whilst listening to a passage from a narrative.  A poor woodman sat in his cottage one night, smoking his pipe by the fireside, while his wife sat by his side spinning. “How lonely it is, wife,” said he, “for you and me to sit here by ourselves, without any children to play about and amuse us.” | To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined within year 5 and 6 spellings  To write legibly at speed whilst listening to a passage from a narrative.  “How happy should I be if I had but one child!” agreed the wife, sighing, and turning round her wheel. “Even if it were ever so small – if it were no bigger than my thumb – I should be very happy, and love it dearly.” | |
| **Spelling**  Children should be taught: | Spell words with endings: **cious, tious, cial, tial, ant, ance, ancy, ent, ence and ency**.  *vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious official, special, artificial, partial, confidential, essential, official, crucial, beneficial, facial, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance, (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence*  The following statutory spellings: ***accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise*** | Spell words with suffixes beginning with vowel letters to root words: **fer**. **The r** consonant is doubled when the ending fer is stressed in the word. The r is not doubled if the ending fer is no longer stressed.  *referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference*  The use of a hyphen in a word can be used to join a prefix to a root word, more commonly when a prefix ends in a vowel letter and the root word begins with one.  co-ordinate, reenter, cooperate, coown  The following statutory spellings: **category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous** | Words with the I sound spelt ei after c. The I before e except after c rule applies where the sound spelt by ei is i.  deceive, conceive, receive, perceive, perceived, ceiling, receipt, deceit, deceitful, conceited,  Words containing ‘silent’ letters whose presence cannot be predicted from the pronunciation of the word. Letters that are no longer sounded used to be sounded such as: k before the n, ch- k, mn – m and b silent in some words.  doubt, island, lamb, solemn, thistle, knight, autumn, build, receipt, ascend, disciple  The following statutory spellings: **embarrass environment equip (–ped, – ment) especially exaggerate excellent existence explanation familiar foreign forty frequently** | Words containing the letter- string ough. There are a number of different sounds for this. *ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough*  The following statutory spellings: **government guarantee harass, hindrance identity immediate(ly) individual interfere interrupt language leisure lightning** | Homophones and words that can be confused. Focus on word definition and appropriate use of these in a sentence. Advice/advise Device/devise Licence/license Practice/practise Prophecy/prophesy Aisle/isle/ Aloud/allowed Affect/effect Altar/alter Ascent/assent Bridal/bridle Cereal/serial Compliment/complement Descent/dissent Desert/dessert Draft/draught  The following statutory spellings: **marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation** | Revision of identified gaps  The following statutory spellings: queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht | |
| **Presentation**  Children should be taught: | Text books are to 1cm ruled with ascender and descender lines visible.  To use correct check and edit by editing their work with a neat line through the word and rewriting above.  To ensure all writing has correct letter formation, appropriately sized letters and spacing in between.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to 1cm ruled with ascender and descender lines visible.  To understand the purpose of a margin and to start writing from the margin.  To be able to copy the date and title correctly and legibly in their books.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to 1cm ruled with ascender and descender lines visible.  To use the solid lines and dotty lines appropriately at all times.  To be able to use the lines for appropriate letters, ascending and descending.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To ensure all letters start with a joining line and have appropriate flicks where needed.  To be able to join all letters at all times in every lesson.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To use correct check and edit by editing their work with a neat line through the word and rewriting above.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | Text books are to be one cm lined books full page.  To ensure all writing has correct letter formation, appropriately sized letters and spacing in between whilst maintaining speed and legibly written work to a high standard.  If handwriting is of a strong enough standard, with all letters and joins clear, then the children can use a black pen from this point on. | |
| Dictation  Children should be taught: | Dictated sentence examples:  Sentences containing words with year 5 and 6 words within them.  The government have a programme to build lots of new homes in the countryside. It is definite that some people have a prejudice against this. They think it will interfere with the wildlife and this will be disastrous. | Dictated sentence / passages examples:  Sentences containing words with year 5 and 6 words within them.  Amir always forgot the equipment he needed for his lessons. Mr Mills frequently told him off. He said, “Amir, this is the twelfth time you have forgotten your dictionary. You need to find words that rhyme. You will have to sacrifice going on the school trip. You will stay here with the school secretary.” | Dictated sentence / passages examples:  Sentences containing words with year 5 and 6 words within them.  Amir tried to persuade Mr Mills to let him keep his privilege. Mr Mills told him to stop being a nuisance and gave him sufficient work to occupy him.  “I guarantee this will teach you to be properly equipped for my lessons from now on, “said Mr Mills. | Dictated sentence / passages examples:  Sentences containing words with year 5 and 6 words within them.  Jess is an amateur boxer but one day she wants boxing to be her profession. She thinks it’s an excellent sport although there’s some controversy about its safety.  Jess had an aggressive opponent in her last competition who gave her a bruise on her shoulder. However, she is a determined individual and will not let that be a hindrance to her.  According to Jess, she will be in the champion category before she is forty! |  |  | |