









Y6 - Writing and Spelling Overview


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Place Value of Punctuation and Grammar </p> <p>Recount – Biography King Charles III </p>	<p>Setting description  The Galapagos Islands</p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. rolling</p> <p>-ed e.g. abandoned</p> <p>irregular e.g. frozen</p> <p>hyphenated words</p> <p>Instructions – Galapagos animal How to catch a Galapagos flying lizard </p> <p>according, aggressive, amateur, ancient, equipment, existence, familiar, recognise, stomach, lightning, mischievous, marvellous(ly), physical, equipped, variety, recommend(ed)</p> <p>-cial/-tial e.g. official/essential</p> <p>-ful e.g. handful</p> <p>apostrophes for possession</p>	<p>Recount – Internal monologue - Bess </p> <p>Recount - Playscripts Highwayman </p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p>	<p>Explanation  How does the circulatory system work?</p> <p>system, average, muscle, physical, explanation, immediately, individual, rhythm, necessary, occur</p> <p>-ly e.g. slowly</p> <p>apostrophes for possession</p> <p>formal equivalence</p>	<p>Narrative - Characterising speech Evacuation - The wave farewell</p> <p>neighbour(s), interrupt(ed), guarantee(s), definite(ly), sacrifice(s), temperature, exaggerate(d), determined, attached, apparent(ly), marvellous</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Narrative (final)</p>	<p>Recount Ship's Log</p> <p>Recount - Letter Holiday from Hell - Complaint </p> <p>sincerely, signature, appreciate, bargain, suggest, sufficient, environment, correspond, nuisance, secretary, temperature, queue, accommodate, accommodation, awkward, correspond, criticise, disastrous, embarrass, exaggerate, foreign, hindrance, interrupt, professional (unprofessional)</p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink -> sank</p>

Discrete spelling lessons









- 1 **i before e except after c**
- 2 **homophones**
- 3 **silent letters** e.g. kn and gn
- 4 **'fer' + suffix** e.g. referral
- 5 **'gue' and 'que'** e.g. tongue and cheque
- 6 **revisit prefixes**



Objective from a lower year group

Y1		Y2		Y3/4	
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Y5 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Place Value of Punctuation and Grammar </p> <p>Non-chronological report Greek mythological monsters </p> <p></p>	<p>Recount - Letter  Odysseus' – Journey home</p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink -> sank</p> <p>Recount – Science experiment Separating materials</p>	<p>Setting description  Lost jungle city</p> <p>environment, aggressive, stomach, opportunity, variety, mischievous, temperature, recognise, existence</p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. rolling</p> <p>-ed e.g. abandoned</p> <p>irregular e.g. frozen</p> <p>hyphenated words</p> <p>Instructions  How to survive in the rainforest</p> <p>-cial/-tial e.g. official/essential</p> <p>-ful e.g. handful</p> <p>apostrophes for possession</p>	<p>Non-chronological report  Creatures of Pandora</p> <p>recognis(able), attached, aggressive, individual, existence, stomach, temperature, according, frequently, symbol, variety, communicate</p> <p>-ous e.g. famous</p> <p>-cious e.g. rolling</p> <p>-gue e.g. tongue</p> <p>hyphenated words</p> <p>Explanation How does the Moon's appearance change?</p> <p>-ly e.g. slowly</p> <p>apostrophes for possession</p> <p>formal equivalence</p>	<p>Narrative - Characterising speech The Rain Player</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Persuasive leaflet Visit Chichén Itzá</p> <p>-able e.g. comfortable</p> <p>-ible e.g. incredible</p> <p>-ous e.g. famous</p> <p>-est e.g. greatest</p> <p>-ful e.g. wonderful</p>	<p>Recount - Diary  Cherry's Diary</p> <p>contractions</p> <p>colloquialisms/idioms</p> <p>phrasal verbs drop 'e' add -ing e.g. trudging</p> <p>Narrative - Poetry Once Upon A Raindrop?</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 **suffix -ness** e.g. happiness
- 6 **'gue' and 'que'** e.g. tongue and cheque
- 7 **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>Place Value of Punctuation and Grammar </p> <p>Non-chronological report Weirdest creatures of the deep </p>	<p>Recount - Diary  Lily saves Winston</p> <p>actually, early, heart, through, forward(s), special, possible, earth, promise</p> <p>contractions</p> <p>colloquialisms/idioms</p> <p>phrasal verbs drop 'e' add -ing e.g. trudging</p> <p>Narrative - Characterising speech Faye vs Farmer Ashton</p> <p>remember, question, mention, address, thought, answer(ed), continue(d), forward(s)</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p>	<p>Explanation How does the digestive system work? </p> <p>different, various, enough, remember, purpose, continues, through, length, different, material, exercise</p> <p>-ly e.g. slowly</p> <p>apostrophes for possession</p> <p>formal equivalence</p> <p>Instructions How to raid an Anglo-Saxon settlement </p> <p>possession, important, guard, possible, centre, difficult, probably, especially, sneakily, busy</p> <p>-ful e.g. handful</p> <p>apostrophes for possession</p>	<p>Narrative - Setting description Enchanted woodland and tower</p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. rolling</p> <p>-ed e.g. abandoned</p> <p>irregular e.g. frozen</p> <p>Narrative</p>	<p>Instructions -  How to mummify your best friend</p> <p>accident(ally), breath(e), caught, decide, difficult, experiment, heart, knowledge, material, medicine, position, remember</p> <p>-ful e.g. handful</p> <p>apostrophes for possession</p> <p>Recount - Science experiment Does the sound get quieter? </p> <p>difficult, believe, group, experiment, remember, forwards, continue, thought, notice, actually, different, complete</p>	<p>Narrative</p> <p>Poetry - Kennings Tetractys Free verse</p> <p>Recount - Playscript Marcy and the Riddle of the Sphinx Egyptian Cinderella</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p>

Discrete spelling lessons










- 1 'sc' for 's' (science and scene)
- 2 'sion', 'tion', 'ssion' and 'cian' spellings
- 3 'k' as 'ch' e.g. chemist, echo
- 4 prefix anti-, auto-, super-, inter-, in/il/ir-
- 5 silent letters (kn-. wr-. gn-)
- 6 words with the /ei/ sound spelt ei, eigh, or ey



Objective from a lower year group

Y1		Y2		Y3/4	
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Y3 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Place Value of Punctuation and Grammar </p> <p>Non-chronological report Prehistoric Park </p> <p></p>	<p>Narrative - Characterising speech  Stone Age Boy vs Om</p> <p>answer, mention, question, thought, purpose, eight, Often, defferent(ly), through, guide, experience, heard, breath</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Instructions How to wash a woolly mammoth </p> <p>probably, perhaps, possible, guide, difficult, position, remember, through, promise, complete, thought, regular</p> <p>-ful e.g. handful</p> <p>apostrophes for possession</p>	<p>Recount - Diary  Jack and the baked beanstalk</p> <p>believe, surprised, business, favourite, difficult, through, thought, stranger, imagine, straight, noticed, possibly, arrived, certainly, often, heart, though, famous</p> <p>contractions</p> <p>colloquialisms/idioms</p> <p>phrasal verbs drop 'e' add -ing e.g. trudging</p> <p>Persuasive advert Visit Cambridgeshire</p> <p>-ous e.g. famous</p> <p>-est e.g. greatest</p> <p>-ful e.g. wonderful</p>	<p>Narrative – Characterising speech  Escaping Pompeii</p> <p>early, favourite, often, occasionally, learn, breath(lessly), though, complete(ly), notice, earth, increase(ingly), question(ing), disappear(ed)</p> <p>contractions</p> <p>informal discourse markers e.g. well</p> <p>colloquialisms/idioms</p> <p>Recount – Letter  Livia's letter</p> <p>heart, earth, though, breath(lessly), believe, continu(ously), minute, thought, different, mention(ing), favourite, certain, promise, often</p> <p>double consonant add -ed e.g. trapped</p> <p>irregular verbs e.g. sink -> sank</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>-ous e.g. famous</p> <p>-est e.g. greatest</p> <p>-ful e.g. wonderful</p> <p>Recount – Science experiment Can water travel through a flower's stem?</p> <p>material, through, separate, height, important, position(ed), quarter, weight, enough, extreme(ly), experiment, increase</p>	<p>Narrative – Final Narrative</p> <p>Poetry – Clerihews Limericks Free verse</p> <p>Recount Botanic Gardens</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 **suffix -ness**
- 5 **silent letters (kn, wr)** e.g. knight and write
- 6 **double consonant and add suffix** e.g. forgotten, forgetting



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>Place Value of Punctuation and Grammar </p> <p>Non-chronological report Owls </p> <p></p>	<p>Recount - Letter  Great Fire of London</p> <p>most, who, door, father, told, could, climb, behind, after, people, great, could, beautiful, everybody, last, again, sure, find</p> <p>silent letters e.g. write</p> <p>double consonant add suffix -ed e.g. hopped</p> <p>suffix -ed e.g. visited</p> <p>Narrative – Journey and Voyage</p>	<p>Setting description  Candy House</p> <p>-less e.g. endless</p> <p>-ness e.g. darkness</p> <p>participial adjectives</p> <p>-ing e.g. twisting</p> <p>Recount – Diary  Hansel's captured diary</p> <p>contractions</p> <p>drop 'e' add -ing e.g. writing</p>	<p>Recount – Science experiment Materials</p> <p>Persuasive advert Super lunchbox</p> <p>-est e.g. greatest</p> <p>-er e.g. better</p> <p>-ful e.g. wonderful</p> <p>-al e.g. magical</p> <p>-tion e.g. action</p>	<p>Recount - Diary  The Whale</p> <p>child, bath, break, father, full, love, mind, move, Mr, Mrs, told</p> <p>contractions</p> <p>drop 'e' add -ing e.g. writing</p> <p>Instructions  How to look after a sunflower</p> <p>everybody, pretty, even, great, sure, find, water, many</p> <p>-ly e.g. carefully</p> <p>-ful e.g. handful</p>	<p>Narrative</p> <p>Poetry – Diamantes Haiku Free verse</p> <p>Explanation  Life Cycle of a Butterfly</p> <p>beautiful, because, plant, last, whole, again, most, only</p> <p>-y e.g. fly, try</p> <p>drop 'y' add 'ies' e.g. flies, tries</p>

Discrete spelling lessons











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



Objective from a lower year group

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>List, labels and captions</p> <p>Place Value of Punctuation and Grammar </p>	<p>Recount – Postcard  Smelly Dog</p> <p>suffix -ed e.g. waited</p> <p>Repetitive story structures  The Jolly Christmas Postman</p>	<p>Recount - Diary  Mary Anning's discovery</p> <p>-ing e.g. going</p> <p>-ed e.g. walked</p> <p>Non-chronological report  Dinosaurs</p> <p>of, some, to, a, are, one, so, they, you, is, the</p> <p>-s e.g. eyes</p> <p>wh- e.g. white</p>	<p>Narrative - Character description  Wanted! Can you find our hero?</p> <p>are, do, where, was, he, has, him, to, go, so, his, say(s), a, you, by, there, the</p> <p>un- e.g. unkind</p> <p>Recount - Letter  Me and my dragon</p> <p>has, was, a, friend, be, the, to, school, today, said, they, we, some, full, may</p> <p>suffix -ed e.g. waited</p>	<p>Explanation  How do you get to the moon?</p> <p>do, to, there, a, go, of, they, are, where, some, be, your, you, is, so, the</p> <p>-y e.g. fly, try</p> <p>Persuasive advert  Join my space crew</p> <p>be, do, come, friend, love, you, your</p> <p>-est e.g. greatest</p> <p>-er e.g. better</p>	<p>Narrative</p> <p>Poetry – Acrostics Shape Riddles</p> <p>Recount - Diary  Trip to the zoo</p> <p>some, house, has, go, our, says, there, a, where, is, do, we, no, are, my, I, to, said, you, love</p> <p>-ing e.g. going</p> <p>-ed e.g. walked</p>

Discrete spelling lessons

- 1 words ending in 'y' e.g. try, fly, spy
- 2 compound words e.g. bedroom
- 3 ph words for 'f' e.g. elephant
- 4 wh for 'w' e.g. white
- 5 (ongoing) common exception words



Objective from a lower year group

Y1		Y2		Y3/4	
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