

# Y6 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Non-chronological report</b> - Mythical Sea Creatures </p> <p>appreciate/appreciating, variety, occupy(ing), shoulder(s), explanation, temperature, interfere/interfering, attached, average, recognise, suggest(ed), according, symbol, disastrous, frequently, ancient, aggressive, apparent(ly), category, existence, stomach</p> <p><b>-ible</b> e.g. horrible</p> <p><b>apostrophes for possession</b> e.g. beast's tail</p> <p><b>Poetry (3 weeks)</b> Ottava Rima Iambic Pentameter Free verse</p>	<p><b>Instructions</b> – How to trial a witch </p> <p>curiosity, privilege, ancient, guarantee, sufficient, variety, individual, relevant, thorough(ly), disastrous, stomach, occur(ring), forty, necessary, opportunity, recommend</p> <p><b>ful</b> e.g. handful, bucketful</p> <p><b>-cial/-tial</b> e.g. crucial, essential</p> <p><b>Narrative - Setting description</b> - Dungeons </p> <p>variety, desperate, individual(s), opportunity, according, aggressive, curiosity, develop, disastrous, exaggerate, existence, lightning, sacrifice, temperature</p> <p><b>hyphenated words for colour, texture and likeness</b> e.g. moss-covered walls</p> <p><b>participial adjectives using the past participle</b> e.g. abandoned, forbidden, broken, battered</p> <p><b>using the present participle</b> e.g. dripping</p> <p><b>-less/-ness</b> e.g. endless, darkness</p>	<p><b>Narrative – Characterising speech</b> - Evacuation </p> <p>aggressively, lightning, foreign, immediately, desperately, determined, frequently, nuisance, interrupted, necessary</p> <p><b>contractions</b></p> <p><b>Recount – Letter</b> – Evacuated child home </p> <p>necessary, equipped, attached, environment, conscious, stomach, sincerely</p> <p><b>informal language</b></p> <p><b>colloquial phrases including idioms</b></p> <p><b>contractions</b></p>	<p><b>Persuasive advert</b> – Help us catch the Highwayman </p> <p>achieve, bargain, committee, controversy, forty, lightning, necessary, opportunity, persuade, recommend, soldier</p> <p><b>-tial – spelling</b> e.g. impartial, essential, residential, confidential</p> <p><b>Recount - Letter</b> Bess </p> <p>answer, arrive, caught, extreme, describe, decide, imagine, perhaps, probably</p> <p><b>informal language</b></p> <p><b>contractions</b></p> <p><b>phrasal verbs</b></p>	<p><b>Recount – Diary</b> – Charles Darwin </p> <p>curious, marvellous, opportunity, persuade, hindrance, variety, environment, explanation, occupy, controversy</p> <p><b>hyphenated spellings</b></p> <p><b>Character description</b> - Hybrid Galapagos Creature </p> <p>neighbour(ing), frequently, identity, lightning, muscle, rhythm(ically), communicate(s), individual, awkward, accompany, equipped, symbol, temperature</p> <p><b>-cious</b> e.g. vicious</p> <p><b>-ible/-able.</b> e.g. terrible, detachable</p> <p><b>participial adjectives</b></p>	<p><b>Discussion</b> – Should plastic be banned? </p> <p>recommended, desperate, necessary, average, according, existence, variety, equipment, suggest, disastrous, government</p> <p><b>hyphenated words</b></p> <p><b>double 'r'</b> e.g. referred, preferred</p> <p><b>Narrative</b> Build upon character, setting and speech to write a final narrative.</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

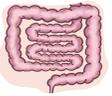
## Objective from a lower year group

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><b>Non-chronological report</b> - Legends of Great Britain </p> <p>recognise/recognisable, attached, aggressive, individual, existence, stomach, temperature</p> <p><b>-gue</b> e.g. tongue, intrigue</p> <p><b>-cious</b> e.g. vicious, malicious</p> <p><b>Poetry</b> – Haiku/Senryus Renga Free verse</p>	<p><b>Character description</b> - Viking </p> <p>average, stomach, lightning, desperate, sufficient, available, sacrifice, temperature</p> <p><b>-ence</b> e.g. presence</p> <p><b>-able</b> e.g. uninhabitable</p> <p><b>-cious</b> e.g. vicious</p> <p><b>participial adjectives</b></p> <p><b>Instructions</b> - How to survive a Viking quest </p> <p>amateur, professional, community, marvellous, excellent, persuade, neighbourhood, develop, vegetables, apparent, aggressive, individuals, stomach, mischievous, nuisance, opportunity, ancient, recognise, symbols, guarantee</p> <p><b>hyphenated words</b></p> <p><b>-ful</b> e.g. handful</p>	<p><b>Non-chronological report</b> Desert creatures </p> <p>variety, environment(s), temperature, average, community/communities, marvellous, conscious, especially, guarantee, lightning, (eco)system, existence, necessary</p> <p><b>-ous</b> e.g. various</p> <p><b>Persuasive advert</b> – Visit Nevada </p> <p>curiosity, appreciate, recommend(ed), marvellous, available, leisure(ly), temperature, guarantee(d)</p> <p><b>informal language</b></p> <p><b>contractions</b></p>	<p><b>Recount – Diary</b> Discovering the planet Pandora </p> <p>appreciate, average, category, communicate, desperate, environment, (un)familiar, marvellous, occupy, recognise, temperature</p> <p><b>hyphenated words (emotion based)</b> - out-of-this-world, awe-inspiring</p> <p><b>Narrative – Setting description</b> (Pandora) </p> <p>according, variety, accommodate, environment, recognise, ancient, familiar, muscular, vehicles, guaranteed</p> <p><b>hyphenated spellings</b> strange-looking, Saturn-sized, six-legged</p> <p><b>participial adjectives (-ing, -ed and irregular adjectives)</b> twisting, hidden, overgrown</p>	<p><b>Discussion</b> – Is space tourism worthwhile? </p> <p>environment, leisure, opportunity, variety, recognised, available, suggested, conscious, government, vehicles, recommend</p> <p><b>double r</b> e.g. preferred, referred</p> <p><b>-celse</b> e.g. device/devise</p> <p><b>Explanation</b> – How did Kings protect their lands? </p> <p>Comparison between Anglo-Saxon King/Viking King and Maya Ajaw</p> <p>profession, individual, ancient, conscious(ly), develop, physical, marvellous, occupy/occupied, frequently, neighbour(ing), aggressive, foreign, environment, governmental, community, necessary, guarantee(d), according, system, communicate, sacrifice(s), disastrous, soldiers, sufficient, stomachs, excellent, interfere</p> <p><b>-ible</b> e.g. reversible, responsible</p> <p><b>hyphens</b></p>	<p><b>Instructions</b> – How to make a powerful tempest </p> <p>apparent, recommend, ancient, attached, lightning, equipment, immediately, variety, frequently, suggest, disastrous, temperature, opportunity, necessary</p> <p><b>hyphenated words</b></p> <p><b>suffix -ful</b></p> <p><b>Characterising speech</b> – Shipwrecked </p> <p>lightning, definitely, determined, desperately, disastrous, stomach, shoulders, cemetery, bruise</p> <p><b>apostrophes for omission</b></p> <p><b>common discourse markers</b> anyway, by the way, to be honest, truth be told, you know what</p> <p>Build upon character, setting and speech to write a final narrative.</p>
<p><b>Discrete spelling lessons</b></p> <ol style="list-style-type: none"> <li>1 <b>i before e except after c</b></li> <li>2 <b>homophones</b></li> <li>3 <b>silent letters</b> e.g. kn and gn</li> <li>4 <b>'fer' + suffix</b> e.g. referral</li> <li>5 <b>suffix -ness</b> e.g. happiness</li> <li>6 <b>'gue' and 'que'</b> e.g. tongue and cheque</li> <li>7 <b>revisit prefixes</b></li> </ol>		<p><b>Objective from a lower year group</b></p> <p>Y1  Y2  Y3/4 </p>			

# Y4 - Writing and Spelling Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Non-chronological report</b> – Ancient Greek mythical creatures </p> <p>probably, important, appear, believe, breath, different, famous, guard, history, peculiar, strange, strength, various, special, particular, knowledge, although</p> <p><b>-ous</b> e.g. famous, enormous</p> <p><b>Poetry</b> – Kennings Tetractys Free verse</p>	<p><b>Narrative – Character description</b> – Fairytale villain </p> <p>different, popular, various, remember, purpose, difficult, perhaps, certain, complete, peculiar, possession, heart, strength</p> <p><b>-ous</b> e.g. enormous, tremendous</p> <p><b>participial adjectives</b></p> <p><b>Instructions</b> – How to catch a fairytale beast </p> <p>build, caught, consider, continue, enough, guard, notice, possible, probably, purpose, women, position, possession, island, interest, arrive, special, perhaps, materials</p> <p><b>apostrophes for possession</b> e.g. invader's ship</p> <p><b>-ful</b> e.g. handful</p>	<p><b>Recount - Letter</b> Boudicca betrayed </p> <p>early, reign, possessions, group, appears, recent, breath, promise, surprise, enough</p> <p><b>apostrophes for possession</b> e.g. family's belongings</p> <p><b>Persuasive advert</b> – Join Boudicca to battle back! </p> <p>answer, build, century, decide, experience, guard, heard, history, possess, reign, woman/women</p> <p><b>contractions</b></p>	<p><b>Narrative – Characterising speech</b> Escape Pompeii </p> <p>early, favourite, often, occasionally, learn, breath(lessly), though, complete(ly), notice, earth, increase/increasingly, question(ing), disappear(ed)</p> <p><b>contractions</b></p> <p><b>common discourse markers</b> e.g. anyway</p> <p><b>Recount – Letter</b> – Pompeii - Livia's letter </p> <p>heart, earth, though, breath, believe continue, minute, thought, different, mention, favourite, certain, promise, often, island, pressure, answer</p> <p><b>apostrophes for omission</b></p> <p><b>-ly</b> e.g. sadly, luckily, strangely</p>	<p><b>Explanation</b> – How does the digestive system work? </p> <p>stomach, through, length, separate, exercise, purpose, actual/ly</p> <p><b>suffix -ly</b></p> <p><b>apostrophe for possession</b> e.g. the body's enzymes, the stomach's acid etc.</p> <p><b>Non-chronological report (visual)</b> - Wigan through time</p> <p>appear, believe, caught, centre, consider, different, earth, famous, history, height, knowledge, ordinary, possible, question, surprise</p> <p><b>-ous</b> e.g. famous</p>	<p><b>Setting description</b> - Bug city </p> <p>accident, breath, breathe, continue, describe, difficult, disappear, extreme, height, island, length, material, opposite, position, natural, pressure</p> <p><b>-less/-ness</b> e.g. endless, darkness</p> <p><b>participial adjectives</b></p> <p><b>Narrative</b> Build upon character, setting and speech to write a final narrative.</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><b>Non-chronological report</b> - Fairy tale creatures </p> <p><i>different, popular, various, remember, purpose, difficult, perhaps, certain, complete, peculiar, possession, heart, strength</i></p> <p><b>-ous</b> e.g. enormous, tremendous</p> <p><b>Poetry</b> – Clerihews Limericks Free verse</p>	<p><b>Instructions</b>  How to wash a woolly mammoth</p> <p><i>actually, although, appear, certain, enough, height, important, position, quarter, weight</i></p> <p><b>-ful</b> e.g. bathful</p> <p><b>apostrophes for possession</b> – mammoth's fur</p> <p><b>Narrative – Characterising speech</b>  Stone Age Boy characters</p> <p><i>ordinary, through, decided, strange, answer, questions, special, group, believe</i></p> <p><b>contractions</b></p> <p><b>double consonant add -ed</b> trapped, stopped, grabbed, rubbed, slipped</p>	<p><b>Explanation</b> – From farm to fork: how does food get on our plate? </p> <p><i>centre, complete, famous, different, continue, groups, increase, learn, length(y), popular, potatoes, weight, various</i></p> <p><b>-ly</b> e.g. carefully</p>	<p><b>Narrative – Setting description</b> – Ancient Egyptian city </p> <p><i>possessions, special, through, busy, extreme, various, famous, group,</i></p> <p><b>less/ness</b> sunless, sweetness</p> <p><b>-ous</b> marvellous, enormous, famous</p> <p><b>Recount – Diary</b> – Nefret or Egyptian Cinderella </p> <p><i>knowledge, woman, strength, favourite, busy, continue, breath, difficult, guard, interest, reign, pressure</i></p> <p><b>contractions</b></p> <p><b>colloquial language/ idioms</b></p>	<p><b>Narrative – Character description</b>  Ancient Egyptian God</p> <p><i>different, important, strength, extreme, through, experience(d), particular, possess(ed)</i></p> <p><b>-ness</b> e.g. madness</p> <p><b>-ous</b> e.g. enormous</p> <p><b>Narrative</b> Build upon character, setting and speech to write a final narrative.</p>	<p><b>Persuasive advert</b> - Save bees </p> <p><i>famous, caught, describe, different, difficult, enough, disappear, history, imagine</i></p> <p><b>-ous</b> enormous, poisonous, famous</p> <p><b>Recount - Diary</b> - Jack and the Baked Beanstalk </p> <p><i>imagined, possible, noticed, favourite, straight, thought, through, certain, difficult, often, surprised, business, famous</i></p> <p><b>contractions</b></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><b>Non-chronological report</b> - Witch's Pet </p> <p><b>because, most, find, even, would(n't)</b></p> <p><b>present tense -focus on subject/verb</b></p> <p><b>-est</b> e.g. biggest, largest</p> <p><b>-er</b> e.g. higher</p> <p><b>-less</b> e.g. harmless</p> <p><b>Repetitive story</b> - What the witch's pet heard</p> <p><b>gold, behind, kind, pass, people, busy, who</b></p>	<p><b>Recount</b> - Wanted poster</p> <p><b>Focus on pre and post modification of nouns</b></p> <p><b>Recount - Letter</b> - Found lost thing </p> <p><b>Mrs, money, find, behind, gold, Mr, water, poor</b></p> <p><b>double consonant add -ed</b></p>	<p><b>Instructions</b> - How to be a mighty explorer </p> <p><b>great, who, should, because, even, find, clothes, cold, any, after, wild, water, find, every, sure</b></p> <p><b>-ful</b> e.g. pocketful</p> <p><b>-est</b> e.g. greatest</p> <p><b>Non-chronological report</b> - Charles Darwin's creatures </p> <p><b>who, plant, many, whole most, only, water, because, pretty, move, old</b></p> <p><b>-ful</b> e.g. beautiful, joyful</p> <p><b>-less</b> e.g. careless, fearless</p> <p><b>comparatives and superlatives</b> e.g. faster/fastest, bigger/biggest</p>	<p><b>Recount</b> - Letter/postcard - Polar Bear's journey </p> <p><b>poor, people, great, after, again, because, busy, cold, water, wild, would, could, should</b></p> <p><b>-est</b> e.g. coldest</p> <p><b>Explanation</b> - How does a butterfly change? </p> <p><b>beautiful, could, every, parents, children, many</b></p> <p><b>/ai/ sound spelt y at the end of words</b> cry, fly, dry, July</p> <p><b>y changed to i before -es is added</b> fries, tries, carries</p>	<p><b>Narrative - Setting description</b> Pudding Lane </p> <p><b>people, busy, path, clothes, every, door, pass, poor, could, cold, find</b></p> <p><b>-less/-ness</b> e.g. endless, darkness</p> <p><b>Recount - Diary</b> - Fire! </p> <p><b>who, door, told, climb, behind, after, people, great, could, beautiful everybody, last, again, sure, find</b></p> <p><b>contractions</b></p>	<p><b>Narrative - Character description</b> - Pirates </p> <p><b>because, clothes, eye, gold, great, half, old, whole</b></p> <p><b>-er</b> e.g. stronger, scarier</p> <p><b>-est</b> e.g. largest, scariest</p> <p><b>Narrative</b> Build upon character and setting to write a final narrative.</p> <p><b>Poetry (3 weeks)</b> Diamantes Haiku Free verse</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><b>Lists, captions and labels</b></p> <p><b>Non-chronological report</b> - Garden fairy?</p> <p>she, loves, has, the, was, they, some, is, of, once</p> <p><b>Focus on simple sentence construction with subject and verb.</b></p> <p><b>Narrative repetitive structure</b> – Enormous turnip </p> <p>once, a, there, love(d), one, some, pull, come, were, do, they, was, school, said, she, the, his, you, are, so, ask(ed), to, of, is, he, house</p> <p><b>suffix -ed (do not double consonant)</b> e.g. pulled, asked, gasped, called</p>	<p><b>Character description</b> – Traction man </p> <p>of, he, to, has, are, go, friend(s), his, where, a, house, the, ask, you</p> <p><b>compound words</b> bedroom, sandpit, bathroom, backpack, dishcloth</p> <p><b>add -er and -est to adjectives</b> bravest, fastest</p> <p><b>Recount - Letter/postcard</b> The Jolly Christmas Postman </p> <p>today, friend, house, he, put, push</p> <p><b>suffix -ed (do not double consonant)</b> posted, signed, wanted, pushed</p>	<p><b>Repetitive Story</b> Eucalyptus Tree </p> <p>of, was, once, she, to, you, do, my, ask(ed), a, so, said, one, he, full, some, there</p> <p><b>-ed suffix</b> e.g. echoed</p> <p><b>Non-chronological report</b> - Creatures in Eucalyptus tree </p> <p>are, today, where, has, some, so, put, go, no, here</p> <p><b>prepositions</b></p> <p><b>-ing</b> e.g. swinging, slithering</p>	<p><b>Setting description</b> - Fairytale Castle </p> <p>is, where, has, full, here, love, there, some are, friends, come, you, go</p> <p><b>plural -s and -es</b> e.g. windows, towers, bushes</p> <p><b>Persuasive advert</b> – Come to our Royal banquet </p> <p>come, here, you, your, where, we, so, our, one</p> <p><b>wh for 'w'</b> white, when, where, whiff</p>	<p><b>Recount - Wanted</b> - Big Bad Wolf </p> <p><b>Focus on pre and post modification of nouns</b></p> <p><b>Instructions</b> - How to capture the Big Bad Wolf (2 weeks) </p> <p>push, put, pull, by, to, of, be</p> <p><b>suffix -un</b> – unpack, unbutton, unlock, unload</p>	<p><b>Narrative</b> Build upon character and setting to write a final narrative.</p> <p><b>Poetry (3 weeks)</b> Acrostic Shape Poetry Riddles</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	<input type="checkbox"/>	Y2	<input type="checkbox"/>	Y3/4	<input type="checkbox"/>
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