**World’s End Junior School**

**Progression in Spelling from National Curriculum and Nononsense Spelling**

## Year 3 Term 1 overview

**Block 1 – autumn first half term**

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| **Week 1** | Lesson 1 Revise  **Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)** | Lesson 2 Practise  **Suffixes from Year 2 (‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’)** | Lesson 3 Revise/Teach **Revise prefix ‘un-’ Teach prefix ‘dis-’**  **(*disappoint, disagree, disobey*)** |
| **Week 2** | Lesson 4 Practise/Apply **Practise prefix ‘dis-’ Apply prefix ‘un-’** | Lesson 5 Revise  **From Year 2: Apostrophes for contractions** |  |
| **Week 3** | Lesson 6 Learn  **Strategies for learning words: Words from statutory and personal spelling lists** | Lesson 7 Revise/Teach  **Strategies at the point of writing: Have a go** |
| **Week 4** | Lesson 8 Teach  **Rarer GPCs: words with the** /eɪ/ **sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)** | Lesson 9 Practise  **Rarer GPCs: words with the** /eɪ/ **sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*)** | Lesson 10 Assess  **Rarer GPCs: words with the** /eɪ/ **sound spelt ‘ei’ (*vein*), ‘eigh’ (*eight*), ‘aigh’ (*straight*) or ‘ey’ (*they*): dictation** |
| **Week 5** | Lesson 11 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 12 Teach  **Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*)** |  |
| **Week 6** | Lesson 13 Practise  **Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*)** | Lesson 14 Assess  **Homophones (*brake/break, grate/great, eight/ate, weight/wait, son/sun*)** |

**Block 2 – autumn second half term**

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| **Week 1** | Lesson 1 Revise  **Statutory words learnt last half term**  **Strategies at the point of writing: Have a go** | Lesson 2 Revise **Homophones** | Lesson 3 Revise  **Year 2 prefixes and suffixes** |
| **Week 2** | Lesson 4 Teach  **Prefixes ‘mis-’ and ‘re-’** | Lesson 5 Practise  **Prefixes ‘mis-’ and ‘re-’** |  |
| **Week 3** | Lesson 6 Apply  **Prefixes ‘mis-’ and ‘re-’** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 4** | Lesson 8 Assess  **Words from statutory and personal spelling lists: pair- testing** | Lesson 9 Teach  **The** /ɪ/ **sound spelt ‘y’** | Lesson 10 Practise/Apply  **The** /ɪ/ **sound spelt ‘y’** |
| **Week 5** | Lesson 11 Teach **Proofreading** | Lesson 12 Practise **Proofreading** |  |
| **Week 6** | Lesson 13 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 14 Teach  **Words ending with the**  /g/ **sound spelt ‘-gue’ and the** /k/ **sound spelt ‘-que’ (French in origin)** |

## Year 3 Term 2 overview

**Block 3 – spring first half term**

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| **Week 1** | Lesson 1 Revise/Teach  **From Year 2: suffixes**  **‘-ness’ and ‘-ful’ following a**  **consonant** | Lesson 2 Practise/Apply  **From Year 2: suffixes**  **‘-ness’ and ‘-ful’ following a**  **consonant** |  |
| **Week 2** | Lesson 3 Teach  **Prefixes ‘sub-’ and ‘tele-’** | Lesson 4 Practise  **Prefixes ‘sub-’ and ‘tele-’** | Lesson 5 Apply  **Prefixes ‘sub-’ and ‘tele-’** |
| **Week 3** | Lesson 6 Practise  **From Year 2: apostrophe for contraction** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |  |
| **Week 4** | Lesson 8 Apply  **Words from statutory and personal spelling lists: pair testing** | Lesson 9 Teach  **Words with the** /ʃ/ **sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’)** | Lesson 10 Practise  **Words with the** /ʃ/ **sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’)** |
| **Week 5** | Lesson 11 Assess  **Words with the** /ʃ/ **sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure’): dictation** | Lesson 12 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |  |
| **Week** | Lesson 13 | Lesson 14 | Lesson 15 |
| Revise/Teach | Practise | Assess |
| **Revise suffixes ‘-ness’ and** | **Suffixes ‘-less’, ‘-ness’, ‘-ful’** | **Suffixes ‘-less’, ‘-ness’, ‘-ful’** |
| **6** | **‘-ful’** | **and ‘-ly’** | **and ‘-ly’: spelling test** |
| **Teach suffixes ‘-less’ and** |
| **‘-ly’** |

**Block 4 – spring second half term**

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| **Week 1** | Lesson 1 Practise/Revise  **Strategies at the point of writing: Have a go Elements from the previous half term that require practice** | Lesson 2 Practise/Revise  **Strategies at the point of writing: Have a go Elements from the previous half term that require practice** | Lesson 3 Practise/Revise  **Strategies at the point of writing: Have a go Elements from the previous half term that require practice** |
| **Week 2** | Lesson 4 Teach  **Prefixes ‘super-’ and ‘auto-’** | Lesson 5 Practise  **Prefixes ‘super-’ and ‘auto-’** |  |
| **Week 3** | Lesson 6 Apply  **Prefixes ‘super-’ and ‘auto-’** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 4** | Lesson 9 Teach  **Strategies at the point of writing: homophones** | Lesson 10 Practise  **Strategies at the point of writing: homophones** |  |
| **Week 5** | Lesson 11 Apply **Homophones** | Lesson 12 Revise **Proofreading** | Lesson 13 Apply **Proofreading** |
| **Week 6** | Lesson 14 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 15 Teach/Apply  **Words with the** /k/ **sound**  **spelt ‘ch’ (Greek in origin)** |  |

## Year 3 Term 3 overview

**Block 5 – summer first half term**

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| **Week 1** | Lesson 1 Revise  **Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,**  **‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)** | Lesson 2 Practise  **Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’,**  **‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)** | Lesson 3 Apply  **Previously taught suffixes:**  **dictation** |
| **Week 2** | Lesson 4 Teach  **Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’** | Lesson 5 Practise **Suffix ‘-ly’** | Lesson 6 Apply **Suffix ‘-ly’** |
| **Week 3** | Lesson 7 Revise  **From Year 2: Apostrophes for contractions** | Lesson 8 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 9 Assess  **Words from statutory and personal spelling lists** |
| **Week 4** | Lesson 10 Teach  **Rare GPCs (**/ɪ/ **sound)** | Lesson 11 Practise  **Rare GPCs (**/ɪ/ **sound)** |  |
| **Week 5** | Lesson 12 Apply  **Rare GPCs (**/ɪ/ **sound)** | Lesson 13 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 14 Practise  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 6** | Lesson 15 Apply/Assess  **Words from statutory and personal spelling lists** | Lesson 16 Revise  **From Years 1 and 2: vowel digraphs** |  |

**Block 6 – summer second half term**

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| **Week 1** | Lesson 1 Revise  **Strategies at the point of writing: Have a go Spellings learnt in the last half term** | Lesson 2 Revise  **Spellings learnt in the last half term** | Lesson 3 Revise  **Spellings learnt in the last half term** |
| **Week 2** | Lesson 4 Teach  **The** /ʌ/ **sound spelt ‘ou’** | Lesson 5 Practise  **The** /ʌ/ **sound spelt ‘ou’** |  |
| **Week 3** | Lesson 6 Apply  **The** /ʌ/ **sound spelt ‘ou’:**  **dictation** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 4** | Lesson 9 Teach  **Homophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)** | Lesson 10 Practise  **Homophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)** |  |
| **Week 5** | Lesson 11 Apply  **Homophones (including *heel/heal/he’ll, plain/plane, groan/grown* and *rain/rein/ reign*)** | Lesson 12 Teach **Proofreading** | Lesson 13 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 6** | Lesson 14 Apply  **Words from statutory and personal spelling lists** | Lesson 15 Revise  **Aspects from this half term** |  |

## Year 4 Term 1 overview

**Block 1 – autumn first half term**

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| **Week 1** | Lesson 1 Revise  **Strategies at the point of writing: Have a go** | Lesson 2 Learn/Practise **Strategies for learning words: words from statutory spelling list** | Lesson 3 Assess  **Words from statutory and personal spelling lists** |
| **Week 2** | Lesson 4 Teach  **Words ending** /ʒə/ | Lesson 5 Practise  **Words ending** /ʒə/ |  |
| **Week 3** | Lesson 6 Assess  **Words ending** /ʒə/ | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Teach  **From Year 2: possessive apostrophe with singular proper nouns** |
| **Week 4** | Lesson 9 Practise  **From Year 2: possessive apostrophe with singular proper nouns** | Lesson 10 Teach **Homophones**  **(*peace/piece, main/mane, fair/fare*)** |  |
| **Week 5** | Lesson 11 Practise **Homophones**  **(*peace/piece, main/mane, fair/fare*)** | Lesson 12 Apply  **Strategies for learning words: homophones (*peace/piece, main/mane, fair/fare*)** | Lesson 13 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 6** | Lesson 14 Practise  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 15 Assess  **Words from statutory and personal spelling lists: pair testing** |  |

**Block 2 – autumn second half term**

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| **Week 1** | Lesson 1 Revise  **Strategies for learning words: words from statutory list learnt previously**  **Strategies at the point of writing: Have a go** | Lesson 2 Revise  **Strategies for learning words: words from statutory list learnt previously**  **Strategies at the point of writing: Have a go** | Lesson 3 Teach **Proofreading** |
| **Week 2** | Lesson 4 Teach  **Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’** | Lesson 5 Practise  **Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’** |  |
| **Week 3** | Lesson 6 Apply  **Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 4** | Lesson 9 Revise  **Words with the** /eɪ/ **sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the** /ʃ/ **sound spelt ‘ch’ and the** /ʌ/ **sound spelt ‘ou’** | Lesson 10 Practise/Apply  **Words with the** /eɪ/ **sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the** /ʃ/ **sound spelt ‘ch’ and the** /ʌ/ **sound spelt ‘ou’** |  |
| **Week 5** | Lesson 11 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 12 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 6** | Lesson 13 Teach  **Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)** | Lesson 14 Practise  **Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)** | Lesson 15 Apply  **Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)** |

## Year 4 Term 2 overview

**Block 3 – spring first half term**

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| **Week 1** | Lesson 1 Teach  **The** /g/ **sound spelt ‘gu’** | Lesson 2 Practise  **The** /g/ **sound spelt ‘gu’** | Lesson 3 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 2** | Lesson 4 Teach  **Words with endings sounding like** /tʃə/ **spelt ‘-ture’** | Lesson 5 Practise  **Words with endings sounding like** /tʃə/ **spelt ‘-ture’** |  |
| **Week 3** | Lesson 6 Assess  **Words with endings sounding like** /tʃə/ **spelt ‘-ture’: dictation** | Lesson 7 Learn  **Strategies for learning words: selected words from statutory and personal spelling lists** | Lesson 8 Teach  **Possessive apostrophe with plurals** |
| **Week 4** | Lesson 9 Practise  **Possessive apostrophe with plurals** | Lesson 10 Teach  **Homophones (*scene/seen, mail/male, bawl/ball*)** |  |
| **Week 5** | Lesson 11 Practise  **Strategies for learning words: homophones (*scene/seen, mail/male, bawl/ball*)** | Lesson 12 Apply  **Homophones (*scene/seen, mail/male, bawl/ball*)** | Lesson 13 Assess  **Words already learnt from the statutory spelling test** |
| **Week 6** | Lesson 14 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 15 Assess  **Error Analysis (teacher to do)** |  |

**Block 4 – spring second half term**

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| **Week 1** | Lesson 1 Assess  **Statutory spellings learnt so far** | Lesson 2 Revise  **Strategies at the point of writing: Have a go** | Lesson 3 Teach **Proofreading** |
| **Week 2** | Lesson 4 Teach  **Prefixes ‘anti-’ and ‘inter-’** | Lesson 5 Practise  **Prefixes ‘anti-’ and ‘inter-’** |  |
| **Week 3** | Lesson 6 Assess  **Prefixes ‘anti-’ and ‘inter-’** | Lesson 7 Learn  **Strategies for learning words: selected words from statutory and personal spelling lists** | Lesson 8 Assess  **Spellings learnt so far** |
| **Week 4** | Lesson 9 Teach  **Endings that sound like**  /ʃən/ **spelt ‘-cian’, ‘-sion’,**  **‘-tion’ and ‘-ssion’** | Lesson 10 Practise  **Strategies at the point of writing: Endings that sound like** /ʃən/ **spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’** |  |
| **Week 5** | Lesson 11 Assess  **Strategies at the point of writing: Endings that sound like** /ʃən/ **spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’** | Lesson 12 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 13 Assess  **Spellings learnt so far this term** |
| **Week 6** | Lesson 14 Revise/Assess **Spellings taught so far** | Lesson 15 Revise/Assess **Spellings taught so far** |  |

## Year 4 Term 3 overview

**Block 5 – Summer first half term**

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| **Week 1** | Lesson 1 Teach  **Words with the** /s/ **sound**  **spelt ‘sc’ (Latin in origin)** | Lesson 2 Practise  **Words with the** /s/ **sound**  **spelt ‘sc’ (Latin in origin)** | Lesson 3 Learn  **Strategies for learning words: words from statutory and personal spelling lists**  **Strategies at the point of writing: Have a go** |
| **Week 2** | Lesson 4 Teach  **Endings that sound like**  /ʒən/ **spelt ‘sion’** | Lesson 5 Practise  **Endings that sound like**  /ʒən/ **spelt ‘sion’** |  |
| **Week 3** | Lesson 6 Assess  **Endings that sound like**  /ʒən/ **spelt ‘sion’** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Revise  **Apostrophes for possession, including singular and plural** |
| **Week 4** | Lesson 9 Practise **Apostrophes for**  **possession, including singular and plural** | Lesson 10 Teach **Homophones** |  |
| **Week 5** | Lesson 11 Practise **Homophones** | Lesson 12 Apply **Homophones** | Lesson 13 Assess  **Statutory words learnt during the year** |
| **Week 6** | Lesson 14 Revise/Learn **Strategies for learning words: words from statutory list that need further learning** | Lesson 15 Revise/Learn **Strategies for learning words: words from statutory list that need further learning** |  |

**Block 6 – summer second half term**

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| **Week 1** | Lesson 1 Teach **Suffix ‘-ous’** | Lesson 2 Practise **Suffix ‘-ous’** | Lesson 3 Apply  **Suffix ‘-ous’** |
| **Week 2** | Lesson 4 Practise **Proofreading** | Lesson 5 Revise  **Prefixes ‘un-’, ‘dis-’, ‘in-’,**  **‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’** | Lesson 6 Practise/Apply  **Prefixes ‘un-’, ‘dis-’, ‘in-’,**  **‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’** |
| **Week 3** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Assess  **Words learnt so far** |  |
| **Week 4** | Lesson 9 Teach  **Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’** | Lesson 10 Practise  **Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’** |
| **Week 5** | Lesson 11 Assess  **Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’** | Lesson 12 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 13 Assess  **Words learnt so far** |
| **Week 6** | Lesson 14 Revise  **Work covered this term** | Lesson 15 Revise  **Work covered this term** |  |

## Year 5 Term 1 overview

**Block 1 – autumn first half term**

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| **Week 1** | Lesson 1 Revise  **Strategies at the point of writing: Have a go** | Lesson 2 Teach  **Words with the letter string ‘ough’** | Lesson 3 Practise  **Words with the letter string ‘ough** |
| **Week 2** | Lesson 4 Apply  **Words with the letter string ‘ough’** | Lesson 5 Teach  **Words with ‘silent’ letters** |  |
| **Week 3** | Lesson 6 Learn  **Strategies for learning words: words with ‘silent’ letters from statutory and personal spelling lists** | Lesson 7 Assess  **Words with ‘silent’ letters: dictation** | Lesson 8 Teach  **Use of spelling journals for etymology** |
| **Week 4** | Lesson 9 Teach  **Words ending in ‘-able’ and ‘-ible’** | Lesson 10 Practise  **Words ending in ‘-able’ and ‘-ible’** |  |
| **Week 5** | Lesson 11 Assess  **Words ending in ‘-able’ and ‘-ible’** | Lesson 12 Teach  **Homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*)** | Lesson 13 Practise  **Homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*)** |
| **Week 6** | Lesson 14 Apply  **Strategies for learning words: homophones (*isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed*)** | Lesson 15 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |  |

**Block 2 – autumn second half term**

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| **Week 1** | Lesson 1 Revise  **Selected spellings taught last half term and new spellings for this half term** | Lesson 2 Revise  **Selected spellings taught last half term and new spellings for this half term** | Lesson 3 Revise/Teach  **Selected spellings taught last half term and new spellings for this half term** |
| **Week 2** | Lesson 4 Revise/Teach  **From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’** | Lesson 5 Revise  **From previous years: apostrophe for contraction and possession** |  |
| **Week 3** | Lesson 6 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 7 Teach  **Use of the hyphen** | Lesson 8 Practise  **Use of the hyphen** |
| **Week 4** | Lesson 9 Assess  **Use of the hyphen** | Lesson 10 Learn  **Strategies for learning words: words from statutory and personal spelling lists.** |  |
| **Week 5** | Lesson 11 Teach  **Proofreading, focusing on checking words from personal lists** | Lesson 12 Practise  **Proofreading, focusing on checking words from personal lists** | Lesson 13 Teach  **Using a dictionary to support learning word roots, derivations and spelling patterns** |
| **Week 6** | Lesson 14 Practise  **Using dictionaries to create word webs** | Lesson 15 Assess  **Strategies at the point of writing: building new words from known morphemes** |  |

## Year 5 term 2 overview

**Block 3 – spring first half term**

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| **Week 1** | Lesson 1 Revise  **Strategies at the point of writing: Have a go** | Lesson 2 Revise  **From Years 3 and 4: apostrophe for possession** | Lesson 3  **Strategies for learning words: words from personal spelling lists** |
| **Week 2** | Lesson 4 Assess  **words from statutory and personal spelling lists** | Lesson 5 Teach  **Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*)** |  |
| **Week 3** | Lesson 6 Teach  **Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*)** | Lesson 7 Assess  **Rare GPCs: dictation** | Lesson 8 Revise/Teach  **Using spelling journals for etymology** |
| **Week 4** | Lesson 9 Teach  **Words ending in ‘-ably’ and ‘-ibly’** | Lesson 10 Practise  **Words ending in ‘-ably’ and ‘-ibly’** |  |
| **Week 5** | Lesson 11 Assess  **Words ending in ‘-ably’ and ‘-ibly’** | Lesson 12 Teach  **Homophones (*led/lead, steel/steal, alter/altar*)** | Lesson 13 Practise  **Strategies for learning words: homophones** |
| **Week 6** | Lesson 14 Apply **Homophones** | Lesson 15 Learn/Assess **Strategies for learning words: words from statutory and personal spelling lists** |  |

**Block 4 – spring second half term**

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| **Week 1** | Lesson 1 Revise  **Spellings taught in previous half term** | Lesson 2 Revise  **Spellings taught in previous half term** | Lesson 3 Assess  **words from statutory and personal spelling lists** |
| **Week 2** | Lesson 4 Teach  **Proofreading: checking from another source after writing** | Lesson 5 Practise **Proofreading** |  |
| **Week 3** | Lesson 6 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 7 Revise  **Building words from root words** | Lesson 8 Practise  **Building words from root words** |
| **Week 4** | Lesson 9 Assess  **Building words from root words** | Lesson 10 Revise **Homophones** |  |
| **Week 5** | Lesson 11 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 12 Assess  **Words from statutory and personal lists** | Lesson 13 Teach  **Words with the** /i:/ **sound spelt ‘ei’** |
| **Week 6** | Lesson 14 Teach  **‘ei’ and ‘ie’ words** | Lesson 15 Assess  **‘ei’ and ‘ie’ words** |  |

## Year 5 term 3 overview

**Block 5 – summer first half term**

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| **Week 1** | Lesson 1 Revise  **Strategies at the point of writing: Have a go** | Lesson 2 Revise  **Strategies for learning words: using a range of strategies** | Lesson 3 Revise  **Strategies for learning words: using a range of strategies** |
| **Week 2** | Lesson 4 Assess  **Words from statutory and personal spelling lists** | Lesson 5 Teach  **Strategies at the point of writing: using etymological/ morphological strategies for spelling** | Lesson 6 Practise  **Strategies at the point of writing: using etymological/ morphological strategies for spelling** |
| **Week 3** | Lesson 7 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 8 Assess  **Words from statutory and personal spelling lists** | Lesson 9 Teach  **Using spelling journals for etymology** |
| **Week 4** | Lesson 10 Teach  **Proofreading for words on statutory list** | Lesson 11 Practise  **Proofreading for words on statutory list** |  |
| **Week 5** | Lesson 12 Apply  **Proofreading for words on statutory list** | Lesson 13 Teach  **Homophones (*cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose*)** | Lesson 14 Practise **Homophones** |
| **Week 6** | Lesson 15 Apply/Assess **Homophones** | Lesson 16 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |  |

**Block 6 – summer second half term**

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| **Week 1** | Lesson 1 Revise  **Spellings taught in the last half term** | Lesson 2 Revise  **Spellings taught in the last half term** | Lesson 3 Revise/Assess  **Spellings taught in the last half term: pair testing** |
| **Week 2** | Lesson 4 Teach  **Proofreading: use of dictionary to check words referring to first three or four letters** | Lesson 5 Practise  **Proofreading: use of dictionary to check words** |  |
| **Week 3** | Lesson 6 Learn **Strategies for**  **learning words: words from statutory and personal spelling lists** | Lesson 7 Revise  **Strategies for learning words: problem suffixes** | Lesson 8 Practise  **Strategies for learning words: problem**  **suffixes** |
| **Week 4** | Lesson 9 Assess  **Problem suffixes** | Lesson 10 Revise/Practise **Homophones** |  |
| **Week 5** | Lesson 11 Revise/Practise **Homophones** | Lesson 12 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 13 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 6** | Lesson 14 Revise  **Spelling aspects from Year 5 that are not secure** | Lesson 15 Revise  **Spelling aspects from Year 5 that are not secure** |  |

## Year 6 Term 1 overview

**Block 1 – autumn first half term**

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| **Week 1** | Lesson 1 Revise/Learn  **Words from statutory word lists** | Lesson 2 Revise/Learn  **Words from statutory word lists** | Lesson 3 Revise  **Strategies at the point of writing: Have a go** |
| **Week 2** | Lesson 4 Practise  **Strategies at the point of writing: Have a go** | Lesson 5 Revise  **Words ending ‘-able’/**  **‘-ably’, and ‘-ible’/‘-ibly’** |  |
| **Week 3** | Lesson 6 Practise  **Strategies for learning words: words ending ‘-able’ and ‘-ible’** | Lesson 7 Assess  **Words ending ‘-able’ and ‘-ible’** | Lesson 8 Teach  **Adding suffixes beginning with vowels to words ending in ‘-fer’** |
| **Week 4** | Lesson 9 Practise  **Adding suffixes beginning with vowels to words ending in ‘-fer’** | Lesson 10 Assess  **Adding suffixes beginning with vowels to words ending in ‘-fer’** |  |
| **Week 5** | Lesson 11 Practise  **SATS practice** | Lesson 12 Practise  **SATS practice** | Lesson 13 Practise  **SATS practice** |
| **Week 6** | Lesson 14 Teach  **Proofreading in smaller chunks (sentences, paragraphs)** | Lesson 15 Practise  **Proofreading in smaller chunks (sentences, paragraphs)** |  |

**Block 2 – autumn second half term**

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| **Week 1** | Lesson 1 Revise/Assess  **Words from statutory word lists** | Lesson 2 Revise/Assess  **Words from statutory word lists** | Lesson 3 Learn  **Strategies for learning words: words from statutory word list** |
| **Week 2** | Lesson 4 Learn  **Homophones (‘ce’/‘se’)** | Lesson 5 Practise  **Homophones (‘ce’/‘se’)** |  |
| **Week 3** | Lesson 6 Assess  **Homophones (‘ce’/‘se’): dictation** | Lesson 7 Learn  **Strategies for learning words: words from personal spelling lists** | Lesson 8 Assess  **Words from personal spelling lists** |
| **Week 4** | Lesson 9 Teach  **Endings that sound like**  /ʃəs/ **spelt ‘-cious’ or ‘-tious’** | Lesson 10 Practise  **Endings that sound like**  /ʃəs/ **spelt ‘-cious’ or ‘-tious’** |  |
| **Week 5** | Lesson 11 Assess  **Endings that sound like**  /ʃəs/ **spelt ‘-cious’ or ‘-tious’: dictation** | Lesson 12 Learn  **Strategies for learning words: words from statutory word list** | Lesson 13 Learn  **Strategies for learning words: words from statutory word list** |
| **Week 6** | Lesson 14 Assess/Learn Learn  **Words from statutory word lists** | Lesson 15 Revise  **Spelling learning from this term** |  |

## Year 6 Term 2 overview

**Block 3 – spring first half term**

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| **Week 1** | Lesson 1 Revise  **Words with ‘ough’ letter string** | Lesson 2 Practise  **Words with ‘ough’ letter string** | Lesson 3 Assess  **Words with ‘ough’ letter string: pair testing** |
| **Week 2** | Lesson 4 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 5 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |  |
| **Week 3** | Lesson 6 Assess  **Words from statutory and personal spelling lists: pair testing** | Lesson 7 Teach  **Words ending ‘-cial’ and ‘-tial’** | Lesson 8 Practise  **Words ending ‘-cial’ and ‘-tial’** |
| **Week 4** | Lesson 9 Apply  **Words ending ‘-cial’ and ‘-tial’** | Lesson 10 Teach  **Proofreading someone else’s writing** |  |
| **Week 5** | Lesson 11 Learn  **Strategies for learning words: words from personal spellings lists** | Lesson 12 Assess  **Words from personal spellings lists: pair testing** | Lesson 13 Revise  **Generating words from**  **prefixes** |
| **Week 6** | Lesson 14 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 15 Assess  **All statutory words learnt so far this term** |  |

**Block 4 – spring second half term**

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| **Week 1** | Lesson 1 Revise  **Spelling learning from the previous half term** | Lesson 2 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 3 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 2** | Lesson 4 Assess  **Words from statutory and personal spelling lists** | Lesson 5 Teach  **Homophones (*dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*)** |  |
| **Week 3** | Lesson 6 Revise  **Homophones covered in KS2** | Lesson 7 Assess  **Homophones covered in KS2: dictation** | Lesson 8 Practise **Proofreading** |
| **Week 4** | Lesson 9 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 10 Assess  **Words from statutory and personal spelling lists** |  |
| **Week 5** | Lesson 11 Revise  **Generating words from**  **prefixes and roots** | Lesson 12 Practise/Apply **Generating words from prefixes and roots** |
| **Week 6** | Lesson 13 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 14 Assess  **Words from statutory spelling lists** |

## Year 6 Term 3 overview

**Block 5 – summer first half term**

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| **Week 1** | Lesson 1 Teach  **Strategies for learning words: rare GPCs from statutory word list** | Lesson 2 Practise  **Strategies for learning words: rare GPCs from statutory word list** | Lesson 3 Apply/Assess  **Rare GPCs from statutory word list** |
| **Week 2** | Lesson 4 Revise  **Strategies at the point of writing: Have a go** | Lesson 5 Practise/Apply  **Strategies at the point of writing: Have a go** |  |
| **Week 3** | Lesson 6 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 7 Assess  **Words from statutory and personal spelling lists** |
| **Week 4** | Lesson 8 Teach  **Words ending in ‘ant’, ‘-ance and ‘-ancy’** | Lesson 9 Practise  **Words ending in ‘ant’, ‘-ance and ‘-ancy’** |
| **Week 5** | Lesson 10 Practise  **Words ending in ‘ant’, ‘-ance and ‘-ancy’** | Lesson 11 Teach  **Proofreading own writing independently** | Lesson 12 Practise/Apply  **Proofreading own writing independently** |
| **Week 6** | Lesson 13 Revise  **Root words and meaning** | Lesson 14 Practise  **Root words and meaning** |  |

**Block 6 – summer second half term**

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| **Week 1** | Lesson 1 Revise  **Spellings taught last half term** | Lesson 2 Revise  **Spellings taught last half term** | Lesson 3 Assess  **Spellings taught last half term** |
| **Week 2** | Lesson 4 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 5 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 6 Assess  **Words from statutory and personal spelling lists: pair testing** |
| **Week 3** | Lesson 7 Teach  **Words ending ‘-ent’, ‘-ence’ and ‘-ency’** | Lesson 8 Practise  **Words ending ‘-ent’, ‘-ence’ and ‘-ency’** | Lesson 9 Practise  **Words ending ‘-ent’, ‘-ence’ and ‘-ency’** |
| **Week 4** | Lesson 10 Assess  **Words ending ‘-ent’, ‘-ence’ and ‘-ency’** | Lesson 11 Learn  **Strategies for learning words: words from statutory and personal spelling lists** | Lesson 12 Learn  **Strategies for learning words: words from statutory and personal spelling lists** |
| **Week 5** | Lesson 13 Assess  **Words from statutory and personal spelling lists** | Lesson 14 Teach  **Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*)** | Lesson 15 Practise  **Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*)** |
| **Week 6** | Lesson 16 Apply  **Homophones (*draught/ draft, dissent/descent, precede/proceed, wary/ weary*): dictation** | Lesson 17 Learn  **Strategies for learning words: commonly misspelt homophones** | Lesson 18 Apply  **Strategies for learning words: commonly misspelt homophones** |