



English Writing Curriculum - Sapphire Class - Year 3/4 - Cycle A

Sapphire Class Cycle A	Term 1 National Poetry Day – October (Alliance Competition)	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus	What was life like in the Stone Age? <i>History - would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i>	Who <i>really</i> discovered Antarctica? <i>Geography - Who Lives in Antarctica?</i>	What would it be like to travel to an imagined world? <i>English</i>	What was life like in Roman times? <i>History - Why did the Romans settle in Britain?</i>	Can you tell me a silly story? <i>English</i>	Let's go on a river journey! <i>Geography - What are rivers and how are they used?</i>
Core Texts / Themes Cycle A Fiction Non-fiction Poetry & Rhyme	 The Stone Age Boy - Satoshi Kitamura	 Shackleton's Journey - William Grill	 Leon & The Place Between - Angela McAllister	 Escape From Pompeii - Christina Balit	 Fortunately the milk - Neil Gaiman	 River Stories - Timothy Knapman
Supporting Texts Children <ul style="list-style-type: none">are introduced to a range of authors that they might not choose themselvesselect own books (and be taught how to do so)continue to develop a positive attitude to reading and understand what is readlisten to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text booksincrease familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orallyread books that are structured in different ways and read for a range of purposesparticipate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Maroo of the Winter Caves - Ann Turnbull (Class Reader) <i>Stone Age reference books</i> Cave Baby - Julia Donaldson The First Drawing - Mordacai Gerstein The Pebble in my Pocket - Meredith Hooper The Time Traveller's Journal     	Race to the Frozen North - Catherine Johnson (Class Reader) <i>Antarctica: A continent of wonder - Mario Cuesta Hernando</i> <i>Ernest Shackleton; Little people, Big Dreams - Maria Isabel Sanchez Vegara</i> Iceberg - Claire Saxby    	The Land of Roar - Jenny McLachlan (Class Reader) <i>The Sound Collector - Roger McGough</i> <i>The Magic Box - Kit Wright</i> Journey - Aaron Becker The Word Collector - Peter H Reynolds An Atlas of Imaginary Places - Mia Cassany Odd & The Frost Giants - Neil Gaiman      	The Firework-Maker's Daughter - Philip Pullman (Class Reader) The Usborne Official Roman Soldier's Handbook Meet the Ancient Romans - James Davies Romans on the Rampage - Jeremy Strong Empire's End - A Roman Story by Leila Rasheed     	The BFG - Roald Dahl (Class Reader) <i>The Owl and The Pussy Cat - Edward Lear</i> <i>The Book of Nonsense - Edward Lear</i> <i>Nonsense Rhymes Collection - Richard Evans</i> <i>The Little Book of Rhymes and Nonsense for children - Terry White</i> <i>Jabberwocky - Lewis</i>      	The Wind in the Willows (Class Reader) The Rhythm of the Rain - Grahame Baker Smith The River - Tom Percival Where my Wellies take Me - Michael & Clare Morpurgo Wild Maps - Mike Higgins     

<p>Class Reader</p>						
<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a detailed <i>character description</i> for a Stone Age friend – short burst</p> <p>Write your own <u>Time Traveller's Journal</u></p> <p>Write a <i>cinquain poem</i> as an <i>ode to Areg</i></p>	<p>Write an action scene <i>describing</i> part of Shackleton's journey to Antarctica – short burst</p> <p>Write a <i>descriptive</i> diary entry about the journey – short burst</p>	<p>Write an action scene <i>describing</i> the entrance of the circus performers – short burst</p> <p>Write a detailed <i>setting description</i> for a portal location – short burst</p> <p>Write a portal adventure <i>story</i> – extended writing</p> <p>Write a <i>structured poem</i> about the <i>mechanical creatures</i></p>	<p>Write an action scene <i>describing</i> the eruption of Vesuvius – short burst</p> <p>Write a play to dramatize the events of August 24th AD79 – extended writing</p> <p>Write a job <i>detailed description</i> for a Roman soldier recruit – short burst</p>	<p>Compose a <i>limerick / a riddle / a silly rhyme</i></p> <p>Write a silly words dictionary / glossary</p> <p>Write a detailed <i>character description</i> for totally silly character</p> <p>Write a detailed <i>setting description</i> for totally silly place</p>	<p>Write a detailed <i>setting description</i> for a location</p> <p>Write a detailed <i>description</i> for a character</p> <p>Write an adventure story that takes places on a journey– extended writing</p>
<p>Possible Writing Outcomes – Writing to Inform</p> 	<p>Recount a survival guide / explanation for Stone Age times – extended writing</p> <p>Write an explanation – a set of instructions to build a snow house</p>	<p>Write a <i>biography</i> for Ernest Shackleton</p> <p>Research and write a <i>newspaper article</i> about Antarctic animals – <i>extended writing</i></p> <p>Write a comparison list detailing how the journey would differ today</p>	<p>Write an explanation of the history of magic</p> <p>Write a list of ingredients and a recount of a recipe for a magical potion</p> <p>Research and write a newspaper article about a famous magician</p>	<p>Write an explanation for the eruption</p> <p>Write a recount form a day at Fishbourne Roman Palace</p> <p>Research and write a set of instructions about how to wear a Roman soldier's uniform or Roman toga</p>	<p>Write an explanation for a platypus!</p> <p>Write a biography for Spike Milligan</p> <p>Write a list of the ingredients necessary to write silly verse</p>	<p>Create a map for a local river journey</p> <p>Write a travel guide for your journey – <i>explanation</i></p> <p>Write a recount of a journey</p>
<p>Possible Writing Outcomes – Writing to Persuade</p> 	<p>Write a <i>letter</i> begging to be allowed to come home</p> <p>Write a <i>letter</i> begging to be allowed to stay</p>	<p>Write an advertisement for intrepid explorers to join The Endurance</p>	<p>Write a poster to advertise the magic show</p> <p>Write a speech to ask a magician to choose you to go to <u>the place between</u></p>	<p>Write a <i>speech</i> to the Roman Empire to leave Britain alone</p> <p>Write an <i>advert</i> for a newly opened Roman bath</p>	<p>Write a <i>letter</i> to Oxford English dictionary to persuade them to include a silly word in their dictionary</p>	<p>Write a postcard home to persuade someone to join you on your journey</p> <p>Write a poster to advertise the sights and sounds of your chosen journey</p>

Progression in Sentence Building – sentence construction	Consolidate Writes questions	Introduce Writes a variation of coordinating and subordinating sentences Introduce Uses the adult model of fronted adverbials	Practise Varies position of the main clause within sentences, either before or after the subordinating clause Practise Successfully uses fronted adverbials to open sentences	Introduce Uses the adult model of including dialogue in narratives Practise Includes dialogue within narratives	Practise Maintains the tense e.g. simple past, present tense and progressive tense	Assess Uses a range of tenses accurately, maintaining the chosen tense Introduce Writes more complex lists of longer items
Progression in Sentence Building – Punctuation		Introduce Beginning to use commas between clauses	Practise Commas between clauses Practise Commas after fronted adverbials	Practise Beginning to use inverted commas for dialogue Practise Uses apostrophe for regular plurals	Develop Sentences are mostly demarcated Develop Uses inverted commas accurately for dialogue Develop Uses apostrophe for regular and irregular plurals	Assess All sentences demarcated Assess Commas in lists Introduce Uses a colon to introduce a long list
Whole Text Building	Consolidate Use adult model to begin to organise paragraphs, as a way to group related material	Introduce With some independence, organise paragraphs around a theme	Practise With independence, organise paragraphs around a theme	Develop Independently, organise paragraphs around a theme		Assess With independence, organise paragraphs around a theme
	Consolidate Begin to recognise and use some features of the chosen genre	Practise Know and use some features of the chosen genre				
		Introduce Include headings and sub-headings in non-narrative writing	Practise Independently include headings and sub-headings in non-narrative writing			Assess Independently include headings and sub-headings in non-narrative writing
		Introduce Using the adult model, begin to use fronted adverbials to vary sentence openings		Practise Independently use fronted adverbials to open some sentences		
			Introduce Sequence ideas chronologically, using a range of conjunctions to make the sequence clear	Practise Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity		
				Introduce Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition	Practise Maintain correct tense to achieve cohesion through the piece	Assess Maintain correct tense to achieve cohesion through the piece
				Introduce In story-writing create settings, characters and plot, using a shared text to gather ideas	Practise Create settings, characters and plot when writing stories, sometimes innovating with own ideas	Develop Create settings, characters and plot when writing stories, sometimes innovating with own ideas

					Practise Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold	Practise Write poems in different forms e.g. haiku / list / free verse / narrative poetry
						Embed Maintain correct tense to achieve cohesion, sometimes managing change of tense when required
Authorial Effect Communicate coherently and effectively with the reader:	Consolidate plan and discuss what they are going to write about, and record ideas	Introduce orally compose sentences to check for meaning and effect	Practise orally rehearse dialogue for effect; what does it tell the reader?		Develop experiment with words and their placement, including in poetry, discussing the effect of making changes	
	Consolidate use vocabulary which has an effect on the reader e.g. to frighten or surprise them	Introduce play with words in different kinds of poems and talk about preferences	Practise draw on vocabulary and phrasing of books read aloud or independently	Develop use vocabulary to create mood and atmosphere e.g. of settings or feelings	Develop use new and less familiar vocabulary to add further detail and interest	
	Consolidate in discussion with others, assess the effectiveness of their own writing for the audience	Introduce consider the sound of varied sentences to interest the reader	Practise communicate coherently and effectively with the reader	Develop know the purpose of the writing and who the audience will be	Develop read and discuss similar texts to consider the effect on the reader	Embed assess the effectiveness of their own and others' writing, and suggest/make improvements
	Consolidate read aloud their own writing to check it makes sense					
					Develop experience and discuss formality within texts, and how it contrasts with informality	
Grammar and Punctuation G1 – Word Classes	Consolidate review nouns, common and proper	Introduce introduce term 'pronoun'	Practise identify and distinguish between different noun types (common, proper, pronoun)	Practise find adverbials in texts	Develop confidently select words of a given word class in cloze procedure activity	Develop in guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How?
	Consolidate learn to recognise a vowel and a consonant	Practise create noun phrases using nouns and adjectives	Practise model choosing pronouns to avoid repetition	Develop discuss their relationship with the verb	Develop identify word class of words in sentences	Embed identify word classes in contexts which are challenging
	Consolidate select the determiner 'a' or 'an' appropriately	Introduce identify effective verbs and explain why they work well / collect in journal	Introduce introduce prepositions and model in sentences	Develop sometimes change position of the adverbial in a sentence	Practise identify word class in 'human sentences' with word cards, including prepositions	Assess play games to consolidate four key word classes (nouns, verbs, adjectives, and adverbs)
	Consolidate revise CL for proper nouns of people and places	Practise consolidate meaning of vowel and consonant	Develop ensure correct use of determiners 'these' and 'those'	Practise identify prepositions in context	Practise identify word class of words in 'human sentences' using word cards, including prepositions and determiners	
	Consolidate review common and proper nouns	Introduce introduce full set of well-known collective nouns	Develop find determiners which are quantifiers e.g. some, every	Practise pair up noun / adjective cards		
	Consolidate revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately	Practise create new ones Introduce identify and use pronouns to avoid repetition	Practise identify prepositions in sentences Practise vary sentence openers, changing the pronoun	Practise vary position of the adverbial in a sentence, ensuring correct use of comma Develop discuss the effect of making changes	Practise identify possessive determiners e.g. my, your, her, their	

	<p>Consolidate check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums</p>	<p>Introduce discuss noun phrases in texts</p> <p>Practise compose expanded noun phrases and apply to writing</p>		<p>Practise explore sets of words which can be either of 2 or 3 word classes, depending on the context</p>		
G2 – Sentence Functions	<p>Consolidate model and revise the function of statement, question, command and exclamation</p> <p>Consolidate play games to reinforce understanding e.g. sentence bag</p> <p>Practise compose a range of sentence types, punctuating appropriately</p> <p>Practise comment on sentence types during shared and guided reading</p> <p>Practise compose a question for a given statement or a response to a given exclamation</p>		<p>Develop write a range of sentence types, punctuating appropriately</p> <p>Develop comment on sentence types when evaluating</p> <p>Develop compose a question for a given statement</p> <p>Practise play games to secure understanding of different sentence functions</p> <p>Develop vary sentence types to interest the reader</p> <p>Practise experiment with short statements or exclamations, rhetorical questions, and dialogue including commands</p>		<p>Develop make suitable choices of sentence type according to chosen genre</p> <p>Embed independently make suitable choices of sentence type according to chosen genre</p> <p>Assess write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing</p> <p>Assess know when an exclamation requires an !</p> <p>Assess write sentences with increasing grammatical accuracy</p>	
G3 – Combining Words, Phrases and Clauses	<p>Introduce during shared writing, model a range of sentence structures, some which include subordination</p> <p>Introduce play ‘Is it a sentence or not?’ regularly</p> <p>Introduce during shared writing, model and identify a range of sentence structures, including some which include subordination</p> <p>Consolidate revise role of conjunctions</p>	<p>Practise collect a bank of coordinating and subordinating conjunctions</p> <p>Practise identify the main clause readily identify the main clause and subordinate clause</p> <p>Practise sometimes swap their position within the sentence; collect a bank of further ‘time connectives’</p>	<p>Practise express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because</p> <p>Practise become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities</p> <p>Practise play games to select conjunctions in given contexts e.g. using cards</p> <p>Practise during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. however, secondly, when, before, after, while, because of, due to, as a result of, or the use of fronted adverbials</p>	<p>Practise practise using adverbials to open some sentences</p> <p>Assess know how to use the comma accordingly</p> <p>Develop discuss and evaluate chosen conjunctions</p> <p>Develop discuss and evaluate chosen conjunctions in own and others’ work - are they effective? Could other words fulfil the same purpose?</p>	<p>Develop use a growing range of conjunctions to confidently join ideas within sentences</p> <p>Assess identify conjunctions in texts and own writing</p> <p>Embed make successful choices when composing sentences, according to the genre</p> <p>Assess read own writing aloud to an audience, as part of evaluation process</p>	
G4 – Verb Tenses	<p>Consolidate revise words in the past tense with regular ed suffix</p> <p>Consolidate revise words ending in ing – progressive form</p> <p>Consolidate revise the present perfect / past perfect - He has/had gone to find his puppy, with a focus on spoken accuracy</p> <p>Consolidate sort sentence cards between simple / perfect tense</p>	<p>Introduce collect a bank of irregular past tense verb forms</p> <p>Practise change these from present to past e.g. catch/caught; match word cards</p> <p>Practise revise spelling of regular and irregular past tense verb forms</p> <p>Introduce change these from present to past</p> <p>Practise edit sentences which mix tenses</p> <p>Introduce dictate sentences to reinforce tenses learned</p>	<p>Practise identify the tense of a given extract</p> <p>Develop convert sentences from one tense to another</p> <p>Develop continue to build irregular verb bank</p> <p>Practise identify the tense of a challenging extract</p> <p>Develop convert from one tense to another</p> <p>Practise identify 1st or 3rd person in shared or guided reading</p>	<p>Practise sometime use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first</p> <p>Develop write a diary extract or journal / log in 1st person, consistently using past tense verb forms as appropriate</p> <p>Assess secure spelling of verbs in progressive form</p>	<p>Develop maintain consistency of tense in narrative / report writing</p> <p>Practise practise further contexts for present and past perfect verb forms</p> <p>Develop maintain consistency of tense in narrative / report writing, explanation / instructions</p>	<p>Develop spot quickly during reading</p> <p>Embed increasingly control a variety of verb forms in spoken and written contexts</p> <p>Assess increasingly control a variety of verb forms in spoken and written contexts</p> <p>Assess identify a variety of verb forms confidently during reading</p> <p>Practise practise changing extract from one tense to another</p>

G5 – Punctuation	<p>Consolidate revise use of inverted commas (and commas) to indicate direct speech</p> <p>Consolidate clarify the difference when writing a playscript</p> <p>Consolidate identify direct and indirect speech when reading texts</p> <p>Consolidate model, discuss and use commas to separate clauses effectively</p> <p>Consolidate insert comma accurately when writing a relative clause</p> <p>Consolidate discuss idea of ‘ambiguity’, when meaning is not clear</p>	<p>Practise revise use of comma to separate items in a list</p> <p>Practise revise use of apostrophe for singular and regular plural nouns</p> <p>Introduce introduce apostrophe for irregular plural nouns e.g. children’s</p> <p>Practise revise use of comma to separate items in a list</p> <p>Practise revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. the woman’s hat, the women’s hats</p>	<p>Practise revise use of apostrophe for omission, and ensure pupils know term ‘contracted form’</p> <p>Practise edit deliberate punctuation errors</p> <p>Practise add punctuation to dictated sentences</p> <p>Practise model and practise punctuating parenthesis using pairs of commas, dashes or brackets</p> <p>Practise use punctuation fans</p>	<p>Develop model, discuss and use commas to separate clauses effectively</p> <p>Develop vary use of other punctuation e.g. ! ?</p> <p>Develop use punctuation fans during class game, to make best choice</p> <p>Develop use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity</p> <p>Introduce begin to use a single dash</p> <p>Develop use punctuation fans</p>	<p>Develop demarcate sentences with increasing security, including apostrophe for omission and possession</p> <p>Develop provide dictated sentences which require decisions about punctuation</p> <p>Develop use bullet points where appropriate</p> <p>Develop revise use of apostrophe for omission and possession</p>	<p>Develop during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause</p> <p>Assess read sentence aloud to hear its sense</p> <p>Embed discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices</p> <p>Develop revise meaning of ambiguity</p>
G6 – Vocabulary	<p>Consolidate revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies</p> <p>Consolidate collect a bank of nouns using the suffixes ness, er and tion</p> <p>Consolidate discuss effective vocabulary in class text and poems</p> <p>Consolidate display cross-curricular vocabulary</p> <p>Consolidate collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision</p> <p>Consolidate discuss effective vocabulary in class text and poems, including alliteration and simile</p> <p>Consolidate define words associated with current topics</p>		<p>Introduce learn to read and spell some words with a prefix, discussing what that prefix means e.g. super-, anti-, dis-, mis-, in-</p> <p>Practise collect banks of effective noun phrases and strong verbs in a writing journal</p> <p>Practise applying to own writing</p> <p>Develop sometimes use a dictionary and thesaurus to build these skills</p> <p>Develop define meaning of a range of homophones</p> <p>Develop revise and expand understanding of further words with a prefix e.g. improper, illegal</p> <p>Introduce discuss adverbials in own and others’ writing; collect conjunctions in a journal</p>		<p>Develop refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</p> <p>Develop define relevant topic vocabulary</p> <p>Develop use a dictionary and thesaurus to build relevant topic vocabulary</p>	
					<p>Embed match homophone word cards to their meanings</p>	<p>Assess match homophone word cards to their meanings</p>
G7 – Standard English and Formality	<p>Consolidate revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well</p> <p>Consolidate role-play the voice of a king / mayor / duchess, using formal language</p> <p>Consolidate revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p>		<p>Practise identify the subject of a sentence</p> <p>Practise make sure verb matches the subject e.g. We were going; Where were you? They did their homework.</p> <p>Develop identify, discuss and correct sentences which contain a double negative e.g. Don’t nobody get on the bus</p> <p>Develop model accurate use of Standard English in dictated sentences</p>		<p>Embed in spoken and written contexts, apply known rules of Standard English</p> <p>Assess respond to errors by modelling correct verb forms orally</p> <p>Develop drama which requires formal language</p>	
Spelling No-Nonsense Spellings Y3	Revise suffixes ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’	Revise statutory words learnt last half term	Revise/Teach from Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant	Practise/Revise strategies at the point of writing: Have a go	Revise/Practise previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’,	Revise strategies at the point of writing: Have a go Spellings learnt in the last half term

	<p>Revise/Teach Revise prefix ‘un-’ Teach prefix ‘dis-’ (disappoint, disagree, disobey) Practise/Apply Practise prefix ‘dis-’ Apply prefix ‘un-’ Apostrophes for contractions Strategies for learning words: Words from statutory and personal spelling lists Revise/Teach Strategies at the point of writing: Have a go Teach / Practise / Assess Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they) Learn Strategies for learning words: words from statutory and personal spelling lists Teach / Practise / Assess Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>Strategies at the point of writing: Have a go Revise Homophones Revise Year 2 prefixes and suffixes Teach Prefixes ‘mis-’ and ‘re-’ Practise Prefixes ‘mis-’ and ‘re-’ Apply Prefixes ‘mis-’ and ‘re-’ Learn Strategies for learning words: words from statutory and personal spelling lists Assess words from statutory and personal spelling lists: pair-testing Teach the /ɪ/ sound spelt ‘y’ Practise/Apply the /ɪ/ sound spelt ‘y’ Teach Proofreading Practise Proofreading Learn strategies for learning words: words from statutory and personal spelling lists Teach words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin)</p>	<p>Practise/Apply from Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant Teach prefixes ‘sub-’ and ‘tele-’ Practise prefixes ‘sub-’ & ‘tele-’ Apply prefixes ‘sub-’ & ‘tele-’ Practise from Year 2: apostrophe for contraction Learn strategies for learning words: words from statutory and personal spelling lists Apply words from statutory and personal spelling lists: pair testing Teach words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’ Practise words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’ Assess words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’: dictation Learn strategies for learning words: words from statutory and personal spelling lists Revise/Teach/Practise/Assess Revise suffixes ‘-ness’, ‘-less’, ‘-ness’, ‘-ful’ & ‘-ly’</p>	<p>Practise/Revise strategies at the point of writing: Have a go Practise/Revise strategies at the point of writing: Have a go Teach prefixes ‘super-’ and ‘auto-’ Practise prefixes ‘super-’ and ‘auto-’ Apply prefixes ‘super-’ and ‘auto-’ Learn strategies for learning words: words from statutory and personal spelling lists Assess words from statutory and personal spelling lists: pair testing Teach strategies at the point of writing: homophones Practise strategies at the point of writing: homophones Apply Homophones Revise Proofreading Apply Proofreading Learn strategies for learning words: words from statutory and personal spelling lists Teach/Apply words with the /k/ sound spelt ‘ch’ (Greek in origin)</p>	<p>‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’) Apply previously taught suffixes: dictation Teach suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Practise suffix ‘-ly’ Apply suffix ‘-ly’ Revise from Year 2: Apostrophes for contractions Learn strategies for learning words: words from statutory and personal spelling lists Assess words from statutory and personal spelling lists Teach rare GPCs (/ɪ/ sound) Practise rare GPCs (/ɪ/ sound) Apply rare GPCs (/ɪ/ sound) Learn strategies for learning words: words from statutory and personal spelling lists Practise strategies for learning words: words from statutory and personal spelling lists Apply/Assess words from statutory and personal spelling lists Revise from Years 1 & 2: vowel digraphs</p>	<p>Revise spellings learnt in the last half term Revise spellings learnt in the last half term Teach the /ʌ/ sound spelt ‘ou’ Practise the /ʌ/ sound spelt ‘ou’ Apply the /ʌ/ sound spelt ‘ou’: dictation Learn strategies for learning words: words from statutory and personal spelling lists Assess words from statutory and personal spelling lists: pair testing Teach homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/reign) Practise homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/reign) Apply homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/reign) Teach proofreading Learn strategies for learning words: words from statutory and personal spelling lists Apply words from statutory and personal spelling lists Revise aspects from this half term</p>
<p>Spelling No-Nonsense Spellings Y4</p>	<p>Revise strategies at the point of writing: Have a go Learn / Practise strategies for learning words: words from statutory spelling list Assess words from statutory and personal spelling lists Teach words ending /ʒə/ Practise / Assess words ending /ʒə/ Teach / Practise from Year 2: possessive apostrophe with singular proper nouns Teach / Practise homophones (peace / piece, main / mane, fair / fare) Apply / Practise strategies for learning words: homophones (peace / piece, main/mane, fair/fare)</p>	<p>Strategies for learning words: words from statutory list learnt previously. Strategies at the point of writing: Have a go Revise strategies for learning words: words from statutory list learnt previously. Strategies at the point of writing: Have a go Teach proofreading Teach / Practise prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Learn strategies for learning words: words from statutory and personal spelling lists Assess words from statutory and personal spelling lists: pair testing Revise / Practise / Apply words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’</p>	<p>Teach the /g/ sound spelt ‘gu’ Practise the /g/ sound spelt ‘gu’ Learn strategies for learning words: words from statutory and personal spelling lists Teach / Practise words with endings sounding like /tʃə/ spelt ‘-ture’ Assess words with endings sounding like /tʃə/ spelt ‘-ture’: dictation Teach / Practise possessive apostrophe with plurals Teach homophones (scene/seen, mail/male, bawl/ball) Practise / Apply strategies for learning words: homophones (scene/seen, mail/male, bawl/ball) Assess words already learnt from the statutory spelling test</p>	<p>Assess statutory spellings learnt so far Revise strategies at the point of writing: Have a go Teach proofreading Teach / Practise / Assess prefixes ‘anti-’ & ‘inter-’ Learn strategies for learning words: selected words from statutory and personal spelling lists Assess spellings learnt so far Teach / Practise / Assess endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ Learn strategies for learning words: words from statutory and personal spelling lists Assess spellings learnt so far this term Revise / Assess</p>	<p>Teach words with the /s/ sound spelt ‘sc’ (Latin in origin) Practise words with the /s/ sound spelt ‘sc’ (Latin in origin) Learn strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go Teach / Practise / Assess endings that sound like /ʒən/ spelt ‘sion’ Learn strategies for learning words: words from statutory and personal spelling lists Revise / Practise apostrophes for possession, including singular and plural Teach / Practise / Apply homophones Assess statutory words learnt during the year</p>	<p>Teach / Practise / Apply suffix ‘-ous’ Revise / Practise / Apply prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’ Learn strategies for learning words: words from statutory and personal spelling lists Assess words learnt so far Teach / Practise / Assess suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Learn strategies for learning words: words from statutory and personal spelling lists Assess Words learnt so far Week Revise work covered this term</p>

	Assess words from statutory and personal spelling lists: pair testing	Revise / Practise / Apply Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Assess words from statutory and personal spelling lists: pair testing Teach / Practise / Apply adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Assess error Analysis (teacher to do)	Spellings taught so far	Revise / Learn strategies for learning words: words from statutory list that need further learning	
Handwriting Morrells	Morrells Letter Formation Workbook 1 Cc, Oo, Aa, Gg, Qq, Dd, Ii	Morrells Letter Formation Workbook 1 Ll, Tt, Kk, Jj, Vv, Ww, Uu	Morrells Letter Formation Workbook 1 Yy, Ff, Rr, Nn, Mm, Hh	Morrells Letter Formation Workbook 1 Pp, Bb, Ee, Ss, Xx, Zz	Morrells Letter Formation Workbook 1 Weeks 1-2: Monday Weeks 3-4: Tuesday Weeks 5-6: Friday	Morrells Letter Formation Workbook 1 Weeks 1-2: January Weeks 3-4: July Weeks 5-6: 1,2,3
Handwriting Morrells	Morrells Letter Formation Workbook 2 Cc, Oo, Aa, Gg, Qq, Dd, Ii	Morrells Letter Formation Workbook 2 Ll, Tt, Kk, Jj, Vv, Ww, Uu	Morrells Letter Formation Workbook 2 Yy, Ff, Rr, Nn, Mm, Hh	Morrells Letter Formation Workbook 2 Pp, Bb, Ee, Ss, Xx, Zz	Morrells Letter Formation Workbook 2 Weeks 1-2: Monday Weeks 3-4: Tuesday Weeks 5-6: Friday	Morrells Letter Formation Workbook 2 Weeks 1-2: January Weeks 3-4: July Weeks 5-6: 1,2,3