



English Writing Curriculum – Sapphire Class (Year 3 & 4) – Cycle B



Sapphire Class Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Core Texts Themes	What do you know about inventors, robots and machinery? English	What does it mean to be rich? History – How have children’s lives changed?	Who cares about the rainforest? Geography – Why are rainforests important to us?	Can you solve the Egyptian mystery? History – Ancient Egypt	Can you find the thief? English Geography – Are all settlements the same?	What’s your favourite food? Geography – Where does our food come from?
Core Texts	National Poetry Day  The Lost Thing by Shaun Tan	 The Paperbag Prince by Colin Thompson	 The Great Kapok Tree by Lynne Cherry	 The 5,000 Year Old Puzzle by Claudia Logan	 The Highland Falcon Thief by M.G Leonard & Sam Sedgman	 World of Food by Sandra Lawrence
Supporting Texts	Harley Hitch and the Iron Forest by Vashti Hardy The Boy who Grew Dragons by Andy Shepherd The Tin Forest by Wayne Anderson The Dragon Machine by Wayne Anderson The Iron Man by Red Hughes The Robot and the Bluebird by David Lucas How Nearly Everything was Invented by Lisa Swirling	The Wilderness Wars by Julia Green The Paradise Garden by Colin Thompson It’s a no money day by Kate Milner The Invisible by Tom Percival Street Child by Bertie Doherty Lubna and Pebble by Wendy Maddour	The Wilderness Wars by Julia Green Window by Jeannie Baker What Did the Tree See? By Charlotte Guillain The Wild World Handbook by Andrea Debbink Wild World by Angela McAllister Last by The Story of a White Rhino by Nicola Davies Varmints by Helen Ward	The Highland Falcon Thief by M.G Leonard & Sam Sedgman The Time Traveller’s Journal by Greg Becker Meet the Ancient Egyptians by James Davies Ancient Egypt – Tales of Gods & Pharaohs by Marcia Williams Magnificent Ancient Egypt by Philip Steele	A Year Full of Stories by Angela McAllister A Walk in London/ Paris by Salvatore Rubbino Wild Maps by Mike Higgins Bambert’s Missing Stories by Reinhardt Jung Mirror by Jeannie Baker The Librarian’s Story by L.M Falcone	Charlotte’s Web by E.B. White Marcellus’s Birthday Cake by Lorraine Simeon Wild Maps by Mike Higgins Where Does My Food Come From? by Annabel Karmel
Children	<ul style="list-style-type: none"> are introduced to a range of authors that they might not choose themselves select own books (and be taught how to do so) continue to develop a positive attitude to reading and understand what is read listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally read books that are structured in different ways and read for a range of purposes participate 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. 					
						

<p>Class Reader</p>	 <p>Harley Hitch and the Iron Forest by Vashti Hardy</p>	 <p>The Wilderness Wars by Julia Green</p>	 <p>The Wilderness Wars by Julia Green</p>	 <p>The Highland Falcon Thief by M.G Leonard & Sam Sedgman</p>	 <p>The Highland Falcon Thief by M.G Leonard & Sam Sedgman</p>	 <p>Charlotte's Web by E.B. White</p>
<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a FOUND poster for The Lost Thing</p> <p>Write a book & film review</p> <p>Using 'The Iron Forest', write a Recipe for Hope</p> <p>Poetry performance</p>	<p>Write a character / setting description</p> <p>Write a letter to Peter's mum explaining why he ran away</p> <p>Write a book & film review</p>	<p>Write a poem about the animals of the rainforest</p>	<p>Write an alternative puzzle or a riddle</p> <p>Write an alternative mystery</p> <p>Write your own explorer's journal</p>	<p>Write an action scene <i>describing</i> part of the journey – short burst</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>Write a recipe-based poem featuring onomatopoeia</p>
<p>Possible Writing Outcomes – Writing to Inform</p> 		<p>Write an information pamphlet about Reducing, Re-using and Re-cycling</p>		<p>Write glossary of historical artefacts</p> <p>Write a biography for an explorer</p>	<p>Write a poster to promote the Highland Railway line</p> <p>Create a ticket for the railway line</p> <p>Create a guide for a train journey</p>	<p>Write a list of ingredients and the method to a recipe</p> <p>Write an information booklet about where food comes from</p>
<p>Possible Writing Outcomes – Writing to Persuade</p> 			<p>Write a letter to the President of Brazil to ask him to stop deforestation</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	Develop 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	Embed All sentences demarcated Embed Commas in lists Embed 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		Embed 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			Develop 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	Embed 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

<p>Authorial Effect Communicate coherently and effectively with the reader:</p>	<p>Consolidate Plan and discuss what they are going to write about, and record ideas</p>	<p>Introduce Orally compose sentences to check for meaning and effect</p>	<p>Practise Orally rehearse dialogue for effect; what does it tell the reader?</p>		<p>Develop Experiment with words and their placement, including in poetry, discussing the effect of making changes</p>	
	<p>Consolidate Use vocabulary which has an effect on the reader e.g. to frighten or surprise them</p>	<p>Introduce Play with words in different kinds of poems and talk about preferences</p>	<p>Practise Draw on vocabulary and phrasing of books read aloud or independently</p>	<p>Develop Use vocabulary to create mood and atmosphere e.g. of settings or feelings</p>	<p>Develop Use new and less familiar vocabulary to add further detail and interest</p>	
	<p>Consolidate In discussion with others, assess the effectiveness of their own writing for the audience</p>	<p>Introduce Consider the sound of varied sentences to interest the reader</p>	<p>Practise Communicate coherently and effectively with the reader</p>	<p>Develop Know the purpose of the writing and who the audience will be</p>	<p>Develop Read and discuss similar texts to consider the effect on the reader</p>	<p>Embed Assess the effectiveness of their own and others' writing, and suggest/make improvements</p>
	<p>Consolidate Read aloud their own writing to check it makes sense</p>					
					<p>Develop Experience and discuss formality within texts, and how it contrasts with informality</p>	
<p>Grammar and Punctuation Word Classes</p>	<p>Consolidate Review nouns, common and proper</p> <p>Consolidate Learn to recognise a vowel and a consonant</p> <p>Consolidate Select the determiner 'a' or 'an' appropriately</p> <p>Consolidate Revise commas in lists for proper nouns of people and places</p> <p>Consolidate Review common and proper nouns</p> <p>Consolidate Revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately</p> <p>Consolidate check use of commas in lists for more obscure contexts e.g. shops, hotels, companies, landmarks, museums</p>	<p>Introduce Introduce term 'pronoun'</p> <p>Practise Create noun phrases using nouns and adjectives</p> <p>Introduce Identify effective verbs and explain why they work well / collect in journal</p> <p>Practise Consolidate meaning of vowel and consonant</p> <p>Introduce Introduce full set of well-known collective nouns</p> <p>Practise Create new ones</p> <p>Introduce Identify and use pronouns to avoid repetition</p> <p>Introduce Discuss noun phrases in texts</p> <p>Practise Compose expanded noun phrases and apply to writing</p>	<p>Practise Identify and distinguish between different noun types (common, proper, pronoun)</p> <p>Practise Model choosing pronouns to avoid repetition</p> <p>Introduce Introduce prepositions and model in sentences</p> <p>Develop Ensure correct use of determiners 'these' and 'those'</p> <p>Develop Find determiners which are quantifiers e.g. some, every</p> <p>Practise Identify prepositions in sentences</p> <p>Practise Vary sentence openers, changing the pronoun</p>	<p>Practise Find adverbials in texts</p> <p>Develop Discuss their relationship with the verb</p> <p>Develop Sometimes change position of the adverbial in a sentence</p> <p>Practise Identify prepositions in context</p> <p>Practise Pair up noun / adjective cards</p> <p>Practise Vary position of the adverbial in a sentence, ensuring correct use of comma</p> <p>Develop Discuss the effect of making changes</p> <p>Practise Explore sets of words which can be either of 2 or 3 word classes, depending on the context</p>	<p>Develop Confidently select words of a given word class in cloze procedure activity</p> <p>Develop Identify word class of words in sentences</p> <p>Practise Identify word class in 'human sentences' with word cards, including prepositions</p> <p>Practise Identify word class of words in 'human sentences' using word cards, including prepositions and determiners</p> <p>Practise Identify possessive determiners e.g. my, your, her, their</p>	<p>Develop Also identify word classes in contexts which are challenging</p> <p>Develop In guided writing, discuss whether particular words are needed e.g. Do they make the sentence stronger? How?</p> <p>Embed Also identify word classes in contexts which are challenging</p> <p>Develop In guided writing, discuss whether particular words are effective - Do they make the sentence stronger?</p> <p>Embed Play games to consolidate four key word classes</p>

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>Develop Know when an exclamation requires an !</p> <p>Embed Write sentences with increasing grammatical accuracy independently make suitable choices of sentence type according to chosen genre</p> <p>Embed Write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing</p>	
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>Embed 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>Develop Identify conjunctions in texts and own writing</p> <p>Embed Make successful choices when composing sentences, according to the genre</p> <p>Develop Read own writing aloud to an audience, as part of evaluation process</p>
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>Embed 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>Practise Practise further contexts for present and past perfect verb forms</p>	<p>Embed Increasingly control a variety of verb forms in spoken and written contexts</p> <p>Develop Spot quickly during reading</p> <p>Embed Increasingly control a variety of verb forms in spoken and written contexts</p> <p>Embed Identify confidently during reading</p> <p>Practise Practise changing extract from one tense to another</p>

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 Provide dictated sentences which require decisions about punctuation</p>	<p>Develop During shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause</p> <p>Embed 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>
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 Apply to own writing</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 Sometimes use a dictionary and thesaurus to build these skills</p> <p>Develop Define relevant topic vocabulary</p> <p>Develop Refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</p> <p>Develop Use a dictionary and thesaurus to build these skills</p> <p>Embed Match homophone word cards to their meanings</p>			
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>Develop Respond to errors by modelling correct verb forms orally</p> <p>Embed In spoken and written contexts, apply known rules of Standard English</p> <p>Develop Respond to errors by modelling correct verb forms orally</p> <p>Develop Drama which requires formal language</p>			
Spelling No-Nonsense Spellings Year 3	<p>Revise Suffixes '-s', '-es', '-er', '-ed', '-ing'</p> <p>Revise/Teach Prefix 'un-'</p> <p>Teach Prefix 'dis-'</p> <p>(disappoint, disagree, disobey)</p>	<p>Revise Statutory words learnt last half term</p> <p>Strategies at the point of writing: Have a go</p> <p>Revise Homophones</p>	<p>Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant</p>	<p>Practise/Revise Strategies at the point of writing: Have a go</p> <p>Practise/Revise Strategies at the point of writing: Have a go</p>	<p>Revise/Practise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p>	<p>Revise Strategies at the point of writing: Have a go</p> <p>Spellings learnt in the last half term</p> <p>Revise Spellings learnt in the last half term</p>

	<p>Practise/Apply Practise Prefix 'dis-' Apply prefix 'un-'</p> <p>Apostrophes for contractions</p> <p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Revise/Teach</p> <p>Strategies at the point of writing: Have a go</p> <p>Teach / Practise / Assess</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Learn Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Teach / Practise / Assess</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>Revise Year 2 prefixes and suffixes</p> <p>Teach Prefixes 'mis-' and 're-'</p> <p>Practise Prefixes 'mis-' and 're-'</p> <p>Apply Prefixes 'mis-' and 're-'</p> <p>Learn Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Assess Words from statutory and personal spelling lists: pair-testing</p> <p>Teach The /ɪ/ sound spelt 'y'</p> <p>Practise/Apply the /ɪ/ sound spelt 'y'</p> <p>Teach Proofreading</p> <p>Practise Proofreading</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>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</p> <p>Teach Prefixes 'sub-' and 'tele-'</p> <p>Practise Prefixes 'sub-' & 'tele-'</p> <p>Apply prefixes 'sub-' & 'tele-'</p> <p>Practise From Year 2: apostrophe for contraction</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Apply Words from statutory and personal spelling lists: pair testing</p> <p>Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Assess Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation</p> <p>Learn strategies For learning words: words from statutory and personal spelling lists</p> <p>Revise/Teach/Practise/Assess</p> <p>Revise Suffixes '-ness', '-less', '-ness', '-ful' & '-ly'</p>	<p>Practise/Revise Strategies at the point of writing: Have a go</p> <p>Teach Prefixes 'super-' and 'auto-'</p> <p>Practise Prefixes 'super-' and 'auto-'</p> <p>Apply Prefixes 'super-' and 'auto-'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words from statutory and personal spelling lists: pair testing</p> <p>Teach Strategies at the point of writing: homophones</p> <p>Practise strategies At the point of writing: homophones</p> <p>Apply Homophones</p> <p>Revise Proofreading</p> <p>Apply Proofreading</p> <p>Learn strategies For learning words: words from statutory and personal spelling lists</p> <p>Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)</p>	<p>Apply Previously taught suffixes: dictation</p> <p>Teach Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Practise Suffix '-ly'</p> <p>Apply Suffix '-ly'</p> <p>Revise From Year 2: Apostrophes for contractions</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words from statutory and personal spelling lists</p> <p>Teach Rare GPCs (/ɪ/ sound)</p> <p>Practise Rare GPCs (/ɪ/ sound)</p> <p>Apply Rare GPCs (/ɪ/ sound)</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Practise Strategies for learning words: words from statutory and personal spelling lists</p> <p>Apply/Assess Words from statutory and personal spelling lists</p> <p>Revise From Years 1 & 2: vowel digraphs</p>	<p>Revise Spellings learnt in the last half term</p> <p>Teach The /ʌ/ sound spelt 'ou'</p> <p>Practise The /ʌ/ sound spelt 'ou'</p> <p>Apply the /ʌ/ sound spelt 'ou': dictation</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words from statutory and personal spelling lists: pair testing</p> <p>Teach Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p> <p>Practise Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p> <p>Apply Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p> <p>Teach Proofreading</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Apply Words from statutory and personal spelling lists</p> <p>Revise Aspects from this half term</p>
<p style="text-align: center;">Spelling</p> <p>No-Nonsense Spellings Year 4</p>	<p>Revise Strategies at the point of writing: Have a go</p> <p>Learn / Practise Strategies for learning words: words from statutory spelling list</p> <p>Assess Words from statutory and personal spelling lists</p> <p>Teach Words ending /ʒə/</p> <p>Practise / Assess Words ending /ʒə/</p> <p>Teach / Practise From Year 2: possessive apostrophe with singular proper nouns</p> <p>Teach / Practise Homophones (peace / piece, main / mane, fair / fare)</p> <p>Apply / Practise Strategies for learning words: homophones (peace / piece, main/mane, fair/fare)</p> <p>Assess Words from statutory and personal spelling lists: pair testing</p>	<p>Strategies For learning words: words from statutory list learnt previously. Strategies at the point of writing: Have a go</p> <p>Revise Strategies for learning words: words from statutory list learnt previously. Strategies at the point of writing: Have a go</p> <p>Teach Proofreading</p> <p>Teach / Practise prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words from statutory and personal spelling lists: pair testing</p> <p>Revise / Practise / Apply Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Revise / Practise / Apply Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p>	<p>Teach The /g/ sound spelt 'gu'</p> <p>Practise The /g/ sound spelt 'gu'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Teach / Practise Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Assess Words with endings sounding like /tʃə/ spelt '-ture': dictation</p> <p>Teach / Practise Possessive apostrophe with plurals</p> <p>Teach Homophones (scene/seen, mail/male, bawl/ball)</p> <p>Practise / Apply Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)</p> <p>Assess Words already learnt from the statutory spelling test</p> <p>Assess Error Analysis (teacher to do)</p>	<p>Assess Statutory spellings learnt so far</p> <p>Revise Strategies at the point of writing: Have a go</p> <p>Teach proofreading</p> <p>Teach / Practise / Assess</p> <p>Prefixes 'anti-' & 'inter-'</p> <p>Learn Strategies for learning words: selected words from statutory and personal spelling lists</p> <p>Assess Spellings learnt so far</p> <p>Teach / Practise / Assess</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Spellings learnt so far this term</p> <p>Revise / Assess</p> <p>Spellings taught so far</p>	<p>Teach Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Practise Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Strategies at the point of writing: Have a go</p> <p>Teach / Practise / Assess</p> <p>Endings that sound like /ʒən/ spelt 'sion'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Revise / Practise Apostrophes for possession, including singular and plural</p> <p>Teach / Practise / Apply</p> <p>Homophones</p> <p>Assess Statutory words learnt during the year</p> <p>Revise / Learn Strategies for learning words: words from</p>	<p>Teach / Practise / Apply Suffix '-ous'</p> <p>Revise / Practise / Apply Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words learnt so far</p> <p>Teach / Practise / Assess Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Assess Words learnt so far</p> <p>Week</p> <p>Revise Work covered this term</p>

		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')			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