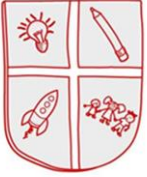


**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

ENGLISH INTENT Writing & SPaG



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Primary School

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INTENT

English – Curriculum Statement

At Barrow Primary we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing.

Our English curriculum is taught using CUSP (Curriculum by Unity Schools Partnership) resources and further information about the curriculum can be accessed at <https://www.unity-curriculum.co.uk/clusp/>



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Writing

Our CLUSP Writing curriculum draws on taught content from CUSP History, Geography and Science and from the depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each Writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes. The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly with pupils receiving SPaG lessons throughout the week. Vocabulary is taught alongside with direct and explicit teaching of Tier 2 and Tier 3 vocabulary.

Handwriting is taught using the programme, Letter-Join. Pupils learn pre-cursive handwriting in Year 1 moving to cursive handwriting in Year 2. In Key Stage 2, pupils continue to develop their speed, fluency and presentation of handwriting. Handwriting lines are used in Year 2 and 3 to help with presentation and for those children in KS2 who need additional help.



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Early Years

In EYFS, children are encouraged to develop gross and fine motor skills which support writing development. Children access gross motor activities on a daily basis, through continuous, enhanced and adult led provision. Children participate in daily “Funky Fingers” Activities and weekly “Dough Disco” sessions, both of which encourage and develop fine motor dexterity and strength. Mark making is encouraged right from the start of Reception year and children are exposed to a wide variety of mark making techniques. We encourage children to talk about the marks they make in order to realise that marks have meaning.

Mark making will be embedded in our provision through activities, such as writing in role play areas and mark making in tactile substances (e.g. sand, glitter, gloop) Through this, children begin to realise the marks they make carry meaning and that they always mean the same thing.

Children are taught daily phonics sessions which introduce them to GPC and develop the skill of segmenting needed for spelling and writing.

While we do not specifically follow the CUSP structure used in Key Stage 1, our curriculum is carefully constructed to prepare children and ensure that there is cohesion and consistency with our approach through:

- Dedicated phonics sessions, employing tricky and high-frequency words**
- Cooperative learning behaviours which develop oracy and interdependence.**
- Children are encouraged to apply their phonics in independent and supported writing opportunities across the curriculum from letters, to recipes, labels, short stories, riddles and information reports**



Our Overall English Offer

IMPLEMENT

Reading	Writing	VGPS	Vocabulary
<ul style="list-style-type: none">• Curriculum structure and outline• Long term overview• Y1-6 weekly planning including pre-coded questions• Literature Spine• Published extracts	<ul style="list-style-type: none">• Curriculum structure and outline• Long term overview• Y1-6 weekly planning including pre-coded questions• Model texts• Ingredients for Success checklists• Text convention Knowledge Notes	<ul style="list-style-type: none">• VGPS Programme of Study with key concept definitions• Long term sequence for introduction, revisiting and consolidation• Content mapped into the Writing curriculum	<ul style="list-style-type: none">• Unity Plus Vocabulary curriculum for etymology, morphology and idioms• Unity Plus Vocabulary curriculum for the language of emotion, life and character
<ul style="list-style-type: none">• Extensive CPD library for subject knowledge• Extensive CPD library for implementation			

EYFS

RECEPTION LONG TERM PLAN 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME, MY FRIENDS AND FAMILY!	FUN, FOOD AND CELEBRATIONS!	WE LOVE STORIES!	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p> <p>Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p> <p>Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p> <p>Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>



RECEPTION LONG TERM PLAN 2023-2024



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME, FAMILY & FRIENDS!	FUN, FOOD AND CELEBRATION!	WE LOVE STORIES!	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
WRITING	<p>Transcription</p> <p>Establishing a dominant hand, Exploring mark making Giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Writing lists</p> <p>Writing initial sounds and using initial sounds to label characters / images/models.</p> <p>Writing for a purpose in role play.</p> <p>Orally segmenting words</p> <p>Composition</p> <p>Join in with songs and rhymes</p> <p>Enjoy sharing favourite stories</p>	<p>Transcription</p> <p>Encouraging tripod grip</p> <p>Uses clearly identifiable letters.</p> <p>Name writing labels and simple captions</p> <p>Retelling stories</p> <p>Spelling Level 2 tricky words.</p> <p>Spelling VC and CVC words using taught GPC (Level 2)</p> <p>Composition</p> <p>Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing</p> <p>Recite familiar rhymes.</p> <p>Predict what might happen in stories.</p> <p>Discuss story settings</p> <p>Verbally ordering instructions in a recipe.</p>	<p>Transcription</p> <p>Developing a firm tripod grip.</p> <p>Listens to stories with enjoyment and increasing attention.</p> <p>Rhyming words/sentences</p> <p>Writing simple modelled sentences.</p> <p>Spelling Level 2/3 tricky words</p> <p>Spelling CVC words using taught GPC (Level 2 & 3) including some consonant digraphs.</p> <p>Composition</p> <p>Sequence events In a story.</p> <p>Creating story maps based on a familiar story and labelling.</p> <p>Re-tell familiar stories in their own words using story language.</p> <p>Engaging in Talk for Writing re-telling of stories</p> <p>Discuss story settings and characters.</p>	<p>Transcription</p> <p>Writing short sentences to accompany story maps.</p> <p>Form lower case letters correctly.</p> <p>Innovation of texts by using familiar texts as a model for writing own sentences.</p> <p>Spelling Level 2/3 tricky words</p> <p>Spelling CVC words using taught GPC (Level 2 & 3) including some vowel digraphs.</p> <p>Composition</p> <p>Describe main events, characters and settings.</p> <p>Creating own story maps.</p> <p>Notice and discuss adjectives, use them in oral sentences.</p>	<p>Transcription</p> <p>Using finger spaces consistently.</p> <p>Form <u>lower-case</u> and capital letters correctly.</p> <p>Writing simple What am I ? Riddles</p> <p>Using adjectives in writing.</p> <p>Writing short recounts – e.g. A trip to the farm.</p> <p>Story writing, writing sentences using a range of tricky words.</p> <p>Innovation of familiar texts by using familiar texts as a model for writing own stories. – Hungry Caterpillar alternatives.</p> <p>Spelling Level 2/3 tricky words.</p> <p>Spelling CVC and CCVC/CVCC words (Level 2,3 & 4)</p> <p>Composition</p> <p>Orally composing What am I? riddle based on a minibeast.</p>	<p>Transcription</p> <p>Form <u>lower case</u> and capital letters correctly.</p> <p>Writing simple non fiction sentences to create posters, leaflets and non-fiction books.</p> <p>Using full stops, capital letters and finger spaces.</p> <p>Spelling CVC and CCVC/CVCC words (Level 2,3 & 4)</p> <p>Composition</p> <p>Non Fiction texts –contents page, index, alphabetical order.</p>



INTENT

We have formulated this document to show how writing develops from EYFS and how it continues and develops into the Year 1 curriculum.

Early Years To Year 1 transition in writing.

<p>English Writing</p>	<p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Transcription Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; • Common exception words; • days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; • use letter names to distinguish between alternative spellings of the same sound; • apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; • use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). <p>Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. <p>As well as:</p> <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils; • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I. <p>Grammar</p> <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation
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Writing



The careful architecture of our curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. During the year each year group covers a range of writing genres in weekly blocks.

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INTEGRATION

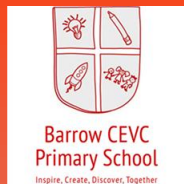
Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Name writing Writing for a purpose in the role play area Individual letter formation.	Writing words and simple captions	Writing simple sentences <i>Using GPC taught</i>	Writing simple sentences <i>Using GPC taught</i>	Extended sentences <i>Using GPC taught</i>	Extended sentences <i>Using GPC taught</i>
Year 1	Strong Start Sentence Composition 3 weeks Poetry: pattern and rhyme A Setting descriptions A	Stories with familiar settings A Shape poems and calligrams A Instructional writing A	Shape poems and calligrams B (Enrichment) Recount from personal experience A Informal letters A Poetry on a theme A	Stories with a familiar setting B Recount from personal experience B	Poetry: pattern and rhyme B Informal letters B Setting descriptions B	Poetry on a theme (nature) B (Enrichment) Instructional writing B
Year 2	Strong Start sentence lessons 2 weeks Character descriptions A Simple retelling of a narrative A	Formal invitations A Non-chronological reports A (1 st week of Spring 1 too)	NC reports- Finishing from Autumn 2 Stories from other cultures A Poetry on a theme (humorous) A	Formal invitations B Recount from personal experience A Character description B	Stories from other cultures B Non-chronological reports B Simple retelling of a narrative B	Finishing Retelling narrative from Summer 1 Recount from personal experience B Poems developing vocabulary B (Enrichment) Poetry on a theme (humorous / poems about change) B (Enrichment)
Year 3	Strong Start sentence composition 1 week Poetry on a theme (emotions) A First person narrative descriptions A Non-chronological reports A (continued Autumn 2)	Non-chronological reports A (from Autumn 1) Formal letters to complain A Performance poetry (including poetry from other cultures A)	Dialogue through narrative (historical stories) A Third person narrative (animal stories) A	Non-chronological reports B Advanced instructional writing A First person narrative descriptions B	Third person narrative (animal stories) B Formal letters to complain B Dialogue through narrative (historical) B (continued Summer 2)	Dialogue through narrative (historical) B (continued from Summer 1) Poetry on a theme (emotions) B (Enrichment) Advanced instructional writing B
Year 4	Strong Start sentence composition 2 weeks Poems which explore form A Persuasive writing (adverts) A	<ul style="list-style-type: none"> First person diary entries (imaginative) A Third person adventure stories A 	Newspaper reports A Stories from other cultures A	<ul style="list-style-type: none"> Persuasive writing (adverts) B Explanatory texts A Third person adventure stories B 	<ul style="list-style-type: none"> Stories from other cultures B First person diary entries (imaginative) B 	<ul style="list-style-type: none"> Critical analysis of narrative poetry B Newspaper reports B
	Critical analysis of narrative poetry A			<ul style="list-style-type: none"> Poems which explore form B 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Explanatory texts B



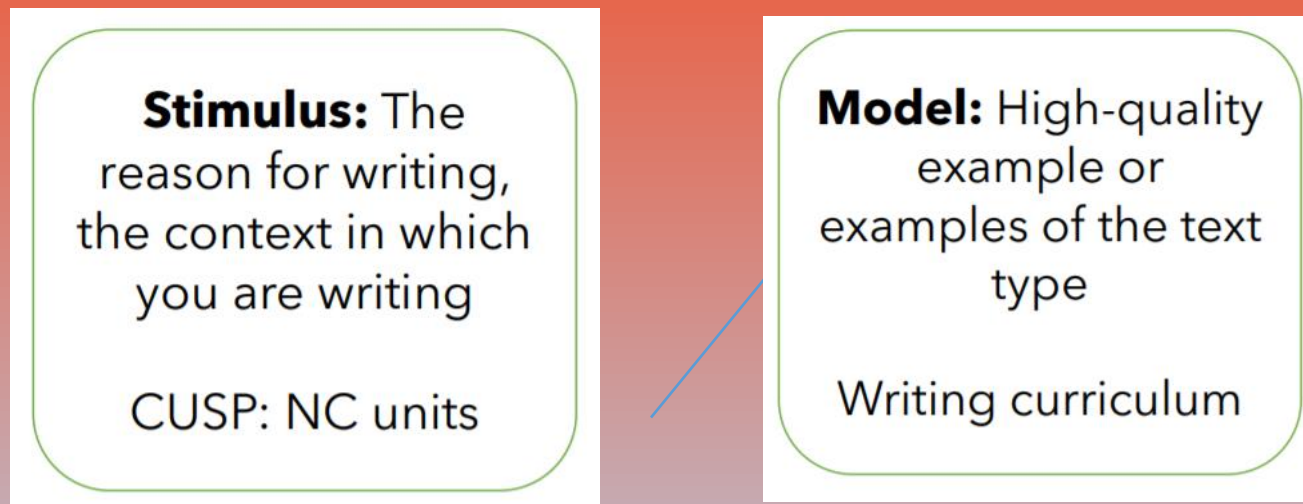
<p>Year 5</p>	<p>Strong Start sentence composition 1 week</p> <p>Third person stories set in another culture A</p> <p>Formal letters of application A</p> <p>Poems that use word play A</p>	<p>Dialogue in narrative A</p> <p>Poems which explore form A</p> <p>Balanced argument A</p>	<p>Third person stories set in another culture B</p> <p>Formal letters of application B</p> <p>Poems that use word play B (Enrichment)</p>	<p>Playscripts (Shakespeare retelling) A</p> <p>Biography A</p>	<p>Play scripts B</p> <p>Dialogue in narrative myths & legends B</p>	<p>Balanced argument B</p> <p>Biography B</p> <p>Poems</p>
<p>Year 6</p>	<p>Strong Start sentence composition 3 week</p> <p>Autobiography – builds on CUSP famous naturalists</p>	<p>Discursive writing and speeches – builds on CUSP Study of Europe</p> <p>Poems that create images and explore vocabulary (War poetry) – Remembrance</p>	<ul style="list-style-type: none"> Extended third person narrative (adventure stories) – builds on CUSP Disaster stories Explanatory texts – builds on CUSP Circulatory system 	<ul style="list-style-type: none"> Newspaper report – builds on CUSP natural disasters Explanatory text – builds on CUSP phenomena of light 	<p>Year 6 Writing Assessment window:</p> <ul style="list-style-type: none"> Narrative – Suspense stories Narrative – Setting description Shifts in formality – The Chairs that Quit Shakespeare Sonnets 	<p>Third person narrative - interweaving dialogue to advance the action.</p> <p>Newspaper Reports</p>

How does it align with Foundation subjects?

Some writing units are closely linked to a particular foundation subjects, these CUSP links enable children to have a reason for writing, as the knowledge has already been taught , which results in knowledge rich pieces from children.



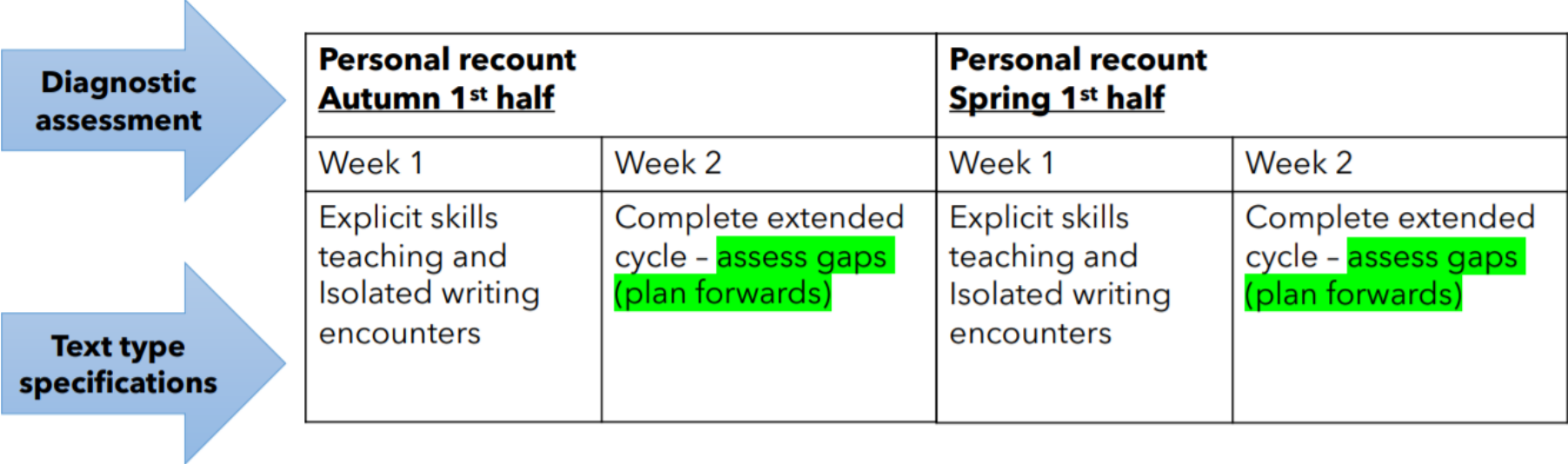
INTENT



By linking with our foundation subjects, we believe there is








- Better cohesion
- Focus on vocabulary
- Long term learning
- Quality modelling
- Improved subject knowledge
- Depth teaching
- Meaningful connections








Showing how we revisit genres and build on previous skills taught from earlier that year and previous years.



	Personal recount Autumn 1st half		Personal recount Spring 1st half	
	Week 1	Week 2	Week 1	Week 2
Diagnostic assessment	Explicit skills teaching and Isolated writing encounters	Complete extended cycle - assess gaps (plan forwards)	Explicit skills teaching and Isolated writing encounters	Complete extended cycle - assess gaps (plan forwards)
Text type specifications				

An example of a writing block and how it revisits prior learning, builds on skills and gives opportunities to apply learnt skills.

Part: 1/3		Focus: explicit teaching of the grammatical structures and text conventions required				
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge	 What success looks like	
1. Use the third person						
Pronouns	Explain that a text written from a third person perspective is told with an outside viewpoint. It will use pronouns like he, she, they and it. Explain that it is the pronouns that signpost perspective.	<p>Introduce the model text. Note the use of tier 2 and 3 vocabulary. Ask pupils from whose perspective this story has been written. Model how to check from which perspective the story is written by highlighting the pronouns in the model text, e.g. <i>She told Hare that she was quicker than he thought.</i> Agree it is written from an outside viewpoint (perspective).</p> <p>Demonstrate saying a sentence in the first person and then repeating the sentence in the third person, e.g. I cleaned my house today. She cleaned her house today.</p>	<p>As a class, highlight pronouns for the next paragraph in the model text. Using a selection of story books, pupils then determine whether they are written in the first or third person and explain how they know. Address the possible misconception that personal pronouns used in speech may suggest the story is written using the first person.</p> <p>Practice using the third person by giving pupils sentences in the first person which they repeat back in the third person.</p>	<p>Apply In pairs, pupils take it in turns to say a sentence in the first person before their partner repeats the sentence in the third person.</p> <p>Challenge Pupils have a go at retelling a familiar story using the third person.</p>	Can identify and use the third person	<p>Accessibility Use <i>Clicker</i> to support with sentence composition.</p> <p>Efficiency Deploy word bank of third person pronouns.</p>

Part: 1/3		Focus: explicit teaching of the grammatical structures and text conventions required				
 Connect	 Explain	 Example	 Attempt	 Apply / Challenge	 What success looks like	
2. Write in the past tense						
Capital letters and full stops	Explain to pupils what tense means and that past tense means the action has already happened. Teach that the verb dictates the tense and typically the past tense is formed by adding the suffix -ed to the verb.	Highlight the verbs in a short section of the model text. Draw attention to those that have the suffix -ed. Discuss how this helps identify that this story is written in the past tense. Model saying your own sentence in the past tense.	Ask pupils to highlight the verbs in another section of the model text to confirm the tense. Pupils then orally share past tense sentences of their own with a partner. Provide a sentence starter of Yesterday, I ... and a word bank of past tense verbs if needed.	<p>Apply Once confident saying their past tense sentences, have pupils record two to three of them. Remind pupils to start each sentence with a capital letter and end the sentence with a full stop.</p> <p>Challenge Pupils write some sentences that are both past tense and written in the third person perspective.</p>	Can write in the past tense	<p>Accessibility Use <i>Clicker</i> to support with sentence composition.</p> <p>Efficiency Deploy word banks and sentence stems.</p>

Vocabulary and Content Knowledge: Y6 Explanatory text (Block B)

Y6 Windrush generation
Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge

Words I should know	Roots, prefixes, suffixes and spelling rules
ambitious, migration, descendants, abolish, citizenship, carnival, plantation, pioneer, territory	-ed, -tion, in, pre-, -ous, de

Vocabulary for explicit instruction

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
intolerance	not willing to accept the views, practices or beliefs of others	racism	showing hostility or dislike to someone due to the colour of their skin
immigrate	to move into a foreign country permanently	segregation	setting groups apart because of their race, gender or beliefs
prejudice	an unfavourable opinion or thought not based on facts or reason	diversity	a range of different things
colony	a country controlled by another country	disembarked	getting off a ship or aircraft
emigrate	to leave your own country to live permanently in another country	demobilised	troops being removed from active service
discrimination	unjust treatment of others because of age, gender, beliefs or race	iniquitous	very unfair and morally wrong

Etymology and morphology for explicit instruction

Prefix / Suffix / Root	Meaning	Examples
migr	to move	migrate, emigrate, migration
-ity	state of	agility, clarity, fragility
-ism	belief in	optimism, realism, communism
dis	negative, not	disobey, disappoint, disgraceful
jud	to judge, law	adjudicate, misjudge, injudicious

Relevant idioms and colloquialisms

all hands on deck	a call for immediate action from everyone
like ships that pass in the night	when people meet fleetingly and are unlikely to meet again
nothing ventured, nothing gained	without taking a risk you can not expect to achieve something
mother country	a country that is the origin of something

Moving beyond

archipelago, emancipation, undeterred

CUSP
Curriculum Understanding Support Programme

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Tier 2/3 Vocabulary	
<u>manufacturing</u>	The making of articles on a large scale using machinery.
<u>conveyor</u>	A person or object that transports or communicates something.
<u>contraction</u>	The process in which something becomes shorter or tighter.
<u>process</u>	A series of actions or steps taken to achieve a goal or outcome.
<u>combine</u>	Join or merge to form a single unit or substance.

Content Knowledge	
Passive voice	When the subject of the sentence has an action done to it (used when the writer wants to focus on the object in a sentence), e.g. <i>Each lump or bolus of food is pushed by the tongue.</i>
Use of simple present and present progressive tenses	Simple present: actions happening now, e.g. <i>The muscular tube that connects the throat to the stomach.</i> Present progressive: actions that are ongoing now, e.g. <i>While our teeth are chopping and pulping this raw material ...</i>

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module and pupils are encouraged to develop their own 'Vital Vocabulary' lists along with dual coding to expand their foundation vocabulary repertoire.

Vocabulary

Vocabulary Acquisition Years 1-6

For each year, any statutory content explicitly identified in the national programmes of study has is being taught, beyond this, a progressive curriculum of root words and idioms has been outlined.

We ensure that content is introduced progressively and in a way that links specifically to the Unity Schools Partnership curriculum model. There is limited guidance in the National Curriculum about specific aspects of teaching. However, where there are key vocabulary components, these have been listed.

The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue the development of their language learning skills way beyond the classroom. The possibilities for which content to include are endless so decisions about what is included have been made based on the relevance to learning and wider life, links to the Unity curriculum model and the usefulness of each component or root in understanding other words.

Some components have multiple meanings and, where this is relevant, these have been included. The purpose is not to teach a disconnected series of components of words but to illustrate to pupils how teaching a single component can unlock many other words and phrases that they may encounter. Building a rich vocabulary takes time, exposure, systematic planning and creativity in forging links between what is familiar and what is not.



What I already know that will help me



Words

Word components and phonic knowledge

T2

Multiple meaning or high frequency words

KNOW



LINK



ANALYSE



Use and apply in a sentence



wither



dormant



mature



bulb



anchor



sustain



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Vocabulary modules are linked to foundation subjects and tier 2 and 3 words are taught explicitly with children.

INTENT

Week: 1/2

Vocabulary to teach



1. flaring
furrowed
gait

Analysis focus:
Furrow –
from Old English
furh (meaning
trench made by a
plough)

During our reading units, there is vocabulary to teach and refer to on a daily basis.

2. vaccinations
hygienic

Etymology focus:
vaccination (from
the Latin word
vacca, meaning
cow. Cowpox was
used in the first
scientific
demonstration of
a vaccination)

3. carnivores
herbivores



Tier 2/3 Vocabulary

tentacles	slim, flexible growths (like a limb)
blotchy	marked with irregularly shaped spots
squishy	soft and moist
fleshy	plump
rippled	flowed with wave like motions
pinprick	a very small spot
nooks	small spaces partly hidden

During our writing units, there are tier 2 and 3 vocabulary to introduce to children to help embed this within their writing.

INTENT

SPaG

Spelling is taught through twinkl phonics in Years Reception to Year 2.

This is year 3 overview for the year..

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with the long /eɪ/ sound spelt with 'ei'	Words with the long /eɪ/ sound spelt with 'ey'	Words with the long /eɪ/ sound spelt with 'ai'	Words with /ʊr / sound spelt with 'ear'	Homophones and near homophones	Homophones and near homophones	Review Week
Term 1b	Creating adverbs using the suffix -ly (nochange to root word)	Creating adverbs using the suffix -ly (root word ends in '-y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in '-le')	Creating adverbs using the suffix -ly (root word ends in '-ic' or '-al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory spelling challenge words	Review Week
Term 2a	Words with short /i/ sound spelt with 'y'	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final syllable consonant)	Creating negative meanings using prefix mis-	Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch'	Review Week
Term 2b	Homophones and near homophones	Homophones and near homophones	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words ending in the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	Words with a /sh/ sound spelt with 'ch'	Statutory spellings challenge words	Review Week
Term 3a	Words ending in -ary	Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Review Week
Term 3b	Words ending in the suffix -al	Words ending with an /ʒuh/ sound spelt with 'sure'	Words ending with a /chuh/ sound spelt with 'ture'	Words ending with a /chuh/ sound spelt as 'ture'	Silent letters revision	Silent letters revision	Review Week

Spelling is taught through twinkl phonics in Years Reception to Year 2.
This is year 4 overview for the year..

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with /aw/ spelt with 'augh' and 'au'	Adding the prefix in- (meaning 'not' or 'into')	Adding the prefix im- (before a root word starting with 'm' or 'p')	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Homophones and near homophones	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Review Week
Term 1b	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Statutory spellings challenge words	Review Week
Term 2a	Homophones and near homophones	Homophones and near homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')	Plural possessive apostrophes with plural words	Review Week
Term 2b	Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Statutory spellings challenge words	Review Week
Term 3a	Adding the prefix inter- (meaning 'between' or 'among')	Adding the prefix anti- (meaning 'against')	Adding the prefix auto- (meaning 'self' or 'own')	Adding the prefix ex- (meaning 'out')	Adding the prefix non- (meaning 'not')	Words ending in -ar/-er	Review Week
Term 3b	Adding the suffix -ous (No change to root word)	Adding the suffix -ous (No definitive root word)	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Adding the suffix -ous (Wording ending in 'y' become 'I' and words ending in 'our' become 'or')	Adverbials of frequency and possibility	Adverbials of manner	Review Week

Spelling is taught through twinkl phonics in Years Reception to Year 2.
This is year 5 overview for the year..

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1a	Words with endings that soundlike /shuhs/ spelt with '-cious'	Words with endings that soundlike /shuhs/ spelt with '-tious' or '-ious'	Words with the short vowel sound /i/ spelt with 'y'	Words with the long vowel sound /i/ spelt with 'y'	Homophones and near homophones	Homophones and near homophones	Review Week
Term 1b	Words with 'silent' letters	Words with 'silent' letters	Modal verbs	Words ending in 'ment'	Adverbs of possibility and frequency	Statutor spelling challenge words	Review Week
Term 2a	Creating nouns using -ity suffix	Creating nouns using -ness suffix	Creating nouns using -ship suffix	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Review Week
Term 2b	Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives intoverbs using the suffix -ate	Convert nouns or adjectives intoverbs using the suffix -ise	Convert nouns or adjectives intoverbs using the suffix -ify	Convert nouns or adjectives intoverbs using the suffix -en	Review Week
Term 3a	Words containing the letter string 'ough'	Words containing the letter string 'ough'	Adverbials of time	Adverbials of place	Words with an /ear/ sound spelt 'ere'	Statutory spelling challenge words	Review Week
Term 3b	Unstressed vowels in polysyllabic words	Adding verb prefixes de and re-	Adding verb prefix over-	Convert nouns or verbs into adjectives using the suffix -ful	Convert nouns or verbs into adjectives using the suffix -ive	Convert nouns or verbs into adjectives using the suffix -al	Review Week

