

Our English Vision



Our GEM threads

Values: Our children will adopt and celebrate the schools GEM powers

Knowledge: Our children will learn an enriched and ambitious curriculum

Progression: Our children will 'do more, know more and remember more.'

Language and vocabulary: Our children will use oracy to be confident communicators

Why is it important to teach English?

At Blakeney, Pillowell and Walmore Hill Schools we believe that a high quality English curriculum should develop all children's love of reading, writing and discussion. We aim to inspire pupils to become lifelong avid readers of a wide variety of genres and to use adventurous vocabulary in their speech and written work.



At our schools we aim to provide a practical approach to English learning. We incorporate many learning opportunities for local visits e.g.

- World Book Day
- Literature festival
- Reading champions
- Performance/ productions
- Summer reading challenges
- Author links
- Performance poetry competition (inter-schools)
- Mitcheldean Folk festival writing competitions

Our English Intent

We encourage and foster a love of reading through the use of specially designed areas in which reading for pleasure can take place, using both our indoor and outdoor environments. Our chosen SSP matches closely with our reading scheme. Phonics and reading is taught daily and focuses on teaching vocabulary, inference, predicting, explaining, retrieving and summarizing. All pupils enjoy listening to a story or chapter from their favourite book during the day. We have a link with a local author who regularly visits the children. All pupils have the opportunity to visit the library weekly to. We promote the habit of regular reading through our school reading awards.

Phonics is taught daily in Early years and KS1 through Little Wandle. Where appropriate pupils in KS2 receive phonics lessons to ensure gaps are filled and to encourage them to become fluent readers.

We recognise the importance of nurturing a culture where pupils take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

We want to inspire our pupils to be confident and competent in the art of speaking and listening so that they can communicate their ideas and emotions to others effectively. We use drama and roleplay across the school to encourage creative writing across the school. Our cross-curricular approach provides many enriched opportunities to develop and apply writing skills across the curriculum.

Implementation

Handwriting

Knowledge and skills-based implementation:

In EYFS, all children are taught to hold a pencil correctly and form all letters correctly. Once our children have mastered using correct letter formation, they are taught to use the pre-cursive handwriting script following the Letterjoin handwriting scheme. Handwriting will be taught initially following the order of the phonic sounds in our SSP programme. From Year 2 children are expected to join up their writing. All children should be expected to write in this style of handwriting whenever they write, in all subjects.

Progression led implementation:

A Federation progression document for handwriting outlines a clear progressive expectation for each year group. Where children do not have the strength and skills expectations are adapted to meet their needs and interventions are used support them

Experience rich implementation:

All staff should model the handwriting expectations of the year when they write for any purpose within the classroom. Children are able to see teachers writing for a range of situations and purposes. Good examples of children's handwriting are shared. Elements of some displays are handwritten.

Writing

Knowledge and skills-based implementation:

At BWP we use a variety of quality texts, including narrative, non-fiction and poetry, this ensures that the children get a rich diet of texts over the course of the year. These are read to explore and develop children's knowledge of a wide range of vocabulary, punctuation and text structures. Through this initial immersion of the text children use their oracy skills to retell the story develop a story map in the case of fiction and identify the text shape in the case of non-fiction texts. During writing development, we use the principles of "The Write Stuff" approach by Jane Considine to ensure clarity to the mechanics of writing. Following a method called "Sentence Stacking" the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. An individual lesson is based on a sentence model, broken into learning chunks where the teacher initiates, models and then enables the children to apply learnt skills to their writing. From Reception FANTASTICs are used in order to enable pupils focus on intended purpose of a sentence. It is at this stage children will be taught to practise and apply sentence construction through SPaG lessons. Once children have completed the sentence stacking unit, they have the opportunity to plan and write independently using their previous learning to shape their narrative, non-narrative and poetry texts. The children are encouraged to see writing as a journey; re-drafting and editing are used before writing is published. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson. Whilst following this approach staff will take opportunities to further develop the children's writing through short burst and extended writing opportunities.

Progression led implementation:

A Federation progression document for punctuation and grammar outlines expectations of each year group from Year 1-6. These expectations will be featured in success criteria and children will be given opportunities to practise and apply. This will allow children to develop their skills and independence as they move through the school. Spellings are to be taught in separate spelling sessions but also continuously throughout the school day. Reception to Y1 spellings are taught through a phonics approach using Little Wandle (Those children who did not pass the Year One phonics screening test or the resit in Year 2 continued to use this to support them). From Y3 - 6 children will be taught using Spelling Shed which focuses on morphology and etymology.

Language and Vocabulary rich implementation:

The 'Write Stuff' approach provides language rich lessons everyday. A range of stimuli are used to develop and extend the children's vocabulary. Each lesson gives children the opportunity to explore language by using high quality texts as well as discussing vocabulary, its meaning and offering synonyms or alternative meanings. A range of oracy activities using sentence stems, discussion groupings and drama activities help children voice their understanding. Oral retelling of stories and talking through texts types helps to extend children understanding and use of text based language.

Experience rich implementation:

Throughout the teaching sequence children are given opportunities through experience lessons, trips and a multi-sensory approach in order to for the children to write from their own experiences. Writing extends across the curriculum with children being given opportunities to write for a range of different purposes outside of the writing lesson.

Implementation cont

Reading

Knowledge and skills-based implementation:

We aim to make all of our pupils fluent and comprehensive readers by the time they leave us to embark on their secondary school journeys. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature. We firmly believe in developing a culture that encourages a desire and love for reading. We encourage reading in all areas of the curriculum covering a mixture of genres. Children will gain knowledge of wide a variety of genres and authors.

Progression led implementation:

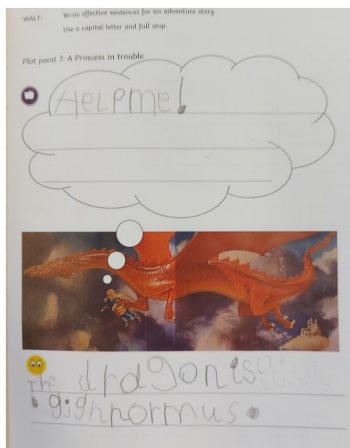
Our aim is for all children in KS1 to have completed their phonic journey by the end of Year One. Any children identified to need further support will have interventions going forward, to secure their phonic knowledge as soon as possible. Further reading will focus on fluency and comprehension in more detail. Key reading skills are developed and this is combined with using Oracy skills so that children are able to take part in discussions about texts and reading. Where children are identified as needing further support to complete their phonics journey, interventions will be given. Children will read daily in class and be encouraged to read regularly at home. Our aim is for all children in Key Stage Two to be confident fluent readers and to have fostered a love for reading.

Language and Vocabulary rich implementation:

We carefully select books that are current and rich in vocabulary as well as embracing the classics that we believe all children should experience at least once in their lifetimes. We link texts to our creative curriculum but they could also tie in with our children's likes and interests. Whenever possible we encourage reading for pleasure. We expose children to texts, which continually develop their breadth of vocabulary. Reading lessons focus on enjoyment of a text as well as developing the comprehension of what the children are reading by asking carefully thought out questions. It provides the children with an opportunity to focus on developing their independent reading as well as taking part in reading and discussions with the teacher about selected texts. Reading for pleasure is extended and enriched by reading whole class texts, which may link to topics, or have been chosen for their rich vocabulary.

Experience rich implementation:

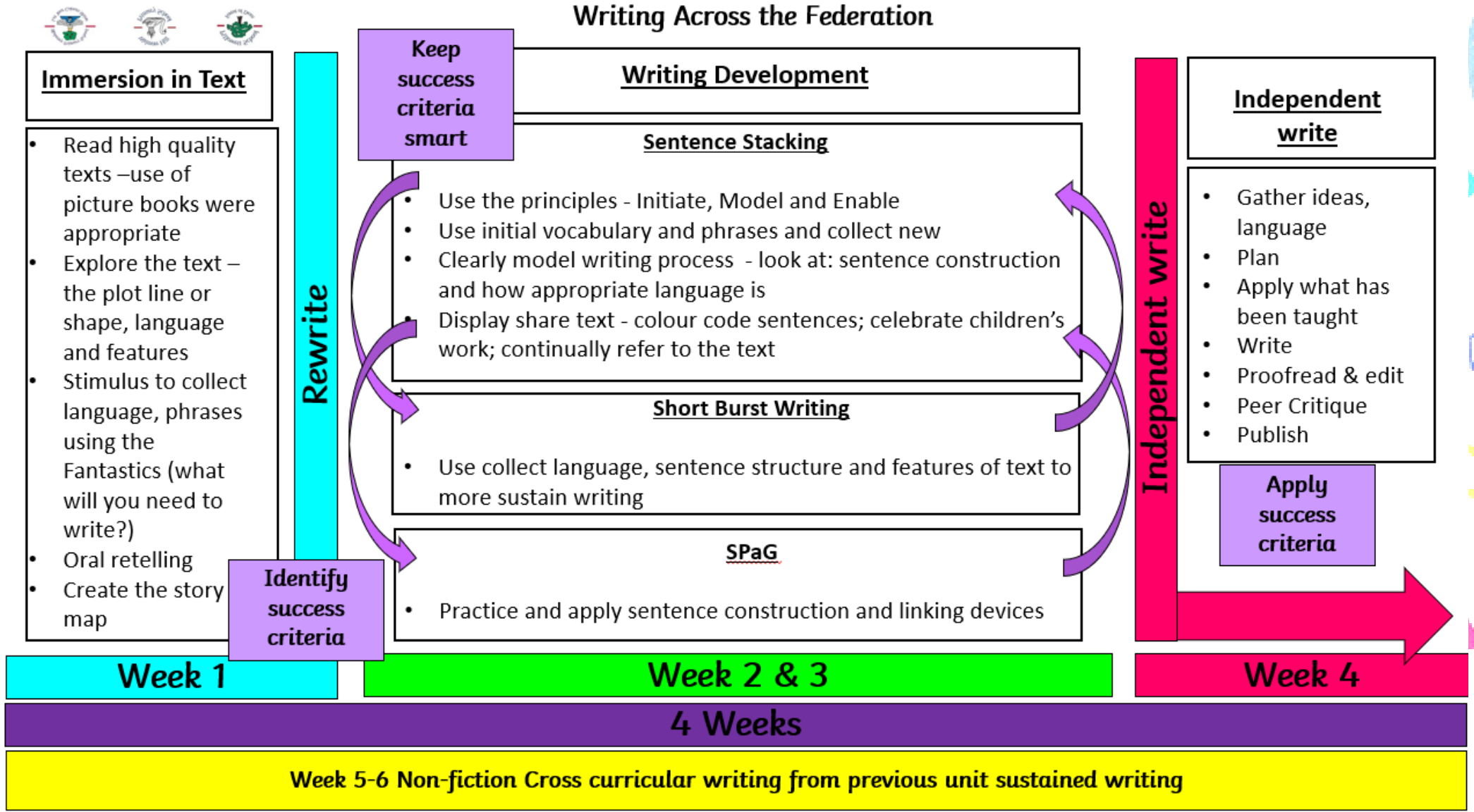
Children have access to Class Reading areas and reading spaces around the school, where they can browse and borrow books regularly. The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress. Children are read to and enjoy sharing a wide variety of genres including poetry and books, which offer experience of diversity. Along with teaching of reading and reading for pleasure, we also provide as many opportunities as possible to enrich our children's reading experiences – e.g. Book fairs, competitions, World Book Day, parent workshops, author visits, reading incentives such as certificates and book tokens, CPMF Book Swap, Book clubs, links with the local Literature Festival and visits to libraries in the local authority. (See separate Early Reading Policy)



Impact

Each term the English KAT meets several times to discuss the progress and learning being undertaken and progress made throughout the school. During the year, the KAT's team scrutinizes planning, carries out learning walks, book looks, and pupil conferences and reports to the Senior Leadership Team and class teachers. At the end of each term, teachers assess individual children's progress against the appropriate National Curriculum statements for the aspects that have been taught. Our children, using our Gem Threads, will receive a high quality English curriculum that will enable them to be confident and competent readers, writers and orators.

Writing Across the Federation





Phonics progression

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC <ul style="list-style-type: none"> longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC <ul style="list-style-type: none"> words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /l/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Phonics progression

Year 2

Phase 5 review

Autumn 1	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Bridge to spelling

Autumn 2	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?

Spelling units

Term	Unit	Coverage	Prickly spellings	Homophones	
Spring 1	Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
	Week 2				
	Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
	Week 4				
	Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear
Spring 2	Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
	Week 2				
	Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
	Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
	Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

Term	Unit	Coverage	Prickly spellings	Homophones	
Summer 1	Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	here/hear
	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee
	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear
	Week 4				
	Week 5	11	How can I show missing letters in a word?	Review	there/their/they're
Summer 2	Week 1	12	Why do some longer words have the spelling 'ti' for /sh/?	eye shoe	sun/son
	Week 2				
	Week 3	13	How do I use the possessive apostrophe (singular possession)?	thought through	whole/hole
	Week 4	14	When do I swap, drop or double? (-ing, -er, -est, -y, -ed)	Review	blue/blew
	Week 5				



Grammar and Punctuation Across The Federation

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Year 1	<ul style="list-style-type: none"> Capital letters and lowercase letters. Where should a capital letter go. Collect and identify verbs Add ed ing and er to words Discuss when we use finger spaces and practise Write a clear simple sentence 	<ul style="list-style-type: none"> Identify and use the pronoun I Write a clear sentence with a capital letter and full stop Write a clear simple sentence 	<ul style="list-style-type: none"> To know and identify nouns Change the present tense to the past tense Use capital letters for the days of the week Write a descriptive sentence 	<ul style="list-style-type: none"> Create compound words Identify and use question marks Sequence sentences to form a short narrative 	<ul style="list-style-type: none"> Punctuate sentences and identify errors Use a and identify exclamation marks Use capital letters for names of people and places Writing question sentences 	<ul style="list-style-type: none"> Join words and clauses using and Use the correct taught punctuation – capital letters for names of days of the week, names of people and places – use full stops, and question marks Write and identify exclamation sentences Sequence sentences to create a story
Year 2	<ul style="list-style-type: none"> Identify what is a noun is and find in sentences Identify vowels and consonants# Demarcate sentences using capital letters and full stops Punctuating sentences correctly 	<ul style="list-style-type: none"> Identify and sort adjectives to synonyms Use subordinating conjunctions because, when and if Functions of a sentence – statements, commands, questions and exclamations and use correct punctuation 	<ul style="list-style-type: none"> Understand the use of apostrophe for contractions Identify and use noun phrases Functions of a sentence questions and commands 	<ul style="list-style-type: none"> Identify and use verbs looking at powerful verbs Use commas to separate items in a list Make an adverb by adding suffix –ly to an adjective 	<ul style="list-style-type: none"> Identify and use adverbs Word classes – sort nouns, verbs, adjectives and adverbs Identify and use apostrophes for possession 	<ul style="list-style-type: none"> Recap pronouns Form the progressive tense Recap the use of apostrophe for contractions Developing sentences

					<ul style="list-style-type: none"> • Coordinating conjunctions using and, or and but • Sort past and present tense 	
Year 3	<ul style="list-style-type: none"> • use of the forms of a and an according to whether the next word begins with a consonant or a vowel e.g. <u>a</u> rock, <u>an</u> open door • Look at nouns and pronouns • Identify nouns and pronouns • Past tense – regular and irregular verbs • Use conjunctions to create a subordinating clause • Join simple sentences with and and because (compound sentences) 	<ul style="list-style-type: none"> • identify and use adjectives • Identify and use past, present and future tense 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech • Identify and use powerful verbs • Join words to make compound nouns • Use subordinating conjunctions <p>conjunction; direct speech; inverted commas</p>	<ul style="list-style-type: none"> • Develop use of adverbs for time, place and cause e.g. <i>next, soon, therefore</i> • Develop use of coordinating conjunctions • Develop use of headings and sub-headings • Use of the present perfect form of verbs instead of the simple past e.g. <i>He has gone to play</i> contrasted with <i>He went out to play</i> 	<ul style="list-style-type: none"> • Identify and use prepositions to express time, place and cause e.g. <i>before, after, during, in, because of</i> • Use prefixes <i>re, sub</i> and <i>inter</i> • Identify and use time conjunctions • Identify and develop use of paragraphs • Use question marks and explanation marks <p>preposition</p>	<ul style="list-style-type: none"> • Use place and cause conjunctions • Edit and evaluate work
Year 4	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Standard English forms for verb inflections instead of local spoken forms e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i> • <i>Identify and use adverbs of time and cause and manner</i> 	<ul style="list-style-type: none"> • Develop use of fronted adverbials and use the correct punctuation • Use prepositions to express time and cause • Identify and use possessive pronouns • Apostrophes to mark plural possession e.g. <i>the girl's name, the girls' names</i> • Use commas for lists and fronted adverbials • Group ideas into sections using paragraphs 	<ul style="list-style-type: none"> • Develop use of powerful adjectives • Develop use of expanded noun phrases • Develop editing skills • Use of inverted commas and other punctuation to indicate direct speech – e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!" <p>inverted comma</p>	<ul style="list-style-type: none"> • Continue to develop use of inverted commas • Identify determiners • Develop use of prepositional phrases and expanded noun phrases • Explore and use present perfect tense • Explore word families • Start a sentence with a connective • Start with and drop in an "ing" clause • Use fronted adverbials e.g. <i>Later</i> 	<ul style="list-style-type: none"> • Standard English – explore verb inflections • Use conjunctions to express time and cause • Use and identify the possessive apostrophe • Develop use of paragraphs to group ideas 	<ul style="list-style-type: none"> • Verbs – past simple and present perfect verb forms • Using apostrophes for possession with plural nouns • Develop and use subordinating clauses when, if, while, because • Develop use of organisational devices – headings and subheadings

	<ul style="list-style-type: none"> (compound sentences) <p>determiner</p>			<p><i>that day, I heard bad news</i></p> <ul style="list-style-type: none"> Use of comma after fronted adverbials adverbial; pronoun 		
Year 5	<ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun Use proper nouns Develop use of adverbs of possibility Explore and develop expanded noun phrase Tenses – past present progressive and present perfect Use apostrophes for plural nouns <p>relative clauses</p>	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. <i>might, should, will, must</i> Identify adverbs Identify and use the verb 'to be' to understand the difference between direct and reported speech through finding compared examples from reading, discussing contexts and reasons for using particular forms and their effects Transform direct to reported speech and vice versa 	<ul style="list-style-type: none"> Understand how dialogue is set out. Change the position of the reporting clause Identify prepositions and prepositional phrases Use brackets, dashes or commas for parenthesis Secure the use of a comma in embedding clauses in sentences – for clarity 	<ul style="list-style-type: none"> Use punctuation effectively Explore ambiguity that arise from sentence contractions Further explore direct and indirect speech Identify determiners within sentences Create and develop subordinating clauses – changing its place within sentences Link ideas across paragraphs using adverbials of time e.g. <i>later</i>; place e.g. <i>nearby</i> and number e.g. <i>secondly</i> or tense choices e.g. <i>he had seen her before</i> 	<ul style="list-style-type: none"> Explore use proper nouns and possessive pronouns Extend sentences by using subordinating clauses Use devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly</i> Use brackets, dashes or commas for parenthesis Explore and develop homophones and near homophones To revise and extend work on verbs To identify the imperative form To be aware of the difference between spoken and written language search for and classify a range of prepositions 	<ul style="list-style-type: none"> Use brackets, dashes or commas for parenthesis Revisit relative clauses and punctuation Edit and develop sentences Dictionary skills To use punctuation marks accurately in complex sentences To investigate clauses by identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understand how clauses are connected e.g. by combine three short sentences into one
Year 6	<ul style="list-style-type: none"> Identify and develop expanded noun phrases Recap modal verbs and introduce the subjunctive form Revisit and revise relative clauses and punctuation 	<ul style="list-style-type: none"> Use and identify pronouns and possessive pronouns Use commas to avoid ambiguity Use semi- colon, colon and dash to mark the boundary between independent 	<ul style="list-style-type: none"> Explore the use of synonyms and antonyms Revisit adverbs to show possibility Use hyphens to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i> or 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of times and cause Revisit and direct and reported speech Formal and informal speech and vocabulary 	<ul style="list-style-type: none"> To revise the language conventions and grammatical features of the different text types such as: narrative (e.g. stories and novels); recounts (e.g. anecdotes, accounts of 	<ul style="list-style-type: none"> To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headings

	<ul style="list-style-type: none"> To use colons and semi-colons in lists 	<p>clauses e.g. It's raining: I'm fed up</p> <ul style="list-style-type: none"> Identify the subject and object in a sentence Identify and use the active and passive tense to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i> Identify adverbs to show frequency 	<p><i>recover versus re-cover</i></p> <ul style="list-style-type: none"> Explore the use of <i>coordinating and subordinating conjunctions</i> Explore and extend <i>root words using prefixes and suffixes</i> 	<ul style="list-style-type: none"> Verb tenses – revisit taught tenses and change sentences To analyse how different paragraphs are structured in writing e.g. comments sequenced to follow the shifting thoughts of a character; examples listed to justify a point and reiterated to give it force 	<p>observations, experiences); instructional texts (e.g. instructions and directions); reports (e.g. factual writing, description); explanatory texts (how and why); persuasive texts (e.g. opinions, promotional literature); discursive texts (e.g. balanced arguments)</p> <ul style="list-style-type: none"> Understand and use layout devices to structure texts e.g. <i>headings, sub-headings, columns, bullets or tables</i> 	
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EYFS: print	Year 1: print	Year 2: print to cursive	Year 3: cursive	Year 4: cursive	Year 5: cursive	Year 6 : cursive
<p>Getting Ready for Handwriting: warm-up exercises, sitting position and tripod pencil grip. Resources supporting the printed font include all animations, lowercase letters and words, phonics, games and activities and KS1 worksheets.</p> <p>It is divided into three sections covering:</p> <ol style="list-style-type: none"> 1) Pre-writing patterns - 20 lessons 2) Easy letters and words - 25 lessons 3) Harder letters and words - 25 lessons 	<p>Module 2 Print to Cursive has 80 lessons for teaching how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.</p> <p>It is divided into three sections covering:</p> <ol style="list-style-type: none"> 1) Warm-ups, Letter families and Capital letters - 40 lessons 2) Uses of printed letters - 10 lessons 3) Numbers and symbols - 15 lessons 3) Introducing Pre-Cursive Patterns and Cursive Letters - 15 lessons 	<p>The 96 lessons in Module 3 Starting Cursive, introduce children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.</p> <p>It is divided into three sections covering:</p> <ol style="list-style-type: none"> 1) Cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises - 42 lessons. 2) Further dictation exercises, more high frequency words, 2, 5 and 10 times table facts and SPaG practice – 36 lessons. 3) More dictation and number writing practice – 18 lessons. 	<p>Module 4 has 60 lessons presented in sets of two lessons per week which can be taught over a school year. It is targeted at Year 3 children in lower KS2 where pupils should be using joined handwriting throughout their independent writing.</p> <p>It is designed to improve the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum. We will cover a variety of curriculum topics: Dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile, WOW words and spellings.</p>	<p>Module 5 has 60 lessons presented in sets of two lessons per week which can be taught over a school year. It focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Children will apply the skills they are learning in context and also provides depth to the curriculum. Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.</p>	<p>Module 6 has 60 lessons presented in sets of two lessons per week which can be taught over a school year. Lessons will continue to build on combining fluent handwriting with other subjects across the curriculum. Learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.</p>	<p>Module 7 contains 60 handwriting lessons presented in sets of two lessons per week which can be taught over a school year. Learners will be presented with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature in Module 7. By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.</p>

Spelling Shed

Medium Term Plan: Stage 3 (based on 6-week half-terms)

Stage 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the 'ai' digraph	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise

Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Medium Term Plan: Stage 4

(based on 6-week half-terms)

Stage 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision words
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except

Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or further divided	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, preparation, coronation, wildly, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between or among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and 'eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Spelling Shed

Medium Term Plan: Stage 5

(based on 6-week half-terms)

Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in '-fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though

Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34 Revision words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Spelling Shed

Medium Term Plan: Stage 6

(based on 6-week half-terms)

Stage 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix '- over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant

Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shuhl/ after a vowel	Step 28: Words ending in '- ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'/shul/	Step 29: Words ending in '- er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical