Cedars Park Primary School
English Long Term Plan

Intent

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. At Cedars Park, we bring these aims to life by putting literacy skills at the heart of our curriculum. We want our children to become fluent speakers, avid readers and confident writers. Our children are empowered by a high-quality English curriculum that teaches our children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN). This is achieved by planning being scaffolded to meet the needs and abilities of all. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

Implementation

The school's teaching and curriculum is tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points. Children may benefit from the following to support their needs:

- A variety of teaching strategies
- Adapted learning materials and resources
- Access to ICT
- Additional in-class support
- Additional out of class support
- Support through one to one interaction, group activities or whole class work
- A range of extra-curricular activities, including, one to one support and booster sessions
- Assessment procedures to ensure children are monitored and given the appropriate support
- Advice & Support from outside agencies

Early Reading

At Cedars Park, synthetic phonics is taught using 'The Twinkl Phonics Programme'. The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. Pupils begin the programme in Early Years, through to Year 2, and where appropriate, KS2. Through the programme, children:

- learn to read and write sounds;
- read and spell words containing the sounds they have learnt;
- read common exception words speedily;
- read fiction and non-fiction books which closely match their phonic knowledge;
- write about what they have read; and
- practise letter formation and handwriting.

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From Spring term in Reception, children take part in a reading lesson every day (Daily Supported Reading), in addition to high quality phonics teaching, where they encounter quality texts with an adult, which use a mixture of both phonically decodable and natural language. Ongoing weekly assessments enable the children to be grouped according to their instructional reading level and make rapid progress from their starting points.

Text-Based Reading

Once the pupils have secured their phonic skills and have learned to read independently, they progress onto our Text-Based Reading curriculum. From Year 2 to Year 6, each class has carefully chosen quality core texts. This selection includes a range of fiction, non-fiction and poetry books. Our text-based approach focuses on further developing the pupils' competencies and confidence in word reading and comprehension. Building on their early reading learning, we continue to teach our children to decode unfamiliar words and increase the number of words they can read on sight. We focus on comprehension and teach our children skills such as summarising, posing questions about what they have read and making inferences.

Having engaging and challenging core texts is one of the ways we encourage our pupils to develop a love of literature and to read for enjoyment. Evidence from research shows that ensuring our children develop all the skills of language is essential to unlocking access to the rest of the curriculum. Therefore, opportunities to read and write are embedded across the curriculum. This approach also expands our children's knowledge of the world in which we live. When children encounter words in their reading that they would rarely hear or use in everyday speech, we can systematically teach our children new vocabulary. Therefore, rich and lively vocabulary instruction is an essential component of all our reading lessons within our chosen framework for teaching reading: Destination Reader. We know that by explicitly teaching vocabulary, we will encourage students to become interested and enthusiastic about words, keen to explore relationships among words and use them in a way that they come to 'own' the words.

Writing

Our writing curriculum helps develop children's competencies in two key areas - transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Carefully planned, regular writing opportunities are planned for using class texts or cross-curricular learning as an engaging stimulus. Each week, our children write at length for a range of real purposes and audiences. The pupils are taught how to plan their writing by exploring and collecting ideas, drafting and re-reading their writing as it flows. Within these skills at the heart of developing our writers, we follow a cycle of writing:

1. Immersion: quality writing stimulus presented to children (which may be based on their class text or wider topic), discussing and investigating the features of the genre and generating ideas for writing.
2. Organising and planning their own writing.
3. Writing a first draft.
4. Editing and improving with support from their teacher and peers.
5. Reflecting on their improvement comments and finally redrafting and sometimes publishing their work.

Grammar, Spelling and Punctuation

The teaching of grammar, spelling and punctuation is embedded within reading and writing lessons so that children learn these skills and use them in context. Explicit knowledge of grammar and punctuation is important to enable the pupils to have a more conscious control and choice of their language. Once the pupils are familiar with a grammatical concept or punctuation markings, our teachers encourage them to apply and explore this concept in their own speech and writing.

We recognise that learning to spell can be tricky. In Key Stage 1, spelling is a focus of Phonics, which is taught using 'The Twinkl Phonics Programme'. In Key Stage 2, children follow the Spelling Shed programme. Each week the pupils have a set of spellings to revise and practice at home. These spellings are linked to the spelling focus taught that week.

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Handwriting

As a school, we know that writing down ideas fluently depends on effective transcription, so handwriting is taught frequently in short handwriting lessons using the Twinkl handwriting scheme. Through a progressive framework focused on letter families and fine motor development, the Twinkl scheme supports pupils in transitioning seamlessly from basic letter formation to confident, fluent joined writing. Our teachers spend time explicitly teaching and modelling handwriting across the school and children are given regular opportunities to revise and practise correct letter formation.

In the Early Years, our children begin this journey by mark making and drawing patterns, which develops their fine motor skills. This develops through our EYFS with ensuring correct pencil grip by the children when they begin to make letters and string letters together to make words. As soon as they can form letters securely with the correct orientation, usually as they progress through KS1, we begin teaching continuous cursive script. We continue to teach handwriting as the children progress from Key Stage 1 to 2 with the aim of increasing the fluency with which children are able to write down what they want to say.

Impact

At Cedars Park, we follow a Trust-wide approach to assessing writing. This is to enable a consistent approach across all Primaries within the Trust, which in turn allows for robust systems of moderation, to ensure that writing judgements made by teachers are as objective and accurate as possible. Pupils are made aware, as part of the writing cycle, the success criteria (or 'genre checklist') that they must follow in order to be successful writers in each genre. This enables them to be self-reflective and independent when making improvements to their writing.

Reading is assessed through termly tests, either past papers for Years 2 and 6, PIRA assessments in Early Years and Year 1, or those provided to us through our subscription to PiXL. Formalised tests help to quality assure assessments and judgements made by teachers, as well as allowing Leaders to benchmark the school's standards of reading against a larger 'PiXL cohort'. Weekly, ongoing assessments are also used, based on children's reading and feedback from adults during Daily Supported Reading lessons in KS1, and through reading journals or comprehension work from Year 2 onwards, where teachers can reach judgements on whether pupils are working towards, meeting or exceeding expectations for each year group.

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Early Years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SPaG to be taught throughout the year
Reading Texts	Gary The Seagull Peck Peck Peck We're Going on A Bear Hunt by Michael Rosen Goldilocks and The Three Bears Handa's Surprise by Funny Bones by Allan Alhberg The Three Little Pigs	Jack and The Beanstalk Rapunzel The Three Billy Goats Gruff The Gingerbread Man Stickman by Julia Donaldson The Nativity - The Bible Father Christmas Needs a Wee by	Three Little Super Pigsby Claire Evans George's Dragon at the Fire Station by Claire Freedman Shifty McGifty & Slippery Sam by Tracey Corderoy Mog at the VET by Judith Kerr Alice's Wonderful Hospital Adventure by Tony Densley Why should I brush my teeth? by Katie Daynes Dinosaurs in the supermarket by by Timothy Knapman	Portside Pirates Mrs Armitage on wheels. Mr Gumpy's Motor Car The Train Ride Whatever Next Emma Jane's Aeroplane Dig, Dump, Roll	The Very Hungry Caterpillar by Eric Carle Argh Spider by Lydia Monks The Bad Tempered Ladybird by Eric Carle Mad about Minibeasts by Giles Andreae Sam Plants a Sunflower Jasper's Beanstalk by Honey Biscuits	Rumble in the Jungle by Giles Andreae Monkey Puzzle by Giraffes Can't Dance Elephant Me The Enormous Crocodile The Animal Boogie The Rainbow Fish	• Capital letters • Full stops
Writing Genre and Purpose	Name writing Story Maps Lists Simple instructions Caption writing Characters	Name writing Dictated story telling captions/simple sentence writing What happens next? Sequencing Rhyming Strings Recall Card writing	Name writing Thank you letters/notes Information books Labelling Wanted posters Instructions Descriptive writing	Name writing Wanted posters Lists Postcards - captions and simple sentences. Adventure stories - zig zag books Class travel book	Name writing Diary Writing Letter writing Simple rhyming strings Sequencing life cycles Sequencing events	Name writing Non fiction research and retrieval Using writing frames All about me books Rhymes Kindness cards	
Spelling	Level 1 Twinkl Phonics (Consolidation from Pre-school) Level 2 Phonics	Level 2 Twinkl Phonics	Level 2 Twinkl Phonics Level 3 Twinkl Phonics	Level 3 Twinkl Phonics	Level 3 Twinkl Phonics	Level 4 Twinkl Phonics Daily Supported Reading	

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Year 1

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	SPaG to be taught throughout the year
Reading Texts	Tradition Tales (varies) In Every House by Jeff Hitcham This Is Our House by Michael Rosen	Lost and Found by Oliver Jeffers How to Catch Santa by Jean Reagan	Toys in Space by Mini Grey	Dogger by Shirley Hughes Lost in the Toy Museum by David Lucas	Somebody Swallowed Stanley by Sarah Roberts	Commotion in the Ocean by Giles Andreae The Snail and the Whale by Julia Donaldson Storm Whale by Benji Davies	• Capital and lowercase letters • Verbs • Finger spaces • Personal Pronouns 'I' • Capital letters and full stops • Singular nouns • Past and present verbs • Capital letters for the days of the week • Plural nouns • Compound words • Question marks • Punctuating sentences • Exclamation marks • Capital letters for proper nouns • Writing question sentences • Joining words and clauses using 'and'
Writing Genre and Purpose	Traditional Tales – Narrative In Every House – Narrative This is Our House – Narrative Jam Sandwich - Instructions	Lost and Found – Narrative Postcard – Recount Shape Poems – Poetry How to Catch Santa - Instructions	Toys in Space – Narrative Hollytrees Toy Museum – Recount Toys in the Past – Non-chronological Report	Lost in the Toy Museum – Retell Dogger – Persuasive Woodland Riddles - Poetry	Somebody Swallowed Stanley – Narrative Plastic Waste – Non-chronological Report	Felixstowe Leaflet – Persuasive The Storm Whale – Narrative The Snail and the Whale - Narrative	
Spelling	Level 4 Twinkl Phonics Level 5 Twinkl Phonics	Level 5 Twinkl Phonics	Level 5 Twinkl Phonics	Level 5 Twinkl Phonics	Level 5 Twinkl Phonics	Level 5 Twinkl Phonics	

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Year 2

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	SPaG to be taught throughout the year
Reading Texts	Superhero Instruction Manual Superworm by Julia Donaldson	Michael Recycle – Ellie Bethel Christmas Fact Files	Newspaper - various from different texts including newspaper reporting the sinking of the Titanic The Enormous Crocodile by Roald Dahl	The Invisible Dog by Dick King Smith Mr. Majeika by Humphrey Carpenter	How to Hide a Lion by Helen Stephens George and the Mini Dragon by George Webster	Tinga Tales -African folk tales. Charlotte's Web by EB White	• Nouns • Vowels and consonants • Demarcating sentences • Punctuating sentences • Adjectives • Compound words • Subordination • Statements and exclamations • Noun phrases • Homophones • Questions and commands • Verbs • Singular and plural • Adverbs with –ly • Commas in lists • Changing adjectives into adverbs • Adverbs • Word classes • Coordination • Apostrophes for possession • Past and present tense • Recapping pronouns • Progressive tense • Apostrophes for contractions
Writing Genre and Purpose	Superhero – List Poem Superworm – Narrative Superworm – Diary entry Superhero manual - Instructions	Michael Recycle – Playscript Recycling – Persuasive letter Climate change leaflet - Non-chronological	Snail and the Whale – Narrative Titanic – Encyclopaedia entry Titanic – Newspaper report	Global warming – Diamante poem Global warming – Fact file Twisted Fairy Tale – Alternative ending	How to Hide a Lion – Narrative How to Hide a Lion – Instructions Haiku Poems	Tinga Tales – African Folk Tales Mombassa and Stowmarket – Non-chronological report How to Hide a Lion – Book Review	
Spelling	Level 5 Twinkl Phonics Level 6 Twinkl Phonics	Level 6 Twinkl Phonics	Level 6 Twinkl Phonics	Level 6 Twinkl Phonics	Level 6 Twinkl Phonics	Level 6 Twinkl Phonics	

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Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SPaG to be taught throughout the year
Reading Texts	'Stig of The Dump' - Clive King Non-fiction: Stone Age to Bronze Age		The Iron Man - Ted Hughes The Owl who's afraid of the dark Non-fiction: Earthquakes and Volcanoes		Fantastic Mr Fox - Roald Dahl 'Tales of a Fourth Grade Nothing' - Judy Blume		• Nouns and pronouns • Consonants and vowels • Past tense • Subordinate clauses • Adjectives • 'a' or 'an' • Present tense • Apostrophes • Verbs • Compound nouns • Subordinating conjunctions • Inverted commas • Adverbs – time, place and cause • Coordinating conjunctions • Organisational devices • Prepositions • Time conjunctions • Paragraphs • Homophones • Causal conjunctions
Writing Genre and Purpose	Short story Diary entry – Barney's perspective SOTD Instructions – Vegetable tart (DT link) Non-Chronological Report – Stone Age	Narrative – Stone Age Boy Political Pamphlet – Bronze Age clan Kenning Poem - Animals Balanced Argument – School break times	Narrative – Science Fiction story Biography – Isaac Newton Magazine Article – Space Bat Angel Dragon (Iron Man)	Limerick Poem – Volcanoes Adventure story – The Owl Who Was Afraid of the Dark Explanation Text - Volcanoes	Narrative – Alternative ending to Fantastic Mr Fox Persuasive Letter – Mr Fox to the farmers Conversation Poem – tree and flower	Non-Chronological Report – North America Persuasive Speech – Deforestation Explanation Text – Life Cycle of a plant	
Spelling	Level 6 phonics recap	Step 1 - Digraph ou makes an ou sound Step 2 - Digraoh ou makes an u sound Step 3 - Y makes an i sound Step 4 - Words ending in -sure Step 5 - Words ending in -ture Step 6 - Challenge words	Step 7 - Prefix re- Step 8 - Prefix dis- Step 9 - Prefix mis- Step 10 - -ing er -ed added to multisyllabic words Step 11 - -ing -en -ed are added to multisyllabic words Step 12 - Challenge words	Step 13 - Digraph ai and tetragraph aigh Step 14 - Digraph ei and tetragraph eigh Step 15 - Digraph ey makes an ai sound Step 16 - suffix -ly Step 17 - homophones Step 18 - Challenge words	Step 19 - Ending in -al Step 20 - Ending in -le Step 21 - Words ending in -ly where the base word ends in -le Step 22 - Words ending in -ly when the base words ends in -ic Step 23 - Words ending in -ly exceptions Step 24 Challenge words	Step 25 - Ending with suffix -er Step 26 - Digraph ch makes a k sound Step 27 - Ending in -gue and -que Step 28 - Digraph sc makes a s sound Step 29 - Homophones Step 31 - Words ending in -sion Step 32 - Challenge words	

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Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SPaG to be taught throughout the year
Reading Texts	Escape from Pompeii - Christian Balit Roman Quests - Caroline Lawrence Non-fiction: Romans		Anglo Saxon Boy - Tony Bradman Demon Dentist - David Walliams There's a Viking in my Bed - Jeremy Strong		The Girl who Stole an Elephant - Nizrana Farook Hear the Mountains Roar - Jessica Butterworth Non-fiction texts- wildlife		• Singular and plural nouns • Pronouns • Standard English • Compound words • Adverbs to express time and cause • Possessive pronouns • Fronted adverbials • Prepositions to express time and cause • Plural and possessive '-s' • Commas • Adjectives • Homophones • Commas after fronted adverbials • Expanded noun phrases • Determiners • Word families • Prepositional phrases • Verb tenses – present • Inverted commas • Verb inflections • Conjunctions to express time and cause • Suffixes • Possessive apostrophes • Paragraphs • Verb tense – past • Prefixes • Plural possessive apostrophes • Subordinate clauses • Organisational devices
Writing Genre and Purpose	Instruction manual – Roman chariot. Roman Myth narrative Tourist brochure - Rome	Play script – Romulus and Remus Diary entry – Roman Quest Discussion text – Should wear uniform Rhyming couplets – Twas Night before Christmas.	Explanation text Historical account – Anglo Saxon life. Magazine article – David Walliams.	Adventure story – The Tunnel Encyclopaedia entry Kenning poems	Flashback narrative – The Girl Who stole and elephant. Discussion text – Should KFC be built? Cinquain poem – animals	Persuasive speech – plastic pollution Newspaper report – Romeo and Juliet Narrative – Beauwolf	
Spelling	Words that are homophones or near homophones Step 1 Words with the prefix 'in-' meaning 'not' Step 2 Words with the prefixes 'il-', 'im-' and 'ir-' Step 3	Words with the suffix '-ation' Step 7 Words with the suffix '-ation' Words with the suffix '-ly' Step 9 Words ending in '-lly' Step 10	Words ending in '-ous' Step 14 Words ending in '-ous' including those where 'ge' from the base word remains Step 15 Words where a suffix is added to words ending in 'y'	Words ending in '-tion' Step 20 Words ending in '-ssion' Step 21 Words ending in '-cian' Step 22 Words that are adverbs of manner Step 23	Words with 'c' before 'i' and 'e' Step 26 Words containing 'sol' and 'real' Step 27 Words containing 'phon' and 'sign' Step 28	Words that are plurals with possessive apostrophes Step 32 Revision Words 4.33 Step 33 Revision words 4.34 Step 34	

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	Words with the prefix 'sub-' meaning 'below' or 'further divided' Step 4 Words with the prefix 'inter-' meaning 'between' or 'among' Step 5 Challenge Words 4.6	Words where 'ch' makes a /sh/ sound Step 11 Challenge Words 4.12 Step 12 Words ending in '-sion' Step 13	Step 16 Words ending in '-ious' and '-eous Step 17 Challenge Words 4.18 Step 18 Words where 'au' makes an /or/ sound Step 19	Challenge Words 4.24 Step 24 Words that are homophones Step 25	Words with the prefixes 'super-', 'anti-' and 'auto-' Step 29 Words with the prefix 'bi-' meaning 'two' Step 30 Challenge Words 4.31 Step 31	Revision words 4.35 Step 35 Revision words 4.36 Step 36	

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Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SPaG to be taught throughout the year
Reading Texts	Percy Jackson and the Lightning Thief - Rick Riordan	Percy Jackson and the Lightning Thief - Rick Riordan Cloud Busting - Malorie Blackman	Katherine Johnson - Devika Jina (non-fiction)	Boy in the Girl's Bathroom - Louis Sachar	Boy in the Girl's Bathroom - Louis Sachar	Swallows and Amazons - Arthur Ransome	• Proper nouns • Adverbs of possibility • Converting nouns and adjectives • Tenses: past and present progressive and present perfect • Possessive plural apostrophes • Expanded noun phrases • Adverbs • Degrees of possibility – modal verbs • Verb inflections and Standard English • Using inverted commas • Prepositions • More prefixes • Coordinating conjunctions • Using inverted commas (changing position of the reporting clause) • Parenthesis – brackets, commas and dashes • Commas for meaning and clarity • Determiners • Subordinating conjunctions • Linking paragraphs with adverbials • Direct and indirect (reported) speech • Pronouns and possessive pronouns • Word families • Subordinate clauses • Writing cohesive paragraphs • Homophones • Adverbials/fronted adverbials • Dictionary work • Relative clauses
Writing Genre and Purpose	Mythical creatures – Encyclopaedia Theseus and Minotaur – Retell Climate Change – Persuasive Speech	Stealing mobile phones – Newspaper Report 'Taking Flight' – Narrative Doodlebots – Explanation Christmas – Tongue Twisters	The Boy at the Back of the Class – Narrative Fairtrade – Discussion letter Chocolate making – Instructions	Blackout Poetry Astronaut – Diary Katherine Johnson - Biography	Plants – Explanation text The Boy at the Back of the Class – Discussion text	Whitby Abbey – Narrative Batik – Non-chronological report Norfolk Broads – Narrative Poem	
Spelling	Step 1: Words ending in -tious and -ious Step 2: Words ending in -cious Step 3: Words ending in -cial Step 4: Words ending in -tial Step 5: Words ending in -cial and -tial Step 6: Challenge words	Step 7: Words ending in -ant Step 8: Words ending in -ance and -ancy Step 9: Words ending in -ent and -ence Step 10: Words ending in -able and -ible Step 11: Words ending in -ably and -ibly Step 12: Challenge words	Step 13: Words ending in -able, where the 'e' from the root word remains. Step 14: Words that are adverbs of time Step 15: Words with suffixes where the base word ends in 'fer' Step 16: Words with 'silent' first letters Step 17: Words with 'silent' letters Step 18: challenge words	Step 19: Words with 'ie' after 'c' Step 20: Words where 'ei' can make an /ee/ sound Step 21: Words where 'ough' makes an /or/ sound Step 22: Words containing 'ough' Step 23: Adverbs of possibility and frequency Step 24: Challenge words	Step 25: Words that are homophones or near homophones. Step 26: Words that are homophones Step 27: Words that are homophones Step 28: Words that are homophones or near homophones Step 29: Words that are homophones or near homophones Step 30: Challenge words	Step 31: Words with hyphens Step 32: Challenge words Step 33: Revision Words Step 34: Revision Words Step 35: Revision Words Step 36: Revision Words	

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Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SPaG to be taught throughout the year
Reading Texts	The Silver Sword by Ian Serralillier Rose Blanche by Roberto Innocenti Scary Texts	Mohinders War by Bali Rai The Island by Armin Greider Macbeth Christmas-themed texts (A Christmas Carol, Match Stick Girl and Talking Turkeys)	Harry Potter and the Philosopher Stone by JK Rowling	Harry Potter and the Philosopher Stone by JK Rowling Skellig by David Almond	Wonder by RJ Palacio	Wonder by RJ Palacio	• Noun phrases • Modal verbs and subjunctive mood • Suffixes – nouns and adjectives to verbs • Relative clauses • Commas • Pronouns and possessive pronouns • Adverbs to show frequency • Colons in lists • Subordinating conjunctions and clauses • Synonyms and antonyms • Adverbs to show possibility • Root words • Hyphens • Coordinating conjunctions • Subject and object • Ambiguity • Hyphenated compound words • Bullet points • Perfect form of verbs to mark relationships of time and cause • Direct and reported speech • Active and passive voice • Semi-colons, colons and dashes to mark clauses • Formal and informal speech and vocabulary • Layout devices • Verb tenses • Parenthesis – brackets, commas and dashes • Formal and informal writing
Writing Genre and Purpose	SPaG – Mysterious Door Explanation Text – How to survive a residential trip. Diary Entry – Rose Blanche. Spooky Narrative – Alma.	Balanced Argument – The Island. Newspaper Report – The King is Dead (Macbeth) The Grinch – Comic Verse Poem	Letters home – Hogwarts. Political Pamphlet – Harry Potter Information Text – Hybrid animal.	Narrative Retell – The Lighthouse. Persuasive - Brochure Hotel Review – Hotel.	Instruction - How to be the perfect teacher. Newspaper Report – Frogs.	Narrative – Eye of the Storm. Explanation – Formation of Volcanoes Diary – Role of August. Poetry – Transition	
Spelling	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Challenge words	Challenge words Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Challenge words	Words with the suffix '-ably' Words with the suffix 'ible' Challenge words Words with the suffix 'ibly'	Challenge words Words ending in '-er', '-or' and '-ar' Challenge words Words beginning with 'acc-'	Words with origins in other countries and languages Grammar vocabulary 1 Grammar vocabulary 2	Adjectives used to describe feelings Adjectives to describe characters Words that can be nouns and verbs	

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	Words with 'cial'/shul/ after a vowel Words with 'tial' Challenge words	Words with the /f/ sound spelled 'ph' Challenge words	Words ending in '-ent' and '-ence' Challenge words	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Challenge words	Adding the prefix 'over-' Words with the suffix '-ful' Adjectives used to describe settings	Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical vocabulary	• Cohesion across paragraphs

Handwriting

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn	Ll	Ii	Uu	Tt	Yy	Jj	Review	Review		Nn	Mm	Hh	Kk	Bb	Review	Review
Spring	Pp	Rr	Cc	Aa	Dd	Ee				Ss	Gg	Ff	Qq	Oo	Review	
Summer	Zz	Vv	Ww	Xx	Review					l,i,u,t	y, j,n, m	h,k,b, p	r,c,a, d	e,s,g,f	q,z,v, w	x