

| $4$ | Year 2 GPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (9ity |
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| Autumn | 1 | 2 | 3 | 4 | 5 | 6 |  | $\begin{gathered} \text { October } \\ \begin{array}{c} \text { Half } \\ \text { Term } \end{array} \end{gathered}$ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Christmas Holidays |
|  | Writing basics (full stops, capita letters, exclamation marks, question marks) |  |  | $\begin{aligned} & \text { Commas } \\ & \text { (in a list) } \end{aligned}$ | $\begin{aligned} & \text { Word Classes } \\ & \text { (expanded noun } \\ & \text { phrases) } \end{aligned}$ |  |  |  | $\begin{gathered} \text { Conjunction } \\ \text { (coordinating - and, } \\ \text { or, but) } \\ \text { (subordination - when } \\ \text { if, that, because) } \end{gathered}$ |  | Sentence typesquestion, command) |  | $\begin{gathered} \text { Word } \\ \text { carses } \\ \text { caverebs } \\ \text { (ave } \\ -(x) \end{gathered}$ | Apostrophes (omissionand possession) |  |  |
|  | $\begin{aligned} & \text { The } / \mathrm{j} / \\ & \text { sound } \\ & \text { spelled - } \\ & \text { dge at } \\ & \text { the end } \\ & \text { of words } \end{aligned}$ |  | $\begin{gathered} \text { The fil } \\ \text { sond } \\ \text { sopeled } \\ \text { withe a } \end{gathered}$ | $\begin{gathered} \text { The } / s, \\ \text { sound } \\ \text { soent } \\ \text { spefore e e } \\ \text { biand } \end{gathered}$ | The / /nd sond spelt kn and gnat hete befining of words | Challenge Words |  |  |  |  |  |  | Challenge Words | $\begin{aligned} & \text { The long } \\ & \text { vowel ' } i \text { ' } \\ & \text { spelled } \\ & \text { with a } y \\ & \text { at the } \\ & \text { end of } \\ & \text { words } \end{aligned}$ | Adding es' to and verbs ending in ' y ' |  |
|  |  | age huge change charge hulge vilige vage oange orage hinge stage |  | race ice cell cell fancy fance sper spare circe circus fice | knock <br> Knowe <br> knee <br> knit <br> knew <br> knigh <br> knome <br> gneel <br> Kneel <br> gnat <br> gnaw |  | $\left.\begin{array}{c}\text { wite } \\ \text { witen } \\ \text { wrong } \\ \text { wap } \\ \text { wren } \\ \text { wreced } \\ \text { weped } \\ \text { wraped } \\ \text { wrige } \\ \text { wreste } \\ \text { wrote }\end{array}\right\}$ |  |  |  | $\underset{\substack{\text { metal } \\ \text { patal } \\ \text { hapial } \\ \text { hospital } \\ \text { animal } \\ \text { efual } \\ \text { final } \\ \text { peadal } \\ \text { opal } \\ \text { magical }}}{ }$ | pencil fossil nostril appil apil Gerbil lentil lenil anvil anvil basil | wide climb most ony ooth old old gold gold hold told |  | flies freies repies roies copies babies caries spies spupes supres lories |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |  | 1 | 2 | 3 | 4 | 5 |  |  |  |
|  | $\begin{aligned} & \text { Apostrop } \\ & \text { hes } \\ & \text { (omission } \\ & \text { and } \\ & \text { possessio } \\ & \text { n) } \end{aligned}$ | $\begin{aligned} & \text { Senten } \\ & \text { senten } \\ & \text { exclan } \end{aligned}$ | $\begin{aligned} & \text { ce types } \\ & \text { ment, } \\ & \text { nation) } \end{aligned}$ | Tenses ( includin | $\begin{aligned} & \text { resent and pa } \\ & \text { using the pro } \\ & \text { form) } \end{aligned}$ | st tense, gressive | $\begin{array}{\|c\|} \hline \text { Suffixes } \\ \text { (formatio } \\ \text { nof } \\ \text { nouns- } \\ \text { ness, -er,) } \end{array}$ |  |  | Suffixes <br> (formatio <br> n of <br> adjective <br> s using - ful, -less) | Suffixes er in adjective s) | Suffixes (use of est in adjective s) | Revision |  |  |  |
| Spring | $\begin{gathered} \text { ed' to } \\ \text { words } \\ \text { ending in } \\ \mathrm{y} \text {. The } \mathrm{y} \text { is } \\ \text { changed } \\ \text { to an } \mathrm{i} \end{gathered}$ | $\begin{gathered} \text { er' to } \\ \text { words } \\ \text { ending in } \\ \text { y. The } y \text { is } \\ \text { changed } \\ \text { to an } i \end{gathered}$ |  | ${ }_{\substack{\text { challenge } \\ \text { Words }}}$ |  | (eateme |  | Februar y Half Term | $\begin{gathered} \text { The oror } \\ \text { sound } \\ \text { soplled } \\ \text { sap before } \\ \text { II and } \end{gathered}$ | The short vovel sound 1 of | Challenge Words | $\begin{gathered} \text { The } \\ \text { sound } \\ \text { spele } \\ \text { speled } \\ \text { env } \end{gathered}$ |  |  | Easter | oliday |
|  |  | happier <br> angriest angrier drier driest driest tidier tidiest funniest |  |  | $\begin{aligned} & \text { nicer } \\ & \text { writer } \\ & \text { baker } \\ & \text { hoped } \\ & \text { loved } \\ & \text { largest } \\ & \text { closest } \\ & \text { looser } \\ & \text { safer } \\ & \text { simpler } \end{aligned}$ |  |  |  |  | $\begin{gathered} \text { other } \\ \text { mother } \\ \text { brother } \\ \text { nothing } \\ \text { cover } \\ \text { money } \\ \text { some } \\ \text { dozen } \\ \text { wonder } \\ \text { done } \end{gathered}$ |  | $\begin{gathered} \text { key } \\ \text { donkey } \\ \text { donkey } \\ \text { monkey } \\ \text { chimey } \\ \text { talley } \\ \text { jolley } \\ \text { journey } \\ \text { torkey } \\ \text { jockey } \\ \text { kiney } \end{gathered}$ | $\begin{gathered} \text { want } \\ \text { want } \\ \text { wander } \\ \text { warm } \\ \text { wall } \\ \text { quad } \\ \text { wasps } \\ \text { wauck } \\ \text { auantity } \\ \text { squash } \end{gathered}$ |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 |  |  | 1 | 2 | 3 | 4 | 5 | 6 |  |  |
|  |  |  | Revision | and SATs |  |  |  |  |  |  | Year 2 C | solidation |  |  |  |  |
|  | $\begin{gathered} \text { The erer } \\ \text { sound } \\ \text { spelled } \\ \text { with o o o } \\ \text { ar } \end{gathered}$ | $\begin{gathered} \text { The fhr } \\ \substack{\text { sunnd } \\ \text { selled } \\ \text { with a }} \end{gathered}$ |  |  | $\begin{gathered} \text { These wo } \\ \text { homophon } \\ \text { homopet } \end{gathered}$ | erds are es or nea |  |  |  |  |  | Challenge Words | Comm | xception <br> ds |  |  |
| Summer | $\substack{\text { word } \\ \text { work } \\ \text { worrd } \\ \text { wordd } \\ \text { worth } \\ \text { war } \\ \text { warm } \\ \text { towards } \\ \text { town } \\ \text { warned } \\ \text { waned }}$ | $\begin{gathered} \text { treasure } \\ \text { usual } \\ \text { measure } \\ \text { pleasure } \\ \text { decision } \\ \text { vision } \\ \text { leisure } \\ \text { version } \\ \text { visual } \end{gathered}$ |  |  | there their here hear see sea too two blue blew | quiet aute hare bear sun son be bee night kight knit | Whit | Week | station <br> fiction nation $n$ action injection fraction $\qquad$ |  |  |  | door floor find kind mind children wi only both hold told ev even great pretty beau last past fat pass plant p move prove sugar eye would wh many clothe water again Mrs paren |  |  | mer Holidays |



|  | Year 4 GPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Autumn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | October Half Term | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Christmas Holidays |
|  |  |  |  |  |  | Pronouns: <br> Choose appropriate for clarity and cohesion (avoid repetition) |  |  | Fronted adverbials: how to use them e.g. Later that day, I heard the bad news. <br> Using commas after fronted adverials |  |  |  | Apostrophes: Indicate possession with plural nouns, know the grammatical difference between plural and possessive -s, use apostrophes to mark plural possession |  |  |  |
|  | Homophones | The prefix'in'meaning 'not | Opposite <br> "1"and <br> "1 "and <br> becoming <br> "il" and <br> becoming <br> "ir" | $\begin{aligned} & \text { The } \\ & \text { prefix } \\ & \text { 'sub-' } \\ & \text { which } \\ & \text { means } \\ & \text { under or } \\ & \text { below } \end{aligned}$ | The prefix 'inter-' means between, amongst or during | Challenge Words | The suffix '-ation' is added to verbs to nouns |  | The suffix '-ation' is added to verbs to nouns | $\begin{aligned} & \text { Adding -ly } \\ & \text { to adverbs. } \\ & \text { words } \\ & \text { ending in '- } \\ & \text { y' become } \\ & \text { '-ily' and '- } \\ & \text { le' become } \\ & \text { '-ly' } \end{aligned}$ | Adding 'ly' to to turn an adjective into an adverb when the final letter is '" | Word with the shn' sound spelled ch. These words are French in origin | Challenge Words | Adding <br> the suffix <br> '-ion.' <br> (root <br> words <br> ending in <br> 'd.' ${ }^{\text {de' }}$ <br> or 'se' <br> the suffix <br> '-ion' is'. <br> sion' | Adding the suffix -ous |  |
|  | accept <br> except <br> knot <br> not <br> piece <br> plain <br> plane <br> weather <br> wheth |  | illegal illegible immature immortal impossibl e impatient imperfect irregular irrelevant irresponsible irresponsible | submarine subject subwar sumberge subtopical subuvid subbeading substand sutar dutbtie submit | interact intercity interfere interview intercept intercom internet interchang interface | calendar appear believe increase interest straight strength | informatio <br> sensation preparatio vibration decoratio donation duration registration populatio $\qquad$ |  |  |  | usually beautifull thoughtfull wonderfull carefully faithfully peacefull y cruelly generally | chef chalet machine brochure parachut e chute chaperon er chandelie r crochet quiche | complete continue experiment favourite February naughty material knowledg remembe $r$ | expansion extension comerenesion stension suspension exclusion provision explosoion erosion invasion | poisonou <br> dangerou $\qquad$ <br> marvello <br> perilous <br> tremendou <br> enormou <br> s jealous <br> precious disastrou $\qquad$ |  |
| Spring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Februar y Half Term | 1 | 2 | 3 | 4 | 5 | Easter Holidays |  |  |
|  | Speech: use and punctuate direct speech, use inverted commas and other punctuation to indicate speech (e.g. use a comma after the reporting clause; end punctuation with inverted commas e.g. The conductor shouted, "Sit down!" |  |  | Noun phrases: Use noun phrases by modifying adjectives, nouns and preposition phrases (e.g. The teacher/The strict maths teacher with curly hair) |  |  | Suffixes: wre |  | Standard English: we were/we was, I did/I done |  | Paragraphs: use to organise ideas around a theme |  |  |  |  |  |  |
|  | The suffix <br> 'ous'. <br> The efinal <br> 'é of the <br> root <br> word <br> must be <br> kept | $\begin{gathered} \text { The 'ee' } \\ \text { sound } \\ \text { spelt with } \\ \text { an 'i' } \end{gathered}$ | The suffix '-ous' | Challenge Words | The 'au' digraph | $\begin{aligned} & \text { The suffix '- } \\ & \text { ion' when the } \\ & \text { root word } \\ & \text { ends in 't' or } \\ & \text { 'te' the suffix } \\ & \text { becomes'- } \\ & \text { tion' } \end{aligned}$ |  |  |  | Adding <br> ly' to <br> create <br> adverbs <br> manner | Challenge Words | Homophones | The /s/ sound spelt c before ' $i$ ' and ' e ' |  |  |  |  |
|  | courageous outrageous nervous famous $\qquad$ <br> ridiculous carnivorou $\stackrel{\mathrm{s}}{\mathrm{s}}$ torturous | merrime nt happines splentiful penniless happily prettiest nastiness beautiful pitiful silliness | serious obvious curious hideous spontaneous courteou sfurious various victorious gaseous | breath business caught different exercise extreme medicine possessio although thought | naughty caught fraught automati astronaut cause author applaud taught audience | invention injection action hesitatio completion stagnatio nomination migration selection |  |  |  |  | group heigh particular potatoes separate surrisise through various though woman | scene seen whose who's affect effect here hear heel heal | circle century centaur circus princess voice medicine celebrate celery pencil |  |  |  |  |
| Summer | 1 | 2 | 3 | 4 | 5 | 6 | Whit Week |  | 1 | 2 | 3 | 4 | 5 | 6 | Summer Holidays |  |
|  | $\begin{aligned} & \text { Suffix: - } \\ & \text { ation } \end{aligned}$ | Suffix: - ly | Suffix: ous | $\begin{gathered} \substack{\text { Suffix: } \\ \text { tition }} \end{gathered}$ | $\begin{gathered} \text { Suffix: - } \\ \text { sion } \end{gathered}$ | $\begin{gathered} \text { Suffix: - } \\ \text { ssion } \end{gathered}$ |  |  | Suffix: cian | Revision for cohort need |  |  |  |  |  |  |  |
|  | This list contains 'sol' and 'real' word | This list contains 'phon' and 'sign' word families | The prefixes 'super-' 'anti-' 'and 'auto-' aut | The prefix bi- meaning two | Revision <br> Spelling rules we have learned in Year 4 |  |  |  | Revision <br> Spelling rules we have learned in Year 4 |  |  |  | Revision |  |  |  |  |
|  | solar solution soluble insoluble dissolve real realistic unreal realisatio n | phone telephon e phonics microphon $\qquad$ h sign signature assign designer signaller |  | bicycle biplane biped al biannual bilingual bicuspid biceps binocular s bisect | $\begin{gathered} \text { accept } \\ \text { inactive } \\ \text { illegal } \\ \text { submarin } \\ \text { e } \\ \text { interact } \\ \text { calendar } \\ \text { informatio } \\ n \\ \text { adoration } \\ \text { sadly } \\ \text { usually } \end{gathered}$ | chef complete expansio poisonou s couraeous merrime netious serious breaht naughty invention |  |  | expressio n musician reluctant\| roup group sciene circle solar superamet biccle except ext |  | brochure tension penniless hideous different astronaut completion admission mathematici |  | Common Exception Words and recap of spelling rules from previous year groups what do the children remember? |  |  |  |  |


| ENO | Year 5 GPS |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Exy |
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| Autumn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | October Half Term | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Christmas Holidays |
|  | Writing basics: <br> Choose appropriate pronouns for cohesion Noun phrases Fronted adverbials (with commas after) <br> - Difference between plural and possessive -s <br> - Inverted commas (using comma in reporting clause) |  |  | Relative clauses: beginning with: who, which, where, when, whose, that with an implied relative pronoun (omitted) |  |  | Modal verbs (indicate possibilit y) |  | Moda verbs: might, should will, must | Adverbs: to indicate degree of possibility (perhaps, surely) |  |  | Consolidate |  |  |  |
|  | Words ending in '-ious' | Words ending in '-cious' | Words ending in '-cial' | Words ending in '-tial' | Ending ' cial' and '-tial' | Challenge Words | Words ending in -ant. |  | Words ending in -ance"ancy | Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu | Words ending in '-able' and '-ible. and -ible. | Words ending in '-ably' and '-ibly' | Challenge Words | Words ending in -able where the 'e' from the root word remains | $\begin{gathered} \text { Adverbs } \\ \text { of time } \\ \text { (tempora } \\ \text { ladverbs) } \end{gathered}$ |  |
|  | ambitious infectious fictitious nutritious repetitio us amphibious curious devious notorious obvious | delicious atrocious conscious ferocious gracious luscious malicious precious suspiciou S | official ${ }^{\text {special }}$ artificial crucial judicial facial glacial especially multiraci al |  |  |  | abundant briliant constant distant dominant elegant fragrant ignorant tolerant |  | abundanc <br> brilliance elegance extravagance hesitancy relevancy vacancy dominanc abundanc | innocenc <br> decency <br> frequent <br> frequenc <br> confident competenc $\qquad$ $\qquad$ violent violence |  | reliably dependabl $y$ comfortab\| possibly horribly terribly visibly incredibly sensibly legibly | accommodate <br> controvers <br> dictionar <br> marvello <br> US <br> opportunit <br> secretary <br> sincerely <br> suggest <br> twelfth |  |  |  |
| Spring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Februar y Half Term | 1 | 2 | 3 | 4 | 5 |  | Easter Holidays |  |
|  | Parenthesis: use brackets, dashes or commas to indicate |  |  | Expanded noun phrases: convey complicatedinformation concisely |  |  |  |  | Tenses: using perfect form of verbs to mark relationships of time and cause |  |  |  |  |  |  |  |  |
|  | Adding suffixes with vowel words ending in -fer | $\begin{aligned} & \text { Words } \\ & \text { with } \\ & \text { silent } \\ & \text { letters at } \\ & \text { the start } \end{aligned}$ | $\begin{aligned} & \text { Words } \\ & \text { worts } \\ & \text { withent } \\ & \text { sieters } \end{aligned}$ | Challenge Words | Words spelled with 'ie after c | Words with the 'ee' sound spelt ei after c | Words containin $g$ the letter string where the sound is |  |  <br> Words <br> containin <br> g the <br> getter <br> string <br> stough' <br> where <br> the <br> sound is <br> lo in <br> boat or <br> 'ow' in <br> cow | $\begin{aligned} & \text { Adverbs } \\ & \text { of } \\ & \text { possibilit } \\ & \text { y and } \\ & \text { frequenc } \\ & y \end{aligned}$ | Challenge Words | $\begin{aligned} & \text { homophones } \\ & \text { or near } \\ & \text { homophones } \end{aligned}$ | $\begin{gathered} \text { homophonoses } \\ \text { oop near } \\ \text { homophones } \end{gathered}$ |  |  |  |  |
|  | referring preferred g reference referee preferenc $\qquad$ differenc inference conferrin $\qquad$ | knight wreckage writer knowledg knuckle wreath mnemoni ${ }_{\text {wrestler }}^{\text {c }}$ knife | doubt island lamb solemn thistle autunn build reciept ascend disciple | amateur ancient awkward criticise excellent foreign pronunciatio $n$ symbol yacht equipme $n t$ | ancient <br> science species <br> efficient deficient glacier scientists sufficient inefficien $\qquad$ | deceive conceive receive perceive receipt protein caffeine seize either neither | bought thought ought sought brought wrought afterthought afterthough thoughtfulness |  | though although dough doughnut rough enough tough plough bough |  | accompany commicale conscienc desperat dese e disastrou s interfere nuisance queue restauran t ryythm |  | aisle isle aloud allowed altar ater atsent assent farther father |  |  |  |  |
| Summer | 1 | 2 | 3 | 4 | 5 | 6 | Whit Week |  | 1 | 2 | 3 | 4 | 5 | 6 | Summer Holidays |  |
|  | Commas: to clarify meaning or avoid ambiguity |  | Cohesion: devices to build within a paragraph (then, after that, this, firstly) <br> Link ideas across paragraphs (later, nearby, secondly, he had seen her before) |  |  |  |  |  | Prefixes: verb prefixes (dis-de-mis-over-re-) |  |  | Suffixes: converting nouns or adjectives into verbs using suffixes (ate, -ise, ify) |  |  |  |  |  |
|  | $\begin{gathered} \text { homophones } \\ \text { on near } \\ \text { homoponoses } \end{gathered}$ | $\begin{aligned} & \text { homomonones } \\ & \text { hor near } \\ & \text { homophones } \end{aligned}$ | $\begin{gathered} \text { comophoneses } \\ \text { oop near } \\ \text { homophones } \end{gathered}$ | Challenge Words |  | ision <br> es we have in Year 5 |  |  | spellin |  | ion <br> ve learned in | Year 5 |  |  |  |  |  |
|  | guessed guest heard herd morning mounning past passed bridal bride | cereal <br> serial <br> compenent <br> compliment <br> prinipal <br> principle <br> statitionar <br> y <br> stationer <br> y <br> wary <br> weary | affect effect precede proceed draft draught dessert whose who's | achieve <br> apparent bargain bruise mischievou muscle necessary vehicle system system | ambitious <br> delicious <br> official <br> potential <br> financial <br> appreciat <br> abundant <br> fragrant <br> innocenc <br> dependabl |  |  |  |  | fictitious conscious constant frequent understandable comfortabl y controvers manageabl earlier | transferrin writer ascend ankward species recive rtought dough porobaly conscience concen | transferrin <br> writer <br> ascend awkward receive thought dough probably conscienc |  | Exception recap of les from groups children ber? |  |  |  |


|  |  |  |  |  |  |  |  | Year | GPS |  |  |  |  |  |  |  |
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| Autumn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | $\begin{aligned} & \text { October } \\ & \text { Half } \\ & \text { Term } \end{aligned}$ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Christmas Holidays |
|  | Writing: relative clauses beginning with (who, which, where, when, whose, that implied relative pronoun -modal verbs to indicate degree of possibility (might, should, will must) Adverbs for degree of possibility (perhaps, surely) <br> Brackets, dashes, commas for parenthesis <br> ENP to convey complicated information concisely Perfect form of verbs Commas to clarify meaning |  |  |  | Synonyms and antonyms |  | $\begin{aligned} & \begin{array}{c} \text { Word } \\ \text { classes } \end{array} \\ & \text { (object/ } \\ & \text { subject) } \end{aligned}$ |  | Subjunctive form -recognise vocabulary and structures for formal speech and writing (subjunctive forms -> the use of question tags He's your friend, isn't he?/If I were or Were they to come <br> in) <br> Difference between informal and formal speech (find out/discover, ask for/request, go in/enter) |  | $\begin{array}{\|l} \text { Punctua } \\ \text { titon: } \\ \text { colon to } \\ \text { introduc } \\ \text { ea list } \end{array}$ | $\begin{gathered} \text { Punctua } \\ \text { tion: } \\ \text { semi } \\ \text { colon } \\ \text { within } \\ \text { list } \end{gathered}$ | Punctua tion: bullet points | Active and Passive: <br> passive verbs to <br> affect the <br> information in a <br> sentence <br> e.g. I broke the window in the greenhouse/The window in the greenhouse was broken (by me) |  |  |
|  | $\begin{gathered} \text { Challenge } \\ \text { Words } \end{gathered}$ | $\begin{gathered} \text { Challenge } \\ \text { Words } \end{gathered}$ | $\begin{gathered} \text { Challenge } \\ \text { Words } \end{gathered}$ | Challenge Words | Challenge Words | Challenge Words | Challenge Words |  | Challenge Words | Challenge Words | Challenge Words | $\begin{aligned} & \text { Words } \\ & \text { with the } \\ & \text { short } \\ & \text { vowel } \\ & \text { sound /i/ } \\ & \text { spelt y } \end{aligned}$ | $\begin{aligned} & \text { Words } \\ & \text { with the } \\ & \text { long } \\ & \text { vowel } \\ & \text { sound /i/ } \\ & \text { spelt with } \\ & \text { a y } \end{aligned}$ | verbs | $\begin{gathered} \text { Convert } \\ \text { nous or } \\ \text { nerbs } \\ \text { intor } \\ \text { adjective } \\ \text { susify } \\ \text { suffict } \\ \text { ful } \end{gathered}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | $\begin{aligned} & \text { Februar } \\ & \text { y Half } \end{aligned}$Term | 1 | 2 | 3 | 4 | 5 | Easter Holidays |  |  |
|  | Formal and Informal: differences in vocabulary used |  |  | Punctua <br> tion: semicolons n indepen dent clauses It's raining; I'm fed up | Punctua tion: colons betwee n indepen dent clauses | tion: using dashes dashes $n$ indepen dent clause | Punctua tion: Hyphen avoid ambigui ty e.g. eating shark, man- eating shark, recover/ re-cover |  | Cohesion: Ellipsis Linking ideas across paragraphs usinga wider range of cohesive devices: repetition of a word or phrase, grammatical connections ffor example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis |  |  |  |  |  |  |  |  |
|  | $\begin{gathered} \text { Words } \\ \text { whinh } \\ \text { can be } \\ \text { can } \\ \text { and vers } \end{gathered}$ | $\begin{gathered} \text { Words } \\ \left.\begin{array}{c} \text { With and } \\ \text { cot sond } \\ \text { spent ou' } \\ \text { or ou' } \end{array} \right\rvert\, \end{gathered}$ |  | (enter | $\begin{aligned} & \text { Words } \\ & \text { with the } \\ & \text { /f/ sound } \\ & \text { spelt ph } \end{aligned}$ | $\begin{gathered} \text { Words } \\ \text { with } \\ \text { origh in } \\ \text { otinh } \\ \text { countries } \end{gathered}$ | $\begin{gathered} \text { Words } \\ \text { with } \\ \text { untrese } \\ \text { doune } \\ \text { dound } \\ \text { sounds } \end{gathered}$ |  | $\begin{gathered} \text { Words } \\ \text { with } \\ \text { endings } \\ \text { /shuhl/ } \\ \text { after a } \\ \text { vowel } \\ \text { letter } \end{gathered}$ | $\begin{gathered} \text { Words } \\ \text { with } \\ \text { endings } \\ \text { /shuhl/ } \\ \text { after a } \\ \text { consonan } \\ \text { t letter } \end{gathered}$ | $\begin{gathered} \text { Words } \\ \text { woth the } \\ \text { conten } \\ \text { coterer } \\ \text { Setring } \\ \text { sact at } \\ \text { bethening } \\ \text { of words } \end{gathered}$ | $\begin{gathered} \text { Words } \\ \substack{\text { ending in } \\ \text { i-ably }} \\ \hline \end{gathered}$ | $\substack { \text { Wordsd } \\ \begin{subarray}{c}{\text { endingin } \\ \text { i-ible }{ \text { Wordsd } \\ \begin{subarray} { c } { \text { endingin } \\ \text { i-ible } } } \end{subarray}$ |  |  |  |  |
|  |  | shoulder smoudder mould thrown known blown winow shalow solul poultry | prejulice <br> nuisace <br> hindranc <br> seficice <br> semifer <br> cemery <br> cetrificat <br> celebate <br> neersary <br> deecased <br> Decembe |  |  |  |  |  | antisocial official superficia special artificial social racial crucial beneficial |  |  |  |  |  |  |  |  |
| Summer | 1 | 2 | 3 | 4 | 5 | 6 | Whit Week |  | 1 | 2 | 3 | 4 | 5 | 6 |  |  |
|  | Revision |  |  |  |  |  |  |  | SATs |  |  |  |  |  | Summer Holidays |  |
|  |  | $\begin{gathered} \text { Changing } \\ \text { Cent } \\ \text { nenco } \\ \text { ne } \end{gathered}$ |  |  | $\begin{gathered} \text { Adjective } \\ \text { sjestrie } \\ \text { dettings } \end{gathered}$ | $\begin{aligned} & \text { Vocabuary } \\ & \text { Voctor } \\ & \text { deseribe } \\ & \text { feeings } \end{aligned}$ |  |  | $\begin{gathered} \text { Adjective } \\ \text { Sto } \\ \text { destrie } \\ \text { Caracter } \end{gathered}$ | (rammar | ${ }_{\substack{\text { Grammar } \\ \text { Vocauluar }}}^{\text {a }}$ | $\xrightarrow{\text { Mastenatical }}$ Language | End of year |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | subjec object active passive synonym antonym ellipsis colon punctuatio |  |  |  |  |  |  |

a the do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our
door floor poor because find kind mind behind child children wild climb most only both old cold gold hold everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite
February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
accommodate accompany according aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate develop dictionary disastrous embarrass environment equipment equipped especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege profession programme pronunciation queue recognize recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

