

## English Long Term Plan

	<u>Autumn - Geography</u>	<u>Spring - History</u>	<u>Summer - History</u>
<u>Year One</u>	<p><b>What is the climate like around the world?</b> Basic geographical vocabulary: forest, soil, valley, vegetation, season, weather. Note – This Topic to include study of a cold place in the world in relation to the Equator and North and South poles.</p>	<p><b>Where do, and did, the wheels on the bus go?</b></p>	<p><b>What were the people who lived in Oldham like a hundred years ago?</b> Note – This Topic to focus on a particular seaside holiday and include naming and locating seas that surround the UK and oceans. Basic geographical vocabulary: beach, cliff, coast, sea, ocean, port, harbour.</p>
<u>Writing Genres</u>	<p>Narrative Report – report for a magazine about one of the animals. Discussion – Whats the same/different? What do you like/not like? What’s good/bad about the arctic?</p>	<p>Narrative Recount – write a recount of your trip. Procedures – written instructions of how to make a bus.</p>	<p>Narrative – historical?? <b>Explanation – How would you make a toy?</b> What would you do if you were lost in a toy museum? Persuasion – persuade someone to buy a toy or go on a holiday (poster/leaflet)</p>
<u>SPaG</u>	<p>All genres How words can be combined to make sentences Joining words and joining clauses using and</p> <p>Separation of words with spaces Introduction of capital letters and full stops to demarcate sentences Capital letters for names and for personal pronoun I</p>	<p>All genres How words can be combined to make sentences Joining words and joining clauses using and</p> <p>Introduction of question marks and exclamation marks to demarcate sentences.</p>	<p>All genres How words can be combined to make sentences Joining words and joining clauses using and</p> <p>Reinforce use of capital letters, full stops, question marks and exclamation marks to demarcate sentences and capital letters for names and personal pronoun I Reinforce use of spaces to separate words.</p>
<u>Texts</u>	<p><b>1st Half Term</b> <b>Sailing off to Sleep (Linda Ashman)</b> – repetition and rhyme, questions and answers (what if..?), vocabulary extension, a child’s imagination and dreaming/adventure – climate, animals and habitats <b>Lost and Found (Oliver Jeffers)</b> – themes of friendship and loneliness, travel, cold climate, narrative structure (initial premise, dilemma, journey, realisation and resolution), simple past tense – climate, animals and habitats</p> <p><b>2nd Half Term</b></p>	<p><b>1st Half Term</b> <b>Naughty Bus (Jan and Jerry Oke)</b> – narrative – stories about journeys, reading/inference, commas and exclamation marks, full stops/capitals, buses through the ages, transport <b>Please Don’t Chat to the Bus Driver (Shen Roddie and Jill Newton)</b> – repetition, retell with a different vehicle and/or compare to different stories with animals that build up in the same way</p> <p><b>2nd Half Term</b> <b>Driving My Tractor (Jan Dobbins)</b> builds in the same way as the Farmer collects</p>	<p><b>1st Half Term</b> <b>I Love You Blue Kangaroo (Emma Chichester Clark)</b> – favourite toys, link to toys from the past – e.g. favourite toy from grandparent or from a child 100 years ago – <b>Knuffle Bunny (Mo Willems)</b> – favourite toy, link to toys/life from the past as above</p> <p><b>2nd Half Term</b> <b>Lost in the Toy Museum (David Lucas)</b> – story focusing on toys from the past <b>Queen Victoria’s Knickers (Jackie French and Bruce Whatley)</b> – good visuals of everyday life in the household</p>

	<p><b>Meerkat Mail (Emily Gravett)</b> – hot climate – animals and their habitats – voyage – travel – postcards and letters – could be supplemented by <b>A Day in the Life: Desert Animals Meerkat (Raintree Read and Learn)</b></p> <p><b>Welcome to the Desert (Honor Head)</b> – non-fiction, warm/hot climates, layout, information on animals and plants – teacher can use parts of this book as appropriate</p>	<p>animals to transport across the farm – repetition, maths links with the number of animals and the vegetables at the end, comparison of different farm vehicles with wheels and what they are used for.</p> <p><b>Don't let the Pigeon Drive the Bus (Mo Willems)</b> – different style, inference, simplicity of illustration, speech, thought bubbles, imagination</p>	
<p><b><u>Trips / Visitors</u></b></p>	<p>Yorkshire Wildlife Park</p>	<p>Manchester Transport Museum or York Transport Museum</p>	<p>Portland Basin, Tameside – Victorian Toys Workshop</p>

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	<u>Autumn - History</u>	<u>Spring - Geography</u>	<u>Summer - History</u>
<u>Year Two</u>	<p><b>What was it like when the Queen came to the throne in 1953?</b> Note – This Topic to include naming the four countries of Great Britain that she rules, locating them and identifying their features. It should also focus on how the coronation of the Queen was celebrated in Oldham and her 90<sup>th</sup> birthday.</p>	<p><b>Where would you prefer to live: England or Africa?</b> Note – This Topic to include naming and locating continents (including Africa in relation to the Equator and North and South poles). Basic geographical vocabulary: hill, mountain, river, city, town, village, factory, farm, house, office, shop.</p>	<p><b>Why were Christopher Columbus and Neil Armstrong brave people?</b></p>
<u>Writing Genres</u>	<p><b>Cinderelphant</b> - Narrative based around fairy tales. <b>Becoming Queen Elizabeth II</b> – Report about the life of Queen Elizabeth II <b>The Tooth Fairy’s Royal Visit</b> – Persuasion – Writing to the Tooth Fairy. Writing to the Queen asking her to visit <b>The Snow Queen</b> – Narrative based on traditional story.</p>	<p><b>The Leopard’s Drum</b> – Explanation of why drums are so important in Ghana/Kenya <b>Too Much Talk</b> – Narrative based on the story from a different culture, changing inanimate objects/thing that talk to the man. <b>Lila and the Secret of Rain</b> – Narrative based on story with a change. <b>Non-fiction selection on Kenya</b> – Report about Kenya, looking at different aspects such as: climate, animals, etc.</p>	<p><b>Man on the Moon</b> – Recount of a journey to the moon. <b>Beegu</b> – Procedure of how to build a shelter. <b>The Colour of Home</b> – Discussion about how should we treat people from different countries. <b>The Owl and the Pussycat</b> – Narrative based on the story changing where they travelled to.</p>
<u>SPaG</u>	<p><u>Narrative</u> Sentence - Subordination Expanded noun phrases</p> <p><u>Report</u> Punctuation – Capital letters, full stops, exclamation marks, question marks Text – Correct choice and consistent use of past and present tense.</p> <p><u>Persuasion</u> Punctuation – Capital letters, full stops, exclamation marks, question marks Sentence - Subordination</p> <p><u>Narrative</u> Text – Use of progressive form of verbs in the present and past tense. Sentence – How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><u>Explanation</u> Punctuation – Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Text – Use of progressive form of verbs in the present and past tense.</p> <p><u>Narrative</u> Punctuation – Commas to separate items in a list. Sentence – How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><u>Narrative</u> Sentence - Expanded noun phrases Expanded noun phrases</p> <p><u>Report</u> Text – Correct choice and consistent use of past and present tense.</p>	<p><u>Recount</u> Punctuation – Capital letters, full stops, exclamation marks, question marks Sentence - Subordination</p> <p><u>Procedure</u> Punctuation – Commas to separate items in a list. Sentence – How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><u>Discussion</u> Text – Correct choice and consistent use of past and present tense. Punctuation – Capital letters, full stops, exclamation marks, question marks</p> <p><u>Narrative</u> Commas to separate items in a list.</p>

		Punctuation – Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Punctuation – Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
<b><u>Texts</u></b>	<p><b><u>1st Half Term</u></b>  <b>Cinderelphant (Emma Dodd)</b> – ‘Cinderella’ themed story using animals – link to marrying royalty and coming to the throne – could link in to history and our Queen’s coronation in 1953 – watch old tv footage/ newspaper account, perhaps link to a child in Oldham at the time of the coronation to continue the previous work at the end of Y1  <b>Becoming Queen Elizabeth II (Franklin Watts Famous People series)</b> – history/non-fiction, narrative style, deals with some key events of the time – e.g. new inventions, Everest being conquered, the Festival of Britain – as well as centring on the coronation (use Evening Standard replica newspaper as source of visuals)</p> <p><b><u>2nd Half Term</u></b>  <b>The Tooth Fairy’s Royal Visit (Peter Bentley and Gary Parsons)</b> – finding out more about the royal family and how they live – could be used as start point to compare life to when the Queen first came to the throne  <b>The Snow Queen (Hans Christian Andersen)</b> – less linked to topic but could be used to explore a different type of story.</p>	<p><b><u>1st Half Term</u></b>  <b>The Leopard’s Drum (Jessica Souhami) - Too much Talk (Angela Shelf Medearis) -</b></p> <p><b><u>2nd Half Term</u></b>  <b>Lila and the Secret of Rain (David Carway)</b>  <b>Non-fiction selection on Kenya</b> – to fact find and explore different aspects of life in Kenya including people, animals, weather and settlements</p>	<p><b><u>1st Half Term</u></b>  <b>Man on the Moon (Simon Bartram)</b> – link to going into space and bravery,  <b>Beegu (Alexis Deacon)</b> – Beegu comes from outer space and is an explorer on Earth</p> <p><b><u>2nd Half Term</u></b>  <b>The Colour of Home (Mary Hoffman and Karin Littlewood)</b> – links to the bravery of the boy in the story leaving behind the familiar for a new country – link to Christopher Columbus and exploration  <b>The Owl and the Pussycat (Edward Lear)</b> – exploration, voyage, bravery, venturing into the unknown</p>
<b><u>Trips / Visitors</u></b>	<p>Visitor – 1950s dance workshop – Trudy Mainwaring</p> <p>Skipton Castle</p>	Chester Zoo	Pole Star Planetarium – See previous booking for planetarium at ECStJ

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<u>Year Three</u>	<b>Who first lived in Britain?</b>	<b>What makes the Earth angry?</b> Note – This Topic is to include study of mountains, volcanoes and earthquakes.	<b>What did the Greeks do for us?</b>
<u>Writing Genres</u>	<p><b><u>1st Half Term</u></b> Procedural- Instruction: how to make tools/How to make fire/How to catch a mammoth. Explanation- Explain where would be a good place to live in the Stone age and why?</p> <p><b><u>2nd Half Term</u></b> Narrative- Retell the story incorporating fronted adverbials to link ideas to link ideas between paragraphs.</p>	<p><b><u>1st Half Term</u></b> Discussion- Discuss why Dog should have stopped magpie from going with fox.</p> <p><b><u>2nd Half Term</u></b> Recount- Diary entry in the role as old man. Narrative- Write a description of a created environment based on different dreams.</p>	<p><b><u>1st Half Term</u></b> Narrative- Write a Greek Myth</p> <p><b><u>2nd Half Term</u></b> Report- Write a report on cats. Persuasion- Write a persuasion text persuading your parents to buy a pet Cat.</p>
<u>SPaG</u>	<p><b><u>Procedural</u></b> <b>Sentence-</b> Adverbs: [for example then, next soon, therefore] <b>Explanation</b> <b>Sentences-</b> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p><b><u>Narrative</u></b> <b>Sentences-</b>Fronted adverbials <b>Punctuation-</b> Introduction to inverted commas to punctuate direct speech. <b>Text-</b> Introduce paragraphs as a way of grouping related material</p>	<p><b><u>Discussion</u></b> <b>Text-</b> Heading and subheading to aid presentation. <b>Recount</b> <b>Sentence-</b>Prepositions- [For example, before, after, during, in, because of] <b>Sentences-</b>Fronted adverbials <b><u>Narrative</u></b> <b>Text-</b> Use of present perfect form of verbs instead of the simple past [for example He has gone out to play instead of He went out to play.</p>	<p><b><u>Narrative</u></b> <b>Punctuation-</b> Introduction to inverted commas to punctuate direct speech. <b>Reports</b> <b>Text-</b> Heading and subheading to aid presentation. <b>Sentences-</b> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p>

<p><b><u>Texts</u></b></p>	<p><b><u>1st Half Term</u></b>  <b>Stone Age Boy (Satoshi Kitamura) –</b></p> <p><b><u>2nd Half Term</u></b>  <b>Fly, Eagle, Fly (Christopher Gregowski) -</b></p>	<p><b><u>1st Half Term</u></b>  <b>Fox (Margaret Wild) –</b> friendship, relationships, forest fire, renewal</p> <p><b><u>2nd Half Term</u></b>  <b>The Tin Forest (Helen Ward) –</b> good visuals, link to man’s effect on the planet, message of hope, themes of nature and industry  <b>Brother Eagle, Sister Sky (Susan Jeffers)</b> possible link to poetic narrative, respect for the earth etc.</p>	<p><b><u>1st Half Term</u></b>  <b>Greek myths (a selection) –</b> link to myths and legends genre</p> <p><b><u>2nd Half Term</u></b>  <b>Jamil’s Clever Cat (Fictional French) –</b> unrelated traditional Bengali folk tale</p>
<p><b><u>Trips / Visitors</u></b></p>	<p>Portals To The Past – Stone Age To The Iron Age Workshop</p>	<p>Different visit/visitor to be found</p>	<p>Touchstones Rochdale – Ancient Greek: The Birth Of Democracy! Workshop</p>

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<u>Year Four</u>	<p><b>Why were the Romans so powerful?</b> Note – This Topic is to include a local history study.</p>	<p><b>Why do so many people go to the Mediterranean for their holidays?</b> Note – This Topic to also include study of UK holidays. National Curriculum reference - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Gibraltar, Monaco, Cyprus, Israel</p>	<p><b>Were the Anglo Saxons really smashing?</b></p>
<u>Writing Genres</u>	<p><b>1st Half Term</b> Explanation- Volcanic Eruption Recount-Diary entry in the role as Tranio or Livia on the day after the eruption. <b>2nd Half Term</b> Narrative- Retell the story from Ivan's or Grey Wolf's point of view.</p>	<p><b>1st Half Term</b> Discussion-Why do people choose to live in a different country? Procedural-Write instruction on how Islands are formed. <b>2nd Half Term</b> Narrative- Write an unhappy ending for a tradition tale of your choice.</p>	<p><b>1st Half Term</b> Narrative-To write their own Anglo-Saxon legend based on the Beowulf structure. <b>2nd Half Term</b> Persuasive- Lucy trying to convince her family that there are wolves/ different animals in the walls. Report- Newspaper article on the family being forced to leave their home.</p>
<u>SPaG</u>	<p><b>Explanation</b> <b>Text-</b> Appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition. <b>Recount</b> <b>Text-</b> use paragraphs to organise ideas around a theme. <b>Narrative</b> <b>Sentences-</b> Expanded noun phrases. <b>Sentences-</b> Fronted adverbials- [for example, Later that day, I heard the bad news.] <b>Punctuation-</b> Use commas after fronted adverbials.</p>	<p><b>Discussion</b> <b>Text-</b> use paragraphs to organise ideas around a theme. <b>Text-</b> Appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition. <b>Procedural</b> <b>Punctuation-</b> Apostrophes to mark omission and possession. <b>Narrative</b> <b>Sentences-</b> Expanded noun phrases. <b>Sentences-</b> Fronted adverbials- [for example, Later that day, I heard the bad news.] <b>Punctuation-</b> Use commas after fronted adverbials.</p>	<p><b>Narrative</b> <b>Punctuation-</b> Use of inverted commas and other punctuation to indicate direct speech [commas after the reported clause] <b>Persuasion</b> <b>Punctuation-</b> Apostrophes to mark omission and possession. <b>Report</b> <b>Punctuation-</b> Use commas after fronted adverbials. <b>Text-</b> use paragraphs to organise ideas around a theme.</p>

<p><b><u>Texts</u></b></p>	<p><b><u>1st Half Term</u></b>  <b>Escape from Pompeii (Christina Bailit)</b></p> <p><b><u>2nd Half Term</u></b>  <b>The Firebird (Saviour Pirotta)</b> – story about a phoenix (some links to Roman mythology)</p>	<p><b><u>1st Half Term</u></b>  <b>The Island (Armin Greder)</b> – migration, refugees, moral aspects, why people travel to another country</p> <p><b><u>2nd Half Term</u></b>  <b>Lost Happy Endings (Carol Ann Duffy)</b> – lyrical story about storytelling</p>	<p><b><u>1st Half Term</u></b>  <b>Beowulf</b></p> <p><b><u>2nd Half Term</u></b>  <b>The Wolves in the Walls (Neil Gaiman)</b>  <b>(The Lantern Bearers – Rosemary Sutcliff)</b></p>
<p><b><u>Trips / Visitors</u></b></p>	<p>Chester Dewa Roman Experience</p>	<p>Mediterranean Day – Class Teachers To Organise.</p>	<p>Tatton Park Anglo Saxon Viking Workshop</p>

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	<u>Autumn - History</u>	<u>Spring - Geography</u>	<u>Summer - History</u>
<u>Year Five</u>	<b>Were the Vikings always victorious and vicious?</b>	<b>Why should the Amazon rainforest be important to us all?</b> Note – This Topic is to include study of climate zones and vegetation belts. National Curriculum reference – identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<b>Who were the Mayans and what have we learnt from them?</b>
<u>Writing Genres</u>	Discussion – Could dragons have ever existed? Non chronological report – invented dragon for a dragon spotter’s guide Adventure narrative for Hiccup with invented dragon	Persuasion – discourage people from hunting/poaching Narrative set in different culture Procedure – How to stay safe on board The Peggy Sue	<u>Text - The Hero Twins (ancient Mayan myth)</u> Narrative – myth <u>Text – The Rain Player</u> Recount – diary entry from the perspective of Pik having won the game of pok-a-tok Explanation – The water cycle (linking to the theme of rain)
<u>SPaG</u>	<u>All genres</u> Text – devices to build cohesion Text – linking ideas across paragraphs using adverbials of time, place and number and tense choices <u>Discussion</u> Sentence - indicating degrees of possibility using modal verbs Punctuation – commas to clarify meaning or avoid ambiguity <u>Non chronological report</u> Sentence - relative clauses Punctuation – parenthesis and commas to clarify meaning or avoid ambiguity	<u>All genres</u> Text – devices to build cohesion Text – linking ideas across paragraphs using adverbials of time, place and number and tense choices <u>Persuasion</u> Sentence – relative clauses and indicating degrees of possibility using modal verbs <u>Procedure</u> Sentence – indicating degrees of possibility using adverbs or modal verbs Punctuation – parenthesis and commas to clarify meaning or avoid ambiguity	<u>All genres</u> Text – devices to build cohesion Text – linking ideas across paragraphs using adverbials of time, place and number and tense choices <u>Recount</u> Sentence – relative clauses and indicating degrees of possibility using adverbs Punctuation - parenthesis <u>Explanation</u> Sentence – relative clauses and indicating degrees of possibility using adverbs or modal verbs Punctuation – commas to clarify meaning or avoid ambiguity
<u>Texts</u>	<b>How to train your dragon (Cressida Cowell)</b>	<b>Kensuke’s Kingdom (Michael Morpurgo)</b> – boy who has to survive in the rainforest after being shipwrecked on island	<b>The Hero Twins (ancient Mayan myth)</b> <b>The Rain Player (David Wisniewski)</b>

<b><u>Trips /</u></b> <b><u>Visitors</u></b>	Jorvik Viking centre and Dig	Tropical World, Leeds – Rainforest Workshop	Past Productions – Mayan Workshop
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	<u>Autumn - History</u>	<u>Spring - Geography</u>	<u>Summer - History</u>
<b><u>Year Six</u></b>	<b>Why is the River Thames so important to London?</b> Note – This Topic is to include study of the water cycle.	<b>How can we re-discover the wonders of Ancient Egypt?</b>	<b>What impact did World War Two have on Britain at the time?</b> Note – This topic is to focus on British history.
<b><u>Writing Genres</u></b>	Historical narrative set in the 1830's Discussion – Is it acceptable that some people such as Mr Brownlow are richer than others? Procedure – How to pick pockets without being detected from the perspective of Fagin	Non – chronological report – importance/significance of cats and cat Goddess Bastet Persuasion – persuading people to take in stray cats as Topher did Adventure narrative for Topher set in Egypt	Explanation – How and why did World War Two start? Recount – diary entry from the perspective of Bruno having met Schmuel for the first time Flashback narrative – Bruno having flashbacks to life in Berlin
<b><u>SPaG</u></b>	<u>All genres</u> Linking ideas across paragraphs using a wider range of cohesive devices Punctuation – use of the semi – colon, colon and dash to mark the boundary between independent clauses <u>Narrative and Procedure</u> Sentence – the difference between structures typical of informal speech and structures appropriate for formal speech and writing <u>Procedure</u> Text – layout devices Punctuation – use of the colon to introduce a list and semi colons within lists	<u>All genres</u> Linking ideas across paragraphs using a wider range of cohesive devices Punctuation – use of the semi – colon, colon and dash to mark the boundary between independent clauses <u>Non – Chronological report and Narrative</u> Sentence – use of the passive voice <u>Non – Chronological report</u> Text – layout devices Punctuation – bullet points	<u>All genres</u> Linking ideas across paragraphs using a wider range of cohesive devices Punctuation – use of the semi – colon, colon and dash to mark the boundary between independent clauses
<b><u>Texts</u></b>	<b>Oliver Twist (Charles Dickens)</b> - links to London and the Thames	<b>The Time Travelling Cat and the Egyptian Goddess (Julia Jarman)</b>	<b>The Boy in the Striped Pyjamas (Jim Boyne)</b> – themes of evacuation, concentration camps, lives of children, bombings, consequences of war
<b><u>Trips / Visitors</u></b>	River Walk To Be Found	Manchester Museum Egyptian Worlds Workshop	The East Lancashire Railway – Evacuee Experience (including a train ride).

## KS2 Spelling and Word Reading Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><b><u>Years 3 and 4</u></b>  <b>See Spelling Work Guidance on following page for statutory and non-statutory guidance.</b></p>	<p>Prefixes - to read aloud and understand the meaning of new words met.</p> <p>Suffixes - to read aloud and understand the meaning of new words met.</p>	<p><u>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word:</u></p> <ul style="list-style-type: none"> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words;</li> <li>• The /ʌ/ sound spelt ou;</li> <li>• Words with the /k/ sound spelt ch (Greek in origin);</li> <li>• Words with the /ʃ/ sound spelt ch (mostly French in origin);</li> <li>• Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin);</li> <li>• Words with the /s/ sound spelt sc (Latin in origin);</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey.</li> </ul>	<p>Possessive apostrophe with plural words.</p> <p>Homophones and near-homophones.</p> <p>Review</p>
<p><b><u>Years 5 and 6</u></b>  <b>See Spelling Work Guidance on following pages for statutory and non-statutory guidance.</b></p>	<p>Prefixes - to read aloud and understand the meaning of new words met.</p> <p>Suffixes - to read aloud and understand the meaning of new words met.</p>	<p>Homophones and other words that are often confused.</p> <p>Use of the hyphen.</p> <p>Words with the /i:/ sound spelt ei after c.</p>	<p>Words containing the letter-string ough.</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word).</p> <p>Review</p>

## English Long Term Plan

# Spelling Work Guidance for Years 3 and 4

*Revision of work from years 1 and 2*

Pay special attention to the rules for adding suffixes.

*New work for years 3 and 4*

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

## English Long Term Plan

<p>The suffix <b>-ly</b></p>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>
<p><i>Statutory requirements</i></p>	<p><i>Rules and guidance (non-statutory)</i></p>	<p><i>Example words (non-statutory)</i></p>
	<p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p>	<p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>

Endings which sound like /ʒən/
The suffix –ous

If the ending sounds like /ʒən/, it is spelt as <b>–sion</b> .	division, invasion, confusion, decision, collision, television
<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>–our</b> is changed to <b>–or</b> before <b>–ous</b> is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the <b>–ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

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<i>Statutory requirements</i>
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
Words with the /k/ sound spelt ch (Greek in origin)
Words with the /ʃ/ sound spelt ch (mostly French in origin)
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
Words with the /s/ sound spelt sc (Latin in origin)
Words with the /eɪ/ sound spelt ei, eigh, or ey

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Strictly speaking, the suffixes are <b>–ion</b> and <b>–ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>–tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>–ssion</b> is used if the root word ends in <b>ss</b> or <b>–mit</b>.</p> <p><b>–sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>–cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>
	scheme, chorus, chemist, echo, character
	chef, chalet, machine, brochure
	league, tongue, antique, unique
In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
	vein, weigh, eight, neighbour, they, obey

<i>Statutory requirements</i>
Possessive apostrophe with plural words
Homophones and near-homophones

<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already ends in <b>-s</b> , but <i>is</i> added if the plural does not end in <b>-s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ).	girls', boys', babies', children's, men's, mice's  <b>(Note:</b> singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)
	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## English Long Term Plan

# Spelling Work Guidance for Years 5 and 6

Revise work done in previous years.

New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /jəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /j/ sound is usually spelt as <b>c</b> – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /jəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in <b>-able</b> and <b>-ible</b></p> <p>Words ending in <b>-ably</b> and <b>-ibly</b></p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</p> <p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in <b>-fer</b></p>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added. The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>

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Use of the hyphen

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

co-ordinate, re-enter,  
co-operate, co-own

Statutory requirements
Words with the /i:/ sound spelt ei after c
Words containing the letter-string ough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

## English Long Term Plan

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused</p>	<p>In the pairs of words opposite, nouns end <b>–ce</b> and verbs end <b>–se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p> <p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means ‘bring about’ (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> – a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb ‘pass’ (e.g. <i>I passed him in the road</i>)</p>



	precede: go in front of or before proceed: go on
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## English Long Term Plan

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief</p> <p>profit: money that is made in selling things  prophet: someone who foretells the future</p> <p>stationary: not moving  stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you  steel: metal</p> <p>wary: cautious  weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>