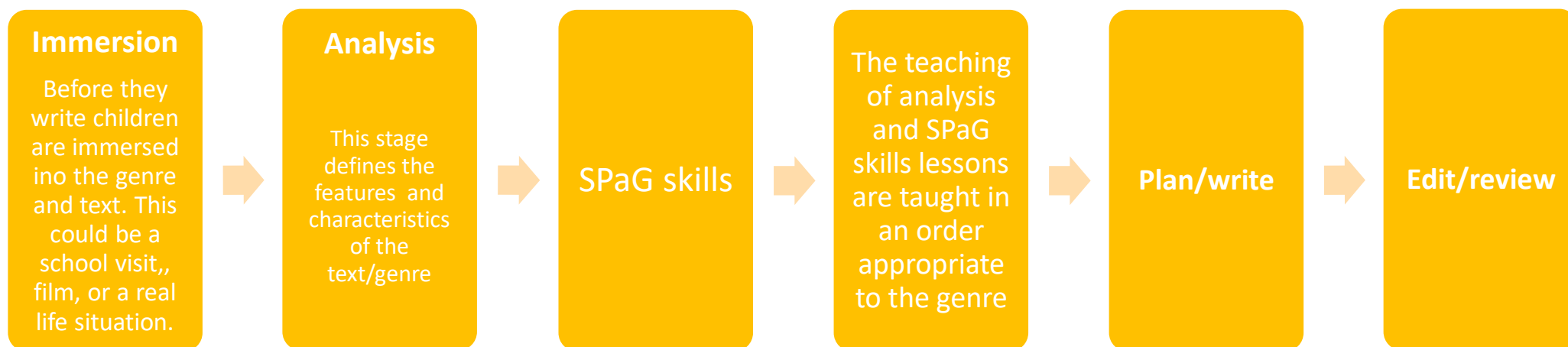


## Writing- Curriculum Map 2024

At Dobcroft Junior School, it is our intent to provide pupils with a high-quality education in English lessons to ensure that by the end of KS2, pupils can communicate effectively in the world in which we live. Here at Dobcroft Junior School, we are lucky enough to educate incredibly creative and articulate children. With this in mind, our vision is to equip our pupils with the necessary language structures, tools and creativity to express themselves in a way that meets their full individual potential. In order to achieve this, we build on KS1 learning and progress by teaching the high quality transcription and composition. We pride ourselves in providing inspiring opportunities for written and spoken language across a rich and broad curriculum in which children are immersed. We strive to encourage a love for writing and most importantly, foster creativity in order to generate lifelong writers. We ensure that this teaching extends into other areas of the curriculum, allowing children to regularly practise their English skills embedding our mastery style of teaching. Each year group's punctuation and grammar objectives are taught in the autumn term and mastered throughout the year. The end goal is to ensure children are ready and energised for the KS3 curriculum.

### The writing process at Dobcroft Junior School



## Writing Outcome Overview

Term	Year 3	Year 4	Year 5	Year 6
A-1	<p><b>Narrative</b> - Linear</p> <p><b>Genre:</b> Science Fiction/Fantasy</p> <p><b>Purpose:</b> To create imagery for the reader</p> <p><b>Core Stimulus:</b> The Iron Man Ted Hughes</p> <p><b>Model Texts:</b> TBC</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Setting description</li> <li>2. Character description</li> <li>3. Dialogue, action paragraph</li> </ol>	<p><b>Narrative - Viewpoint</b></p> <p><b>Genre:</b> fantasy (different world)</p> <p><b>Purpose:</b> To create imagery for the reader</p> <p><b>Core Stimulus:</b> Journey Aaron Becker</p> <p><b>Model Texts:</b> TBC</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Setting description</li> <li>2. First person retell of a story</li> <li>3. Setting description (assessed)</li> </ol>	<p><b>Narrative – Non Linear</b></p> <p><b>Genre:</b> Inspirational change</p> <p><b>Purpose:</b> To create imagery</p> <p><b>Core Stimulus:</b> The Promise Nicola Davies</p> <p><b>Model Texts:</b> TBC</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Setting description</li> <li>2. Diary Entry</li> <li>3. Sequel to story</li> </ol>	<p><b>Narrative</b> - Viewpoint</p> <p><b>Genre:</b> Sci-Fi (post-apocalyptic world)</p> <p><b>Purpose:</b> To create imagery for the reader</p> <p><b>Core Stimulus:</b> Ruin (literacy shed video)</p> <p><b>Model Texts:</b></p> <p>Philip K Dick</p> <p>Hunger Games</p> <p>Maze Runner</p> <p>Boy in the Tower</p> <p>Divergent</p> <p>Ian M Banks</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Setting description</li> <li>2. Character description</li> <li>3. Internal monologue</li> </ol>
A-2	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Non-Chronological Report</p> <p><b>Purpose:</b> To inform</p> <p><b>Core Stimuli</b> Hedgehog (WCR), Stone Age Boy</p> <p><b>Model Texts:</b></p> <p>Selection of animal non-chronological reports (not hedgehogs)</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Hedgehog or children's animal of choice</li> <li>2. Stone Age (Assessed)</li> </ol>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Persuasion – single view point</p> <p><b>Purpose:</b> To persuade</p> <p><b>Core Stimulus:</b> Plastic Pollution – videos and images</p> <p><b>Model Texts:</b></p> <p>Real life posters e.g. army adverts</p> <p>Grammarsaurus Roman poster</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Speech</li> <li>2. Persuasive poster</li> <li>3. Persuasive report</li> <li>3. Written speech (assessed)</li> </ol>	<p><b>Non-Fiction-</b></p> <p><b>Genre:</b> Non-chronological report</p> <p><b>Purpose:</b> To Inform</p> <p><b>Core Stimulus:</b> Pandora (literacy shed video)</p> <p><b>Model Texts:</b></p> <p>Literacy Shed WAGOLLS</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Non-chronological based on Pandora (hexapods)</li> <li>2. Non-chronological based on their own fictional creature (assessed)</li> </ol>	<p><b>Non-Fiction-</b></p> <p><b>Genre:</b> Persuasion</p> <p><b>Purpose:</b> To persuade with evidence</p> <p><b>Core Stimulus:</b> Can we save the tiger?</p> <p><b>Model Texts:</b> Can we save the tiger?</p> <p>Martin Luther King</p> <p>Greta Thunberg</p> <p>Posters from WWF</p> <p>Polar bear wagoll</p> <p>Grammarsaurus formal persuasive letters</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Persuasive poster</li> <li>2. Speech</li> <li>3. Formal letter</li> </ol>

Sp-1	<p><b>Narrative -Linear</b></p> <p><b>Genre:</b> Adventure  <b>Purpose:</b> Building suspense  <b>Core Stimulus:</b> Flat Stanley Jeff Brown  <b>Model Texts:</b></p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1.Character description</li> <li>2.Child created narrative (single problem)</li> </ol>	<p><b>Narrative-Linear</b></p> <p><b>Genre:</b> Fantasy portal story (different world)  <b>Purpose:</b> To show contrasting settings and characters  <b>Core Stimulus:</b> The Lion, The Witch &amp; The Wardrobe CS Lewis  <b>Model Texts:</b> The Lion, The Witch &amp; The Wardrobe CS Lewis + BFG – dialogue  Land of Roar</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1.Setting description</li> <li>2. Dialogue between characters</li> <li>3.Create portal story (movement from one place to another)</li> <li>4. Character description (assessed)</li> </ol> <p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>1. Kennings</li> <li>2. Limericks</li> </ol>	<p><b>Narrative - Viewpoint</b></p> <p><b>Genre</b> Historic/Archaic  <b>Purpose:</b> To transport the reader to another period of time (imagery)  <b>Core Stimulus:</b> The Highwayman Alfred Noyes  <b>Model Texts:</b></p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1.Atmospheric setting description</li> <li>2.Character description</li> <li>3.Retell from Bess’ point of view</li> </ol> <p><b>Poetry</b></p> <ol style="list-style-type: none"> <li>1. Haikus</li> <li>2. Renga</li> </ol>	<p><b>Narrative - Viewpoint</b></p> <p><b>Genre:</b> Issues and dilemmas narrative  <b>Purpose:</b> To create an emotional response  <b>Core Stimulus:</b> The Unforgotten Coat Frank Cottrell Boyce  <b>Model Texts:</b> The Unforgotten Coat Frank Cottrell Boyce  Anne Frank  Howard Carter  Grammarsaurus</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Re-telling events from another character’s perspective (diary?)</li> <li>2. Recount</li> <li>3. Own issues and dilemma narrative (The unforgotten??) Assess middle section of the story. and dilemma narrative</li> </ol>
Sp-2	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Letter writing  <b>Purpose:</b> Complaint/Persuade  <b>Core Stimulus:</b> The Day the Crayons Quit</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Letter of complaint/persuade (classroom object)</li> <li>2. Letter of complaint/persuade related to a real life issue</li> </ol>		<p><b>Non-Fiction-</b></p> <p><b>Genre:</b> Discussion <u>balanced argument</u>  <b>Purpose:</b> To present different viewpoints  <b>Core Stimuli:</b> The Suffragettes, The battle for Equality, David Roberts  <b>Model Texts:</b> Diary entries and historical letters  <b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Formal Speech</li> <li>2. Balanced Argument</li> <li>3. Campaign</li> </ol>	
S-1	<p><b>Narrative - Quest</b></p> <p><b>Genre:</b> Quest myth  <b>Purpose:</b> Suspense  <b>Core Stimulus:</b> The Orchard Book of Greek Myths  <b>Model Texts:</b> The Orchard Book of Greek Myths * Perseus &amp; Medusa, * Theseus &amp; the minotaur *Jason &amp; the Argonauts  <b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Character description with action</li> <li>2. Write a quest myth (double story mountain)</li> </ol>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> Non-chronological report  <b>Purpose:</b> To Inform with elements of persuasion  <b>Core Stimuli:</b>  <b>Model Texts:</b> Tourist brochures/leaflets/webpages e.g Lego house  <b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. Website content</li> <li>2. Leaflet</li> </ol>	<p><b>Narrative - Linear</b></p> <p><b>Genre:</b> Fairy tales  <b>Purpose:</b> Morals  <b>Core Stimulus:</b> The Lost Happy Endings Carroll Ann Duffy - <a href="https://fliphtml5.com/gfrec/gonz/basic">https://fliphtml5.com/gfrec/gonz/basic</a>  <b>Model Texts:</b> Grimm Tales (Philip Pullman) + Traditional tales</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1. poetry</li> <li>2. Letters</li> <li>3. Diary entries</li> <li>4. Prequel – alternative perspective</li> </ol>	<p><b>Non-Fiction</b></p> <p><b>Genre:</b> diary, persuasive, balanced argument  <b>Purpose:</b>  <b>Core Stimulus:</b> Guardian Three Little Pigs (literacy Shed),</p> <p><b>Forms:</b></p> <ol style="list-style-type: none"> <li>1a. newspaper – biased towards Wolf</li> <li>1b. newspaper – biased towards pig (assessed)</li> <li>2a. Defence case pig</li> <li>2b. Defence case wolf (assessed)</li> <li>3a. Balanced argument</li> <li>3b. Balanced argument (assessed)</li> </ol>

S-2	<p><b>Non-Fiction</b>  <b>Genre:</b> Recount  <b>Purpose:</b> Inform  <b>Core Stimulus:</b>  <b>Model Texts:</b> TBC</p> <p><b>Forms:</b>  1. Diary Entry of a school trip  2. Short news reading</p> <p>Present perfect tense focus</p>	<p><b>Narrative - Viewpoint</b>  <b>Genre:</b> Story in a familiar setting  <b>Purpose:</b> To entertain  <b>Core Stimulus:</b> Voices in the Park Anthony Brown  <b>Model Texts:</b> TBC</p> <p><b>Forms:</b>  1. Diary entry retelling event from a different view point  2. Creating a duel viewpoint story</p> <p><b>Non-Fiction</b>  <b>Genre:</b> Explanations  <b>Purpose:</b> To educate and inform  <b>Core Stimulus:</b> Chocolate book  <b>Model Texts TBC:</b></p> <p><b>Forms:</b>  1. Geography explanation - chocolate  2. Scientific explanation – digestion</p>	<p><b>Non-Fiction</b>  <b>Genre:</b> Recount – biography  <b>Purpose:</b> Informative entertainment  <b>Core Stimulus:</b> Stories for Rebel Girls, Stories for Rebel Boys  <b>Model Texts:</b> TBC</p> <p><b>Forms:</b>  1. Biography (currently relevant)  2. Biography (personal choice)</p>	<p><b>Narrative</b>  <b>Genre:</b> Mystery  <b>Purpose:</b>  <b>Core Stimuli:</b> Alma (literacy Shed), Harris Burdock images,  <b>Model Texts:</b> Assassin, Dreams snatcher</p> <p><b>Forms:</b>  1. Atmospheric setting  2. Paragraphs building tension  3. Mystery story</p>
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## Punctuation and Grammar covered in a mastery style

	<u>Word</u>	<u>Sentence</u>	<u>Text</u>	<u>Punctuation</u>	<u>Terminology for pupils</u>
<b>Year 6</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big</i>, <i>large</i>, <i>little</i>)</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and <b>ellipsis</b></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up</i>)</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• synonym</li> <li>• antonym</li> <li>• ellipsis</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> </ul>
<b>Year 5</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –<i>ate</i>; –<i>ise</i>; –<i>ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis–</i>, <i>de–</i>, <i>mis–</i>, <i>over–</i> and <i>re–</i>)</p>	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps</i>, <i>surely</i>) or <b>modal verbs</b> (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>)</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then</i>, <i>after</i> <i>that</i>, <i>this</i>, <i>firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of colons and semi-colons for lists</p>	<ul style="list-style-type: none"> <li>• modal verb</li> <li>• relative pronoun</li> <li>• relative clause</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash cohesion</li> <li>• ambiguity</li> </ul>

		Using <b>expanded noun phrases</b> to <b>convey complicated</b> information concisely			
<b>Year 4</b>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> -s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Use of commas after <b>fronted adverbials</b></p>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive</li> <li>• pronoun</li> <li>• adverbial</li> </ul>
<b>Year 3</b>	<p>Formation of <b>nouns</b> using a <u>range</u> of <b>prefixes</b>, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the <b>forms a</b> or <b>an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, so, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p> <p>To consolidate - Apostrophes to show singular possession.</p>	<ul style="list-style-type: none"> <li>• adverb</li> <li>• preposition</li> <li>• conjunction</li> <li>• word family</li> <li>• prefix</li> <li>• clause</li> <li>• subordinate clause</li> <li>• direct speech</li> <li>• consonant</li> <li>• consonant letter</li> <li>• vowel</li> <li>• vowel letter</li> <li>• inverted commas</li> </ul>



## Spellings

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p>1. Spelling Rules: Words with the short vowel sound /i/ spelled y</p> <p>2. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</p> <p>3. Spelling Rules: Adding the prefix 'over' to verbs.</p> <p>4. Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</p> <p>5. Spelling Rules: Words which can be nouns and verbs.</p> <p>6. Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</p>	<p>8. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</p> <p>9. Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>10. Spelling Rules: Words with endings /shuhl/ after a vowel letter</p> <p>11. Spelling Rules: Words with endings /shuhl/ after</p>	<p>15. Spelling Rules: Adding the suffix 'ibly' to create an adverb.</p> <p>16. Spelling Rules: Changing '-ent' to '-ence.'</p> <p>17. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>18. Spelling Rules: Adverbs synonymous with determination.</p> <p>19. Spelling Rules: Adjectives to describe settings</p>	<p>20. Spelling Rules: Vocabulary to describe feelings.</p> <p>21. Spelling Rules: Adjectives to describe character</p> <p>22. Grammar Vocabulary</p> <p>23. Grammar Vocabulary</p> <p>24. Mathematical Vocabulary</p> <p>25. Y5/6 word list</p>	26. Y5/6 word list	27. Y5/6 word list



	<p>7. Spelling Rules: Words with a 'soft c' spelled /ce/.</p>	<p>a consonant letter.</p> <p>12. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</p> <p>13. Spelling Rules: Words ending in '-ably.'</p> <p>14. Spelling Rules: Words ending in '-ible'</p>				
<b>Year 5</b>	<p>1. Words ending in '-ious.'</p> <p>2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'</p> <p>3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</p> <p>4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a</p>	<p>8. Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.</p> <p>9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.</p> <p>10. Words ending in '-able' and '-ible.' '-able' is used where</p>	<p>15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.</p> <p>16. Words with 'silent' letters at the start.</p> <p>17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the</p>	<p>21. Words containing the letter string 'ough' where the sound is /aw/.</p> <p>22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p> <p>23. Adverbs of possibility. These words show the possibility that something has of occurring.</p>	<p>27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>29. These words are homophones or near homophones. They have</p>	<p>33. Revision: Year 5 words</p> <p>34. Revision: Year 5 words</p> <p>35. Revision: Year 5 words</p> <p>36. Revision: Year 5 words</p>

	<p>consonant. But there are many exceptions.</p> <p>5. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itil’ after a consonant. But there are many exceptions.</p> <p>6. Challenge words</p> <p>7. Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.</p>	<p>there is a related word ending ‘-ation.’</p> <p>11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely &gt; reliably</p> <p>12. Challenge Words</p> <p>13. Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.</p> <p>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p>	<p>pronunciation of the word)</p> <p>18. Challenge Words</p> <p>19. Words spelled with ‘ie’ after c</p> <p>20. Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.</p>	<p>24. Challenge Words</p> <p>25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p>	<p>the same pronunciation but different spellings and/or meanings.</p> <p>30. Challenge Words</p> <p>31. 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.</p> <p>32. Challenge Words</p>	
<b>Year 4</b>	<p>1. These words are homophones or near homophones. They have the same pronunciation</p>	<p>8. The suffix ‘-ation’ is added to verbs to form nouns.</p>	<p>15. The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the</p>	<p>21. The suffix ‘-ion’ becomes ‘-ssion’ when the root word ends in ‘ss’ or ‘mit.’</p>	<p>27. Some words have similar spellings, root words and meanings. We call these word families.</p>	<p>33. Revision – spelling rules we have learned in Stage 4.</p>

	<p>but different spellings and/or meanings.</p> <p>2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p> <p>3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</p> <p>4. The prefix 'sub-' which means under or below.</p> <p>5. The prefix 'inter-' means between, amongst or during.</p> <p>6. Challenge Words</p> <p>7. The suffix '-ation' is added to verbs to form nouns.</p>	<p>9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p> <p>10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p> <p>11. Word with the 'sh' sound spelled ch. These words are French in origin.</p> <p>12. Challenge Words</p> <p>13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</p> <p>14. Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p>	<p>sound of 'g' is to be kept.</p> <p>16. The 'ee' sound spelled with an 'i.'</p> <p>17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</p> <p>18. Challenge Words</p> <p>19. The 'au' digraph</p> <p>20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p>	<p>22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</p> <p>23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</p> <p>24. Challenge Words</p> <p>25. Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>26. The /s/ sound spelled c before 'i' and 'e'.</p>	<p>'sol word family' and 'real word family'</p> <p>28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'</p> <p>29. Prefixes – 'super-' 'anti' and 'auto.'</p> <p>30. The prefix bi- meaning two.</p> <p>31. Challenge Words</p> <p>32. Plural possessive apostrophes</p>	<p>34. Revision – spelling rules we have learned in Stage 4.</p> <p>35. Revision – spelling rules we have learned in Stage 4.</p> <p>36. Revision – spelling rules we have learned in Stage 4.</p>
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<p><b>Year 3</b></p>	<p>1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.</p> <p>2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.</p> <p>3. Spelling Rule: The /i/ sound spelled with a 'y.'</p> <p>4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'</p> <p>5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.</p> <p>6. Challenge words</p> <p>7. Words with the prefix 're-' 're-' means 'again' or 'back.'</p>	<p>8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.</p> <p>9. The prefix 'mis-' This is another prefix with negative meanings.</p> <p>10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.</p> <p>11. 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.</p> <p>12. Challenge words</p>	<p>15. The long /a/ vowel sound spelled 'ey.'</p> <p>16. Adding the suffix – ly. Adding the –ly suffix to an adjective turns it into an adverb.</p> <p>17. Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>18. Challenge Words</p> <p>19. The /l/ sound spelled '-al' at the end of words.</p> <p>20. The /l/ sound spelled '-le' at the end of words.</p>	<p>21. Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>22. Adding the suffix '–ally' which is used instead of '-ly' when the root word ends in '–ic.'</p> <p>23. Adding the suffix – ly. Words which do not follow the rules.</p> <p>24. Challenge Words</p> <p>25. Words ending in '–er' when the root word ends in (t)ch.</p> <p>26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.</p>	<p>27. Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin.</p> <p>28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.</p> <p>29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.</p> <p>30. Challenge Words</p> <p>31. The suffix '–sion' pronounced /ʒən/</p>	<p>32. Revision – spelling rules we have learned in Stage 3.</p> <p>33. Revision – spelling rules we have learned in Stage 3.</p> <p>34. Revision – spelling rules we have learned in Stage 3.</p> <p>35. Revision – spelling rules we have learned in Stage 3.</p> <p>36. Revision – spelling rules we have learned in Stage 3.</p>
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		13. The long vowel /a/ sound spelled 'ai'				
		14. The long /a/ vowel sound spelled 'ei.				