



INSPIRING EXCELLENCE TOGETHER

## English Policy For Castlechurch Primary School



*The English Policy in respect of the Castlechurch Primary School has been discussed and adopted by the Local Advisory Board.*

*Chair of Local Advisory Board:*

*Mrs T Drinkwater*

*Responsible Officer:*

*Headteacher – Mrs E Goodyear*

*Agreed and ratified by the Local Advisory Board on:*

*February 2025*

*To be reviewed:*

*February 2027 or earlier if required*

# Castlechurch Primary School

## English Policy

The overall intent of our school curriculum is to:

**Recognise uniqueness:** in our pupils, staff, resources and whole school community.

**Be Inclusive:** recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

**Engage and Inspire:** through knowledge rich, highly enriched, progressive and purposeful contexts.

**Promote Aspiration:** offering challenge, accountability and responsibility for their learning.

**Create citizens of the Future:** who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

### Intent

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

### Implementation

We use the **National Curriculum** programmes of study for Reading, Writing, Spelling, Grammar and Punctuation. We ensure that basic literacy skills are entwined through our text based units and the wider curriculum.

**Reading** is an integral part of school life. We value reading and we have a reading core offer which is embedded within our everyday school practice. Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. This progressive scheme enables the children to become fluent and comprehensive readers by the end of Year 1. (Please see separate phonics policy). The teaching of reading is delivered through individual, group and whole class teaching sessions using challenging texts to apply new skills and knowledge taught. (Please see Appendix 1 for our Reading band Phase 1, 2, 3, 4 & 5 (EYFS / Y1) Book Band Colours Y2 - 6)

### Reading for Pleasure

Our children deserve a rich curriculum that encourages a love of literature. All classes share books (in their entirety where possible) and are given access to a wide range of texts across different subjects. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, because we know that extensive reading and exposure to books makes a huge contribution to children's vocabulary, understanding and subject knowledge. Reading is promoted through the use of our school libraries, class reading areas and whole school assemblies.

## Spellings

Our school uses Ready Steady Spell resources to support of teaching of spelling. It is a progressive systematic spelling programme from Year 3 and Year 6. It covers all National Curriculum expectations progressively for all year groups. It provides full coverage, in a cyclical way, by providing opportunities to reinforce and embed learning systematically and interactively!

The aim of the Ready Steady Spell programme is to enable children to:

- independently, accurately and automatically encode words for accurate spelling

The programme contains detailed guidance for effective implementation and teaches through resources that allow children to acquire subject skills & knowledge and an understanding of spelling strategies needed for accurate recall. See Appendix 4 for year group progression documents.

The teaching of spelling is delivered through individual, group and whole class teaching sessions dependent on children's spelling capabilities.

## Writing

The progression documents show progression of writing skills across the school. At the Children First Learning Partnership children are taught a range of genres to embed the basic skills across the curriculum. Genres and texts are plotted out carefully over a two year cycle to ensure coverage and challenge for all children in our mixed aged classes.

Lessons are planned from the correct year groups Programmes of Study from The National Curriculum. Teachers will be aware of the prior learning that needs to be secure from previous year groups to ensure new content can be understood. The progression documents are then broken down into smaller steps to ensure lessons are driven by sharp learning objectives, which are progressively linked. We use our flow of writing (See Appendix 3) to support the learning process and to practise and embed new skills and knowledge in the different genres.

Individual lessons are carefully designed using the most effective teaching materials, so that pupils are given the best opportunities to show their understanding. Variation is consciously built in by teachers, so that pupils can apply their learning to different genres and make cross curricular links.

We use and teach pre-cursive and cursive handwriting throughout the school. Staff teach the formation of letters specifically in the EYFS alongside phonics, saying a rhyme to aid memory and follow the school's progression document for formation and joins. (See Appendix 4). Reversals and poor formation is highlighted as part of our marking non-negotiables and additional interventions such as Squiggle me into a writer for EY/KS1, write from the start KS1 and Speed up handwriting for KS2 as used to support. The school also has access to a specialist physiotherapist to support with complex difficulties.

## **English Language**

Across the Children First Learning Partnership we understand that the English technical language is crucial to children's thinking. So we introduce new words from the curriculum through text based units and WAGOLLS. Key vocabulary used in a text based unit/genre are displayed on the English working walls within classrooms.

In lessons, children work in a variety of ways including pairs, whole class, groups and individually. Children work together so that through their dialogue they can develop a much stronger understanding.

All adults model the correct use of technical language and insist pupils do the same, including correct use of Standard English language.

## **Pitch, Pace and Challenge**

Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a mastery approach. Children are provided with scaffolds to support them with their learning and challenge is provided as and when appropriate. However, decisions about when to progress will always be based on the security of children's understanding and their readiness to progress to the next stage. Children will be taught analytical strategies which helps the children comprehend unfamiliar content.

## **Editing**

Pupils are encouraged to develop a 'have a go' attitude and are comfortable with making mistakes, as they are seen as part of the learning process. Children have the opportunity to edit and improve their work at an age and stage appropriate level.

## **Basic Skills**

Embedding of basic skills within reading and writing and will enable pupils to accelerate their learning and close any gaps. Children requiring further support, will be scaffolded in a variety of ways during lessons, including the use of word mats, talking tins, adults and accessing the classroom metacognition stations.

## **Inclusivity**

All children are exposed to their year group age related expectations in a keep up approach through the mastery format. Those children that are significantly working below their year group expectations will be exposed to learning which is at the appropriate level for them and where appropriate links to their PLP targets.

## **Impact-**

What we aim to achieve from our English curriculum across the Children's First Learning Partnership;

- Children will have a love of reading and a belief that everybody is an author.
- Children will have creative minds and build imagination and originality.
- Children will be secure in basic skills including SPAG and phonics.
- Children will have an extensive vocabulary and oral proficiency.
- Children will read and write for pleasure.
- Children will work collaboratively and independently to share ideas.

## **Assessment -**

Our impact will be measured by using both formative and summative assessment.

### **Formative**

Assessment is not just used to track children's learning through the use of assessment trackers, but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge and focuses on the next steps that they need in order to make progress.

Within the Children First Learning Partnership, assessment in English is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing prior knowledge through assessment for learning to identify the current stage and next steps in learning. Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

Effective marking and feedback are an important element of teachers' and TA's responses to children's learning. This may be given either orally during live marking, or in written format during a marking conference, but is always:

- specific, accurate, and clear
- celebrates success
- compares what a pupil is doing right now with what they have needed to improve before
- provides specific guidance on how to improve as their next step

### **Summative**

As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is then analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.

### **Role of Leaders**

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our in school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CFLP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Version	Review Date	Changes Made
V3	12.01.22	In conjunction with... phonics policy
		Reading – Our school follows Little Wandle Letters and Sounds Revised to teach phonics and early reading. This progressive scheme enables the children to become fluent and comprehensive readers by the end of Year 1. (Please see separate phonics policy).
		Spellings information section added.
		Handwriting information updated
		Pitch, Pace & Challenge - Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace following a Mastery Approach
		Basic Skills - Children requiring further support, will be scaffolded in a variety of ways during lessons, including the use of word mats, talking tins, adults and accessing the classroom metacognition stations.
		Summative - As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is then analysed and evaluated half termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.
		Inclusivity (New) - All children are exposed to their year group age related expectations in a keep up approach through the mastery format. Those children that are significantly working below their year group expectations will be exposed to learning which is at the appropriate level for them and where appropriate links to their PLP targets.
		Appendix 1 – Updated for Little Wandle
		Appendix 2 – Removed (Little Wandle Scheme now followed) and appendixes renumbered.
V4	29/1/25	Changed logo and dates on front cover
		Added Ready Steady Spell into the Spellings section with dealt as to the aims and implementation
		Added appendix 4 Ready Steady Spell Progression documents
		Reference to scaffolds and challenge added under the heading 'pitch, pace and challenge' (P4)
		Further detail added regarding editing at an age and stage appropriate level under the heading 'editing' (P4)



**Guide to Reading levels**

EYFS-KS1 Triangulation with Little Wandle

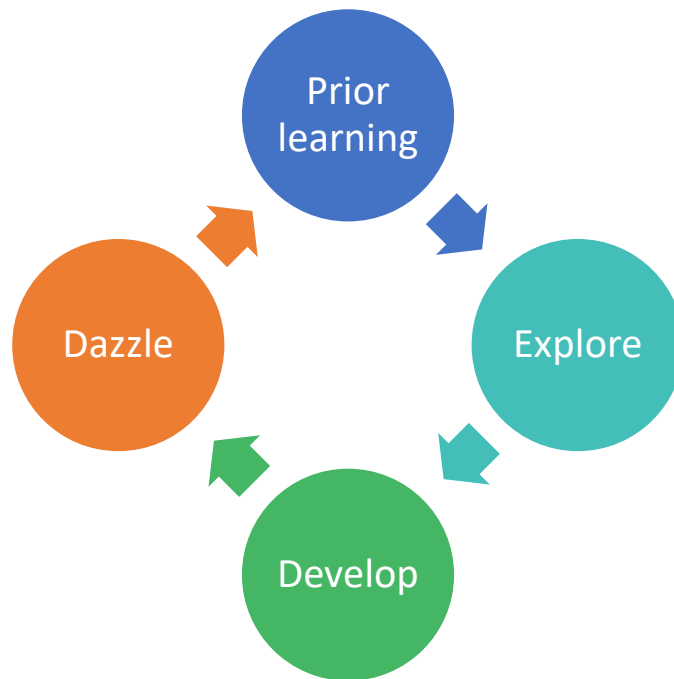
Little Wandle Phase Band	Book Band	On track expectation	End of year expectation			
			Rec	Year 1	Year 2	
Foundation Level	Lilac	Reception, Autumn 1		Year 1 BLW	Year 2 BLW	
Phase 2, set 1	Pink 1	Reception, Autumn week 3/4 & Autumn 2				
Phase 2, set 2	Pink 1	Reception, Autumn 2				
Phase 2, set 3	Pink 2	Reception, Autumn 2				
Phase 2, set 4	Pink 2	Reception, Spring 1				
Phase 2, set 5	Pink 2   Red 1	Reception, Spring 1				
Phase 3, set 1	Red 1	Reception, Spring 2	REC ELG	Year 1 WTS	Year 2 BLW	
Phase 3, set 2	Red 2	Reception, Summer 1				
Phase 4, set 1	Yellow	Reception, Summer 2				
Phase 4, set 2	Blue	Year 1, Autumn 1				
Phase 5, set 1	Blue	Year 1, Autumn 2				
Phase 5, set 2	Blue   Green	Year 1, Spring 1				
Phase 5, set 3	Green	Year 1, Spring 2				
Phase 5, set 4	Green	Year 1, summer 1 & 2				
Phase 5, set 5	Green   Orange   Turq	Year 2, Autumn 1	Year 1 ARE			Year 2 WTS
	Turquoise	Year 2, Autumn 2	Year 1 GD			Year 2 WTS
	Purple	Year 2, Spring 1		Year 2 WTS		
	Gold	Year 2, Spring 2		Year 2 ARE		
	White	Year 2, Summer		Year 2 ARE		
	Lime			Year 2 ARE+/GD		

	Copper				Year 2 GD
	Topaz				
	Ruby	Year 3S			
	Sapphire	Year 4S			
	Diamond				
	Pearl (Free)				



## Appendix 2

### Flow of writing



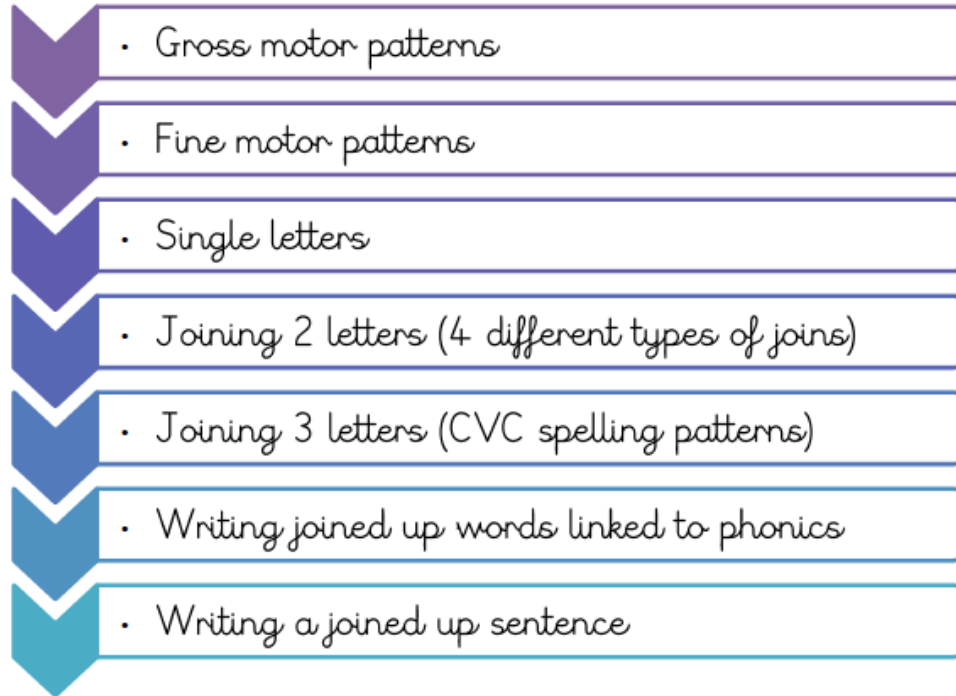
<i><b>Prior Learning</b></i>	<i><b>Explore</b></i>	<i><b>Develop</b></i>	<i><b>Dazzle</b></i>
<ul style="list-style-type: none"> <li>List the features</li> <li>Sorting activity – sentences, extracts</li> <li>Spider diagram</li> <li>Comparison of two texts – Non-fiction, fiction</li> <li>Cold write</li> <li>Odd one out – Which one is the letter?</li> <li>Tense of language</li> <li>Bad WAGOLL – Spot the mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Identify features, highlighting</li> <li>WAGOLLS</li> <li>Drama – hot seating, conscience alley, retell role play, small world re-enactment</li> <li>Story mapping</li> <li>Sequencing</li> <li>Freeze framing</li> <li>Piecing together</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Skills and sentences</li> <li>Writing elements of the genre</li> <li>Exploring skills</li> <li>Writing a full piece of genre – retells, twists, own versions</li> <li>Up-level/improve group/teachers version</li> <li>Guided writing</li> </ul>	<ul style="list-style-type: none"> <li>Edit,</li> <li>Redraft</li> <li>Up-level language – thesaurus, word bank, resources</li> <li>Up-level spellings – dictionaries, zap its</li> <li>Peer assessment</li> <li>Self-assessment against criteria</li> </ul>

## Appendix 3

### Handwriting Progression

# Handwriting Teaching Guide

## Progression of handwriting

- 
- Gross motor patterns
  - Fine motor patterns
  - Single letters
  - Joining 2 letters (4 different types of joins)
  - Joining 3 letters (CVC spelling patterns)
  - Writing joined up words linked to phonics
  - Writing a joined up sentence

## Appendix 4

### Ready Steady Spelling: Year 3 Termly Progression Overview

Year 3	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p><b>Reinforce Year 2:</b> Adding <b>-es</b> to nouns and verbs ending in <b>-y</b></p> <p><b>Embed Year 2:</b> Adding <b>-ing, -ed, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it</p> <p><b>Embed Year 2:</b> Adding the endings <b>-ed, -ing, -er, -est</b> and <b>-y</b> to a root word ending in <b>-e</b> with a consonant before it</p>	often, learn, February, heart, exercise, sentence, consider, different, history, probably
Autumn 2	<p><b>Embed Year 2:</b> Adding <b>-ing, -ed, -er</b> and <b>-est</b> and <b>-y</b> to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p><b>Introduce:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – <u>gardening</u> / <u>gardener</u></p> <p><b>Introduce:</b> Adding suffixes beginning with vowel letters (e.g. <b>-ing, -ed, -er</b>) to words of more than one syllable (doubling the consonant) e.g. begin becomes – <u>beginner</u> / <u>beginning</u></p> <p><b>Reinforce Year 2:</b> Suffixes <b>-ment, -ness, -ful, less</b> and <b>-ly</b></p>	important, describe, early, thought, interest, breath, length, weight, eight, eighth
Spring 1	<p><b>Introduce:</b> Adding suffix <b>-ly</b> with no change to root word</p> <p><b>Introduce:</b> Exception 1 Adding suffix <b>-ly</b> to root word ending in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to an <b>i</b>, (only if root word has one than one syllable)</p> <p><b>Introduce:</b> Exception 2: Adding suffix <b>-ly</b> when root word ends with <b>-le</b> (<b>-le</b> is changed to <b>-ly</b>)</p> <p><b>Introduce:</b> Exception 3: Adding suffix <b>-ly</b> when root word ends with <b>-ic, -ally</b> is added rather than just <b>-ly</b></p> <p><b>Introduce:</b> Exception 4: Adding suffix <b>-ly</b> other examples <i>truly, duly, wholly</i></p> <p><b>Reinforce Year 2:</b> Homophones and near-homophones</p> <p><b>Embed Year 2:</b> Possessive apostrophe <b>-s</b> (singular nouns)</p> <p><b>Introduce:</b> Possessive apostrophe <b>-s</b> (with plural words)</p> <p><b>Introduce:</b> Possessive apostrophe <b>-s</b> (when the plural of a word changes)</p>	address, though/ although, arrive, possess(ion), group, pressure, certain
Spring 2	<p><b>Introduce:</b> Adding prefixes <b>dis-, mis-, in-, -im, il-</b>,</p> <p><b>Introduce:</b> Words with endings sounding like /zh/+ /ure/ (spelt <b>-sure</b>) and /ch/ + /ure/ (spelt <b>-ture</b>)</p> <p><b>Introduce:</b> Adding prefixes <b>mini-, micro-</b></p>	earth, continue, remember, (dis)appear, heard, woman/ women
Summer 1	<p><b>Introduce:</b> Words with the /ai/ sound spelt <b>ei, eigh, or ey</b></p> <p><b>Introduce:</b> Words with the /s/ sound spelt <b>sc</b></p> <p><b>Introduce:</b> Words with the /k/ sound spelt <b>ch</b></p> <p><b>Introduce:</b> Words with the /sh/ sound spelt <b>ch</b></p> <p><b>Introduce:</b> Words with endings that sound like /zh/ + /ə/ + /n/</p> <p><b>Reinforce:</b> Words with endings sounding like /zh/+ /ure/ (spelt <b>-sure</b>) and /ch/ + /ure/ (spelt <b>-ture</b>)</p> <p><b>Introduce:</b> New additional homophones/ near homophones</p>	complete, possible, regular, particular, natural, surprise, decide, strange
Summer 2	<p><b>Embed Year 2:</b> Silent letters <b>k /n/</b> and <b>g /n/</b> at the beginning of words</p> <p><b>Introduce:</b> The /i/ sound spelt <b>y</b> elsewhere than at the end of words</p> <p><b>Reinforce:</b> Words with endings that sound like /zh/ + /ə/ + /n/</p> <p><b>Reinforce :</b> Adding prefix: <b>dis-, mis-, in-, il-, im-</b></p> <p><b>Introduce:</b> Adding prefix: <b>ir-, re-</b></p> <p><b>Introduce:</b> New additional homophones/ near homophones</p> <p><b>Reinforce:</b> Possessive apostrophe <b>-s</b> (with plural words)</p> <p><b>Reinforce:</b> Possessive apostrophe <b>-s</b> (when the plural of a word changes)</p>	perhaps, special, popular, caught, naughty, quarter, strength, ordinary, centre, century

## Ready Steady Spelling: Year 4 Termly Progression Overview

Year 4	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p><b>Reinforce Year 3:</b> Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant <i>not</i> doubled e.g. garden becomes – garden<u>ing</u> / garden<u>er</u></p> <p><b>Reinforce Year 3:</b> Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u></p> <p><b>Reinforce Year 3:</b> Suffix -ly starts with a consonant letter added straight onto most root words</p> <p><b>Reinforce Year 3:</b> Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The <b>y</b> is changed to an <b>i</b> (only if root word has one than one syllable)</p> <p><b>Reinforce Year 3:</b> Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly)</p> <p><b>Reinforce Year 3:</b> Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly</p> <p><b>Reinforce Year 3:</b> Exception 4: Suffix -ly other examples truly, duly, wholly</p> <p><b>Reinforce Year 3:</b> Words with the /s/ sound spelt <b>sc</b></p> <p><b>Reinforce Year 3:</b> Words with the /sh/ sound spelt <b>ch</b></p> <p><b>Reinforce Year 3:</b> Words with the /k/ sound spelt <b>ch</b></p> <p><b>Reinforce Year 3:</b> Words with the /ai/ sound spelt <b>ei, elgh or ey</b></p>	<p>accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build suppose, various</p>
Autumn 2	<p><b>Embed Year 3:</b> Words with endings that sound like /zh/ + /ə/ + /n/</p> <p><b>Introduce:</b> Adding the suffix -ation to verbs to form nouns e.g. information, adoration</p> <p><b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt <b>tion</b> where the root word ends in <b>t</b> or <b>te</b> e.g. e.g. invention</p> <p><b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt <b>-sion</b> where the root word ends in <b>d</b> or <b>se</b> e.g. expansion</p> <p><b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt <b>-ssion</b> where the root word ends in <b>ss</b> or <b>mit</b> e.g. discussion</p> <p><b>Introduce:</b> Endings that sound like /zh/ + /ə/ + /n/ spelt <b>-cian</b> where the root word ends in <b>c</b> or <b>sc</b> e.g. musician</p> <p><b>Introduce:</b> Silent letters <b>b</b></p> <p><b>Embed Year 3:</b> Possessive apostrophe -s (with plural words)</p> <p><b>Introduce:</b> Additional new homophones/ near homophones</p>	<p>favourite, mention, fruit, grammar, enough, imagine, increase, knowledge, through, material, busy/business</p>
Spring 1	<p><b>Introduce:</b> Adding the suffix -ous (no change to the root word)</p> <p><b>Introduce:</b> Adding the suffix -ous (no obvious root word)</p> <p><b>Introduce:</b> Adding the suffix -ous (-our is changed to -or before -ous is added)</p> <p><b>Introduce:</b> Adding the suffix -ous (final -e of the root word is kept if the sound is making /j/ e.g. courage <b>courageous</b></p> <p><b>Introduce:</b> Adding the suffix -ous (/ee/ sound represented as an -i before the -ous ending e.g. serious &amp; /ee/ sound represented as an -e before the -ous ending e.g. hideous)</p> <p><b>Introduce:</b> Prefixes: <b>de-, over-</b></p> <p><b>Reinforce:</b> Prefixes: <b>re-, ir-</b></p> <p><b>Introduce:</b> Silent letters <b>gh</b></p>	<p>experiment, extreme, experience, notice, recent, bicycle, height, difficult, library</p>
Spring 2	<p><b>Introduce:</b> Adding the prefix <b>sub- inter-, super-, anti-, auto-</b></p> <p><b>Introduce:</b> The /u/ sound spelt <b>ou</b></p> <p><b>Introduce:</b> Additional new homophones/ near homophones</p> <p><b>Introduce:</b> Silent letters <b>d</b></p>	<p>answer, famous, island guard, guide, position, breath, forward(s), medicine,</p>
Summer 1	<p><b>Introduce:</b> Words ending with the /g/ sound spelt <b>-gue</b> &amp; Words ending with the /k/ sound spelt <b>-que</b></p> <p><b>Reinforce Year 3:</b> The /i/ sound spelt <b>y</b> elsewhere than at the end of words</p> <p><b>Reinforce:</b> Adding the suffix -ation to verbs to form nouns</p> <p><b>Reinforce:</b> Adding the suffixes <b>-tion, -sion, -ssion, -cian</b></p>	<p>minute, opposite, peculiar, potatoes, promise, purpose, reign, separate, straight</p>

## Ready Steady Spelling: Year 5 Termly Progression Overview

Year 5	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
<b>Autumn 1</b>	<p><b>Embed Year 3:</b> Adding suffixes beginning with vowel letters to words of more than one syllable consonant doubled e.g. begin becomes – begin<u>ner</u> / begin<u>ning</u></p> <p><b>Embed Year 3:</b> Adding the Suffix <b>-ly</b> and all rules</p> <p><b>Introduce:</b> Words with /ee/ sound spelt <b>ei</b> after <b>c</b></p> <p><b>Reinforce Year 4:</b> The /u/ sound spelt <b>ou</b></p> <p><b>Introduce:</b> Use of the hyphen e.g. co-ordinate</p> <p><b>Introduce:</b> Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word <b>h</b>)</p>	accommodate, accompany, according, persuade, opportunity, marvellous, rhythm, rhyme, queue, dictionary
<b>Autumn 2</b>	<p><b>Embed:</b> Adding the suffix <b>-ation</b> to verbs to form nouns</p> <p><b>Embed:</b> Adding the suffixes <b>-tion, -sion, -ssion, -cian</b></p> <p><b>Introduce:</b> Adding prefixes <b>uni-, bi-, tri-, quad-, pent-, hex-, octo-/ oct-, circum-/ cir-</b></p> <p><b>Reinforce Year 4:</b> Adding the prefix <b>sub-, inter-, super-, anti-, auto-</b></p> <p><b>Introduce:</b> Homophones and other words that are often confused (Y5/ Y6)</p>	immediate(ly), develop, especially, equip (-ped, -ment), relevant, shoulder, average recognise, criticise, occupy, occur, profession, interfere, interrupt
<b>Spring 1</b>	<p><b>Embed:</b> Adding the suffix <b>-ous</b> and all rules</p> <p><b>Introduce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is doubled if the -fer is still stressed when ending is added)</p> <p><b>Introduce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is not doubled if the -fer is no longer stressed)</p> <p><b>Introduce:</b> Words containing the letter string <b>-ough</b></p>	bruise, dictionary, temperature, suggest, recommend, attached, desperate, determined, definite, excellent, necessary, thorough
<b>Spring 2</b>	<p><b>Introduce:</b> Adding prefixes with a hyphen: <b>non-, pre-</b></p> <p><b>Introduce:</b> Adding prefixes <b>aqua-</b></p> <p><b>Reinforce:</b> Words with /ee/ sound spelt <b>ei</b> after <b>c</b></p> <p><b>Introduce new:</b> Words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word <b>w</b>)</p> <p><b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	sincere(ly), soldier, twelfth, variety, vegetable, vehicle, symbol, system, awkward, bargain, competition, curiosity,
<b>Summer 1</b>	<p><b>Reinforce Year 4:</b> Words ending with the /g/ sound spelt <b>-gue</b> &amp; Words ending with the /k/ sound spelt <b>-que</b></p> <p><b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is doubled if the -fer is still stressed when ending is added)</p> <p><b>Reinforce:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is not doubled if the -fer is no longer stressed)</p> <p><b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt <b>-cious</b> or <b>-tious</b></p> <p><b>Introduce:</b> Adding prefixes <b>multi-</b></p> <p><b>Reinforce:</b> Words containing the letter string <b>-ough</b></p> <p><b>Reinforce:</b> Use of the hyphen e.g. co-ordinate</p>	apparent, appreciate, available, achieve, embarrass, environment, exaggerate, explanation, familiar, foreign, forty, frequently
<b>Summer 2</b>	<p><b>Embed Year 3:</b> Words with endings with <b>-sure</b> and <b>-ture</b> that contain the sounds /zh/+ /ure/ and /tch/ + /ure</p> <p><b>Introduce new:</b> Additional words with 'silent letters' (i.e. whose presence cannot be predicted from the pronunciation from the word <b>e, s, u, l, t</b>)</p> <p><b>Introduce:</b> New additional Homophones and other words that are often confused (Y5/ Y6)</p>	parliament, muscle, stomach, sufficient, programme, physical, prejudice, privilege, language, restaurant, signature, individual, lightning

## Ready Steady Spelling: Year 6 Termly Progression Overview

Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	<p><b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt <b>-cious</b> or <b>-tious</b></p> <p><b>Introduce:</b> Endings which sound like /sh/ + /ə/ + /l/ spelt <b>-cial</b>, <b>-tial</b></p> <p><b>Introduce:</b> Words ending in <b>-able</b> and <b>-ible</b></p> <p><b>Introduce:</b> Words ending in <b>-ably</b> and <b>-ibly</b></p> <p><b>Introduce:</b> Adding prefixes <b>tele-</b>, <b>audio-</b></p>	<p>leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,</p>
Autumn 2	<p><b>Introduce:</b> Words ending in <b>-ant</b>, <b>-ance/-ancy</b>, <b>-ent</b>, <b>-ence/-ency</b></p> <p><b>Embed Year 5:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is doubled if the <b>-fer</b> is still stressed when ending is added)</p> <p><b>Embed Year 5:</b> Adding suffixes beginning with vowels to words ending in <b>-fer</b> (r is not doubled if the <b>-fer</b> is no longer stressed)</p> <p><b>Reinforce:</b> Endings which sound like /sh/ + /ə/ + /s/ spelt <b>-cious</b> or <b>-tious</b></p> <p><b>Reinforce:</b> Endings which sound like /sh/ + /ə/ + /l/ spelt <b>-cial</b>, <b>-tial</b></p> <p><b>Embed Year 5:</b> Words containing the letter string <b>-ough</b></p> <p><b>Introduce:</b> Adding suffix <b>trans-</b></p>	<p>nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur</p>
Spring 1	<p><b>*Revise:</b> Year 3 &amp; 4 and Year 5 &amp; 6 Statutory National Curriculum Content</p>	<p><b>*Revise:</b> Years 3 &amp; 4 and Years 5 &amp; 6</p>
Spring 2		
Summer 1		
Summer 2	<p>Revisit key spelling rules and guidance based upon the needs of the pupils</p> <p>Revisit spelling strategies</p> <p>Application in writing</p>	

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of **boxer** or /u/ e.g. found at the start of **up**

\* **'Revise'** statutory Year 3 & 4 and Year 5 & 6 content that has been **'introduced'**