



Writing

at

Silsden Primary



Silsden
Primary School



Young Minds, Free Spirit, Great Future

Silsden Threads of Learning



Silsden
Primary School

Young Minds, Free Spirit, Great Future

Writing at Silsden Primary

At our school, writing is a core component of the English curriculum and is taught explicitly four times per week, with children engaging in purposeful writing on a daily basis. Our approach is rooted in the expectations of the **National Curriculum (2014)** and informed by current research in effective writing pedagogy.

Our writing curriculum is carefully sequenced to develop pupils':

- **Transcriptional fluency** (spelling and handwriting)
- **Composition** (articulating ideas and structuring them effectively)
- **Vocabulary development and language acquisition**
- **Grammatical accuracy and punctuation control**
- **Authorial voice and awareness of audience and purpose**

We aim to develop confident, articulate writers who can write clearly, accurately and coherently for a range of contexts, purposes and audiences



Silsden
Primary School

Young Minds, Free Spirit, Great Future



The Teaching of Writing

Units are designed to ensure:

- Clear progression in knowledge and skills
- Explicit teaching of grammar and punctuation within meaningful contexts
- Systematic teaching of spelling in line with statutory requirements
- Rich reading experiences to support language development and model effective writing

Each unit includes:

- A high-quality hook to inspire and engage learners
- Immersion in model texts to support reading–writing connections
- Explicit teaching of key grammatical and linguistic features
- Opportunities for innovation and guided practice
- Incidental and cross-curricular writing opportunities
- A structured build-up towards an extended, independent final write

Wherever possible, writing units are meaningfully linked to wider curriculum learning, strengthening connections across subjects and supporting knowledge retention.



Silsden
Primary School

Young Minds, Free Spirit, Great Future





The Teaching of Writing

Beyond Genre

- While pupils are exposed to a broad range of fiction, non-fiction and poetry, our curriculum has moved beyond a purely genre-led model. Instead, we prioritise writing for:
- Authentic audiences
- Real purposes
- Meaningful outcomes
- This ensures children understand why they are writing and how their choices as writers affect the reader.

Planning for Progression

- Teachers use a structured planning grid that outlines key objectives, vocabulary, grammatical focus and expected outcomes. This grid serves not only as a planning tool but also as a knowledge organiser, enabling pupils to:
- Revisit and consolidate prior learning
- Develop metacognitive awareness of writing choices
- Apply taught skills independently in their final piece



Silsden
Primary School

Young Minds, Free Spirit, Great Future




The Teaching of Writing

Planning Grid

Teachers plan out the features, links and grammar skills they want their children to be able to use.

The links to previous learning/ how to links to topic and purpose and audience are given key priority.

Working walls reflect this model and are used as a teaching tool during each lesson.

Rhetorical Questions:	Exclamations:	Pronouns:
We are writing a Radio Advertisement. 	Purpose: To advertise for band members Audience: Musicians wanting to be part of a band	Vocabulary:
Apostrophes for contraction:	Apostrophes for Possession:	Commas in a list

Young Minds, Free Spirit, Great Future



Silsden
Primary School

Young Minds, Free Spirit, Great Future

The Teaching of Writing

Planning Grid Working Walls

English

Our book is... 

Prediction
We followed a magical trail.

Key Vocabulary
inspiration, excited, splendoured, magical, creating, proud, brave

Contractions
do not = don't, have not = haven't, did not = didn't, should not = shouldn't, could not = couldn't, will not = won't, they have = they've, I have = I've, who is = who's, it is = it's

Expanded Noun Phrases
sparkly, white snow, shiny, gleaming lights, beautiful, shining star, brown, soggy dog


Past Progressive tense
We use **was/were** and a verb with **-ing**.
We **were** smiling at the concert. The teacher **was** visiting the class.

Matisse's Feelings

Exciting Vocabulary

Use these to help make your writing better!

English

Our book is... 

Prediction
A gluggy, cute penguin.

Key Vocabulary
Curious, South Pole, alone, penguin, Lonely, upset

Subordinating Conjunctions
because, when, if
When the littlest boy opened the door, he was very shocked!

Expanded Noun Phrases
shiny, golden treasure, beautiful, soft coral, adorably, calm sea, brave, resilient, scary, dark, colourful, chaotic sea, creepy, old shark


Inference
Lonely, loveless, upset, friendless, sad, fed up, upset, miserable, joyous, happy, magnificent, love

Contractions
it will = it'll, do not = don't, can not = can't, I will = I'll, = haven't, has not = hasn't

Exciting Vocabulary

Use these to help make your writing better!

English

Our book is... 

Prediction

Subordinating Conjunctions
The boy smiled **because** he was happy. She listens **when** her teacher talks. I am tired **if** I stay up late.

Key Vocabulary
stronger, glazier, whitest, sharpest, sharper, bigger, biggest, heaviest, sneakier, smaller, shortest, fastest, faster, mightier, powerfulest, longest

Verbs and Adverbs
padding, running, slowly, silently, sneaking, walking, quickly, speedily, crawling, swimming, powerfully, viciously, sprinting, hunting, loudly, aggressively

Similes
The snow is as soft as a blanket. The penguin is as fast as a racecar.

-er and -est

un- Prefix
unlimited, unstoppable, unhappy

Use these to help make your writing better!

Newspaper report

Past perfect tense
Had + past participle

Paragraphs
orientation (5 Ws)
main body
main body
reminiscence (what might be)

NEWSPAPER ARTICLE
Audience: The British public
Purpose: To describe the events leading up to the discovery of Tutankhamun's tomb, what was found and so on.

Speech

Adverbials

Young Minds, Free Spirit, Great Future



Silsden
Primary School

Young Minds, Free Spirit, Great Future

The Teaching of Writing

Planning Grid for Final Writes

Wednesday 4 th March 2026		Friday 6 th March
LO: To plan a narrative.		LO: To edit a narrative.
Audience: Purpose: To narrate. To narrate the story of Edmund Hillary and Tenzing Norgay's attempt to climb Mount Everest.	Subordinating Conjunctions: after because when since	Key Vocabulary: walked — ^{umbled} — ^{ipped} — ^{trekked}
Third Person: he, his, they her, their, Edmund Hillary + and Tenzing Norgay Past Tense: trekked, spoke shivered, stammered hattered, climbed	Coordinating Conjunctions: and yet or	top — ^{crest} — ^{summit} — ^{peak}
Inverted Commas: "I hope we reach the crest soon," he puffed. "Are we nearly there yet?" he asked. Edmund	Adverbs: heroically cautiously steadily until	cold — ^{bitter} — bit ^{glacial} — ^{artic} despite

Young Minds, Free Spirit, Great Future



Silsden
Primary School

Young Minds, Free Spirit, Great Future

Assessment and Monitoring

Inclusion, Assessment and Pupil Progress

- We are committed to ensuring that all pupils make strong progress in writing, regardless of their starting point. Where children are working below Age-Related Expectations (ARE), they are provided with carefully tailored, individualised targets. These targets focus on small-step improvements, enabling pupils to experience success and build confidence incrementally.
- Targets are recorded in pupils' books using a clearly organised system and are readily accessible during lessons. This ensures that pupils:
 - Understand their next steps in learning
 - Can articulate their individual writing targets
 - Apply these targets consistently in daily writing

Teachers review and update targets termly to reflect progress and emerging gaps. This transparent approach enables pupils to celebrate their achievements, take ownership of their development and understand precisely what is required to move forward.

Assessment and Moderation

Teacher assessment is informed by ongoing formative assessment, daily feedback and independent outcomes. Writing judgements are supported using the Alison Philipson assessment grids, which provide a structured framework aligned to National Curriculum expectations. These grids ensure that:

- Judgements are consistent and standardised
- Assessment focuses on both composition and transcription
- Progression across year groups is clearly mapped

This robust approach to assessment supports accurate identification of strengths and areas for development, informing future planning and ensuring high expectations for all learners

Young Minds, Free Spirit, Great Future



Silsden
Primary School

Y o u n g M i n d s , F r e e S p i r i t , G r e a t F u t u r e



How we teach writing at Silsden in Nursery

01

Make marks

02

Talk about
what our
marks mean

03

Explore
letter
formation

04

Develop
gross motor
skills

05

Develop fine
motor skills





How we teach writing at Silsden in Reception

Staged approach

Develop gross motor skills

Develop fine motor skills

Direct teaching of handwriting

Books link to topics

Writing in Phonics

Shared writing (weekly)

Writing in provision

How we teach writing at Silsden in KS1 & KS2



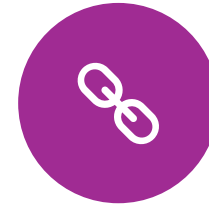
Clear writing journey



Quality texts, films and experiences



Purpose and audience



Links to topic work where possibly



High expectations



Explicitly Teach vocabulary



Talk before you write



Incidental Writing opportunities



Many opportunities to apply



We write every day



Year 1 Writing Skills

A Year 1 Writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', 'er', 'est' and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.



Year 2 Writing Skills

A Year 2 Writer

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Year 3 Writing Skills

A Year 3 Writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.





Year 4 Writing Skills

A Year 4 Writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.





Year 5 Writing Skills

A Year 5 Writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation


Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
 - I can use commas to clarify meaning or avoid ambiguity.
 - I can use expanded noun phrases to convey complicated information precisely.
- 

Year 6 Writing Skills

A Year 6 Writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.

Year 3 Spelling Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'ai'	Step 25: Words with the suffix '-er'	Step 31: Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revisor
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'ie'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'ie'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	Step 4: Words ending in '-sure'	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'sc' makes a /s/ sound	Step 34: Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	Step 5: Words ending in '-ture'	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, stily, fully, duly, shyly, wholly, dily, coyly, happily, daily	ball, bawl, break, brake, male, mall, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disat
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion



Year 4 Spelling Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	Step 7: Words ending in '-ation'	Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	Step 8: Words ending in '-ation'	Step 14: Words ending in '-ous'	Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'l' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending '-ly'	Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or 'further divided'	Step 10: Words ending '-lly'	Step 16: Words where a suffix is added to words ending in 'y'	Step 22: Words ending in '-cian'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully
Objective	Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'	Step 11: Words where 'ch' makes a /sh/ sound	Step 17: Words ending in '-ious' and '-eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admiral, mathematician
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Year 5 Spelling Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in '-tious' and '-lous'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominance, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, special, thought, transferring, write
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

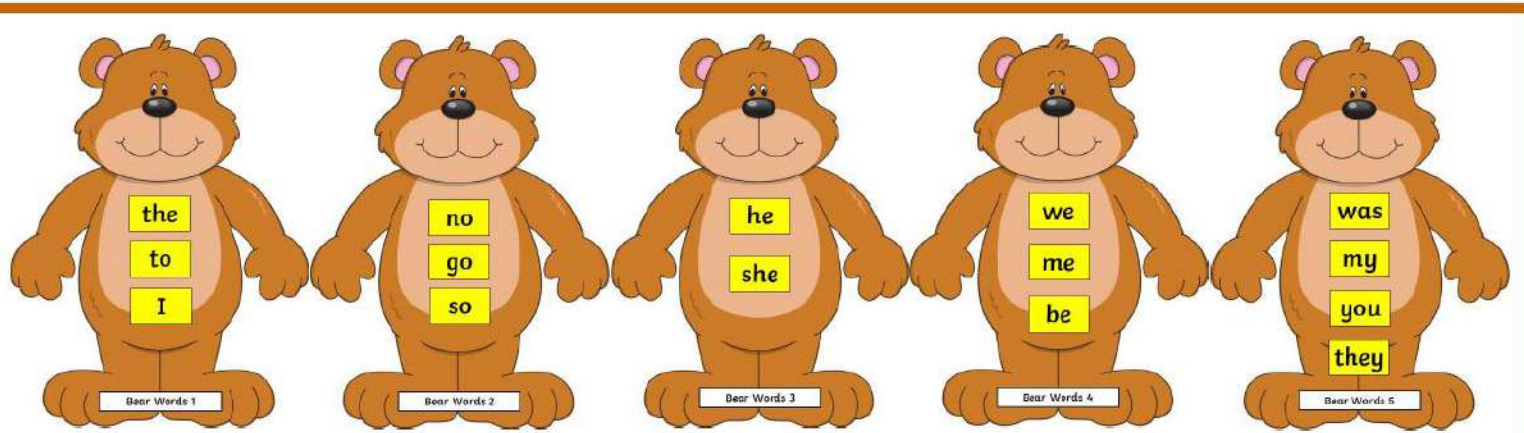


Year 6 Spelling Overview

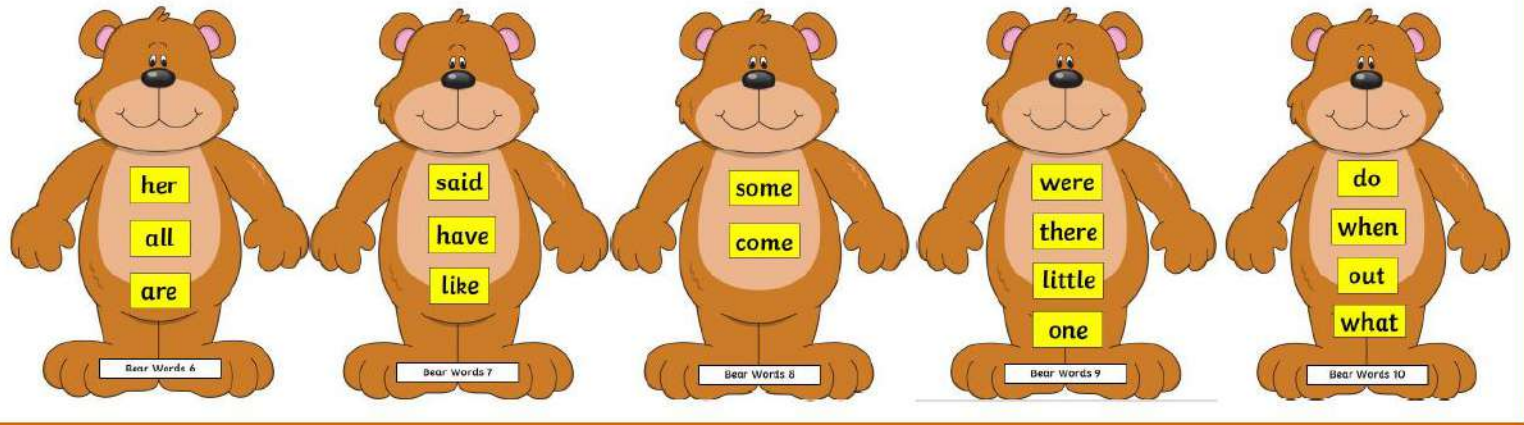
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix 'over-'	Step 19: Words with the // sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	busting, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shul/ after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc-'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical



EYFS Bear Words



Bear Words Mat



Year 1 Common Exception Words

a	there	today	go	was	said
of	my	our	push	has	says
I	where	come	so	be	ask
are	they	some	pull	he	school
the	do	one	full	me	friend
were	you	once	put	she	house
here	to	no	is	we	love
by	your		his		

Year 2 Common Exception Words

door	children	hold	steak	pass	sure
floor	wild	told	pretty	plant	sugar
poor	climb	beautiful	after	path	eye
because	most	every	fast	bath	water
find	only	everybody	last	Christmas	could
kind	both	even	past	move	would
mind	old	people	father	prove	should
behind	cold	great	class	improve	clothes
child	gold	break	grass	busy	who
whole	any	many	again	half	money
parents	house	mr	mrs		



Year 3 Common Exception Words

difficult	accidentally	address	build	centre	actual
important	breathe	arrive	describe	decide	answer
length	century	certain	imagine	disappear	bicycle
perhaps	consider	experience	library	early	circle
position	eight	history	natural	heart	earth
pressure	guard	mention	ordinary	learn	enough
question	heard	occasionally	promise	minute	fruit
strange	peculiar	probably	recent	notice	island
special	possible	reign	suppose	regular	often
purpose	quarter	sentence	weight	therefore	popular



Year 4 Common Exception Words

calendar	complete	breath	group	accident
appear	continue	business	height	actually
believe	experiment	caught	particular	busy
grammar	famous	different	potatoes	eighth
increase	favourite	exercise	separate	forward
interest	February	extreme	surprise	forwards
opposite	naughty	medicine	through	guide
straight	material	possession	various	possess
strength	knowledge	although	though	occasion
women	remember	thought	woman	



Year 5 Common Exception Words

appreciate	accommodate	restaurant	equipment	achieve	
cemetery	available	amateur	accompany	apparent	immediate
conscious	controversy	ancient	communicate	bargain	sincere
convenience	dictionary	awkward	conscience	bruise	rhythm
environment	marvellous	criticise	desperate	community	vegetable
immediately	opportunity	excellent	disastrous	mischievous	twelfth
language	secretary	foreign	interfere	muscle	
sufficient	sincerely	pronunciation	nuisance	necessary	
thorough	suggest	symbol	queue	vehicle	
		yacht	system		



Year 6 Common Exception Words

according	determined	forty	lightning	programme	temperature
aggressive	develop	frequently	neighbour	recognise	variety
attached	embarrass	government	occupy	recommend	stomach
average	equip	guarantee	occur	relevant	profession
category	equipped	harass	parliament	rhyme	leisure
committee	especially	hindrance	persuade	sacrifice	familiar
competition	exaggerate	identity	physical	shoulder	definite
correspond	existence	individual	prejudice	signature	
curiosity	explanation	interrupt	privilege	soldier	

Speed Sounds

Speed Sounds Mat Phase 3

J Jack-in-a-box	V Vulture	W Worm	X Exercise	U Urb
Zzz Zip	qu Quack	ch Ch, Ch, Choo!	sh Shhh! Sage the horse	th Thankful Sage the horse
ng Thing on a string	nk I think I stink	ai Small in the rain	ee What can you see?	igh Fly high
oa Oat in a boat	oo Poo at the zoo	oo Look at a book	ar Start the car	or Shut the door
ur Nurse with a nurse	ow Brown cow	oi Spill the boy	ear Hear with your ear	air That's not fair
ure Sure it's pure	er Better letter			

Speed Sounds Mat Phase 5

ay May I play?	ou Shout it out	ie Pie on a pie	ea Cup of tea	oy You for a boy
ir Whirl and swirl	ue Blue Sue	aw Yawn at dawn	wh Which, which	ph Elephant alphabet
ew Chew the straw	oe Joe's toe	au Paul in the author	ey Heavy heavy	ā-e Make a cake
e-e Gven Steven	i-e Nice smile	o-e Phone home	u-e Huge huge	e He, me, we, she, he
ow Saw the row	ie Shield in a field	ea Shed on your head	y Angry baby	are Care and share
tch Watch the witch	ore Dance and more	ear A bear and a pear	a Amy's apron	a Wasp squad
i Kind child	o Go open!	c Ice city	g Giant giraffe	u Usain's music

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Complex Speed Sounds

Consonant Sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c			se		
					ce					

b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	
	ck							ge		
	ch							dge		

U	ch	tion	tious
Urb	Ch, Ch, Choo!	My apron is a purple one	Grumpy's grumpy
tch			

