

	Autumn	Spring	Summer
Spelling	<ul style="list-style-type: none"> Spell all of the Year Two common exception words and some of the Year Three/Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i> To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at 	<ul style="list-style-type: none"> Spell some of the Year Three/Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i> To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 	<ul style="list-style-type: none"> Spell most of the Year Three/Four common exception words: <i>accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i> To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).

	<p>the end of words (e.g. mystery, gym).</p> <ul style="list-style-type: none"> • To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). • To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). • To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). • To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). • To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). • To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). 	<p>'le', 'al' or 'ic' and the exceptions to the rules.</p> <ul style="list-style-type: none"> • To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). • To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. • To use the first two or three letters of a word to check its spelling in a dictionary. 	
Handwriting	<ul style="list-style-type: none"> • Use joined writing with increased accuracy. 	<ul style="list-style-type: none"> • Always start at the margin and leave a line between paragraphs. 	<ul style="list-style-type: none"> • Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.
Composition	<ul style="list-style-type: none"> • Begin to use ideas from their own reading and modelled examples to plan their writing. • Proofread their own and others' work to check for errors (with 	<ul style="list-style-type: none"> • Begin to organise their writing into paragraphs around a theme. • Compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> • Draft, redraft and edit their writing.

	<p>increasing accuracy) and to make improvements.</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally. 		
Grammar	<ul style="list-style-type: none"> • Use the subordinating conjunctions 'because', 'when', 'that', 'until', 'since', 'even though', 'after' and 'if' to add more information to a sentence. • Use 'a' or 'an' correctly throughout a piece of writing. • Use present and past tense consistently throughout a piece of writing. • Recognise and use coordinating conjunctions (for, and, nor, but, or, yet, so). • Use expanded noun phrases. Add two adjectives before a noun. E.g. The old, bearded wizard. • Use figurative language (onomatopoeia, alliteration, simile, rhyme, repetition, emotion). 	<ul style="list-style-type: none"> • Use expanded noun phrases. Add two adjectives before a noun or an adjectival phrase after the noun. E.g. The old, bearded wizard with square glasses. • Identify pronouns and use them in writing. • Use adverbs and adverbials to add detail to a verb. 	<ul style="list-style-type: none"> • Use adverbs and adverbials to detail when, why, how and where a verb happened. • Recognise metaphors.
Punctuation	<ul style="list-style-type: none"> • Use inverted commas for speech. • Write commands. • Write statements. • Use capital letters, full stops, question marks, exclamation marks and commas for lists with accuracy. • Begin to use commas after subordinate clauses when they are placed at the start of a sentence. 	<ul style="list-style-type: none"> • Use apostrophes for contractions and possession. 	<ul style="list-style-type: none"> • Use a comma after simple fronted adverbials.