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| **W/C** | | **Week 1: 1x30 minute (Hypothesis testing) 1 x 20minute vocab focus (GGG)**  **Week 2: 5 x 10 minutes’ lessons**  **Baseline to be completed at the start then in line with assessment schedule**  **CEW tested on the half term** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Week 1**  **6th September** | | **Investigation 1** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Good Endings/Suffixes**  **Hypothesis:** If a suffix is added to a verb ending in ‘y’, ‘ure’ or ‘ear’ then use ‘ance’  **TRUE**  **Including Baseline Assessment** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: c can make then s sound**  **15 Words – accident-prone**, accommodate, accompany, accountancy, align, amateur, apparent, appreciate, assign, audible, available, bare, care, beneficial, best-known | | | | | | | | | | |
| **Week 2**  **13th September** | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Good endings/suffixes**  -cious, -tious | | | | | **Lens: Recognising Punctuation**  hyphens | | | | | **Lens: Interrogate and Check**  Spot the error | | | | | | | | | | **Lens: Memorise Rules/Exceptions**  Contractions | | | | **Lens: Pronunciation**  ea (peace, instead) | |
| **Week 3**  **20th September** | | **Investigation 2** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Good Endings/Suffixes**  **Hypothesis:** To turn –ible and –able adjectives into adverbs, we replace the –le ending of the adjective with –ly  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning i can make the sound ai**  **15 words** – **bible**, border, bold, bomb, boarder, borough, bowled, buffer, category, climb, collectable, comb, commercial, community, compatible | | | | | | | | | | |
| **Week 4**  **27th September** | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Good endings/suffixes**  -cious, -tious | | | | | **Lens: Good endings/suffixes**  -ance -ence | | | | | **Lens: Rely on Phonics**  sh, ch, ti, ci | | | | | | | | | | **Lens: Order of letters**  -tion, -sion | | | | **Lens: Verification**  Good spells vs bad spells | |
| **Week 5**  **4th October** | | **Investigation 3** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Recognising Punctuation**  **Hypothesis:** Hyphen can be used to clarify meaning  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning- y can make the sound i**  **15 words – compliancy** comprehension, computer-aided, conceitedly, conscience, conscious, constructible, controversy, convenience, convertible, correspond, criticise, crucial, crumb, debt | | | | | | | | | | |
| **Week 6**  **11th October** | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Recognising Punctuation**  ex-, self-, all- are commonly hyphenated  Hyphens are often used to split up two vowels | | | | | **Lens: Good Endings/Suffixes**  **-**ent, -ence or -ency | | | | | **Lens: Inspecting a Dictionary**  Alphabetical order | | | | | | | | | | **Lens: Navigating a Thesaurus**  Synonym spectacular | | | | **Lens: Guesses** | |
| **Week 7**  **18th October** | | **Investigation 4** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Recognising Punctuation**  **Hypothesis:** Contractions can be spelt by putting two words together, removing one letter or some letters and replacing them with an apostrophe  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: ei can make the sound i**  **15 Words - deceiving** defensible, defer, definite, delicious, dependable, design, determined, divisible, doubt, dumb, elegancy, equip, expectancy, extravagancy | | | | | | | | | | |
| **Week 8**  **1st November** | **Quick!** | | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Recognising Punctuation**  If a word ends in s and we want to apply a possessive apostrophe to that word we do not need to include an extra s or es, Cyprus’ beaches | | | | | | **Lens: Recognising Punctuation**  Plural nouns that end with an –s have an apostrophe added after the –s to indicate possession | | | | | **Lens: Check Etymology**  Pattern climber ‘pre’ words | | | | | | | | | | **Lens: Analogies**  Changing 1 letter to make new words | | | | **Lens: Noticing Families and Roots**  Building new words with suffix and prefix | |
| **Week 9**  **8th November** | **Investigation 5** | | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Organising Sounds**  **Hypothesis:** You know which suffix to use if you say it out loud. If the final sound is a vowel, then use –cial as in social. If the final sound is a consonant, then use –tial as in essential  **TRUE** | | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning- y can make the sound i**  **15 words – fancy** furious, gnome, handkerchief, hospitable, hour, independent, infer, lessen, lesson, license, licence, limb, misthought, | | | | | | | | | | |
| **Week 10**  **15th November** | **Quick!** | | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Recognising Punctuation**  Hyphens: in compound words, prefixes, to show word breaks | | | | | | **Lens: New Meaning/Homophone**  near homophones | | | | | **Lens: Understanding Patterns**  Rebuild words from jumbled order | | | | | | | | | | **Lens: I/Me Personal Spellings**  My focus 5 | | | | **Lens: Recognising Parts**  **-**ency or -ancy | |
| **Week 11**  **22nd November** | **Investigation 6** | | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Organising Sounds**  **Hypothesis:** Words that include unstressed vowels are trickier to spell because it is difficult to hear sounds included to support spelling.  **TRUE** | | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning makes i sound**  **15 words – obedient** practise practice preference repetitious ridiculous seam seem stop-off subtle thorough thumb torturous transference unofficial | | | | | | | | | | |
| **Week 12**  **29th November** | **Quick!** | | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Organising sounds** pronunciation groups | | | | | | **Lens: Understanding plurals**  irregular plurals | | | | | **Lens: Illustrative**  Themed words - words linked to a hospital theme | | | | | | | | | | **Lens: Noticing Families and Roots**  Homophones and near homophones | | | | **Lens: Go! Speed! Write!**  Dictated sentences, edit for errors | |
| **Week 13**  **6th December** | **Investigation** | | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | |
| **Lens: Understanding Plurals**  **Hypothesis:** Always add the suffix all –es when pluralising words that end in the letter o  **SOMETIMES** | | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: o in local, focal**  **15 words – unsocial** waist waste weather whether which witch wreck yacht antisocial autumn biscuit breakthrough bridle bridal | | | | | | | | | | |
| **Week 14**  **13th December** | **Quick!** | | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | |
| **Lens: Organising sounds**  Silent letters can fall in different places in a word | | | | | | **Lens: Group/Year Specific**  short vowels say their sound, long vowels say their name | | | | | **Lens: Interrogate and Check**  Spot the spells | | | | | | | | | | **Lens: Memorise Rules/Exceptions**  Match owner to object applying possessive apostrophe | | | | **Lens: Pronunciation**  Rhyming words with different graphemes. | |
| **Week 15**  **3rd January** | | | **Investigation 8** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | |
| **Lens: Understanding Plurals**  **Hypothesis:** Plural confusion can be created from words whose heritage is Latin. Both are considered acceptable.  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning ff making f sound**  **15 Words – buffering** campaign carbon-neutral chat-room column compliment credential deferring digestible edible eligible embarrassed environment equipped eruptible | | | | | | | | | |
| **Week 16**  **10th January** | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens: Understanding Plurals**  when showing a possessive apostrophe with collective nouns, the apostrophe goes before the s | | | | | **Lens: New Meaning/ Homophone**  homophone/near homophones | | | | | **Lens: Noticing Families and Roots**  Prefixes and suffixes | | | | | | | | | | **Lens: Order of letters**  Spells within spells | | | | **Lens: Verification**  Find the missing letters |
| **Week 17**  **17th January** | | | **Investigation 9** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | |
| **Lens: Prefixes**  **Hypothesis:** dict- is not a prefix  **FALSE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: ci can make the sound sh**  **15 words – especially** existence explanation feasible financial foreign frequency frequently gnash happy-go-lucky harass hesitancy higher hinderance | | | | | | | | | |
| **Week 18**  **24th January** | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens - Understanding Plurals**  us to i  focus to foci | | | | | **Lens: Syllables**  syllables | | | | | **Lens: Inspecting a Dictionary**  Correcting the spelling | | | | | | | | | | **Lens: Navigating a Thesaurus**  Changing negative words to positive words | | | | **Lens: Guesses**  in or im correct the spelling |
| **Week 19**  **31st January** | | | **Investigation 10** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | |
| **Lens: Prefixes**  **Hypothesis:** A prefix can be used with many different root words to influence meaning  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: i-e making a ai sound**  **15 words – hire** horse hoarse illegible immediate impassable implausible impossible independence insignificancy intangible interrupt irrelevancy jeopardy | | | | | | | | | |
| **Week 20**  **7th February** | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens: Prefixes**  pro- | | | | | **Lens: Organising sound**  i before e except after c | | | | | **Lens: Analogies**  ite and ank | | | | | | | | | | **Lens: Check Etymology**  identify meaning of prefix re | | | | **Lens: Quiz Yourself**  Individual spelling issues |
| **Week 21**  **21st February** | | | | **Investigation 11** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | |
| **Lens: Irregular/Exception Words**  **Hypothesis:** some words in the English language have double sets of double consonants  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: kn makes the sound n**  **15 Words – kneed** kneel knickers knight knowledge language lightning malicious malignancy mischievous misconceived moisten morning mourning necessary | | | | | | | | |
| **Week 22**  **28th February** | | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens: Prefixes**  Prefixes hold meaning  re-, dis-, mis- | | | | | **Lens: Prefixes**  trans- tele- | | | | | **Lens: Understanding Patterns**  Adding suffixes and prefixes onto root words and noting their meaning | | | | | | | | | **Lens: I/Me Personal Spellings**  My focus 5 | | | | **Lens: Recognising Parts**  Build new word by adding prefix suffix or both |
| **Week 23**  **7th March** | | | | **Investigation 12** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | |
| **Lens: Irregular/Exception Words**  **Hypothesis:** Words containing the letters i and e together are always spelt i before e except after c  **SOMETIMES** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning igh makes the sound ai**  **15 words – night** occupancy often old-fashioned overambitious perceiving pilfering precious pregnancy profit prophet raw receivable referring reign | | | | | | | | |
| **Week 24**  **14th March** | | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens: Irregular/Exception Words**  Words derived from other countries do not follow our spelling pattern | | | | | **Lens: Understanding Plurals**  the position of the possessive apostrophe always stay the same | | | | | **Lens: Illustrative**  Themed words beach | | | | | | | | | **Lens: Noticing Families and Roots**  Find the definition | | | | **Lens: Go! Speed! Write!**  1 min challenges |
| **Week 25**  **21st March** | | | | **Investigation 13** | | | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | |
| **Lens: New Meaning/Homophone**  **Hypothesis:** These homophone pairs can be used in a sentence to show understanding  **TRUE** | | | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning – gn can make the sound n**  **15 words – resign** roar rose rows sacrificial sight sign site sufferance superficial superstitious thorough trough unreasonable unreliable | | | | | | | | |
| **Week 26**  **28th March** | | | | **Quick!** | | | | | **Stick!** | | | | | **Flick!** | | | | | | | | | **Tick!** | | | | **Click!** |
| **Lens: Irregular/Exception Words**  Double consonants in the middle of a word mark the boundary of syllables (sum-mer | | | | | **Lens: Irregular/Exception Words**  Unstressed letters cause spelling problems because a writer can’t hear all of the phonemes | | | | | **Lens: Interrogate and Check**  Find the spelling errors | | | | | | | | | **Lens: Order of letters**  Spells in spells | | | | **Lens: Verification**  Good spells vs bad spells |
| **Week 27**  **18th April** | | | **Investigation 14** | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | | |
| **Lens: New Meaning/Homophone**  **Hypothesis:** In all homonyms there is a link between the two definitions of the word  **SOMETIMES** | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning – g makes the sound j**  **15 Words – user-generated** well-dressed wrapper acquaintance all-inclusive assistance audacious auspicious bail bale ball bawl break-in bristle bustle | | | | | | | | | | | |
| **Week 28**  **25th April** | | | **Quick!** | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | | |
| **Lens: New Meaning/Homophone**  Near homophones are easily confused words that sound very similar to each other but have different meanings | | | **Lens: Irregular/Exception Words**  ei after c  the i before e, except after c rule applies to words where the sound is spelt ei | | | | | **Lens: Inspecting a Dictionary**  Alphabetical order | | | | | | | | | | **Lens: Navigating a Thesaurus**  Synonyms | | | | **Lens: Guesses**  Guess the word | | |
| **Week 29**  **2nd May** | | | **Investigation 15** | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | | |
| **Lens: Group/Year Specific**  **Hypothesis:** words that sound the same with ce are nouns and se are verbs  **TRUE** | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning – le can make the sound l**  **15 words – castle** conferred considerably credibly curvaceous damn deferred dew differential draught drought due earn equipment fasten | | | | | | | | | | | |
| **Week 30**  **9th May** | | | **Quick!** | | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | | |
| **Lens: Group/Year Specific**  Understanding the history of words and relationships between them can also help with spelling | | | **Lens: Group/Year Specific**  -cial is common after a vowel letter and –tial is common after a consonant letter, but there are some exceptions | | | | | **Lens: Analogies**  Making new words changing 1 letter at a time | | | | | | | | | | **Lens: Quiz Yourself**  10 words you find tricky | | | | **Lens: Understanding Patterns**  Recombine the syllables to make words | | |
| **Week 31**  **16rd May** | | | **Investigation 16** | | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | | |
| **Lens: Group/Year Specific**  **Hypothesis:** Seeing similarities and patterns within and across words improves our spelling  **TRUE** | | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning: s making z sound**  **15 words – feasibly** fined find glisten gullibly hustle immediately impartial impossibly initial interfering invisible irresponsible jostle key | | | | | | | | | | | |
| **Week 32**  **23th May** | | | **Quick!** | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | | | |
| **Lens: Group/Year Specific**  Identifying the vowel/consonant that are hard to hear. Maybe over pronunciation helps spelling | | **Lens: Organising Sounds**  ough into similar pronunciation groups | | | | | **Lens: I/Me Personal Spellings**  My focus 5 | | | | | | | | | | **Lens: Recognising parts**  Adding prefix -ably or -ibly | | | | **Lens: Order of Letters**  un- or -dis | | | |
| **Week 33**  **6th June** | | | **Investigation 17** | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | | | |
| **Lens: Syllables**  **Hypothesis:** In some multisyllabic words there are unstressed consonants that can cause spelling problems because they are hard to hear  **TRUE** | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning –** ew makes the sound u  **15 words – knew** knives legible low-budget misperceive mortgage nestle new nuisance obedience occur parliament passable persuade plausible | | | | | | | | | | | | |
| **Week 34**  **13 the June** | | | **Quick!** | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | | | |
| **Lens: Syllables**  multisyllabic words | | **Lens: prefixes**  co- | | | | | **Lens: Noticing Families and Roots**  Homophones and near homophones | | | | | | | | | | **Lens: Go! Speed! Write!**  1 minute challenges | | | | **Lens: Interrogate and Check**  Find the spelling errors | | | |
| **Week 35**  **20th June** | | | **Investigation 18** | | | | | | | | | | | | **Go Grapheme Grafters – Spelling Practice** | | | | | | | | | | | | |
| **Lens: Syllables**  **Hypothesis:** the hardest words to spell are those with the most syllables  **FALSE** | | | | | | | | | | | | **Lens: Rely on Phonics**  **Learning – ai makes the sound ei**  **15 words – praise** prays precede preferential prejudice presidential privilege proceed proffer pronunciation psychology quay queue rebellious relevancy | | | | | | | | | | | | |
| **Week 36**  **27th June** | | | **Quick!** | | **Stick!** | | | | | **Flick!** | | | | | | | | | | **Tick!** | | | | **Click!** | | | |
| **Lens: Syllables**  identify separate syllables | | **Lens: New Meaning/Homophone**  homophones and near homophones | | | | | **Lens: Inspecting a Dictionary**  Putting words into alphabetical order | | | | | | | | | | **Lens: Order of letters**  homophones or not homophones | | | | **Lens: Navigating a Thesaurus**  Add missing letters to the words in the same synonym family then adding extra words | | | |