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| **W/C** | **Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute 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** | **Investigation 1** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Good Endings/Suffixes****Hypothesis:** All words that end with ‘le’ have a double consonant before e.g. bottle.**Including Baseline Assessment** | **Lens: Rely on Phonics****Learning: a****15 Words – always**, apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can’t, capital, careful, cell, child, child’s right. |
| **Week 2** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Good endings/suffixes**-‘il’ | **Lens: Good endings/suffixes****-**‘y’ as in very | **Lens: Interrogate and Check**Spot the error | **Lens: Memorise Rules/Exceptions**Contractions | **Lens: Pronunciation**a (cat, pain) |
| **Week 3** | **Investigation 2** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Good Endings/Suffixes****Hypothesis:** There are more words that end in ‘il’, e.g. pencil than ‘al’ e.g. animal. | **Lens: Rely on Phonics****Learning ch as in children****15 words** – **children**, Christmas, copied, copier, copying, could, couldn’t, cry, didn’t, don’t, donkey, door, dry, edge, enjoyment. |
| **Week 4** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Recognising Punctuation**Apostrophes for contractions | **Lens: Good Endings/ Suffixes**Words never end in ‘v’ always add ‘e’. | **Lens: Rely on Phonics**ay, a-e, ai, ea, ey, a, aigh, eigh | **Lens: Order of letters**Past and present tense | **Lens: Verification**Good spells vs bad spells |
| **Week 5** | **Investigation 3** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Recognising Punctuation****Hypothesis:** The most common second word in a contracted for is ‘have’.  | **Lens: Rely on Phonics****Learning- eye in different words****15 words – eye,** fiction, find, flies, floor, fly, fossil, fudge, fully, girl’s ball, half, hasn’t, hiked, hiker, hiking. |
| **Week 6** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Good Endings/Suffixes** Can you add the right suffix to these verbs to form nouns? | **Lens: Recognising punctuation**Proper nouns are a specific name and are always capitalised. | **Lens: Inspecting a Dictionary**Alphabetical order | **Lens: Navigating a Thesaurus**Synonym spectacular | **Lens: Guesses** |
| **Week 7** | **Investigation 4** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Recognising Punctuation****Hypothesis:** If there is one person that owns something the apostrophes always goes before the ‘s’ but not for plural belongings. | **Lens: Rely on Phonics****Learning: ce as in ice****15 Words – ice,** key, kind, knee, knock, know, man’s cup, Megan’s shoe, metal, mind, money, Mostafa’s bag, mother, motion, national. |
| **Week 8** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Recognising Punctuation**It’s and its  | **Lens: Organising Sounds**Ea, ee, e-e, e, y, ie, ey | **Lens: Check Etymology**Meaning of ‘prefix’ | **Lens: Analogies** Changing 1 letter to make new words | **Lens: Noticing Families and Roots**Building new words with suffix and prefix |
| **Week 9** | **Investigation 5** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Organising Sounds****Hypothesis:** The /d3/ sound is spelt ‘dge’ at the end of the word, after a short vowel sound, and ‘j’ at the beginning. | **Lens: Rely on Phonics****Learning: si as in television****15 words – television,** their, there, they’re, travel, treasure, tries, tunnel, want, war, warm, watch, we’re, were, where.  |
| **Week 10** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Recognising Punctuation**Apostrophes for contraction | **Lens: Organising Sounds** ai, -I, i-e, igh, y, ie | **Lens: Understanding Patterns**Rebuild words from their synonyms | **Lens: I/Me Personal Spellings**My focus 5 | **Lens: Recognising Parts**Compound words |
| **Week 11** | **Investigation 6** | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Organising Sounds****Hypothesis:** ‘k’, ‘g’ and ‘w’ are the only letters that are used at the beginning of words that are not pronounced. | **Lens: Rely on Phonics****Learning o as in nostril****15 words** – nostril,patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table.  |
| **Week 12** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Organising Sounds** ‘a’ as in what | **Lens: Understanding plurals** Adding an ‘s’ is the most common rule. | **Lens: Illustrative**Themed words - words linked to the bedroom. | **Lens: Noticing Families and Roots**Homophones and near homophones | **Lens: Go! Speed! Write!**Dictated sentences, edit for errors |
| **Week 13** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Understanding Plurals****Hypothesis:** All words that end in ‘y’ when pluralised end in ‘-ies’. | **Lens: Rely on Phonics****Learning: o as in who****15 words – who,** whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal. |
| **Week 14** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Organising Sounds** S or c making the /s/ sound | **Lens: Understanding plurals** -s as the most common way to pluralise | **Lens: Interrogate and check**Spotting errors | **Lens: Memorise rules/exceptions**Possessive apostrophes | **Lens: Pronunciation**Rhymes |
| **Week 15** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Understanding Plurals****Hypothesis:** When changing singular nouns or verbs into plurals, the pluralised word always ends in –ss or -es | **Lens: Rely on Phonics****Learning: Sound associations****15 words –** ankle, any, audition, babies, badly, bare, bear, both, boy, boy’s games, buoy, candies, capital, carries, castle |
| **Week 16** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Understanding plurals**If words end in ch, zz, sh, s or x, an –es is required to pluralise | **Lens: Prefixes**Prefix un- | **Lens: Noticing Families and Roots**Recognising the meaning of some prefixes and suffixes | **Lens: Order of letters**Words within words | **Lens: Verification**Missing letters |
| **Week 17** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Prefixes****Hypothesis:** All of the words that begin with dis- use a prefix that means ‘making the opposite of’ | **Lens: Rely on Phonics****Learning: Sound associations****15 words –** cat’s food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog’s bowl, every, everybody, excited, fancy |
| **Week 18** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Understanding plurals**If words end in ch, zz, sh, s or x, an –es is required to pluralise | **Lens: Prefixes**Creating antonyms | **Lens: Inspecting a dictionary**Definitions | **Lens: Navigating a thesaurus**Negatives into positives | **Lens: Guesses**Prefix un- |
| **Week 19** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Prefixes****Hypothesis:** The meaning of re- means ‘again’ and this can be useful in explaining that all words that use the prefix re- attached to a whole word | **Lens: Rely on Phonics****Learning: ee as in feel****15 words –** feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how’s, huge, I’m, improve |
| **Week 20** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Good endings/suffixes**Regular present and past tense verbs | **Lens: Irregular/exception words**Unusual spellings | **Lens: Analogies**Letter string ‘ice’, ‘ock’, ‘it’, ‘ip’, ‘’an’, ‘at’ | **Lens: Check etymology**Bi- prefix | **Lens: Quiz yourself**Developing strategies |
| **Week 21** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Irregular/exceptions words****Hypothesis:** Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words | **Lens: Rely on Phonics****Learning:** el as in towel**15 words –** jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old |
| **Week 22** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Prefixes**Dis- meaning reversing and un- means not | **Lens: Irregular/exception words**Tricky words | **Lens: Understanding patterns**Combinations of prefixes and suffixes | **Lens: I/Me personal spellings**My focus five | **Lens: Recognising parts**Prefix, suffix or both |
| **Week 23** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Irregular/exceptions words****Hypothesis:** When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky | **Lens: Rely on Phonics****Learning: o as in only****15 words –** only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirrel |
| **Week 24** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Irregular/exception words** Unusual high frequency spellings | **Lens: New meaning/homophone**Compound words | **Lens: Illustrative**Classroom words | **Lens: Noticing families and roots**Definitions | **Lens: Go! Speed! Write!**Numbers, colours, bedroom words |
| **Week 25** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: New meaning/homophone****Hypothesis: Homophones are words that have different spellings and sometimes the same meaning** | **Lens: Rely on Phonics****Learning: a as in talk****15 words –** Talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we’ll, worm, woman’s book, worth |
| **Week 26** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Irregular/exception words** Unusual, high frequency spellings | **Lens: New meaning/homophone**Closed compound words | **Lens: Interrogate and check**Spot the mistake | **Lens: Order of letters**Words from the letters in ‘information’ | **Lens: Verification**Correcting errors |
| **Week 27** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: New meaning/homophone****Hypothesis:** Words that are near homophones cause spelling confusions | **Lens: Rely on Phonics****Learning: wr as in wrap****15 words –** wrap, wreck, wrinkle, writer, you’re, able, after, alley, bath, beautiful, girl’s pen, break, busy, caption, cartwheel |
| **Week 28** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Recognising punctuation** Capital letters for proper nouns | **Lens: Group/year specific**Alternative spellings | **Lens: Inspecting a dictionary**Alphabetical order | **Lens: Navigating a thesaurus**Synonyms | **Lens: Guesses**Timed from definitions |
| **Week 29** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Group/year specific****Hypothesis:** A root word can only have the suffix –ness added or –less, not both | **Lens: Rely on Phonics****Learning: y as in celery****15 words –** celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle |
| **Week 30** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: New meaning/homophone**Closed compound words | **Lens: Group/year specific**Diagraphs | **Lens: Analogies**Word storm | **Lens: Quiz yourself**Independent study | **Lens: Understanding patterns**Jumbled words |
| **Week 31** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Group/year specific****Hypothesis:** Root words that end in ‘y’ with a consonant before it, need to drop the ‘y’ and add ‘I’ before the suffix –ly and –ness are added | **Lens: Rely on Phonics****Learning: e-e as in scheme****15 words –** even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily |
| **Week 32** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: New meaning/homophone**Homophones | **Lens: Syllables**One syllable words with a long vowel /ei/ sound | **Lens: I/me personal spelling**Focus five | **Lens: Recognising parts**Compound words | **Lens: Order of letters**Adding a -y |
| **Week 33** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Syllables****Hypothesis:** If you can find smaller words in larger, multi-syllabic words, they are easier to spell | **Lens: Rely on Phonics****Learning: a as in happiness****15 words –** happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies |
| **Week 34** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Group/year specific** ‘el’ endings are less common than ‘le’ | **Lens: Rely on phonics**/f/ is not usually a ‘ph’ in short, everyday words | **Lens: Noticing families and roots**Homophone pairs | **Lens: Go! Speed! Write!**Numbers, mini-beasts, classroom themed words | **Lens: Interrogate and check**Finding errors |
| **Week 35** | **Investigation**  | **Go Grapheme Grafters – Spelling Practice**  |
| **Lens: Syllables****Hypothesis:** When adding the suffix –ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the -ing | **Lens: Rely on Phonics****Learning: o as in other****15 words –** other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal |
| **Week 36** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| **Lens: Group/year specific** Same sound but different grapheme | **Lens: Syllables**Unstressed syllables | **Lens: Inspecting a dictionary**Alphabetical order | **Lens: Order of letters**Suffix groups | **Lens: Navigating a thesaurus**Synonym families |