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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:** When adding a suffix –ly to a word there are no changes needed to the word  **Including Baseline Assessment** | | | **Lens: Rely on Phonics**  **Learning: Associations with the word ‘accidentally’**  **15 Words –** accidentally, action, address, adoration, adventure, angrily, antique, anxious, arrive, beginner, beginning, believe, berry, bicycle, brake | | |
| **Week 2** | | **Quick!** | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Good endings/suffixes**  Words with endings like closure or feature | **Lens: Good endings/suffixes**  -il as an ending | **Lens: Interrogate and check**  Common spelling mistakes | | **Lens: Memorise rules/exceptions**  Contractions | **Lens: Pronunciation**  <ow> sound as in below or meow |
| **Week 3** | | **Investigation 2** | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Good endings/suffixes**  **Hypothesis:** Words can have either –tion or –sion added to them, it does not matter which | | | **Lens: Rely on Phonics**  **Learning:** Sound associations in the word ‘break’  **15 words** – break, brochure, build, bury, calendar, century, chalet, character, chef, chemist, chorus, circle, closure, collision, commission. | | |
| **Week 4** | | **Quick!** | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Good endings/suffixes**  -sion | **Lens: Recognising punctuation**  Apostrophes for omission | **Lens: Rely on phonics**  Long vowel sound in mind, fine, pie, try | | **Lens: Order of letters**  Soft and hard c | **Lens: Verification**  Spotting incorrect spellings |
| **Week 5** | | **Investigation 3** | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Recognising punctuation**  **Hypothesis:** An apostrophe in a contracted form always represents one omitted letter | | | **Lens: Rely on Phonics**  **Learning-** sound associations in the word ‘complete’  **15 words –** Complete, completion, confusion, continue, decision, describe, different, disappear, disappoint, discipline, division, double, early, earth, echo | | |
| **Week 6** | | **Quick!** | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Recognising punctuation**  Apostrophes for omission | **Lens: Prefixes**  Dis- means reversing and un- means not | **Lens: Inspecting a dictionary**  Alphabetical order | | **Lens: Navigating a thesaurus**  Synonyms | **Lens: Guesses** |
| **Week 7** | | **Investigation 4** | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Recognising punctuation**  **Hypothesis:** The most common contracted form is one omitted letter with one apostrophe used in its place | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘Egypt’  **15 Words –** Egypt, eight, exercise, expression, fair, famous, fare, fascinate, forgetting, forgotten, gently, grate, great, gym, happily | | |
| **Week 8** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: recognising punctuation**  Show that something belongs to someone by putting an apostrophe before the –s (singular) | | **Lens: Irregular/exception words**  Unusual spellings and high frequency words | **Lens: Check Etymology**  Words that relate to moving people, objects or information | | **Lens: Analogies**  Word storm | **Lens: Noticing families and roots**  Prefixes and suffixes |
| **Week 9** | **Investigation 5** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Organising sounds**  **Hypothesis:** The least common graphemes to represent the /ei/ sounds are ‘ei’, ‘eigh’ or ‘ey’. | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘hesitation’  **15 words –** hesitation, hideous, humbly, humorous, illegal, immature, incorrect, information, injection, interact, invasion, invention, irregular, league, machine | | |
| **Week 10** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Organising sounds**  The letter string ‘ch’ | | **Lens: Irregular/exception words**  High frequency unusual spellings | **Lens: Understanding patterns**  Jumbled words | | **Lens: I/Me personal spellings**  Focus five | **Lens: Recognising parts**  -ion or -ian |
| **Week 11** | **Investigation 6** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Organising sounds**  **Hypothesis:** All words that include the phoneme ‘ch’ sound like ‘ch’ in charmed | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘measure’  **15 words** – measure, misbehave, myth, nature, neighbour, nobly, picture, prefer, scene, scheme, science, sensation, serious, simply, subheading | | |
| **Week 12** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Organising sounds**  Words with a ‘ch’ as in chef are mostly of French origin | | **Lens: New meaning/Homophone**  Compound words | **Lens: Illustrative**  Toy shop words | | **Lens: Noticing families and roots**  Homophones | **Lens: Go! Speed! Write!**  Dictation |
| **Week 13** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Understanding plurals**  **Hypothesis:** When making a plural just add –s. However, you need to add -es after words ending in ‘y’, ‘s’, ‘ch’, ‘sh’, ‘zz’ and when ‘y’ is replaced with ‘I’ | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘television’  **15 words –** television, they, tongue, touch, treasure, trouble, various, vein, weigh, young, about, abruptly, accidentally, account, ache | | |
| **Week 14** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Understanding plurals**  Words that end in ‘y’ drop the ‘y’ and replace with ‘I’ before adding ‘e’ to make plural | | **Lens: Understanding plurals**  Words with ‘s’, ‘x’, ‘z’, ‘ch’ or ‘sh’ require –es. | **Lens: Interrogate and check**  Correcting errors | | **Lens: Memorise rules/exceptions**  Possessive apostrophes | **Lens: Pronunciation**  Rhymes |
| **Week 15** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Understanding plurals**  **Hypothesis:** Not all words that end in ‘f’ or ‘fe’ have a letter/letters dropped and replaced with ‘v’ before adding in –es for the plural form | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘admiration’  **15 words –** admiration, admission, aggression, aloud, antiseptic, ascend, basically, boutique, casually, chandelier, chaperone, chic, civilization, cliché, cohesion | | |
| **Week 16** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Understanding plurals**  Words that end in consonant and ‘y’ drop and replace with –ies to pluralise | | **Lens: Good endings/suffixes**  -tion and –sion are used to form nouns from verbs | **Lens: Noticing families and roots**  Prefixes and suffixes | | **Lens: Order of letters**  Words from the letters of ‘illustration’ | **Lens: Verification**  Missing letters |
| **Week 17** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Prefixes**  **Hypothesis:** un- and dis- can be used with root words to create antonyms | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘commission’  **15 words –** commission, compassion, comprehension, confession, country, creature, curious, cycle, descend, disagree, discussion, dramatically, enclosure, enormous, ensure | | |
| **Week 18** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Prefixes**  Sub- is a prefix that can be added to words. ‘Sub’ means under, beneath or below | | **Lens: Recognising punctuation**  ‘Its’ and It’s’ | **Lens: Inspecting a dictionary** Correcting spellings | | **Lens: Navigating a thesaurus**  Turning negatives into positives | **Lens: Guesses**  Prefixes |
| **Week 19** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Prefixes**  **Hypothesis:** The meaning of re- means ‘again’ and this can be useful in explaining all words that use the prefix re- attached to a whole word. | | | | **Lens: Rely on phonics**  **Learning:** Sound associations with the word ‘expansion’  **15 words –** expansion, experiment, extreme, famous, favourite, February, frantically, freight, fruit, furious, furniture, gardener, gardening, groan, group | | |
| **Week 20** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Prefixes**  In- means not and into. Before a root words starting with ‘l’ in- becomes il-. Before a root word starting with ‘m’ or ‘p’ in- becomes im-. | | **Lens: Good endings/suffixes**  Present tense verbs into past tense | **Lens: Analogies**  Letter strings – ‘ick’, ‘ale’, ‘ap’, ‘aw’, ‘ay’, ‘eat’ | | **Lens: Check Etymology**  Words beginning with ‘self’ | **Lens: Quiz yourself**  Common mistakes |
| **Week 21** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Irregular/exception words**  **Hypothesis: An irregular verb is a word that changes from present to past** | | | | **Lens: Rely on phonics**  **Learning:** Sound associations with the word ‘grown’  **15 words –** grown, guide, heal, hear, heard, heart, heel, here, history, illusion, imagine, immortal, important, incorrect, interest | | |
| **Week 22** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Irregular/exception words**  /s/ sound spelt as ‘c’ before ‘e’ and ‘I’ and ‘y’. | | **Lens: Understanding plurals**  If words end in ‘ch’, ‘zz’, ‘sh’, ‘s’ or ‘x’, an –es is required to pluralise | **Lens: Understanding patterns**  Combinations of prefixes and suffixes | | **Lens: I/Me personal spelling**  Focus five | **Lens: Recognising parts**  Prefix, suffix or both? |
| **Week 23** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Irregular/exception words**  **Hypothesis: An irregular verb is a word that changes from present to past** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘irrelevant’  **15 words –** irrelevant, jealous, learn, leisure, length, library, limited, limiting, mechanic, mislead, musician, obey, obvious, passion, piece | | |
| **Week 24** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Irregular/exception words**  Unstressed vowels | | **Lens: Recognising punctuation**  Apostrophes for contractions | **Lens: Illustrative**  Garden words | | **Lens: Noticing families and roots**  Matching definitions | **Lens: Go! Speed! Write!**  Numbers, colours, garden words |
| **Week 25** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: New meaning/homophone**  **Hypothesis: All compound words include silent letters** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘plague’  **15 words –** Plague, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we’ll, worm, woman’s boots, worth | | |
| **Week 26** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: New meaning/homophone**  Compound words | | **Lens: Recognising punctuation**  Capital letters for proper nouns | **Lens: Interrogate and check**  Correcting errors | | **Lens: Order of letters**  Words from the letters of ‘unauthorised’ | **Lens: verification**  Correcting spellings |
| **Week 27** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: New meaning/homophone**  **Hypothesis:** If you test your class mates on the following 20 words, they will get the same words wrong | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘unique’  **15 words –** unique, 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: New meaning/homophone**  Homophones | | **Lens: Organising sounds**  ‘a’ is the most common sound after ‘w’ and ‘qu’ | **Lens: Inspecting a dictionary**  Alphabetical order | | **Lens: Navigating a thesaurus**  Synonyms | **Lens: Guesses**  Definitions |
| **Week 29** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Group/year specific**  **Hypothesis: From the following selection: ‘ear’, ‘ight’, ‘on’, ‘au’, ‘ice’… ‘an’ is the most common letter string used in the largest majority of English words** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘comprehension’  **15 words –** Comprehension, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle | | |
| **Week 30** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Group/year specific**  /i/ sound spelt ‘y’ | | **Lens: Organising sounds**  The same sound can be represented in different ways | **Lens: Analogies**  Making words | | **Lens: Quiz yourself**  Common mis-spellings | **Lens: Understanding patterns**  Jumbled words |
| **Week 31** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Group/year specific**  **Hypothesis: The most common word that can be found within most other words is ‘on’** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘disobey’  **15 words –** disobey, example, fall, fast, father, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily | | |
| **Week 32** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Group/year specific**  The /v/ sound spelt ‘ou’ | | **Lens: New meaning/homophone**  Homophones | **Lens: I/Me personal spelling**  Focus five | | **Lens: Recognising parts**  -ion or -ian | **Lens: Order of letters**  ‘le’ endings |
| **Week 33** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Syllables**  **Hypothesis: If you can add –ful to a root word, you can add ‘ly** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with the word ‘knot’  **15 words –** knot, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies | | |
| **Week 34** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Good endings/suffixes**  -ly to form an adverb | | **Lens: Group/year specific**  ‘el’ end for a spelling is less common than ‘le’ | **Lens: Noticing families and roots**  Homophones | | **Lens: Go! Speed! Write!**  Numbers, shapes, toy shop words | **Lens: Interrogate and check**  Spotting errors |
| **Week 35** | **Investigation** | | | | **Go Grapheme Grafters – Spelling Practice** | | |
| **Lens: Syllables**  **Hypothesis: All multisyllabic words include words with associated meanings** | | | | **Lens: Rely on Phonics**  **Learning:** Sound associations with ‘moustache’  **15 words –** moustache, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal | | |
| **Week 36** | **Quick!** | | **Stick!** | **Flick!** | | **Tick!** | **Click!** |
| **Lens: Syllables**  Multi-syllabic words with ‘ci’ and ‘ce’ ‘c’ followed by ‘I’ or ‘e’ softens it | | **Lens: Group/year specific**  Same sound but different grapheme representations | **Lens: Inspecting a dictionary**  Alphabetical order | | **Lens: Order of letters**  -al suffix ending or ‘al’ not as a suffix | **Lens: Navigating a thesaurus**  Synonyms |