

**Literacy Long Term Plan**

**Year Group 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Percy Jackson and the lightning Thief	Percy Jackson and the lightning Thief	Viking Boy	Viking Boy	Science texts TBC – Cosmic	Science texts
Topic connection	Ancient Greeks- History	Ancient Greeks- History	The Vikings- History		Science	
Genre	Recount- trip to Liverpool	Dracula’s Diary Spooky settings Spooky story	Newspaper report		Biography of Tim Peake or Helen Sharman  Persuasive writing	
Writing objectives	Plan to suit a genre  Dialogue  Identify and summarise key information in a short paragraph  Identify the audience and purpose for writing  Understand the	Flashback  Understand the purpose of proof reading  Read writing aloud to ensure it makes sense and listen to a peer doing the same	Plot and discuss newspaper report  Formal tone  Write for a newspaper audience  Discuss word choice and	Use models form reading to identify the structure and organisation needed for the audience and purpose  Select the appropriate planning format	One sided argument- Space Dog  Build own success criteria or toolkit for writing  Use formal or informal writing where relevant	Know that different text types are laid out to guide reader

	<p>purpose of editing</p> <p>Use a bespoke writing check-list</p> <p>Peer assessment</p>	<p>Informal tone</p> <p>Plot structure for a narrative</p> <p>Different points of view</p> <p>Word choices to impact reader</p> <p>Model, identify and write effective endings</p> <p>Alternative endings</p> <p>Plan a spooky story</p> <p>Write a first and final draft based on a plan</p> <p>Know that editing may not always mean adding</p> <p>Paragraphing</p>	<p>language feature (impact)</p> <p>Passive voice</p> <p>Factual rather than descriptive</p> <p>Know which aspects to look for when assessing their own writing</p> <p>Self- assess using toolkit</p>	<p>for the text type</p>	<p>Topic specific language, casual language and comparative writing</p>	
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		Linking paragraphs				
Reading objectives	<p>Explain how the structure guides the reader to find specific information.</p> <p>Explore how dialogue is used to develop character .</p> <p>Explore how actions are added to dialogue to move events forward.</p> <p>Explore how a writer uses show and not tell techniques to introduce or develop a character.</p> <p>Understand that writers use language for precise effect.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the</p>	<p>Understand that a writer moves events forward through a balance of dialogue action and description.</p> <p>Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors , personification etc.</p> <p>Find words and language used for effect.</p> <p>Explain how the words and language create a precise effect.</p>	<p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that these are structured in different ways.</p> <p>Know that non-fiction texts are structured to guide the reader to information</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Understand that a writer uses</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>

	<p>meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p>	<p>Record effective words and language from reading to use in own writing.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior</p>	<p>different sentence structures and techniques to create effects.</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Find examples of structures and techniques used.</p> <p>Explain the effect of the use of structure or technique.</p> <p>Record examples of effective techniques and structures from reading to use in</p>	<p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check</p>	<p>pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p>	<p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check</p>
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	<p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p>	<p>knowledge of similar looking words.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Ask questions to improve</p>	<p>writing.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>that text is meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Justify inferences with evidence from the text.</p> <p>Make predictions from evidence</p>	<p>Ask questions to improve understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p>	<p>that text is meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Justify inferences with evidence from the text.</p> <p>Make predictions from evidence</p>
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	<p>Justify inferences with evidence from the text.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Use skimming and scanning to find information needed.</p> <p>Make notes on needed</p>	<p>understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Justify inferences with evidence from the text.</p>	<p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check that text is</p>	<p>found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Identify key information from a text.</p> <p>Summarise key</p>	<p>Justify inferences with evidence from the text.</p> <p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p>	<p>found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Find the theme in a book.</p> <p>Compare books with similar</p>
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	<p>information.</p> <p>Organise notes.</p> <p>Present information.</p>	<p>Make predictions from evidence found and implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Use skimming and scanning to</p>	<p>meaningful.</p> <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Justify inferences with evidence from the text.</p> <p>Make predictions from evidence found and</p>	<p>information in sentences.</p> <p>Find key information from different parts of the text.</p> <p>Summarise key information from different parts of the text.</p> <p>Present an oral overview or summary of a text.</p> <p>Understand that a narrative can be told from different points of view – narrator, character.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how</p>	<p>Find the theme in a book.</p> <p>Compare books with similar themes.</p> <p>Explain how books written in different contexts can have similar themes.</p> <p>Give a personal point of view about a text.</p> <p>Explain the reasons for a viewpoint, using evidence from the text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Build on others'</p>	<p>themes.</p> <p>Explain how books written in different contexts can have similar themes.</p> <p>Give a personal point of view about a text.</p> <p>Explain the reasons for a viewpoint, using evidence from the text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> <p>Question others' ideas about a</p>
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		<p>find information needed.</p> <p>Make notes on needed information.</p> <p>Organise notes.</p> <p>Present information.</p>	<p>implied information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Identify key information from a text.</p> <p>Summarise key information in</p>	<p>events are viewed from another perspective.</p> <p>Understand that the writer may have a viewpoint. Identify the writer's viewpoint. For example, how different characters are presented.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Understand the difference between fact and opinion.</p> <p>Find examples of fact and opinion in texts.</p>	<p>ideas and opinions about a text in discussion.</p> <p>Question others' ideas about a text.</p> <p>Make connections between other similar texts, prior knowledge and experience.</p> <p>Explain why there are connections, using evidence.</p> <p>Compare different versions of texts.</p> <p>Explain the similarities and differences between different versions of texts.</p>	<p>text.</p> <p>Make connections between other similar texts, prior knowledge and experience.</p> <p>Explain why there are connections, using evidence.</p> <p>Compare different versions of texts.</p> <p>Explain the similarities and differences between different versions of texts.</p> <p>Evaluate the effectiveness of different versions of texts.</p>
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			<p>sentences.</p> <p>Find key information from different parts of the text.</p> <p>Summarise key information from different parts of the text.</p> <p>Present an oral overview or summary of a text.</p> <p>Understand that a narrative can be told from different points of view – narrator, character.</p> <p>Identify the point of view in a narrative. Explore how events are</p>	<p>Explain why one example is fact and another is opinion.</p>	<p>Evaluate the effectiveness of different versions of texts.</p>	
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			<p>viewed from another perspective.</p> <p>Understand that the writer may have a viewpoint. Identify the writer's viewpoint. For example, how different characters are presented.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Understand the difference between fact and opinion.</p> <p>Find examples of fact and opinion in texts.</p>			
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			Explain why one example is fact and another is opinion.			
Grammar objectives	<p>To use devices to build cohesion within a paragraph</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to identify brackets within writing</p> <p>To understand the purpose of brackets within writing</p> <p>To use brackets accurately within writing</p> <p>To use brackets within complex sentences</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to identify dashes within writing</p> <p>To understand the purpose of dashes within writing</p> <p>To use dashes accurately within writing</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs or modal verbs</p> <p>To use commas to</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To link ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To be able to understand the purpose of commas</p>	<p>To use devices to build cohesion within a paragraph</p> <p>To be able to identify formal and informal voice</p> <p>To be able to change between formal and informal voice depending on the style of writing</p> <p>To use commas to avoid ambiguity and to clarify meaning</p>

				avoid ambiguity and to clarify meaning	within writing	
Spelling objectives	See attached spelling document					
Alan Peat sentences	<p>NOUN, who/ which/ where sentences (subordinate clauses)</p> <p>Outside (inside) sentences (use of brackets/subordination)</p> <p>O.I</p> <p>The more, the more sentences</p> <p>Short sentences</p> <p>___ing, ___ed sentences / 3_ed sentences</p> <p>2Pairs sentence</p> <p>All the Ws (comment to reader)</p> <p>3 bad – (dash) question?</p> <p>This is that sentences</p>	As Autumn 1	As Autumn 1	As Autumn 1	As Autumn 1	As Autumn 1

	<p>(metaphor)</p> <p>Object/ Person (aka...) sentences (brackets)</p> <p>Same word end of 2 sentences</p> <p>Getting worse, getting better sentences</p> <p>Subject-3 examples</p> <p>Does not/Does Sentence</p> <p>With an action, more action sentences (subordination)</p>					
Evaluate and edit	<p>Ensure the consistent and correct use of tense across a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p>	As Autumn 1	<p>To distinguish between the language of speech and writing and to choose the appropriate register.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Use the language of, 'It would have been better if, it could be improved by.'</p>	As Spring 1	Identify changes to vocabulary, grammar and punctuation to enhance effects.	As Summer 1

### Wellfield Junior School Long Term Spelling Overview.

Week	Year 2	Year 3	Year 4	Year 5	Year 6
1	<b>Assess Spellings and Key Words from previous year to assess where to start following the plan from.</b>				
2	To use -dge and -ge to make the 'J' sound at the end of the word. (Sometimes spelt as g elsewhere in words before e, i and y). Age, change, huge, energy, badge, bridge.	Add suffixes beginning with a vowel to words of more than one syllable. The consonant letter is not doubled if the last syllable is unstressed e.g. gardening, gardener.	To understand and use the prefix re-	Cover words and patterns taught during year 3 and 4 that needs consolidating.	Cover words and patterns taught during year 3, 4 and 5 that needs consolidating.
3	Common exception words. Door, poor, floor, because, find, kind, mind, behind.	Answer, consider, imagine, and remember.	Address, build, thought, grammar, favourite		
4	The s sounds spelt c before e, l and y. race, ice, cell, city, circle, fancy, space.	Add suffixes beginning with a vowel to words of more than one syllable. The consonant letter is doubled before the suffix if the last syllable of a word	To understand and use the prefix sub-	Use the ending -cious. If the root words ends in -ce the sounds is usually spelt c e.g. grace to gracious. (Exception anxious).	

		is stressed and has just one vowel before it.			
5	Common exception words. <i>Wild, climb, most, only, both, old, cold, gold, hold, told.</i>	<i>(Consolidate the rule drop the vowel and add the suffix) arrive, increase, notice, promise, surprise,</i>	<i>Island, knowledge, height (silent letters)</i>	Use the ending -tious e.g. cautious, nutritious.	
6	The 'n' sounds spelt kn- and sometimes gn- at the beginning of words. <i>Knock, know, knee, gnat, gnaw.</i>	To understand and use the prefix un-	To understand and use the prefix inter-	<i>marvellous, disastrous, mischievous.</i>	
7	Homophones and near homophones. <i>There/ their/ they're, here/hear, quiet/quite, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/ blew, night/knight.</i>	<i>Group, important, learn, natural, popular.</i>	<i>Strength, length, guard, minute</i>	Use the endings -cial and. -cial is common after a vowel e.g. special,	
8	The 'r' sound spelt wr- at the beginning of words. <i>Write, written,</i>	To understand and use the prefix dis-	To understand and use the prefix super-	<i>Especially, awkward, attached</i>	

	wrote, wrong.				
9	Homophones and near homophones.	Continue, appear, disappear, believe.	Special, material, occasion(ally)	Use the ending -tial which is common after a consonant e.g. essential	Use the -able/ -ably ending.
10	The l sounds spelt le at the end of words. Table, apple, bottle, little, middle.	To understand and use the prefix mis-	To understand and use the prefix anti-	Attached, exaggerate	Available, programme, recognise,
11	The l sound spelt -el at the end of words. Camel, tunnel, travel, towel, squirrel.	Heard, guide.	Breath, breathe, purpose, perhaps	Use the ending in ant, -ance and -ancy (-ation endings are a clue) e.g. observation, observant, observance, toleration, tolerance.	Use the -ible and -ibly ending.
12	The l sound spelt -al at the end of words. Some nouns but mainly adjectives. Metal, pedal, capital, animal, hospital, special.	The prefix in meaning not and into-.	To understand and use the prefix auto-	Hindrance, nuisance, explanation.	Suggest, amateur,
13	The possessive apostrophe in singular nouns e.g.	Exceptions to the in prefix. Root words starting with	To learn the suffix -ation is added to verbs to form	Use the ending -ent, -ence, ency. Use after a soft c or	Add suffixes to words ending in -fer.

	Megan's, child's.	an l become il- e.g. illegal.	nouns.	g sound or qu e.g. emerge to emergency, innocence to innocence, frequent to frequency.	
<b>14</b>	Words ending in -tion. Station, nation, section, fiction, motion.	Exceptions to the in prefix. Roots words starting with a m or p become im- e.g. impossible, immature.	Words ending in -sure e.g. measure, treasure.	Apparent, existence,	Frequently, equipped, equipment, persuade
<b>15</b>	Contractions with accurate use of apostrophes to show the missing letter. Can't, didn't, hasn't, it's, I'll.	Exceptions to the in prefix. Root words starting with an r become ir- e.g. irregular.	Words ending in -ture e.g. future, nature. (Teach them to check it is not a root word ending in (t)cher e.g. teacher.	The i before e except after c rule. Exceptions: protein, caffeine, seize).	To use hyphens to join a prefix to a word e.g. co-operate, re-enter.
<b>16</b>	Words ending in -il. Pencil, fossil, nostril.	Possible, complete, different, famous, regular.	Describe, history, potatoes, forwards, often, early, therefore (words in words).	Leisure, ancient, achieve, foreign, variety, sufficient.	Develop, pronunciation.
<b>17</b>	To spell words with the suffix -ly. Suffixes starting with a consonant are usually added straight to the root	The suffix -ly	Words ending in -sion e.g. division, television.	Ough making the sounds as in thought.	Words with silent letters that cannot be predicted from their pronunciation.

	word, unless the root word ends in y and has more than one syllable. <i>Happily, badly.</i>				
<b>18</b>	The i sound spelt – y at the end of words. <i>Cry, fly, try, dry, reply, July.</i>	Exceptions to the suffix ly just being added to the root word 1- if the root word ends in y with a consonant before it change y to i.	To understand and use the suffix -ous.	<i>Forty, queue, stomach, thorough</i>	<i>Government, muscle, vehicle, environment, parliament</i>
<b>19</b>	To spell words with the suffix –less. <i>Hopeless, careless.</i>	Exceptions to the suffix -ly just being added to the root word 2- if the root word ends in le change to -ly. 3- If the root word ends in ic add -ally not just -ly.	Exceptions to the suffix -ous just being added to the root word. Our is changed to or before -ous is added e.g. humour to humorous.	Ough making the sounds as in rough.	Homophones and other words that are often confused.
<b>20</b>	Adding –es to nouns and verbs ending in y. Y is changed to i before –es is added. <i>Cries, spies, tries, dies.</i>	<i>Extreme, earth, naughty, ordinary, particular, peculiar, separate, recent.</i>	Exceptions to the suffix -ous just being added to the root word. A final e must be kept if j sound is to	<i>Occur, occupy, neighbour, restaurant.</i>	<i>Criticise, prejudice, interrupt, interfere,</i>

			be kept e.g. courageous.		
<b>21</b>	To spell words with the suffix –ful. Hopeful, careful, stressful, playful.	Spell words with the k sound made by ch e.g. scheme, character, chorus, echo	If there is an l sounds before the -ous ending it is usually spelt with an i (serious) but a few words have e (hideous).	Ough making the sounds as in through.	Homophones and other words that are often confused.
<b>22</b>	Adding –ed, -ing, -er and –est to root words ending in –y with a consonant before it. Copied, happier, happiest, cried <b>but</b> copying, crying.	Spell words with the sh sound made by ch e.g. chef, machine, brochure	Various, straight, strange	Ough making the sounds as in plough.	Committee, communicate, community.
<b>23</b>	To spell words with the suffix –ness. Sadness, happiness, plainness.	Exercise, decide, experience, medicine, sentence.	To understand and use the suffix -tion. -tion is the most common spelling and follows root words ending in t or te e.g. action.	Rhythm, rhyme, yacht	
<b>24</b>	Adding the endings –ing, -ed, -er, -est and –y to root words ending in –e with a consonant before it. Hiking,	Words with the s sound spelt sc e.g. science, crescent	The suffix -ssion is used of the root word end in ss or mit e.g. permission, discussion.	Homophones and other words that are often confused.	Accompany, accommodate, according.

	hiked, hiker, nicer, nicest, shiny.				
25	To spell words with the suffix –ment e.g. <b>Enjoyment.</b>	<b>Century, centre, circle, certain.</b>	The suffix -sion is used if the root word ends in d or se e.g. expansion, tension.	<b>Symbol, system, physical</b>	
26	Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. <b>Patting, patted, dropped, dropping, sadder, runner, runny.</b>	Words with the ay sounds spelt 'eigh' e.g. eight, weight	The suffix -cian is used if the root word ends in c or cs musician, mathematician.	Homophones and other words that are often confused.	<b>Desperate, temperature, average, determined</b>
27	S used to spell words like <b>treasure, television.</b>	Words with the ay sounds spelt 'ei' e.g. vein.	<b>Mention, possession, opposite</b>	<b>Soldier, shoulder,</b>	
28	The 'or' sounds spelt a before -l and -ll e.g. <b>ball, walk, call, walk, always.</b>	Words with the ay sounds spelt 'ey' e.g. they, prey	Words ending with the g sound spelt -gue e.g. league.	<b>Vegetable, competition, appreciate</b>	<b>Category, cemetery, secretary, dictionary, relevant</b>
29	The 'or' sound spelt ar after w e.g. <b>war, towards.</b>	<b>Eight, eighth, reign, weight.</b>	Words ending in the k sound spelt -que e.g. unique.		

30	The u sound spelt o e.g. other, nothing, brother, mother, Monday.	Possessive apostrophes with plural words. Apostrophe is placed after the plural form of the word, s is not added if the plural word ends in s e.g. babies' , girls',	Calendar, fruit, woman/women, enough, although, though	Signature, lightning, twelfth,	Harass, necessary, profession, aggressive, embarrass.
31	The 'er' sounds spelt -or after w e.g. word, work, worm, world.	Possessive apostrophes with plural words. S is added if the plural does not end in s e.g. children's, men's.	Homophones		
32	The i sound spelt – ey. Key, donkey, monkey, chimney, valley.	The u sounds spelt ou e.g. young, touch.	Homophones	Familiar, sacrifice, curiosity, definite, privilege.	Recommend, immediate(ly)
33	The o sound spelt a after w and qu e.g. want, quality, watch, squash.	The l sound spelt y.	Caught, heart, through		
34	Every, everybody, great, break, steak, pretty, beautiful, after, fast, last, past,	Bicycle.	Difficult, February, library, experiment (sound talk).	Bruise, bargain, correspond, identity.	Opportunity, according, guarantee, language.

	father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents.				
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