



Year 1  
Autumn Term

Fiction Unit 1.1 <i>Guess What?</i>	Poetry Unit 1.1 <i>Sensational Senses</i>	Non-fiction Unit 1.1 <i>Who Lives Here?</i>	Live Unit 1.1 <i>Poetry Star!</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>introducing punctuation (capital letter and full stop)</li> <li>introducing sentences</li> <li>sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>introducing exclamation marks</li> <li>introducing question marks</li> </ul>	<ul style="list-style-type: none"> <li>proper nouns and the personal pronoun 'I'</li> <li>sequencing sentences and using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>introducing sentences</li> <li>proper nouns and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> </ul>

Spring Term

Fiction Unit 1.2 <i>Once Upon a Time</i>	Poetry Unit 1.2 <i>Pattern and rhyme</i>	Non-fiction Unit 1.2 <i>Why Do Elephants Have Big Ears?</i>	Visual Literacy	
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>proper nouns and the personal pronoun 'I'</li> <li>singular and plural (adding -s or -es as a suffix)</li> </ul>	<ul style="list-style-type: none"> <li>introducing exclamation marks</li> <li>adding endings (-ing, -ed, -er and -est)</li> </ul>	<ul style="list-style-type: none"> <li>sequencing sentences and using 'and'</li> <li>using the prefix 'un'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> </ul>	

Summer Term

Fiction Unit 1.3 <i>Fantastic Voyages</i>	Live Unit 1.2 <i>Storytellers</i>	Poetry Unit 1.3 <i>Growing up</i>	Non-fiction Unit 1.3 <i>Top Jobs</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>sentence punctuation (capital letter and full stop)</li> </ul>	<ul style="list-style-type: none"> <li>the purpose of punctuation (capital letter, full stop, question mark, exclamation mark)</li> </ul>	<ul style="list-style-type: none"> <li>punctuation (capital letter, full stop, question mark, exclamation mark)</li> </ul>	<ul style="list-style-type: none"> <li>the purpose of punctuation (capital letter, full stop, question mark, exclamation mark)</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> </ul>

**Spelling**

Words containing each of the 40+ phonemes already taught  
 Common exception words  
 Days of the week  
 Name the letters of the alphabet in order  
 Using letter names to distinguish alternative spellings with the same sound  
 Adding prefixes and suffixes  
 Write from memory simple sentences dictated by the teacher that include words using the Grapheme-phoneme correspondances and common exception words taught

**Handwriting**

Sit correctly at a table, holding a pencil comfortably and correctly  
 Begin to form lower-case letters in the correct direction, starting and finishing in the right place  
 Form capital letters and the digits 0 – 9  
 Understand which letters belong to which handwriting families (letters that are joined in similar ways) and to practise these

Fiction Unit 2.1 <i>What Would You Do?</i>	Poetry Unit 2.1 <i>Pattern, Rhythm, Rhyme</i>	Non-fiction Unit 2.1 <i>All About Orang-utans</i>	Live Unit 2.1 <i>Newshounds</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>full stops, question and exclamation marks</li> <li>saying sentences (oral use of conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>introducing nouns</li> <li>introducing verbs</li> </ul>	<ul style="list-style-type: none"> <li>co-ordinating sentences</li> <li>different sorts of sentences</li> <li>introducing capital letters</li> <li>introducing nouns</li> <li>introducing verbs</li> <li>saying sentences (with conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>introducing nouns</li> <li>past and present tense</li> </ul>	<ul style="list-style-type: none"> <li>Add suffixes to spell words including –ment, –ness, –ful, –less, –ly</li> <li>specific skills identified through teacher’s assessment</li> </ul>

Fiction Unit 2.2 <i>A Twist in the Tale</i>	Poetry Unit 2.2 <i>A Closer Look</i>	Non-fiction Unit 2.2 <i>Does Chocolate Grow on Trees?</i>	Visual Literacy	
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>nouns, verbs and adjectives</li> <li>noun phrases</li> <li>irregular past tenses</li> <li>adjectives</li> </ul>	<ul style="list-style-type: none"> <li>adjectives</li> <li>using suffixes (-ful and -less)</li> <li>compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>co-ordinating sentences</li> <li>noun phrases</li> <li>the progressive form of verbs</li> <li>statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher’s assessment</li> <li>Add suffixes to spell words including –ment, –ness, –ful, –less, –ly</li> </ul>	

Fiction Unit 2.3 <i>Muddles and Mishaps</i>	Live Unit 2.2 <i>Act It Out!</i>	Poetry Unit 2.3 <i>Silly Stuff</i>	Non-fiction Unit 2.3 <i>What Is the Most Unusual Place in the World to Live?</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>apostrophes for contractions</li> </ul>	<ul style="list-style-type: none"> <li>using suffixes (-er and -est)</li> <li>using suffixes (-ly)</li> </ul>	<ul style="list-style-type: none"> <li>alliteration, repetition and rhyme</li> <li>expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>using commas in a list</li> <li>statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher’s assessment</li> <li>expanded noun phrases</li> </ul>

**Spelling**

Spell common exception words  
 Spell words with contracted forms  
 Learn the use of the possessive apostrophe (singular)  
 Distinguish between homophones and near-homophones  
 Add suffixes to spell words including –ment, –ness, –ful, –less, –ly  
 Write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences and common exception words taught

**Handwriting**

Form lower-case letters of the correct size relative to one another  
 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  
 Use spacing between words that reflects the size of the letters

Non-fiction Unit 3.1 <i>Was Tutankhamen Killed?</i>	Fiction Unit 3.1 <i>Storm</i>	Live Unit 3.1 <i>All About Me</i>	Poetry Unit 3.1 <i>Performance Poetry</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>introducing perfect form</li> <li>revising nouns</li> <li>revising singular and plural nouns</li> <li>revising tense</li> <li>revising verbs</li> </ul>	<ul style="list-style-type: none"> <li>introducing direct speech</li> <li>revising adjectives</li> <li>using suffixes (-ly)</li> <li>words with the 'sh' sound spelt 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>adding prefixes to nouns (super, anti, auto, un, dis, mis, re, pre)</li> <li>articles</li> <li>revising basic sentence punctuation</li> </ul>	<ul style="list-style-type: none"> <li>onomatopoeia</li> <li>adding prefixes to nouns (super, anti, auto, un, dis, mis, re, pre)</li> <li>words with the 'ay' sound spelt 'ei'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>present perfect form</li> <li>words with the 'ay' sound spelt 'ei'</li> </ul>

Non-fiction Unit 3.2 <i>Where's the Best Place to Live in the World?</i>	Fiction Unit 3.2 <i>Dragon Slayer</i>	Poetry Unit 3.2 <i>Playing with Words</i>	Visual Literacy
<b>Grammar and Punctuation</b>			
<ul style="list-style-type: none"> <li>revising verbs</li> <li>revising tense</li> <li>conjunctions</li> <li>words with endings like 'zh' and 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>punctuating direct speech</li> <li>adverbs of manner</li> <li>adverbs of time</li> <li>present perfect form</li> <li>articles/determiners</li> </ul>	<ul style="list-style-type: none"> <li>revising adjectives</li> <li>prepositions</li> <li>word families</li> <li>words with the 'k' sound spelt 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>prepositions</li> <li>conjunctions</li> </ul>

Non-fiction Unit 3.3 <i>How Far Would I Go To Look Cool?</i>	Fiction Unit 3.3 <i>Ottoline and the Yellow Cat</i>	Live Unit 3.2 <i>Chat Show Challenge</i>	Poetry Unit 3.3 <i>Shape Poems</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>conjunctions</li> <li>prepositions</li> <li>word families</li> <li>articles/determiners</li> <li>words with endings like 'zh' and 'ch'</li> </ul>	<ul style="list-style-type: none"> <li>different sorts of sentences</li> <li>punctuating direct speech</li> <li>clauses</li> <li>subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>adverbs and conjunctions</li> <li>expressing cause</li> <li>words with endings which sound like 'zhun' (division, decision)</li> </ul>	<ul style="list-style-type: none"> <li>adverbs and conjunctions</li> <li>expressing cause</li> <li>adding prefixes to nouns (super, anti, auto, un, dis, mis, re, pre)</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>prepositions</li> <li>conjunctions</li> <li>words containing the 'u' sound spelt 'ou'</li> </ul>

**Spelling**

Use further prefixes and suffixes and understand how to add them to root words  
 Spell further homophones  
 Spell words that are often misspelt  
 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  
 Use the first two or three letters of a word to check its spelling in a dictionary  
 Identify word families using common root words  
 Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature  
 Spell words with endings which sound like 'zhun' e.g. division, decision  
 Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double  
 Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo  
 Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine  
 Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they

**Handwriting**

Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
 Increase the legibility, consistency and quality of their handwriting

Non-fiction Unit 4.1 <i>Wanted: Space Explorer!</i>	Fiction Unit 4.1 <i>Christophe's Story</i>	Live Unit 4.1 <i>Sounds Spooky...</i>	Poetry Unit 4.1 <i>Creating Images</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>adverbials of time – fronted adverbials</li> <li>adverbials of place and revising fronted adverbials</li> <li>determiners</li> <li>introducing possessive pronouns</li> <li>revising capital letters</li> </ul>	<ul style="list-style-type: none"> <li>determiners</li> <li>revising conjunctions and clauses</li> <li>revising nouns</li> <li>Understand and add suffixes -ation, -ous</li> <li>words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que</li> </ul>	<ul style="list-style-type: none"> <li>punctuating direct speech</li> <li>standard and non-standard verbs</li> <li>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</li> </ul>	<ul style="list-style-type: none"> <li>Introducing expanded noun phrases</li> <li>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>punctuating direct speech</li> <li>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</li> </ul>

Non-fiction Unit 4.2 <i>The World's Weirdest Sports</i>	Fiction Unit 4.2 <i>The Spiderwick Chronicles</i>	Poetry Unit 4.2 <i>Exploring Poetic Form</i>	Visual Literacy
<b>Grammar and Punctuation</b>			
<ul style="list-style-type: none"> <li>comparative and superlative</li> <li>multi-clause sentences</li> <li>Understand and add suffixes -ation, -ous</li> <li>words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que</li> </ul>	<ul style="list-style-type: none"> <li>adverbials of time – fronted adverbials</li> <li>adverbials of place and revising fronted adverbials</li> <li>using commas with fronted adverbials</li> <li>apostrophes to show possession</li> <li>plural and possessive (use of apostrophe)</li> </ul>	<ul style="list-style-type: none"> <li>using commas with fronted adverbials</li> <li>apostrophes to show possession</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>punctuating direct speech</li> <li>endings which sound like 'shun'</li> <li>plural and possessive (use of apostrophe)</li> <li>fronted adverbials</li> </ul>

Non-fiction Unit 4.3 <i>The Shang Dynasty of Ancient China</i>	Fiction Unit 4.3 <i>The Iron Man</i>	Live Unit 4.2 <i>The Grand Tour</i>	Poetry Unit 4.3 <i>Poems about Animals and the Outdoors</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>pronouns</li> <li>singular and plural agreement</li> <li>nouns and pronouns</li> <li>apostrophes to show possession</li> <li>fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>punctuating direct speech</li> <li>expanded noun phrases</li> <li>endings which sound like 'shun'</li> <li>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</li> </ul>	<ul style="list-style-type: none"> <li>pronouns</li> <li>singular and plural agreement</li> <li>nouns and pronouns</li> <li>apostrophes to show possession</li> </ul>	<ul style="list-style-type: none"> <li>standard and non-standard verbs</li> <li>endings which sound like 'shun'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>punctuating direct speech</li> <li>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</li> </ul>

**Spelling**

Use further prefixes and suffixes and understand how to add them to root words  
 Spell further homophones  
 Spell words that are often misspelt  
 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  
 Use the first two or three letters of a word to check its spelling in a dictionary  
 Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-  
 Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician  
 Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique  
 Spell words with the 's' sounds spelt 'sc' e.g. science, scene

**Handwriting**

Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
 Increase the legibility, consistency and quality of their handwriting

Poetry Unit 5.1 <i>Poets' Voices</i>	Fiction Unit 5.1 <i>Friend or Foe</i>	Non-fiction Unit 5.1 <i>Animals on the Move</i>	Live Unit 5.1 <i>Ultimate Rap!</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>common and proper nouns</li> <li>adjectives</li> <li>noun phrases</li> <li>determiners</li> <li>pronouns</li> <li>verbs</li> <li>adverbs &amp; adverbials</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>subordinating conjunctions</li> <li>co-ordinating conjunctions</li> <li>standard and non-standard English</li> <li>word classes</li> <li>inverted commas</li> <li>verb prefixes e.g. dis-, de-, mis-, over- re-</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses/pronouns</li> <li>word classes</li> <li>word endings which sound like 'shush'</li> <li>word endings which sound like 'shil'</li> <li>words ending in -able and -ible also -ably and -ibly</li> </ul>	<ul style="list-style-type: none"> <li>pairs of commas, dashes and brackets for parenthesis</li> <li>words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>verb prefixes e.g. dis-, de-, mis-, over- re-</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>word endings which sound like 'shush'</li> <li>words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words with 'silent' letters</li> </ul>

Poetry Unit 5.2 <i>Tell Me a Story</i>	Fiction Unit 5.2 <i>Oranges in No Man's Land</i>	Non-fiction Unit 5.2 <i>Inside the Museum of...</i>	Visual Literacy
<b>Grammar and Punctuation</b>			
<ul style="list-style-type: none"> <li>standard and non-standard English</li> <li>sentence punctuation</li> <li>word endings which sound like 'shil'</li> </ul>	<ul style="list-style-type: none"> <li>modal verbs</li> <li>modal verbs and adverbs</li> <li>word endings which sound like 'shush'</li> <li>words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses and relative pronouns</li> <li>commas for clarity</li> <li>words containing the letter-string 'ough'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>words ending in -able and -ible also -ably and -ibly</li> </ul>

Poetry Unit 5.3 <i>Compare and Perform</i>	Fiction Unit 5.3 <i>Greek Myths</i>	Non-fiction Unit 5.3 <i>Ultimate Explorers</i>	Live Unit 5.2 <i>Pitch It!</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>using prefixes (dis-, de-, mis-, over-)</li> <li>apostrophes for contraction and possession</li> <li>words ending in -able and -ible also -ably and -ibly</li> </ul>	<ul style="list-style-type: none"> <li>punctuation</li> <li>text cohesion</li> <li>parenthesis</li> <li>relative clauses and relative pronouns</li> <li>speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>text cohesion</li> <li>parenthesis</li> <li>relative clauses and relative pronouns</li> <li>word endings which sound like 'shil'</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses</li> <li>spoken and written language</li> <li>cohesion</li> <li>words containing the letter-string 'ough'</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> </ul>

**Spelling**

Continue to distinguish between homophones and other words which are often confused  
 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (appendix I of the National Curriculum)  
 Use dictionaries to check the spelling and meaning of words  
 Use the first three or four letters of a word to check spelling, meaning or both in a dictionary  
 Use a thesaurus to find synonyms and antonyms  
 Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious  
 Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial  
 Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance  
 Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly  
 Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough  
 Spell some words with 'silent' letters e.g. knight, psalm, solemn  
 Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify  
 Understand verb prefixes e.g. dis-, de-, mis-, over- and re-

**Handwriting**

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task

Year 6  
Autumn Term

Poetry Unit 6.1 <i>Powerful Language</i>	Fiction Unit 6.1 <i>Eye of the Wolf</i>	Non-fiction Unit 6.1 <i>Mission: Save Pompeii!</i>	Live Unit 6.1 <i>The Great Debate</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>chunks of meaning: subject, verb, object</li> <li>chunks of meaning: subject, verb, object and adverbial</li> <li>modal verbs</li> <li>relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>chunks of meaning: the verb 'to be' and subject, verb, complement</li> <li>colons, lists and bullet points</li> </ul>	<ul style="list-style-type: none"> <li>boundaries between main clauses (semi-colons)</li> <li>colons, lists and bullet points</li> <li>hyphens and dashes</li> <li>Co-ordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>boundaries between main clauses (semi-colons)</li> <li>colons, lists and bullet points</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>add suffixes beginning with vowel letters to words ending in -fer</li> </ul>

Spring Term

Poetry Unit 6.2 <i>Poetic Voice</i>	Fiction Unit 6.2 <i>Fantastic, Funny and Frightening!</i>	Non-fiction Unit 6.2 <i>Why is Blood Red?</i>	Visual Literacy
<b>Grammar and Punctuation</b>			
<ul style="list-style-type: none"> <li>synonyms and antonyms</li> <li>abstract nouns</li> </ul>	<ul style="list-style-type: none"> <li>adverbials</li> <li>subordination</li> <li>informal speech and writing</li> <li>formal and informal language</li> <li>the subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>formal connections: conjunctions and adverbials</li> <li>active and passive voice</li> <li>add suffixes beginning with vowel letters to words ending in -fer</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> <li>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</li> </ul>

Summer Term

Comprehension Revision unit	Fiction Unit 6.3 <i>Salamander Dream</i>	Non-fiction Unit 6.3 <i>Amazing Inventions</i>	Live Unit 6.2 <i>A Midsummer Night's Dream</i>	Visual Literacy
<b>Grammar and Punctuation</b>				
<ul style="list-style-type: none"> <li>ellipsis</li> <li>'so' as a co-ordinating and subordinating conjunction</li> </ul>	<ul style="list-style-type: none"> <li>punctuating direct speech</li> <li>active and passive</li> <li>perfect form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>using prefixes (de-, dis-, mis-, over-)</li> <li>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</li> </ul>	<ul style="list-style-type: none"> <li>punctuating direct speech</li> <li>active and passive voice</li> </ul>	<ul style="list-style-type: none"> <li>specific skills identified through teacher's assessment</li> </ul>

### Spelling

Use further prefixes and suffixes and understand the guidance for adding them  
 Spell some words with silent letters  
 Continue to distinguish between homophones and other words which are often confused  
 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (appendix I of the National Curriculum)  
 Use dictionaries to check the spelling and meaning of words  
 Use the first three or four letters of a word to check spelling, meaning or both in a dictionary  
 Use a thesaurus  
 Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference  
 Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter

### Handwriting

Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task