







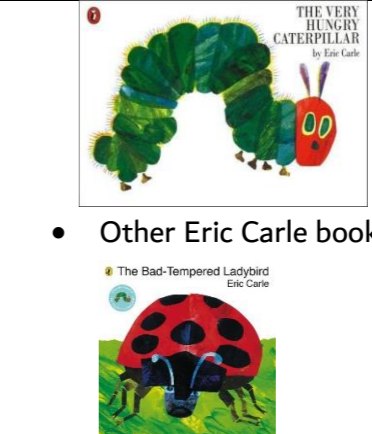
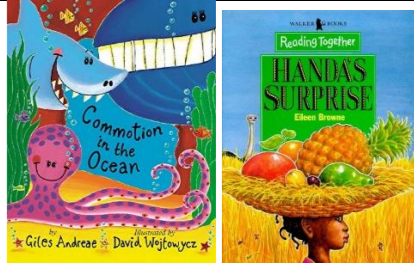


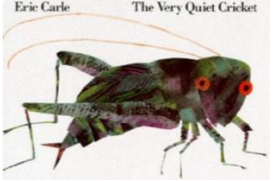
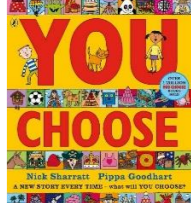
English (WRITING) – whole school map

EYFS

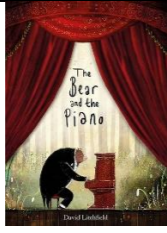

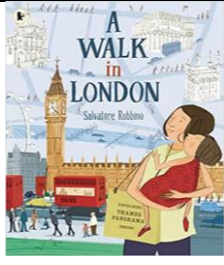
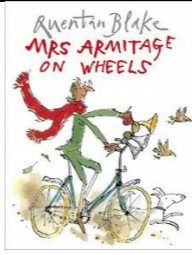
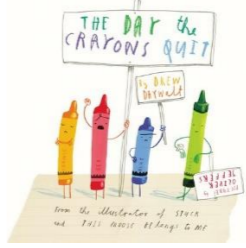
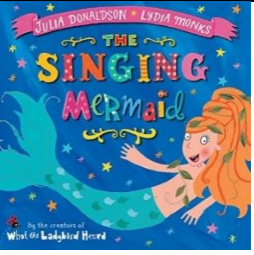

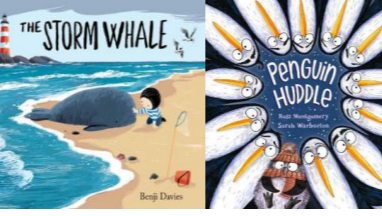




Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Superstar Me! Real Life Superheroes!	Sparkle and Shine	Tickets Please?	What a Wonderful World!	Eggs and Legs	Once Upon a Time...
Core and enrichment texts: *this is a selection of those experienced by children in EYFS	-Colour Monster -What makes me, ME? -George's Dragon at the Firestation -Wanted! Ralphy Rabbit book burgler -Hairy Mclary Rumpus at the Vet -Awesome ambulances -Emergency services non-fiction books	-Pumpkin Soup -After the Storm -The Leaf Thief -Sparks in the Sky -Dipal's Diwali -Stickman -Stinky Sprouts -Pick a Pine Tree	-The Naughty Bus -London Calls! -Katie in London -Pussycat, Pussycat where have you been? -The Queen's Hat -A Walk in Paris -The Great Race -Maps and atlases	-Farmer Duck/ Farmyard Hullabaloo -What the Ladybird Heard -Meet the planets -Man on the Moon -The Smeds and the Smoos	-The Egg -Gigantosaurus -Bumpus Jumpus -Dinosaurumpus -Growing Frogs -The Very Hungry Caterpillar -Non-fiction texts	-Jack and the Beanstalk -Jasper's Beanstalk -The Three Little Pigs -Goldilocks and the Three Bears -Gingerbread Man
Prime Area- Communication and Language:	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>ELG:</p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Baseline <u>Listening and Attention</u> -Listen to simple stories and understand what is happening, with the help of pictures. -Pay attention to more than one thing at a time. <u>Speaking</u> -Talk about familiar books. -Sing a range of songs and rhymes. -Use talk to organise play. -Respond appropriately when spoken to and follow simple instructions.	Autumn <u>Listening and Attention</u> -Listen to longer stories and remember key events. -Engage in non-fiction texts. -Listen carefully to rhymes and songs, paying attention to how they sound. -Understand and follow two-part instructions. -Listen carefully and understand why listening is important.	Spring <u>Listening and Attention</u> -Learn a wider range of songs poems and rhymes. -Listen to and talk about selected non-fiction. -Listen with focus for a sustained period. <u>Speaking</u> -Articulate ideas and thoughts in well-formed sentences. -Respond to questions. -Use a variety of connectives.	Summer <u>Listening and Attention</u> -Describe events in some detail. -Demonstrate clear understanding by action or response. -Think aloud to solve a problem. -Respond appropriately; asking questions or making comments, to a range of speakers. <u>Speaking</u> -Articulate and speak clearly. -Speak appropriately using social phrases based on audience. -Engage in back and forth conversations with friends and adults. -Make comments and ask questions about what they have heard.			

	<p>-Communicate with peers but may continue to muddle up tenses/ plurals/ pronouns.</p>	<p>-Understand 'why' questions. <u>Speaking</u> -Talk about familiar books. -Start a conversation with a friend or adult and continue, taking turns. -Use new vocabulary through the day. -Express a point of view and to debate when in disagreement.</p>	<p>-Tell you what has just been said. -Retell a sequence. -Ask a range of questions to friends and adults to find out more and to check they understand what's been said to them. -Use new vocabulary in different contexts. -Develop social phrases. -Use of tenses/ plurals/ pronouns are more accurate in everyday speech.</p>	<p>-Explain ideas and thoughts. -Speak in full sentences, using past, present and future tenses. -Confidently use new vocabulary when problem solving or expressing their thoughts and during their play.</p>
	<p>Specific Area-Literacy:</p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 			
<p><i>Schemes:</i> <i>Anima Phonics</i></p> <p><u>Directed activities/ provision:</u> Drawing Club Book vote Quality texts Story Sacks Role play/ small world</p>	<p>Baseline <u>Writing</u> -Ascribe meaning to marks made. -Attempt to form some letters (including when writing their name). -Use a comfortable grip with good control when using mark making tools (PD). -Show a preference for a dominant hand (PD).</p>	<p>Autumn <u>Writing</u> -Begin to form lower case letters in correspondence to phonics scheme. -Begin to write VC/ CVC words. -Spell words by identifying sounds and writing corresponding letter (initial, then initial and end, followed by some medial). -Develop small motor skills to use a range of tools competently, safely and confidently (PD). -Write name accurately.</p>	<p>Spring <u>Writing</u> -Most letters are accurately formed. -Write short captions/ sentences with support using their phonic knowledge (including digraphs). -Begin to use capital letters, finger spaces and full stops. -Improve pencil grip and strengthen wrist pivot to support the development of handwriting (see handwriting policy) (PD).</p>	<p>Summer <u>Writing</u> -Use capital letters appropriately and full stops to demark sentences. -Use finger spaces most of the time. -Use correctly formed letters in their writing. -Use phonic knowledge to spell words to build sentences. -Writing can be reread by themselves and enjoyed by others. -Hold a pencil effectively and in the tripod grip, using appropriate pressure and control when completing writing tasks (PD).</p>


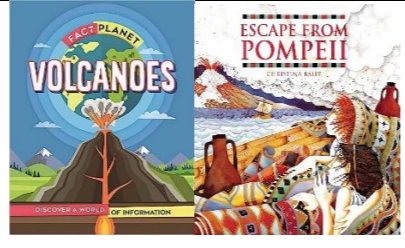
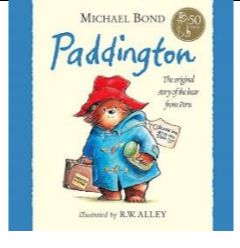
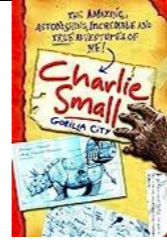
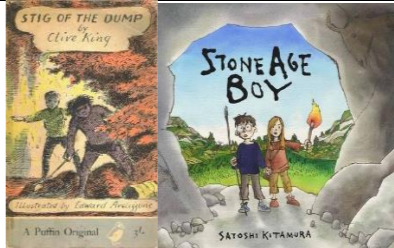
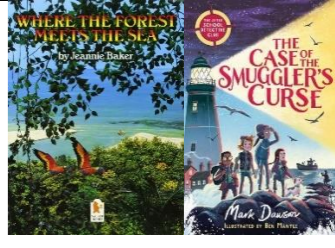
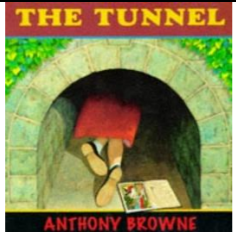
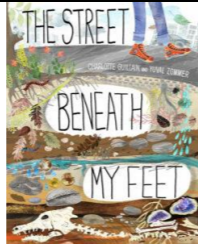

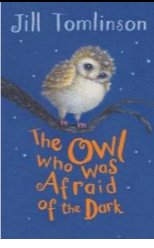
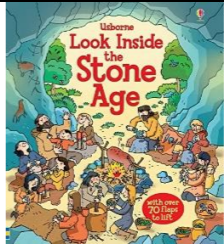
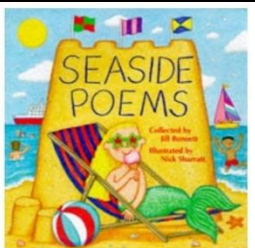
Year 1

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core Texts *this is a selection of those experienced by children in Y1					 <ul style="list-style-type: none"> Other Eric Carle books eg. 	
Enrichment texts	<ul style="list-style-type: none"> Supertato series 	<ul style="list-style-type: none"> "Oi" series 				
Main writing genre	<ul style="list-style-type: none"> PHSE themed sentence construction Lists Instructions 	<ul style="list-style-type: none"> Patterned language and rhyme Questions 	<ul style="list-style-type: none"> Traditional tales – alternate versions and viewpoints 	<ul style="list-style-type: none"> Easter Poems Non-fiction linked to alternative traditional tales (fact files about animals) 	<ul style="list-style-type: none"> Play writing Letter writing 	<ul style="list-style-type: none"> Recounts Nursery Rhyme innovation Instructional writing
Short burst writing opportunities	<ul style="list-style-type: none"> Labelling Speech bubbles Captions 	<ul style="list-style-type: none"> Accurate sentence structure 	<ul style="list-style-type: none"> Character descriptions Wanted poster 	<ul style="list-style-type: none"> Fact writing Riddles – guess the animal 	<ul style="list-style-type: none"> Newsflash Very Hungry Caterpillar innovation 	<ul style="list-style-type: none"> Captions
Grammar and Punctuation focus	Finger spaces, capital letters for names, places and days of week.	Leaving spaces between words. Capital letter for beginning of sentences. Full stops, question marks, exclamation marks.	Write in complete sentences. Begin to punctuate sentences. Capital letters for names. Full stops and capital letters.	Write in complete sentences. Begin to punctuate sentences. Capital letters for names. Full stops and capital letters in sentences.	Joining words and joining clauses using 'and'. Finger spaces. Full stops and capital letters. Exclamation or question marks. Statements, questions, exclamations.	Joining words and joining clauses using 'and'. Finger spaces. Full stops and capital letters. Exclamation or question marks. Statements, questions, exclamations.
Phonics focus	Recap Phase 3 and 4 and Phase 5b a_e, i_e, o_e, e_e, u_e, ir, oy, aw, au, ou,		Phase 5c nk, ph, wh, -ve, -tch, ore, are, oe, -y, ea, ie		Phase 6a ear, er, contractions, k, compound words, un, s/-es, -ing, -ed, -er, -er/-est	

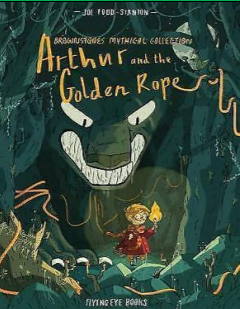
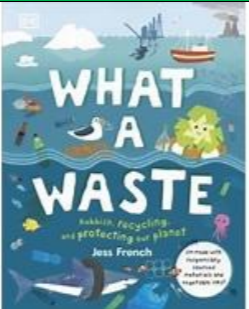
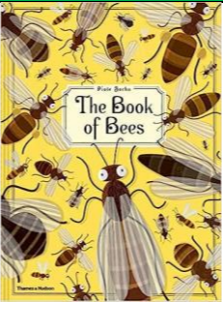
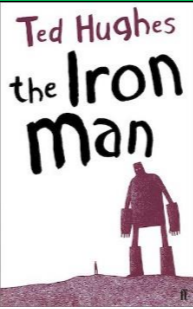
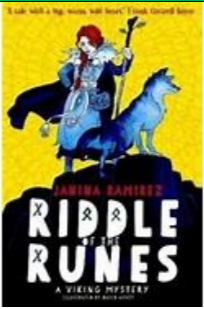
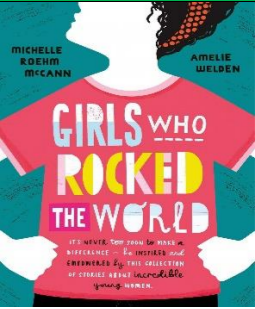
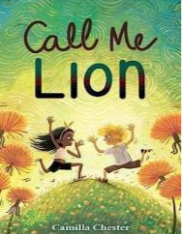
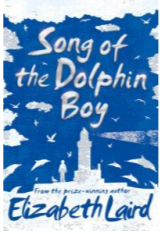

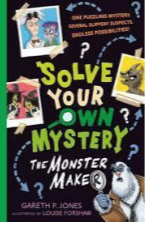
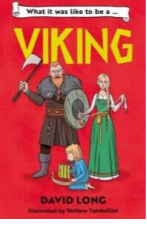
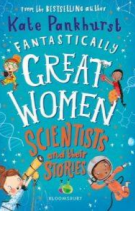
Year 2

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Core texts *this is a selection of those experienced by children in Y2						
Enrichment texts						
Main writing genre	<ul style="list-style-type: none"> Narrative (Character descriptions) 	<ul style="list-style-type: none"> Non-chronological reports (Oceans) eco link Poetry (Firework poems) 	<ul style="list-style-type: none"> Recount – diary entry – Great Fire of London Persuasion – London leaflets 	<ul style="list-style-type: none"> Narrative – Mrs Armitage on Wheels Instructions teacher pleaser machine 	<ul style="list-style-type: none"> Recount postcard / informal letter 	<ul style="list-style-type: none"> Narrative – contrasting character descriptions (prepositions)
Short burst writing opportunities	<ul style="list-style-type: none"> For and against – should Bear go to New York? Sequencing images of the story with captions 	<ul style="list-style-type: none"> Top Trump cards – ocean creatures Information poster 	<ul style="list-style-type: none"> London landmark descriptions (Pictionary / clues) 	<ul style="list-style-type: none"> Lists Writing a prediction about how the story will end 	<ul style="list-style-type: none"> Speech and thought bubbles to infer feelings Email to the crayons to persuade them not to quit 	<ul style="list-style-type: none"> Wanted poster Book review (main or enrichment texts)
Grammar and punctuation focus	Sentence types Nouns Capital letters and full stops. Fingers spaces. Conjunctions	Adverbs Contractions Expanded noun phrases Commas for a list	Word types (nouns, verbs, adverbs, adjectives) Past tense, present tense	Word types (nouns, verbs, adverbs, adjectives) Past tense, present tense Apostrophes for possession	Homophones Plurals ending in s Prepositions	Powerful verbs and adjectives Prepositions Expanded Noun Phrases
Phonics focus	Phase 6b Y, c (before e, l, y), g (before e, l, y), -ge/-dge, -mb, -wr, -kn, -gn, ey, -le/-el/-al/-il, contractions, possessive apostrophe		Phase 6c -es, -ed/-ing/-er/-est, -ment, -ness, -ful, -ly, -less, ti, ci, ssi, s		Phase 6d -al, -all, o, wa, qua, wor, war, homophones, Long vowels spelt o, e, l, a, u	

Year 3

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core texts	 Elf Road – Pie Corbett					
Enrichment texts						
Main writing genre	<ul style="list-style-type: none"> Narrative (Portal Story) 	<ul style="list-style-type: none"> Escape from Pompeii – narrative (setting) Explanation text – non-chronological report explain how volcano erupts 	<ul style="list-style-type: none"> Character writing – Postcards Paddington Playscript - Paddington 	<ul style="list-style-type: none"> Journalistic writing (news report) 	<ul style="list-style-type: none"> Recount – diary entry Stone age boy Poetry – poetic forms, shape poems 	<ul style="list-style-type: none"> Persuasive writing – Highcliffe holiday Poetry (seaside poems)
Short burst writing opportunities	<ul style="list-style-type: none"> Short recount from another land Blurb for Elf Road Comic strip – story sequencing 	<ul style="list-style-type: none"> Description of a volcano erupting recount 	<ul style="list-style-type: none"> Diary entry Tripadvisor review 	<ul style="list-style-type: none"> Police report Book review – Charlie Small 	<ul style="list-style-type: none"> Interview with a Stone Age boy 	<ul style="list-style-type: none"> Labels and captions for diagrams and pictures with explanations
Grammar and punctuation focus	Inverted commas Difference between clause and phrase Knowing when to use “a” and “an” Identify all the word classes of a simple sentence	Verbs – present perfect and past perfect Difference between clause and phrase Personal pronouns (subject and object) and where to use them in the sentence Knowing when to use “a” and “an” Identify all the word classes of a simple sentence	Specific and technical vocabulary Difference between clause and phrase Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) Pattern of three and exaggerated language for persuasion	Specific and technical vocabulary Verbs – present perfect and past perfect Personal pronouns (subject and object) and where to use them in the sentence Difference between fewer and less. Fewer is used for count nouns (few apples) and less is used for non-count nouns (less water)	Specific and technical vocabulary Identify the subject of the sentence Compound sentences using: and, but, for, yet, nor, so, or Complex sentences using: until, although, even if. The conjunction is found in the middle of the sentence. Identify all the word classes of a simple sentence	Specific and technical vocabulary Verbs – present perfect and past perfect Identify the subject of the sentence Compound sentences using: and, but, for, yet, nor, so, or Complex sentences using: until, although, even if. The conjunction is found in the middle of the sentence
Spellings	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. aw, or, o, u, er, oa, a, e, i, oy, oo	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. oo, ar, ou, oy, air, ear, you, p	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. m, th, w, qw, b, n	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. zh, y, t, ng, f, ch,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. sh, r, d, v, j, l, ul,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. k, x, s, h, g, z

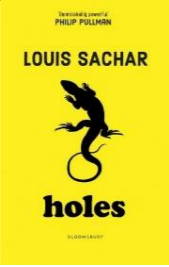
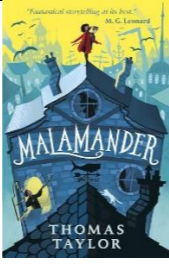

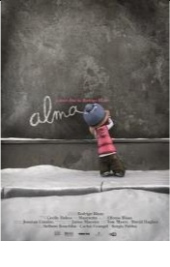

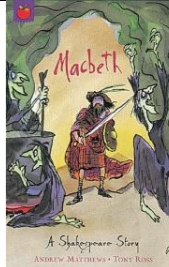

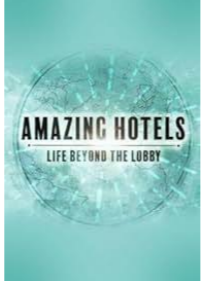
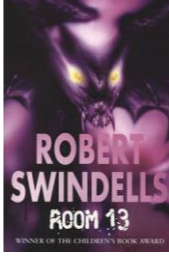
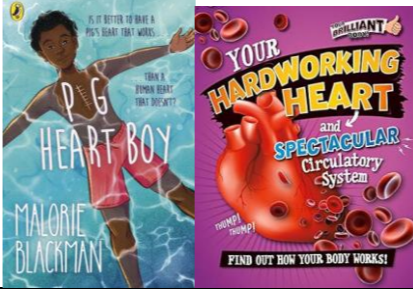
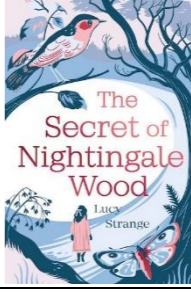
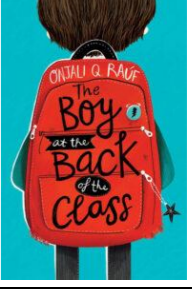
Year 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core texts						
Enrichment texts						
Main writing genre	<ul style="list-style-type: none"> Narrative (setting / character description) Adventure story 	<ul style="list-style-type: none"> Formal letter to local council – soft plastics collection Informal email linked to plastics 	<ul style="list-style-type: none"> Non chronological report about bees 	<ul style="list-style-type: none"> Narrative text – Iron Man alternative ending Journalistic writing – newspaper report 	<ul style="list-style-type: none"> Narrative – alternative character viewpoint 	<ul style="list-style-type: none"> Biographical writing (linked to science – Evelyn Glennie (sound) / Thomas Edison (electricity))
Short burst writing opportunities	<ul style="list-style-type: none"> Postcard writing – description of Arthur’s home Write a blurb for one of the books read 	<ul style="list-style-type: none"> Children’s museum board- information about aspect of recycling Book review 	<ul style="list-style-type: none"> Instructions – how to help bees in the local environment Poetry (tanka, cinquain, haiku) 	<ul style="list-style-type: none"> Diary entry News reports 	<ul style="list-style-type: none"> Note taking – reasons for and against settling in Britain Advert encouraging Vikings to settle in Britain 	<ul style="list-style-type: none"> Breaking news bulletin – scientific discovery Interview
Grammar and punctuation focus	Nouns + Pronouns Third person/First person Tenses Fronted adverbials Direct speech Paragraphs	Using conjunctions Possessive apostrophe Nouns + Pronouns	Simple, compound, complex sentences Fronted adverbials Possessive apostrophe Direct speech Paragraphs	Editing + Redrafting Using punctuation for effect Paragraphs	Direct speech Comparative + superlative adjectives Powerful vocabulary for effect	Prepositional phrases Adverbial phrases Paragraphs Third person/First person Tenses
Spellings	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. aw, or, o, u, er, oa, a, e, i, oy, oo	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. oo, ar, ou, oy, air, ear, you, p	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. m, th, w, qw, b, n	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. zh, y, t, ng, f, ch,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. sh, r, d, v, j, l, ul,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. k, x, s, h, g, z

Year 5

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core texts						 + Additional poetry texts
Enrichment texts						
Main writing genre	<ul style="list-style-type: none"> Recount (Apollo 13) Narrative setting description – unfamiliar planet 	<ul style="list-style-type: none"> Narrative (portal story) Non-Chrononological report (explanation) – Boccia 	<ul style="list-style-type: none"> Narrative (myths and legends) 	<ul style="list-style-type: none"> Discursive text (Daedalus and Icarus) Poetry – Joseph Coelho 	<ul style="list-style-type: none"> Instructions (Clock of Glockenheim construction) Alternative viewpoints – The wishgranter 	<ul style="list-style-type: none"> Poetry – Poetic Style (river poetry eco based) Narrative (The Piano) - film
Short burst writing opportunities	<ul style="list-style-type: none"> Short biography of astronaut 	<ul style="list-style-type: none"> Diary entry based around The Lion, The Witch and the Wardrobe. Persuasion – Edmund is a cruel character. Agree or disagree? 	<ul style="list-style-type: none"> Factfile – Greek Gods / Goddesses (cross curricular) Book review 	<ul style="list-style-type: none"> Create a character (show not tell) 	<ul style="list-style-type: none"> Narrative – Sir Ironsoul's arrival in the tavern (suspense building) 	<ul style="list-style-type: none"> Interview between the characters Create a riddle linked to poetry
Grammar and punctuation focus	nouns determiners & pronouns, verbs, adverbs, adjectives, conjunctions, articles, prepositions and pronouns	Adverbials fronted adverbials Statements/commands/questions/exclamations Relative clauses/pronouns Standard/non-standard English	Clauses/ phrases and subordinate clauses Sentences – compound & complex Direct/indirect speech/Speech marks and ellipsis	Colloquialism Question tags Formal/informal language Colons/semi colons Hyphens	Auxiliary verbs Modal verbs Punctuation for dialogue Singular/ plural Parenthesis	Antonyms / <i>synonyms</i> Present/past/ Present continuous/past continuous future
Spellings	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. aw, or, o, u, er, oa, a, e, i, oy, oo	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. oo, ar, ou, oy, air, ear, you, p	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. m, th, w, qw, b, n	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. zh, y, t, ng, f, ch,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. sh, r, d, v, j, l, ul,	Whole school phonics-based approach to spelling, focusing on the following letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes. k, x, s, h, g, z

Year 6

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Core texts						
Enrichment texts						
Main writing genre	<ul style="list-style-type: none"> • Non chronological report (yellow spotted lizards) • Narrative – Escape Story 	<ul style="list-style-type: none"> • Persuasion (Mashpi Lodge eco text) • Malamander – Eerie-On-Sea (personification, metaphor, emotive language). 	<ul style="list-style-type: none"> • Diary entries – Shackleton • Narrative - skills based short write – suspense 	<ul style="list-style-type: none"> • Narrative (Alma) – writing from a different viewpoint • Cross curricular – Circulatory System explanation 	<ul style="list-style-type: none"> • Narrative – fractured fairy tales • Discursive – balanced argument – Should wolves be rewilded in Britain? 	<ul style="list-style-type: none"> • Year 6 projects and revisit non-chronological reports • Shakespeare - Macbeth
Short burst writing opportunities	<ul style="list-style-type: none"> • Narrative (setting / character description) • Improving extracts from Holes (advanced sentence construction) 	<ul style="list-style-type: none"> • Instructional writing – Eerie on Sea Book Dispensary • Diary of Mashpi Lodge visit 	<ul style="list-style-type: none"> • Narrative – Survival Story 	<ul style="list-style-type: none"> • Book / film review 	<ul style="list-style-type: none"> • Science Week investigation write up • Science Week recount • Tripadvisor Mashpi reviews 	<ul style="list-style-type: none"> • Poetry – linked to Shore Sports visit
Grammar and punctuation focus	Nouns Verbs Modal Verbs Adverbs Prepositions Articles & Determiners Connectives Full Stops & Capital Letters Brackets Ellipses Dashes Active & Passive Verbs Conjunctions	Subject & Object Questions, Statements, Exclamations & Commands Adverbial Phrases Synonyms & Antonyms Prefixes Colons Semicolons Singular & Plural Nouns Suffixes Commas Hyphens Bullet Points Word Families	Preparation for SATS – gap analyses from assessments and then SPaG lesson to target and close those gaps.	Preparation for SATS – gap analyses from assessments and then SPaG lesson to target and close those gaps.	Consolidation of KS2 grammar Library / books skills in preparation for KS3 – glossary / contents / dictionaries / appendices	Consolidation of KS2 grammar Library / books skills in preparation for KS3 – glossary / contents / dictionaries / appendices
Spellings	Whole school phonics-based approach to spelling, focusing on the following	Whole school phonics-based approach to spelling, focusing on the following letter sounds and	Whole school phonics-based approach to spelling, focusing on the following letter sounds and	Whole school phonics-based approach to spelling, focusing on the following letter sounds and	Whole school phonics-based approach to spelling, focusing on the following letter sounds and	Whole school phonics-based approach to spelling, focusing on the following letter sounds and

		<p>letter sounds and spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>aw, or, o, u, er, oa, a, e, i, oy, oo</p>	<p>spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>oo, ar, ou, oy, air, ear, you, p</p>	<p>spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>m, th, w, qw, b, n</p>	<p>spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>zh, y, t, ng, f, ch,</p>	<p>spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>sh, r, d, v, j, l, ul,</p>	<p>spelling patterns, including alternative digraphs, trigraphs letter strings and prefixes/suffixes.</p> <p>1- k, x, s, h, g, z</p>
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