

| English Y1 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|---------------------------------------|--|--|--|--|--|---|
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Suffixes -ed; The Prefix un-; Suffixes -ing; Exclamation Marks; Question Marks; Suffixes -er; Joining Words and Clauses using 'and'; Sentences with Capital Letters and Full Stops; Noun Suffix -es (x and s); Writing a Sentence; Personal Pronoun 'I'; Capital Letters for Names: Days of the Week; Capital Letters for Names: People and Places; Noun Suffix -s; Sequencing Sentences to Form Short Narratives; Noun Suffix -es (ch and sh); Past and Present Tense | | | | |
| Writing Genre | These writing units can be delivered, by the class teacher, in any order when they feel the pupils are ready. Other units can be taught in addition to these units. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Fiction - Picture Book Narrative - The Train Ride | Fiction - Narrative Traditional Tale - Little Red Riding Hood | Fiction - Picture Book Narrative - The Queen's Hat | Fiction - Picture Book Narrative - The Way Back Home | Non-Fiction - Report- Toys from the Past | Non-Fiction - Recount - Our Trip to the Woods |
| Phonics, Spelling, Handwriting | See Phonics page of Beacon Curriculum - English Twinkl Handwriting - KS1- Journey to Continuous Cursive | | | | | |
| Whole Class Reading/ Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | Autumn Woodland | | | Little Red Riding Hood | | |

| English Y2 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|--|---|---|---|---|---|---|
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Revision of Y1 Grammar and Punctuation objectives | | | | |
| | | Past and Present Tenses; Apostrophes for Possession; Adverbs with -ly; Expanded Noun Phrases; Subordination; Correctly Demarcating Sentences; Forming Adjectives using -ful -less; Adjectives with -er -est; Forming Nouns using -ness; Co-ordination; Forming Nouns using -er; Writing and Identifying Statements and Exclamations; Identifying and Writing Questions and Commands; Compound Words; Using Commas to Separate Items in a List; Forming the Progressive Tense. | | | | |
| Writing Genre | These writing units can be delivered in any order but must be completed and assessed throughout the school year. These are minimum requirements. Other units can be taught in addition to these units, but do not necessarily need to be assessed. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Fiction - Narrative Picture Book - The Marvellous Fluffy Squishy Itty Bitty | Fiction - Narrative Picture Book - A Crow's Tale | Fiction - Narrative Picture Book - The Owl Who Was Afraid of the Dark | Fiction - Narrative Picture Book - Stardust | Non-Fiction - Non-Chronological Report - Pirates/Big Cats | Non-Fiction - Instructions - How to Make a Monster's Sandwich |
| Phonics, Spelling, Handwriting | See Phonics page of Beacon Curriculum - English Twinkl Handwriting - KS1- Journey to Continuous Cursive | | | | | |
| Whole Class Guided Reading/Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | Bonfire Night | | | Beside The Seaside | | |

| English Y3 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|--|---|--|---|--|---|--|
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Revision of previous Grammar and Punctuation objectives | | | | |
| | | Time Conjunctions; Present Perfect & Simple Past; Prepositions; Prefixes dis- Words, mis- Words, un- Words; Homophones; Inverted Commas; Subordinate Clause; Paragraphs; anti-, auto- and super- Prefix; Place or Cause Conjunctions; Co-ordinating Conjunctions; Articles 'an' or 'a'; Suffix -ation; Suffix -ous; Suffixes Beginning with Vowels; Suffix -ly; The Prefix in-; Word Families; Adverbs; Heading and Sub-Headings; Pronouns | | | | |
| Writing Genre | These writing units can be delivered in any order but must be completed and assessed throughout the school year. These are minimum requirements. Other units can be taught in addition to these units, but do not necessarily need to be assessed. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Fiction - Narrative Novel - Theseus and the Minotaur | Fiction - Picture Book Narrative - Flood | Fiction - Picture Book Narrative Novel - The Secret of Black Rock | Fiction - Picture Book Narrative Novel - The True Story of the Three Little Pigs | Non-Fiction - Explanation - How a Robot Dog Works | Non-Fiction - Information - Street Beneath My Feet |
| Phonics, Spelling, Handwriting | Twinkl PlanIt Spelling Year 3 Term 1A | Twinkl PlanIt Spelling Year 3 Term 1B | Twinkl PlanIt Spelling Year 3 Term 2A | Twinkl PlanIt Spelling Year 3 Term 2B | Twinkl PlanIt Spelling Year 3 Term 3A | Twinkl PlanIt Spelling Year 3 Term 3B |
| Whole Class Guided Reading/Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | Rainforests | | | The Romans | | |

| | | | | | | |
|--|---|---|---|--|---|--|
| English Y4 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Revision of previous Grammar and Punctuation objectives | | | | |
| | | Apostrophes; Expanded Noun Phrases; Fronted Adverbials; Determiners; Standard English Verb Inflections; Inverted Commas; Pronoun or Noun; Paragraphs; Plural and Possessive 's'; Modifying Preposition Phrases. | | | | |
| Writing Genre | These writing units can be delivered in any order but must be completed and assessed throughout the school year. These are minimum requirements. Other units can be taught in addition to these units, but do not necessarily need to be assessed. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Fiction - Picture Book Narrative - Bike Boy | Fiction - Narrative Novel - The Iron Man | Fiction - Film Narrative - The Lost Thing | Fiction - Picture Book Narrative - Float | Non-Fiction - Brochure - Holiday Brochure | Non-Fiction - Persuasive - Persuasive Letter |
| Phonics, Spelling, Handwriting | Twinkl PlanIt Spelling Year 4 Term 1A | Twinkl PlanIt Spelling Year 4 Term 1B | Twinkl PlanIt Spelling Year 4 Term 2A | Twinkl PlanIt Spelling Year 4 Term 2B | Twinkl PlanIt Spelling Year 4 Term 3A | Twinkl PlanIt Spelling Year 4 Term 3B |
| Whole Class Guided Reading/Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | Healthy Eating and Growth | | | Ancient Egypt | | |

| English Y5 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|--|---|---|--|--|--|--|
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Revision of previous Grammar and Punctuation objectives | | | | |
| | | Using Commas for Meaning; Verb Prefixes dis-, de-, mis-, over- and re-; Writing Cohesive Paragraphs; Suffixes -ate -ise -ify; Linking Paragraphs with Adverbials; Using Commas; Modal Verbs of Possibility; Relative Clauses; Dashes to Indicate Parenthesis; Using Brackets. | | | | |
| Writing Genre | These writing units can be delivered in any order but must be completed and assessed throughout the school year. These are minimum requirements. Other units can be taught in addition to these units, but do not necessarily need to be assessed. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Fiction - Picture Book Narrative - Gorilla | Fiction - Film Narrative - Alma | Non-Fiction - Letter - Letter to Scrooge | Non-Fiction - Balanced Argument - Screen Use | Non-Fiction - Biography - Hatshepsut Egypt | Fiction - Historical Narrative - One Boy's War |
| Phonics, Spelling, Handwriting | Twinkl PlanIt Spelling Year 5 Term 1A | Twinkl PlanIt Spelling Year 5 Term 1B | Twinkl PlanIt Spelling Year 5 Term 2A | Twinkl PlanIt Spelling Year 5 Term 2B | Twinkl PlanIt Spelling Year 5 Term 3A | Twinkl PlanIt Spelling Year 5 Term 3B |
| Whole Class Guided Reading/Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | Stone Age | | | Space | | |

| English Y6 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|--|---|--|---------------------------------------|---|---|---|
| Grammar and Punctuation | These are the key Spelling, Punctuation and Grammar objectives that should be taught by the class teacher at whichever time is deemed most appropriate. | Revision of previous Grammar and Punctuation objectives | | | | |
| | | Formal and Informal Writing; Hyphens; Semi-Colons, Colons and Dashes; Synonyms and Antonyms; Cohesion across Paragraphs; Using the Passive; Formal and Informal Speech and Vocabulary; Layout Devices. | | | | |
| Writing Genre | These writing units can be delivered in any order but must be completed and assessed throughout the school year. These are minimum requirements. Other units can be taught in addition to these units, but do not necessarily need to be assessed. These can be delivered at the discretion of the class teacher. Furthermore, a poetry unit must be delivered at some point during the year. | | | | | |
| | Non-Fiction Newspaper Report/ Postcard - Goldilocks | Fiction - Film Narrative - Paperman | Non-Fiction - Speech - Greta | Fiction - Narrative Novel - Firework Maker's Daughter | Fiction - Film Narrative focussing on dialogue - Lion, Witch and The Wardrobe | Non-Fiction - Journal - Mars Transmission |
| Phonics, Spelling, Handwriting | Twinkl PlanIt Spelling Year 6 Term 1A | Twinkl PlanIt Spelling Year 6 Term 1B | Twinkl PlanIt Spelling Year 6 Term 2A | Twinkl PlanIt Spelling Year 6 Term 2B | Twinkl PlanIt Spelling Year 6 Term 3A | Twinkl PlanIt Spelling Year 6 Term 3B |
| Whole Class Guided Reading/Take One Book | Range of age appropriate texts to be selected by the teacher. Links could be made to writing units or to other curriculum subjects, if appropriate. | | | | | |
| Speaking and Listening | These 'Speak Like An Expert' units are linked into other curriculum subjects and can be completed at any time. | | | | | |
| | The Human Body | | | Plastic Pollution | | |

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| Level/Phase 2 | Level/Phase 3 | Level/Phase 4 | Level/Phase 5 | Level/Phase 6 |
|---------------|---------------|---------------|---------------|---------------|

| | |
|-------------|--|
| Rec Phonics | These are started when the teacher feels the group is ready. These can be repeated at the teacher's discretion when appropriate or required. |
|-------------|--|

| | | | | | | |
|--------|------------|------------|------------|-------------|------------------------|------------------|
| Term 1 | s, a, t, p | i, n, m, d | g, o, c, k | ck, e, u, r | h, b, f, ff, l, ll, ss | Level 2 Revision |
|--------|------------|------------|------------|-------------|------------------------|------------------|

| | | | | | | |
|--------|--------------|----------------------------|--|-------------------------------------|-------------------------------------|------------------|
| Term 2 | j, v, w, x | y, z, zz, qu, ch | sh, th, th, ng | ai, ee, igh, oa | oo, oo, ar, or | ur, ow, oi, ear |
| | air, ure, er | Recap Term 1B Weeks 1-4 | Recap Term 1B Week 5-6 Recap Term 2A Week 1 | Trigraphs and consonant digraphs | Letter sounds and vowel digraphs | Level 3 Revision |

| | | | | |
|--------|------------------------|--------------------------|------------------|------------------|
| Term 3 | Final consonant blends | Initial consonant blends | Consonant blends | Consonant blends |
|--------|------------------------|--------------------------|------------------|------------------|

| Year 1 Phonics | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------------|--|--|---------------------------------|--------------------------------------|-----------------------------|---------------------|
| Term 1A (Weeks 1-5) | ay' saying /ai/ | oy' saying /oi/ | ie' saying /igh/ | ea' saying /ee/ | a_e' saying /ai/ | Review of Weeks 1-5 |
| Term 1B (Weeks 6-10) | i_e' saying /igh/ 'o_e' saying /oa/ | u_e' saying /oo/ and /yoo/ 'e_e' saying /ee/ | ou' saying /ow/ | Long vowel sounds | ch' saying /c/ and /sh/ | Review of Weeks 1-5 |
| Term 2A (Weeks 11-15) | ir' saying /er/ | ue' saying /oo/ and /yoo/ | ew' saying /oo/ and /yoo/ | y' saying /ee/ | aw' and 'au' saying /or/ | Review of Weeks 1-5 |
| Term 2B (Weeks 16-20) | ow' and 'oe' saying /oa/ | wh' saying /w/ | c' saying /s/ 'g' saying /j/ | ph' saying /f/ | ea' saying /e/ | Review of Weeks 1-5 |
| Term 3A (Weeks 21-25) | 'ie' saying /ee/ | Adding -ed | Adding -s and -es | Adding -er and -est to adjectives | tch' saying /ch/ | Review of Weeks 1-5 |
| Term 3B (Weeks 26-30) | Adding -ing and -er to verbs | ear' and 'are' saying /air/ | ve' saying /v/ | ore' saying /or/ | Adding un- | Review of Weeks 1-5 |

| Year 2 Phonics | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--------------------------|--|---|--|--|---|------------------------|
| Term 1A (Weeks 1-5) | y' saying /igh/ | 'dge' and 'ge' saying /j/ | Adding -es to words ending in 'y' | gn' saying /n/ | kn' saying /n/ | Review of Weeks 1-5 |
| Term 1B (Weeks 6-10) | Adding -ed or -ing to words ending in 'y' | wr' saying /r/ | le' saying /l/ | Adding -er and -est to words ending in 'y' | el' saying /l/ | Review of Weeks 1-5 |
| Term 2A (Weeks 11-15) | al' and 'il' saying /l/ | Adding -ed and -er to words ending in 'e" | eer' saying /ear/ | ture' saying /cher/ | Adding -est and -y to words ending in 'e' | Review of Weeks 1-5 |
| Term 2B (Weeks 16-20) | 'mb' saying /m/ | 'al' saying /or/ | Adding -ing and -ed to CVC, CCVC words | o' saying /u/ | ey' saying /ee/ | Review of Weeks 1-5 |
| Term 3A (Weeks 21-25) | Adding -er, -est or -y to CVC and CVCC words | Contractions | war' saying /wor/ 'wor' saying /wur/ | Adding -ment and -ness | s' for /zh/ | Review of Weeks 1-5 |
| Term 3B (Weeks 26-30) | wa' saying /wo/ 'qua' saying /quo/ | tion' saying /shun/ | Adding -ful, -less and -ly | Homophones and near homophones | Adding dis- | Review of Weeks 1-5 |

| Year 3 Spelling | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|--|--|--|---|--|--|
| Term 1A | Words with the long /e/ sound spelt with ei | Words with the long /e/ sound spelt with ey | Words with the long /e/ sound spelt with ai | Words with / / sound spelt with ear | Homophones & near homophones | Homophones & near homophones |
| Term 1B | Creating adverbs using the suffix -ly (no change to root word) | Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) | Creating adverbs using the suffix -ly (root word ends in 'le') | Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') | Creating adverbs using the suffix -ly (exceptions to the rules) | Statutory Spelling Challenge Words |
| Term 2A | Words with short /i/ sound spelt with 'y' | Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) | Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) | Creating negative meanings using prefix mis- | Creating negative meanings using prefix dis- | Words with a /k/ sound spelt with 'ch' |
| Term 2B | Homophones & Near Homophones | Homophones & Near Homophones | Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') | Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' | Words with a /sh/ sound spelt with 'ch' | Statutory Spellings Challenge Words |
| Term 3A | Words ending in -ary | Words with a short /u/ sound spelt with 'o' | Words with a short /u/ sound spelt with 'ou' | Word families based on common words, showing how words are related in form and meaning. | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning |
| Term 3B | Homophones & Near Homophones | Homophones & Near Homophones | Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back') | Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' | Words with a /sh/ sound spelt with 'ch' | Statutory Spellings Challenge Words |

| Year 4 Spelling | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|--|---|---|--|---|--|
| Term 1A | Words with /aw/ spelt with augh and au | Adding the prefix in- (meaning 'not' or 'into') | Adding the prefix im- (before a root word starting with 'm' or 'p') | Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') | Homophones & near homophones | Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') |
| Term 1B | Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') | Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') | Words with a /shuhn/ sound, spelt with 'tion' (if word ends in 'te' or 't' / or has no definite root) | Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') | Words with 'ough' to make a long /o/, /oo/ or /or/ sound | Statutory Spellings Challenge Words |
| Term 2A | Homophones & Near Homophones | Homophones & Near Homophones | Nouns ending in the suffix -ation | Nouns ending in the suffix -ation | Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') | Plural Possessive Apostrophes with plural words |
| Term 2B | Words with the /s/ sound spelt with 'sc' | Words with a 'soft c' spelt with 'ce' | Words with a 'soft c' spelt with 'ci' | Word families based on common words, showing how words are related in form and meaning | Word families based on common words, showing how words are related in form and meaning | Statutory Spellings Challenge Words |
| Term 3A | Adding the prefix inter- (meaning 'between' or 'among') | Adding the prefix anti- (meaning 'against') | Adding the prefix auto- (meaning 'self' or 'own') | Adding the prefix ex- (meaning 'out') | Adding the prefix non- (meaning 'not') | Words ending in -ar/ -er |
| Term 3B | Adding the suffix -ous (No change to root word) | Adding the suffix -ous (No definitive root word) | Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') | Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') | Adverbials of frequency and possibility | Adverbials of manner |

| Year 5 Spelling | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|--|---|--|--|--|---|
| Term 1A | Words with endings that sound like /shuhs/ spelt with -cious | Words with endings that sound like /shuhs/ spelt with -tious or -ious | Words with the short vowel sound / i/ spelt with y | Words with the long vowel sound /i/ spelt with y | Homophones & near homophones | Homophones & near homophones |
| Term 1B | Words with 'silent' letters | Words with 'silent' letters | Modal verbs | Words ending in 'ment' | Adverbs of possibility and frequency | Statutory Spelling Challenge Words |
| Term 2A | Creating nouns using -ity suffix | Creating nouns using -ness suffix | Creating nouns using -ship suffix | Homophones & Near Homophones | Homophones & Near Homophones | Homophones & Near Homophones |
| Term 2B | Words with an /or/ sound spelt 'or' | Words with /or/ sound spelt 'au' | Convert nouns or adjectives into verbs using the suffix -ate | Convert nouns or adjectives into verbs using the suffix -ise | Convert nouns or adjectives into verbs using the suffix -ify | Convert nouns or adjectives into verbs using the suffix -en |
| Term 3A | Words containing the letter string 'ough' | Words containing the letter string 'ough' | Adverbials of time | Adverbials of place | Words with an /ear/ sound spelt 'ere' | Statutory Spelling Challenge Words |
| Term 3B | Unstressed vowels in polysyllabic words | Adding verb prefixes de- and re- | Adding verb prefix over- | Convert nouns or verbs into adjectives using suffix -ful | Convert nouns or verbs into adjectives using suffix -ive | Convert nouns or verbs into adjectives using suffix -al |

