

# Year 3 lesson plans

## Year 3 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise <b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b>	Lesson 2 Practise <b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b>	Lesson 3 Revise/Teach <b>Revise prefix 'un-'</b> <b>Teach prefix 'dis-'</b> <i>(disappoint, disagree, disobey)</i>
<b>Week 2</b>	Lesson 4 Practise/Apply <b>Practise prefix 'dis-'</b> <b>Apply prefix 'un-'</b>	Lesson 5 Revise <b>From Year 2: Apostrophes for contractions</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: Words from statutory and personal spelling lists</b>	Lesson 7 Revise/Teach <b>Strategies at the point of writing: Have a go</b>	
<b>Week 4</b>	Lesson 8 Teach <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</b>	Lesson 9 Practise <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</b>	Lesson 10 Assess <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation</b>
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Teach <b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b>	
<b>Week 6</b>	Lesson 13 Practise <b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b>	Lesson 14 Assess <b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b>	

## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise <b>Statutory words learnt last half term</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Homophones</b>	Lesson 3 Revise <b>Year 2 prefixes and suffixes</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'mis-' and 're-'</b>	Lesson 5 Practise <b>Prefixes 'mis-' and 're-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'mis-' and 're-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair-testing</b>	Lesson 9 Teach <b>The /ɪ/ sound spelt 'y'</b>	Lesson 10 Practise/Apply <b>The /ɪ/ sound spelt 'y'</b>
<b>Week 5</b>	Lesson 11 Teach <b>Proofreading</b>	Lesson 12 Practise <b>Proofreading</b>	
<b>Week 6</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</b>	

## Year 3 Term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Revise/Teach <b>From Year 2: suffixes 'ness' and '-ful' following a consonant</b>	Lesson 2 Practise/Apply <b>From Year 2: suffixes 'ness' and '-ful' following a consonant</b>	
<b>Week 2</b>	Lesson 3 Teach <b>Prefixes 'sub-' and 'tele-'</b>	Lesson 4 Practise <b>Prefixes 'sub-' and 'tele-'</b>	Lesson 5 Apply <b>Prefixes 'sub-' and 'tele-'</b>
<b>Week 3</b>	Lesson 6 Practise <b>From Year 2: apostrophe for contraction</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Apply <b>Words from statutory and personal spelling lists: pair testing</b>	Lesson 9 Teach <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</b>	Lesson 10 Practise <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</b>
<b>Week 5</b>	Lesson 11 Assess <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 6</b>	Lesson 13 Revise/Teach <b>Revise suffixes 'ness' and '-ful'</b> <b>Teach suffixes '-less' and '-ly'</b>	Lesson 14 Practise <b>Suffixes '-less', '-ness', '-ful' and '-ly'</b>	Lesson 15 Assess <b>Suffixes '-less', '-ness', '-ful' and '-ly': spelling test</b>

## Block 4 – spring second half term

<b>Week 1</b>	Lesson 1 Practise/Revise <b>Strategies at the point of writing: Have a go</b> Elements from the previous half term that require practice	Lesson 2 Practise/Revise <b>Strategies at the point of writing: Have a go</b> Elements from the previous half term that require practice	Lesson 3 Practise/Revise <b>Strategies at the point of writing: Have a go</b> Elements from the previous half term that require practice
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'super-' and 'auto-'</b>	Lesson 5 Practise <b>Prefixes 'super-' and 'auto-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'super-' and 'auto-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Teach <b>Strategies at the point of writing: homophones</b>	Lesson 10 Practise <b>Strategies at the point of writing: homophones</b>	
<b>Week 5</b>	Lesson 11 Apply <b>Homophones</b>	Lesson 12 Revise <b>Proofreading</b>	Lesson 13 Apply <b>Proofreading</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Teach/Apply <b>Words with the /k/ sound spelt 'ch' (Greek in origin)</b>	

## Year 3 Term 3 overview

### Block 5 – summer first half term

<b>Week 1</b>	Lesson 1 Revise <b>Previously taught suffixes</b> (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 2 Practise <b>Previously taught suffixes</b> (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)	Lesson 3 Apply <b>Previously taught suffixes: dictation</b>
<b>Week 2</b>	Lesson 4 Teach <b>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</b>	Lesson 5 Practise <b>Suffix ‘-ly’</b>	Lesson 6 Apply <b>Suffix ‘-ly’</b>
<b>Week 3</b>	Lesson 7 Revise <b>From Year 2: Apostrophes for contractions</b>	Lesson 8 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 9 Assess <b>Words from statutory and personal spelling lists</b>
<b>Week 4</b>	Lesson 10 Teach <b>Rare GPCs (/ɪ/ sound)</b>	Lesson 11 Practise <b>Rare GPCs (/ɪ/ sound)</b>	
<b>Week 5</b>	Lesson 12 Apply <b>Rare GPCs (/ɪ/ sound)</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Practise <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 6</b>	Lesson 15 Apply/Assess <b>Words from statutory and personal spelling lists</b>	Lesson 16 Revise <b>From Years 1 and 2: vowel digraphs</b>	

**Block 6 – summer second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b> <b>Spellings learnt in the last half term</b>	Lesson 2 Revise <b>Spellings learnt in the last half term</b>	Lesson 3 Revise <b>Spellings learnt in the last half term</b>
<b>Week 2</b>	Lesson 4 Teach <b>The /ʌ/ sound spelt 'ou'</b>	Lesson 5 Practise <b>The /ʌ/ sound spelt 'ou'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>The /ʌ/ sound spelt 'ou': dictation</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Teach <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	Lesson 10 Practise <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	
<b>Week 5</b>	Lesson 11 Apply <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	Lesson 12 Teach <b>Proofreading</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 6</b>	Lesson 14 Apply <b>Words from statutory and personal spelling lists</b>	Lesson 15 Revise <b>Aspects from this half term</b>	

# Year 4 lesson plans

## Year 4 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Learn/Practise <b>Strategies for learning words: words from statutory spelling list</b>	Lesson 3 Assess <b>Words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words ending /ʒə/</b>	Lesson 5 Practise <b>Words ending /ʒə/</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words ending /ʒə/</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>From Year 2: possessive apostrophe with singular proper nouns</b>
<b>Week 4</b>	Lesson 9 Practise <b>From Year 2: possessive apostrophe with singular proper nouns</b>	Lesson 10 Teach <b>Homophones (peace/piece, main/mane, fair/fare)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 12 Apply <b>Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 6</b>	Lesson 14 Practise <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	

**Block 2 – autumn second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 5 Practise <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Revise <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	Lesson 10 Practise/Apply <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	
<b>Week 6</b>	Lesson 13 Teach <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 14 Practise <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 15 Apply <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>



## Year 4 Term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Teach <b>The /g/ sound spelt 'gu'</b>	Lesson 2 Practise <b>The /g/ sound spelt 'gu'</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	Lesson 5 Practise <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words with endings sounding like /tʃə/ spelt '-ture': dictation</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>Possessive apostrophe with plurals</b>
<b>Week 4</b>	Lesson 9 Practise <b>Possessive apostrophe with plurals</b>	Lesson 10 Teach <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Strategies for learning words: homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 12 Apply <b>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</b>	Lesson 13 Assess <b>Words already learnt from the statutory spelling test</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Error Analysis (teacher to do)</b>	

## Block 4 – spring second half term

<b>Week 1</b>	Lesson 1 Assess <b>Statutory spellings learnt so far</b>	Lesson 2 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 5 Practise <b>Prefixes 'anti-' and 'inter-'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Spellings learnt so far</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 10 Practise <b>Strategies at the point of writing: Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Strategies at the point of writing: Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Spellings learnt so far this term</b>
<b>Week 6</b>	Lesson 14 Revise/Assess <b>Spellings taught so far</b>	Lesson 15 Revise/Assess <b>Spellings taught so far</b>	

## Year 4 Term 3 overview

### Block 5 – Summer first half term

<b>Week 1</b>	Lesson 1 Teach <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 2 Practise <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b> <b>Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Teach <b>Endings that sound like /ʒən/ spelt 'sion'</b>	Lesson 5 Practise <b>Endings that sound like /ʒən/ spelt 'sion'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Endings that sound like /ʒən/ spelt 'sion'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Revise <b>Apostrophes for possession, including singular and plural</b>
<b>Week 4</b>	Lesson 9 Practise <b>Apostrophes for possession, including singular and plural</b>	Lesson 10 Teach <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Practise <b>Homophones</b>	Lesson 12 Apply <b>Homophones</b>	Lesson 13 Assess <b>Statutory words learnt during the year</b>
<b>Week 6</b>	Lesson 14 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	Lesson 15 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	

## Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Teach <b>Suffix '-ous'</b>	Lesson 2 Practise <b>Suffix '-ous'</b>	Lesson 3 Apply <b>Suffix '-ous'</b>
<b>Week 2</b>	Lesson 4 Practise <b>Proofreading</b>	Lesson 5 Revise <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>	Lesson 6 Practise/Apply <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words learnt so far</b>	
<b>Week 4</b>	Lesson 9 Teach <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 10 Practise <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words learnt so far</b>
<b>Week 6</b>	Lesson 14 Revise <b>Work covered this term</b>	Lesson 15 Revise <b>Work covered this term</b>	

# Year 5 lesson plans

## Year 5 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Teach <b>Words with the letter string 'ough'</b>	Lesson 3 Practise <b>Words with the letter string 'ough'</b>
<b>Week 2</b>	Lesson 4 Apply <b>Words with the letter string 'ough'</b>	Lesson 5 Teach <b>Words with 'silent' letters</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words with 'silent' letters: dictation</b>	Lesson 8 Teach <b>Use of spelling journals for etymology</b>
<b>Week 4</b>	Lesson 9 Teach <b>Words ending in '-able' and '-ible'</b>	Lesson 10 Practise <b>Words ending in '-able' and '-ible'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Words ending in '-able' and '-ible'</b>	Lesson 12 Teach <b>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b>	Lesson 13 Practise <b>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b>
<b>Week 6</b>	Lesson 14 Apply <b>Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b>	Lesson 15 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise <b>Selected spellings taught last half term and new spellings for this half term</b>	Lesson 2 Revise <b>Selected spellings taught last half term and new spellings for this half term</b>	Lesson 3 Revise/Teach <b>Selected spellings taught last half term and new spellings for this half term</b>
<b>Week 2</b>	Lesson 4 Revise/Teach <b>From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’</b>	Lesson 5 Revise <b>From previous years: apostrophe for contraction and possession</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Teach <b>Use of the hyphen</b>	Lesson 8 Practise <b>Use of the hyphen</b>
<b>Week 4</b>	Lesson 9 Assess <b>Use of the hyphen</b>	Lesson 10 Learn <b>Strategies for learning words: words from statutory and personal spelling lists.</b>	
<b>Week 5</b>	Lesson 11 Teach <b>Proofreading, focusing on checking words from personal lists</b>	Lesson 12 Practise <b>Proofreading, focusing on checking words from personal lists</b>	Lesson 13 Teach <b>Using a dictionary to support learning word roots, derivations and spelling patterns</b>
<b>Week 6</b>	Lesson 14 Practise <b>Using dictionaries to create word webs</b>	Lesson 15 Assess <b>Strategies at the point of writing: building new words from known morphemes</b>	

## Year 5 term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>From Years 3 and 4: apostrophe for possession</b>	Lesson 3 <b>Strategies for learning words: words from personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Assess <b>words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>	
<b>Week 3</b>	Lesson 6 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>	Lesson 7 Assess <b>Rare GPCs: dictation</b>	Lesson 8 Revise/Teach <b>Using spelling journals for etymology</b>
<b>Week 4</b>	Lesson 9 Teach <b>Words ending in '-ably' and '-ibly'</b>	Lesson 10 Practise <b>Words ending in '-ably' and '-ibly'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Words ending in '-ably' and '-ibly'</b>	Lesson 12 Teach <b>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</b>	Lesson 13 Practise <b>Strategies for learning words: homophones</b>
<b>Week 6</b>	Lesson 14 Apply <b>Homophones</b>	Lesson 15 Learn/Assess <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Block 4 – spring second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught in previous half term</b>	Lesson 2 Revise <b>Spellings taught in previous half term</b>	Lesson 3 Assess <b>words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Proofreading: checking from another source after writing</b>	Lesson 5 Practise <b>Proofreading</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Revise <b>Building words from root words</b>	Lesson 8 Practise <b>Building words from root words</b>
<b>Week 4</b>	Lesson 9 Assess <b>Building words from root words</b>	Lesson 10 Revise <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal lists</b>	Lesson 13 Teach <b>Words with the /i:/ sound spelt 'ei'</b>
<b>Week 6</b>	Lesson 14 Teach <b>'ei' and 'ie' words</b>	Lesson 15 Assess <b>'ei' and 'ie' words</b>	



## Year 5 Term 3 overview

### Block 5 – summer first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: using a range of strategies</b>	Lesson 3 Revise <b>Strategies for learning words: using a range of strategies</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Strategies at the point of writing: using etymological/ morphological strategies for spelling</b>	Lesson 6 Practise <b>Strategies at the point of writing: using etymological/ morphological strategies for spelling</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 9 Teach <b>Using spelling journals for etymology</b>
<b>Week 4</b>	Lesson 10 Teach <b>Proofreading for words on statutory list</b>	Lesson 11 Practise <b>Proofreading for words on statutory list</b>	
<b>Week 5</b>	Lesson 12 Apply <b>Proofreading for words on statutory list</b>	Lesson 13 Teach <b>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</b>	Lesson 14 Practise <b>Homophones</b>
<b>Week 6</b>	Lesson 15 Apply/Assess <b>Homophones</b>	Lesson 16 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Block 6 – summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught in the last half term</b>	Lesson 2 Revise <b>Spellings taught in the last half term</b>	Lesson 3 Revise/Assess <b>Spellings taught in the last half term: pair testing</b>
<b>Week 2</b>	Lesson 4 Teach <b>Proofreading: use of dictionary to check words referring to first three or four letters</b>	Lesson 5 Practise <b>Proofreading: use of dictionary to check words</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Revise <b>Strategies for learning words: problem suffixes</b>	Lesson 8 Practise <b>Strategies for learning words: problem suffixes</b>
<b>Week 4</b>	Lesson 9 Assess <b>Problem suffixes</b>	Lesson 10 Revise/Practise <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Revise/Practise <b>Homophones</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 6</b>	Lesson 14 Revise <b>Spelling aspects from Year 5 that are not secure</b>	Lesson 15 Revise <b>Spelling aspects from Year 5 that are not secure</b>	

# Year 6 lesson plans

## Year 6 Term 1 overview

### Block 1 – autumn first half term

<b>Week 1</b>	Lesson 1 Revise/Learn <b>Words from statutory word lists</b>	Lesson 2 Revise/Learn <b>Words from statutory word lists</b>	Lesson 3 Revise <b>Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Practise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Revise <b>Words ending '-able'/'-ably', and '-ible'/'-ibly'</b>	
<b>Week 3</b>	Lesson 6 Practise <b>Strategies for learning words: words ending '-able' and '-ible'</b>	Lesson 7 Assess <b>Words ending '-able' and '-ible'</b>	Lesson 8 Teach <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>
<b>Week 4</b>	Lesson 9 Practise <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>	Lesson 10 Assess <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>	
<b>Week 5</b>	Lesson 11 Practise <b>SATS practice</b>	Lesson 12 Practise <b>SATS practice</b>	Lesson 13 Practise <b>SATS practice</b>
<b>Week 6</b>	Lesson 14 Teach <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	Lesson 15 Practise <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	

## Block 2 – autumn second half term

<b>Week 1</b>	Lesson 1 Revise/Assess <b>Words from statutory word lists</b>	Lesson 2 Revise/Assess <b>Words from statutory word lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory word list</b>
<b>Week 2</b>	Lesson 4 Learn <b>Homophones ('ce'/'se')</b>	Lesson 5 Practise <b>Homophones ('ce'/'se')</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Homophones ('ce'/'se'): dictation</b>	Lesson 7 Learn <b>Strategies for learning words: words from personal spelling lists</b>	Lesson 8 Assess <b>Words from personal spelling lists</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	Lesson 10 Practise <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory word list</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory word list</b>
<b>Week 6</b>	Lesson 14 Assess/Learn Learn <b>Words from statutory word lists</b>	Lesson 15 Revise <b>Spelling learning from this term</b>	

## Year 6 Term 2 overview

### Block 3 – spring first half term

<b>Week 1</b>	Lesson 1 Revise <b>Words with 'ough' letter string</b>	Lesson 2 Practise <b>Words with 'ough' letter string</b>	Lesson 3 Assess <b>Words with 'ough' letter string: pair testing</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	Lesson 7 Teach <b>Words ending '-cial' and '-tial'</b>	Lesson 8 Practise <b>Words ending '-cial' and '-tial'</b>
<b>Week 4</b>	Lesson 9 Apply <b>Words ending '-cial' and '-tial'</b>	Lesson 10 Teach <b>Proofreading someone else's writing</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from personal spellings lists</b>	Lesson 12 Assess <b>Words from personal spellings lists: pair testing</b>	Lesson 13 Revise <b>Generating words from prefixes</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>All statutory words learnt so far this term</b>	

**Block 4 – spring second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Spelling learning from the previous half term</b>	Lesson 2 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)</b>	
<b>Week 3</b>	Lesson 6 Revise <b>Homophones covered in KS2</b>	Lesson 7 Assess <b>Homophones covered in KS2: dictation</b>	Lesson 8 Practise <b>Proofreading</b>
<b>Week 4</b>	Lesson 9 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 10 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 5</b>	Lesson 11 Revise <b>Generating words from prefixes and roots</b>	Lesson 12 Practise/Apply <b>Generating words from prefixes and roots</b>	
<b>Week 6</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Assess <b>Words from statutory spelling lists</b>	

## Year 6 Term 3 overview

### Block 5 – summer first half term

<b>Week 1</b>	Lesson 1 Teach <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 2 Practise <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 3 Apply/Assess <b>Rare GPCs from statutory word list</b>
<b>Week 2</b>	Lesson 4 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Practise/Apply <b>Strategies at the point of writing: Have a go</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Teach <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 9 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	
<b>Week 5</b>	Lesson 10 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 11 Teach <b>Proofreading own writing independently</b>	Lesson 12 Practise/Apply <b>Proofreading own writing independently</b>
<b>Week 6</b>	Lesson 13 Revise <b>Root words and meaning</b>	Lesson 14 Practise <b>Root words and meaning</b>	

**Block 6 – summer second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught last half term</b>	Lesson 2 Revise <b>Spellings taught last half term</b>	Lesson 3 Assess <b>Spellings taught last half term</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 3</b>	Lesson 7 Teach <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 8 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 9 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>
<b>Week 4</b>	Lesson 10 Assess <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 5</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>	Lesson 15 Practise <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>
<b>Week 6</b>	Lesson 16 Apply <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation</b>	Lesson 17 Learn <b>Strategies for learning words: commonly misspelt homophones</b>	Lesson 18 Apply <b>Strategies for learning words: commonly misspelt homophones</b>