

Greenfields Academy (Primary) - Long Term Planning – Spelling.

Academic Year Overview 2020/21 – High Ability

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Weekly Sequence	KEY: C – Coverage N – New Learning R – Recall of prior learning A – Assessment SC – Taught during COVID19 School Closure					
1	Staff training	<p>C- Spelling Proofreading. N- To consider how to proofread. A- proofread a short paragraph.</p>	<p>C- Statutory spellings. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings. N- To learn new statutory spellings. (Describe, different, difficult, disappear, early, earth, eight and eighth) A- statutory spelling test</p>	<p>C- Spelling words with the endings sounding like te spelt ture. N- To learn words with the endings sounding like te spelt ture. R – To practise words with the endings sounding like te spelt ture. A-To assess words with the endings sounding like te spelt ture.</p>	<p>C- Spellings learnt last term. R- To revisit statutory spellings learnt last term. R- To revisit key spellings from last term e.g (word homophones). R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings A-to assess 8-10 spellings revisited this week.</p>	<p>C- Spellings learnt last term. R- To revisit statutory spellings learnt last term. R- To revisit key spellings from last term e.g (word endings and apostrophes). R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings A-to assess 8-10 spellings revisited this week.</p>
2	Staff Training	<p>C- Spelling statutory spelling and personal spelling. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings</p>	<p>C- Spelling Prefixes. N- To identify word with the prefixes in, il, im ad ir</p>	<p>C- Statutory spellings and Possessive apostrophes with plurals. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate,</p>	<p>C- Spelling Prefixes. N- To learn words with the prefixes un-, dis-, in-, re-, sub, auto-, anti- and inter-. R- To practice words with the prefixes un-, dis-, in-, re-, sub, auto-, anti- and inter-.</p>	<p>C-Spelling word endings that sound like zen spelt 'sion'. N- To learn word endings with the zen sound spelt 'sion'</p>

		<p>R- To practice spelling we find tricky. A- statutory spelling list. (Caught, centre, century, certain, circle, complete, consider, decide.)</p>	<p>R- To practise spelling words that with in, il, im, and ir prefixes. R- To use words with the in, il, im and ir prefixes. A- words with in, il, im and ir prefixes.</p>	<p>look, say, cover, write check) to learn spellings. N- To learn the use of possessive apostrophes with plurals. R- To practice the use of possessive apostrophes with plurals.</p>	<p>A- To assess words with the prefixes anti- and inter-</p>	<p>R- To practice word endings with the zen sound spelt 'sion' R- To apply word endings with the zen sound spelt 'sion'</p>
3	<p>C –Spelling (Suffix) N – To Identify words with the ly suffix. R- To practice the ly suffix. R-To apply the ly suffix. R To use apostrophes for contractions. N- To find the meaning for words.</p>	School Closure	<p>C- Spelling with the ei sound and Ch sound. N- To identify words with the ei sound. R- To practice spelling words with the ei sound. N- To identify words that use the ch sound. R- To practice spelling words that have the ch sound. A- spelling of words with ei and ch sound.</p>	<p>C- Spelling homophones. N- To identify homophones. R- To practice homophones. R- To use homophones.</p>	<p>C- Statutory spellings. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to recap spellings learnt so far. A- statutory spelling test of words learnt so far.</p>	<p>C- Spelling Apostrophes for possession. R- To revisit apostrophes for possession. R- To practice apostrophes for possession. R- To apply apostrophes for possession. A-To assess apostrophes for possession.</p>
4	<p>C- Spelling Rare GPCs (I sound). A- To test statutory spelling list words. (Accident, accidentally, actual, actually, address, answer, appear, arrive.) N- To identify rare words with the I sound. R-To practice rare words with the I sound. R-To apply rare words with the I sound. N- To apply strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate,</p>	School Closure	<p>C- Statutory spellings. N- To learn new statutory spellings. (Enough, exercise, experience, experiment, extreme, famous, favourite and February.) R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings. A- statutory spelling test</p>	<p>C- Statutory spellings. N- To learn new statutory spellings. (Forward, fruit, grammar, guide, group and guard) R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings A- statutory spelling test</p>	<p>C- Spelling word endings that sound like en spelt –cian, -sion, -tion and –ssion. N- To learn word endings that sound like en spelt –cian, -sion, -tion and –ssion. R- To practice word endings that sound like en spelt –cian, -sion, -tion and –ssion. R- To apply word endings that sound like en spelt –cian, -sion, -tion and –ssion. A- To assess word endings that sound like en spelt –cian, -sion, -tion and –ssion.</p>	<p>C- Spelling homophones. N- To identify homophones. R- To practice homophones. R- To use homophones.</p>

	look, say, cover, write check) to learn spellings.					
5	<p>C- Spelling Vowel diagraphs. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings. A- To test statutory spelling list words (believe, bicycle, breath, breathe, build, busy, business and calendac.) R- To recall vowel diagraphs.</p>	<p>C- Spelling Words ending in 'Sure' N- To identify words ending in 'sure'. R- To practice words ending in 'sure' A- the spelling of words ending in 'sure'</p>	<p>C- Spelling adding suffixes. N- To learn suffixes beginning with vowels to words of more than 1 syllable. (-ing, -er, -en, and -ed) R- To practice suffixes beginning with vowels to words of more than 1 syllable. (-ing, -er, -en, and -ed) R- To apply suffixes beginning with vowels to words of more than 1 syllable. (-ing, -er, -en, and -ed)</p>	<p>C- Statutory Spelling, strategies for writing and proofreading. A- statutory spelling learnt so far. N- To learn strategies at the point of writing. R- To practice strategies at the point of writing. R- To apply proofreading skills.</p>	<p>C- Spelling words with the s sound spelt sc and statutory spellings. N- To learn words with the s sound spelt sc. R- To practice words with the s sound spelt sc. N- To learn new statutory spellings. (Heard, heart, height, history, imagine and increase) A- statutory spelling test.</p>	<p>C- Spellings Suffixes. N- To learn the suffix -ous. R -To practice the suffix -ous. R- To apply the suffix -ous.</p>
6	<p>C- Spelling words with Ou sound. N- To Identify words with the ou sound. R- To practise words with the ou sound. R-To apply the ou sound to words. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings</p>	<p>C- Spelling possessive apostrophes. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings. N- To identify words that use possessive apostrophes. R- To practice spelling words with possessive apostrophes.</p>	<p>C- Spelling the g sound spelt gu. N- To learn word with the g sound spelt with gu. R- To practise word with the g sound spelt with gu. R- To practice strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate, look, say, cover, write check) to learn spellings. A-spellings learnt this week</p>		Enrichment	<p>C- Spelling Prefixes. R- To revisit words with the prefixes un-, dis-, in-, re-, sub, auto-, anti- and inter-. R- To practice words with the prefixes un-, dis-, in-, re-, sub, auto-, anti- and inter-. R- To apply words with the prefixes un-, dis-, in-, re-, sub, auto-, anti- and inter-.</p>
7	<p>C- Spelling homophones. A- personal spelling list. N- To identify homophones. R- To practice homophones. R- To use homophones.</p>	<p>C- Spelling Homophones N- To identify different homophones. R- To practice homophones.</p>				Transitions

		R- To use homophones in sentences.		
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