

## 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	<b>KEY:</b> <b>C – Coverage</b> <b>N – New Learning</b> <b>R – Recall of prior learning</b> <b>A – Assessment</b> <b>SC – Taught during COVID19 School Closure</b>					
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.  <b>A- statutory spelling list. ( Caught, centre, century, certain, circle, complete, consider, decide.)</b></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.  <b>A- words with in, il, im and ir prefixes.</b></p>	<p>look, say, cover, write check) to learn spellings.  <b>N- To learn the use of possessive apostrophes with plurals.</b>  R- To practice the use of possessive apostrophes with plurals.</p>	<p><b>A- To assess words with the prefixes anti- and inter-</b></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><b>C –Spelling (Suffix)</b>  <b>N – To Identify words with the ly suffix.</b>  R- To practice the ly suffix.  R-To apply the ly suffix.  R To use apostrophes for contractions.  <b>N- To find the meaning for words.</b></p>	School Closure	<p><b>C- Spelling with the ei sound and Ch sound.</b>  <b>N- To identify words with the ei sound.</b>  R- To practice spelling words with the ei sound.  <b>N- To identify words that use the ch sound.</b>  R- To practice spelling words that have the ch sound.  <b>A- spelling of words with ei and ch sound.</b></p>	<p><b>C- Spelling homophones.</b>  <b>N- To identify homophones.</b>  R- To practice homophones.  R- To use homophones.</p>	<p><b>C- Statutory spellings.</b>  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.  <b>A- statutory spelling test of words learnt so far.</b></p>	<p><b>C- Spelling Apostrophes for possession.</b>  R- To revisit apostrophes for possession.  R- To practice apostrophes for possession.  R- To apply apostrophes for possession.  <b>A-To assess apostrophes for possession.</b></p>
4	<p><b>C- Spelling Rare GPCs (I sound).</b>  <b>A- To test statutory spelling list words. ( Accident, accidentally, actual, actually, address, answer, appear, arrive.)</b>  <b>N- To identify rare words with the I sound.</b>  R-To practice rare words with the I sound.  R-To apply rare words with the I sound.  <b>N- To apply strategies (pyramid words, identifying the tricky parts of the words, trace, copy and replicate,</b></p>	School Closure	<p><b>C- Statutory spellings.</b>  <b>N- To learn new statutory spellings. (Enough, exercise, experience, experiment, extreme, famous, favourite and February. )</b>  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.  <b>A- statutory spelling test</b></p>	<p><b>C- Statutory spellings.</b>  <b>N- To learn new statutory spellings. (Forward, fruit, grammar, guide, group and guard)</b>  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  <b>A- statutory spelling test</b></p>	<p><b>C- Spelling word endings that sound like en spelt –cian, -sion, -tion and –ssion.</b>  <b>N- To learn word endings that sound like en spelt –cian, -sion, -tion and –ssion.</b>  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.  <b>A- To assess word endings that sound like en spelt –cian, -sion, -tion and –ssion.</b></p>	<p><b>C- Spelling homophones.</b>  <b>N- To identify homophones.</b>  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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