Year Three/Four – Cycle A

Autumn

Enquiry question	You are what you eat!		How great were the Greeks?	

Written outcomes	Expectations	The Place Value of Punctuation and Grammar	Non-chronological report	Recount Letter

Spelling			Assessment / Vowels & Consonants	Compound Words / Introduction to morphology

Spring

Enquiry question	Cornish Connections		The Roman Empire	

Written outcomes	Setting description	Science Experiment	Characterising speech	Instructions

The Place Value of Spelling	re- (Y2), -ly (Y2)	-ness (Y2), -ed (Y2), -ing (Y2) (adjectives)	-ment (Y2), -ly (Y2), -ful (Y2)	-ed (Y2), -ing (Y2) (verbs)

Year group spelling	-ion, -an	scribe script	pre-, vise	inter-, ject, struct, spect, -ed, -ing (stressed vowels)

Summer
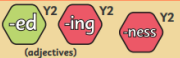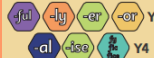
Enquiry question	From Cape Town to Cassablanca		Exciting Egyptians	

Written outcomes	Poetry (2 weeks)	Recount: Biography	Plot Weave	Persuasive advert / Non-chron report

The Place Value of Spelling	-y (Y2), -less (Y2), -ful (Y2)	-ed (Y2), -ing (Y2), un- (Y2) (adjectives)	super-, sur- (Y2), over- (Y2), under- (Y2)	-s, -es (Y2), -y (Y2)

Year group spelling	dis- dif- di-, mis-, in- im- il-, -ure		ex- e-, anti- ant-, mult, vent vene, Matrix application	

Year Five – Cycle A
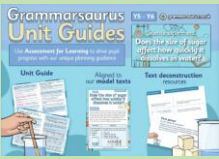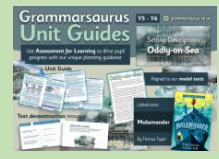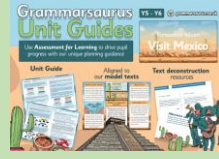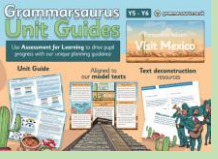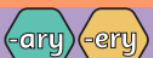
Autumn

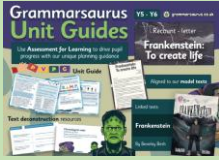| Enquiry question →	Shake, Rattle and Roll		Mexico City	
Written outcomes →	Expectations	The Place Value of Punctuation and Grammar	Non-chronological report	Recount Letter
Spelling →			Assessment	Vowels & Consonants · Compound Words · Introduction to morphology

Spring

Enquiry question →	Island Invaders Anglo Saxons		Island Invaders Vikings	
Written outcomes →	Setting description	Recount Diary	Characterising speech	Instructions
The Place Value of Spelling →	-ed Y2 · -ing Y2 · -ness Y2 (adjectives)	dis- di- Y3 · in- im- il- ir- Y3	inter- Y3 · -ject Y3	-ful · -ly · -er · -or Y2 · -al · -ise Y4
Year group spelling →	fact fect face fice	-ant · -ance · -ent · -ence	pro- · form	cess cede ceed cease

Summer
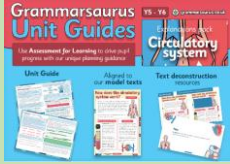
Enquiry question →	Victorians			The Circle of Life		
Written outcomes →	Poetry (2 weeks)	Science (2 weeks)	Setting Description	Setting Description	Plot Weave	Persuasive advert
The Place Value of Spelling →	-ment · -ly · -ful Y2 · pre- Y3	kilo · gram · mill · cent Y4	fact fect face fice Y5	-ous Y3 · -ous Y4	-able -ible Y4 · -ive Y4 · -ty Y4	
Spelling →	duct duce · temp tempu tempo tempor · therm		-ary · -ery	ad- a- a- · ab- a-	-tude · vert verse · -able -ibly -ibly	

Year 6 – Cycle A
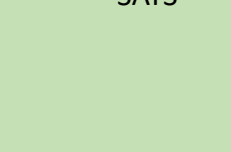
Autumn

Enquiry question	Benin		A Child's War	
Written outcomes	Expectations	The Place Value of Punctuation and Grammar	Non-chronological report	Recount Letter

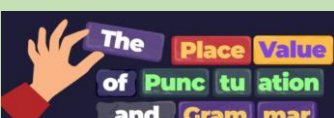| Spelling		Assessment	Vowels & Consonants	Compound Words	Introduction to morphology

Spring

Enquiry question	Under the Canopy		To Tuna or Not To Tuna?	
Written outcomes	Setting description	Characterising speech	Recount Diary	Explanation

The Place Value of Spelling

-ness -ed -ing (Y2) (adjectives) | Inter-ject struct-spect -ary -ery (Y3/Y5) | trans-port (Y3) -ant -ent ance -ence (Y5) | -less (Y2) -ed -ing (Y3) (stressed vowel)

Year group spelling

-ish -esque | post fore fract frag frage | fer -age | ceive cept

Summer

Enquiry question	Darwin's Delights		Linnaeus's Lists			
Written outcomes	Instructions	SATS	Non-chronological report	Diary	Persuasive Advert	Plot Weave

The Place Value of Spelling

-ing (verbs) -ion (Y3) -ion (Y4) dis-dif-di- (Y3) | -ful -ly (Y2) -ion (Y3) -ion (Y4) -ise (Y4) -al (Y5) | -s -es y (Y2) an an -ic al (Y4) | -ed -ing (Y2) (verbs) -ly -er -or (Y3) trans- (Y5)

Spelling

Matrix application | magn Matrix application | -ism -ist | com-con-co-cor-col-