

Autumn Term	Spelling Focus	Grammar Focus
Week 1	Consolidation of year 3/4 spelling words	General gap investigation/ Assessment of knowledge
Week 2	Pluralisation including irregular plurals	General gap investigation/ Assessment of knowledge
Week 3	Ough	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Week 4	Suffixes -tial, -cial	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun
Week 5	Prefixes – trans, tele	How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>]
Week 6	Prefixes - dis, auto	Co-ordinating and subordinating conjunctions
Week 7	Prefixes – bi, cir, ex	Revision of word classes
Week 8	Adverbs	Assessment Week
Week 9	Homophones	Revision of prefixes
Week 10	Silent letters	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
Week 11	Suffix -cian	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Week 12	Suffix -tion	Brackets, dashes or commas to indicate parenthesis

Week 13	Suffix -sion	Revision of suffixes
Week 14	Ending -cious	Assessment Week General revision

Spring Term	Spelling Focus	Grammar Focus
Week 1	words ending in –cious (and words ending in -ture)	The grammatical difference between plural and possessive –s (year 4 revision) Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
Week 2	words ending in –tious (and words ending in -sure)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (year 4 revision)
Week 3	time connectives	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
Week 4	adverbs	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Week 5	words ending in –ance	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Week 6	words ending in –ence	Assessment week
Week 7	Words where the letters ‘ei’ follow a ‘c’(and words where ‘ie’ comes before ‘c’)	Use of commas to clarify meaning or avoid ambiguity
Week 8	Words beginning with im-	Revision of use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]
Week 9	Prefixes in- or irr-	Use of the colon to introduce a list and use of semi-colons within lists Use of commas in a list (revision)
Week 10	Words beginning with pro-	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Week 11	Words beginning with sus- and al-	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use

		of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Week 12	suffixes –ible	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of paragraphs to organise ideas around a theme Punctuation of bullet points to list information Assessment week – year 6 only

Summer Term	Spelling Focus	Grammar Focus
Week 1	suffixes –able.	SATS preparation / targeted revision
Week 2	Words ending in –ant or –ancy (and words beginning with –dis).	SATS preparation / targeted revision
Week 3	Assessment / SATS week	Assessment / SATS week
Week 4	Words ending in –ent or –ency.	To transform words –making comparatives.
Week 5	To transform words –making comparatives.	Activity Week / PGL
Week 6	To transform words –converting nouns or adjectives in verbs (and revision of verb endings)	Spelling investigations and general SPAG revision
Week 7	Adding suffixes beginning with vowel letters to words ending in –fer - referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	Spelling investigations and general SPAG revision
Week 8	Use of the hyphen - co-ordinate, re-enter, co-operate, co-own	Spelling investigations and general SPAG revision

Week 9	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>]	Spelling investigations and general SPAG revision
Week 10	To spell words from the Y5 and Y6 word lists.	Spelling investigations and general SPAG revision
Week 11	To spell words from the Y5 and Y6 word lists.	Spelling investigations and general SPAG revision
Week 12	To spell words from the Y5 and Y6 word lists.	Spelling investigations and general SPAG revision