



Over St. John's CE Primary School

'Let your light shine before others.' Matthew 5:16

Oakmere - Yearly teaching plan

Use the Year 3 planning, PowerPoint and resources unless it specifies it is a Year 4 objective

Oakmere Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery Focus
May want to consider exploring and recapping the terminology consonant, vowel etc.		
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – years 3 and 4
2	<ul style="list-style-type: none"> Adding the endings -ing, -ed to words of one syllable ending where no change is needed to the root word. 	<ul style="list-style-type: none"> Adding -ing, -ed to words of one syllable ending in vowel consonants (Y2*) Adding -ing, -ed to a root word ending in y (Y2*) Adding -ing, -ed to words ending in e (Y2*)
3	<ul style="list-style-type: none"> The suffixes -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable.
4	<ul style="list-style-type: none"> The suffixes -ment, -ness, -ful, -less and -ly (to root words ending in -y) 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable.
5	<ul style="list-style-type: none"> The sound /l/ or /əl/ sound spelt -al and -il at the end of words. 	<ul style="list-style-type: none"> The suffix -ly (added straight on to most root words and root word ending in -y with a consonant letter before it)
6	<ul style="list-style-type: none"> The sound /l/ or /əl/ sound spelt -el and -le at the end of words. 	<ul style="list-style-type: none"> The suffix -ly (root word ending with -le, root word ending in -ic and other exceptions.

Autumn 2		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – years 3 and 4
2	<ul style="list-style-type: none"> The /ai/ sound spelt -y at the ends of words 	<ul style="list-style-type: none"> Adding -es to nouns and verbs ending in -y
3	<ul style="list-style-type: none"> The /i:/ sound spelt -ey 	<ul style="list-style-type: none"> Words ending with the /ei/ sound spelt ei, eigh or ey
4	<ul style="list-style-type: none"> The /ɒ/ sound spelt a after w and qu 	<ul style="list-style-type: none"> Words ending with the /ei/ sound spelt ei, eigh or ey
5	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones
6	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones (Year 4 Autumn 2 Week 5 homophones)

Taken out the original week 6 from year 3 Autumn 2 which is Personal Spelling Log focus so you may want to add words to the personal spelling logs throughout the term.

Oakmere Overview – Spring Term

Spring 1		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – year 3 and 4
2	<ul style="list-style-type: none"> Adding the prefix un- 	<ul style="list-style-type: none"> More prefixes: dis-
3	<ul style="list-style-type: none"> Adding the prefix un-, dis- 	<ul style="list-style-type: none"> More prefixes: dis-, mis-, in-, re- (May want to use words from Year 4 Spring 2 Week 2)
4	<ul style="list-style-type: none"> More prefixes dis-, mis-, in-, re- 	<ul style="list-style-type: none"> More prefixes: sub-, inter-, super- (May want to use words from Year 4 Spring 2 Week 3)
5	<ul style="list-style-type: none"> The /s/ sound spelt c before e, i and y 	<ul style="list-style-type: none"> More prefixes: anti-, auto-
6	<ul style="list-style-type: none"> More prefixes dis- mis-, in-, re- (Year 4 Spring 2 Week 3) 	<ul style="list-style-type: none"> More prefixes: in-, im-, il-, ir- (Year 4 Spring 2 Week 3)
7	<ul style="list-style-type: none"> More prefixes: sub-, inter-, super-, anti-, auto- (Year 4 Spring 2 Week 4) 	<ul style="list-style-type: none"> More prefixes il-, ir- (Year 4 Spring 2 Week 4)

Spring 2		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – year 3 and 4
2	<ul style="list-style-type: none"> Contractions (high frequency and common exception words) 	<ul style="list-style-type: none"> Contractions (Y2*)
3	<ul style="list-style-type: none"> The /ŋ/ sound spelt o 	<ul style="list-style-type: none"> The /ŋ/ spelt ou
4	<ul style="list-style-type: none"> Words ending in -tion 	<ul style="list-style-type: none"> Words families based on common words
5	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones
6	<ul style="list-style-type: none"> Homophones and near-homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones (Year 4 Spring 2 Week 5 homophones)

Oakmere Overview – Summer Term

Summer 1		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – year 3 and 4
2	<ul style="list-style-type: none"> The /z/ sound spelt s 	<ul style="list-style-type: none"> Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
3	<ul style="list-style-type: none"> The /dʒ/ sound spelt -ge and -dge at the end of words. 	<ul style="list-style-type: none"> Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)
4	<ul style="list-style-type: none"> The /n/ sound spelt kn and (less often) gn at the beginning of words. 	<ul style="list-style-type: none"> Endings which sound like /zən/, spelt as -sion
5	<ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words 	<ul style="list-style-type: none"> Endings which sound like /zən/, spelt as -sion
6	<ul style="list-style-type: none"> The /ʒ:/ sound spelt or after a w 	<ul style="list-style-type: none"> The possessive apostrophe (singular nouns) (Y2*)

Summer 2		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – year 3 and 4
2	<ul style="list-style-type: none"> The /ɔ:/ spelt ar after a w 	<ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of the word.
3	<ul style="list-style-type: none"> The /n/ sound spelt kn and (less often) gn at the beginning of words. 	<ul style="list-style-type: none"> Words with the /k/ sound spelt ch (Year 4 Autumn 1 Week 6 planning)
4	<ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words. 	<ul style="list-style-type: none"> Words with the /j/ sound spelt ch (Year 4 Autumn 2 Week 1 planning)
5	<ul style="list-style-type: none"> Adding -ing, -ed, -er, -est to words 	<ul style="list-style-type: none"> Word families based on common words (Year 3 Summer 2 Week 3 planning)
6	<ul style="list-style-type: none"> Homophones and near homophones (Y2 mastery) 	<ul style="list-style-type: none"> Homophones and near-homophones (Year 3 Summer 2 Week 5 planning)



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Linmere- Yearly teaching plan

Use the Year 4 planning, PowerPoint and resources unless it specifies it is a Year 5 objective

Linmere Overview – Autumn Term

Autumn 1		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Common exception words 	<ul style="list-style-type: none"> Word list – years 3 and 4
2	<ul style="list-style-type: none"> The suffixes -ment, -ness, -ful, -less 	<ul style="list-style-type: none"> Adding -ing, -ed, -er, -est to words of one syllable ending in vowel consonant (YR2*) Adding – ing, -ed, to words ending in e with a consonant before it (YR2*) Adding -ing, -ed, to a root word ending in y with a consonant before it (YR2*)
3	<ul style="list-style-type: none"> The suffixes -ment, -ness, -ful, -less (to root words ending in -y) 	<ul style="list-style-type: none"> Adding -er, -est to a root word ending in y and e with a consonant before it (YR2*)
4	<ul style="list-style-type: none"> The suffixes -ly (adding straight on to the most root words and root word ending in -y with a consonant letter before it) 	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable
5	<ul style="list-style-type: none"> The suffix -ly (root word ending with -le, root words ending in -ic and other exceptions) 	<ul style="list-style-type: none"> Adding suffixes to beginning with vowel letters to words of more than one syllable.
6	<ul style="list-style-type: none"> Contractions 	<ul style="list-style-type: none"> Contractions <p>(Year 5 Autumn 1 Week 4 planning)</p>
7	<ul style="list-style-type: none"> Homophones and near-homophones (previously taught) 	<ul style="list-style-type: none"> Homophones and near-homophones <p>(Year 4 Summer 2 Week 5 planning)</p>

Autumn 2		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – year 3 and 4 	<ul style="list-style-type: none"> Word list – years 5 and 6 (Year 5 Autumn 1 Week 1 planning)
2	<ul style="list-style-type: none"> The possessive apostrophe (singular nouns) 	<ul style="list-style-type: none"> Apostrophes to mark plural possession (Year 4 Autumn 2 Week 3 planning)
3	<ul style="list-style-type: none"> The possessive apostrophe (singular nouns) 	<ul style="list-style-type: none"> Apostrophes to mark plural possession (Year 4 Autumn 2 Week 4 planning)
4	<ul style="list-style-type: none"> Words ending with the /ei/ sound spelt ei, eigh or ey 	<ul style="list-style-type: none"> Words containing the letter string ough (Year 5 Autumn 1 Week 5 planning)
5	<ul style="list-style-type: none"> Words ending with the /ei/ sound spelt ei, eigh or ey 	<ul style="list-style-type: none"> Words containing the letter string ough (Year 5 Autumn 1 Week 6 planning)
6	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and near-homophones (Year 5 Autumn 2 Week 5 planning)
Taken out the original week 6 from year 4 and 5 Autumn 2 which is Personal Spelling Log focus so you may want to add words to the personal spelling logs throughout the term.		

Linmere Overview - Spring Term

Spring 1		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Teaching sequence, planning and resources for Spring 1 is from Year 4 Spring 1		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 3 and 4 (previously taught in Autumn 1) 	<ul style="list-style-type: none"> Word list – years 3 and 4
2	<ul style="list-style-type: none"> Words ending in <i>-tion</i> 	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt <i>-tion, -sion</i>
3	<ul style="list-style-type: none"> Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>) 	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt <i>-ssion</i>
4	<ul style="list-style-type: none"> Endings which sound like /ʒən/, spelt as <i>-sion</i> 	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt <i>-cian</i>
5	<ul style="list-style-type: none"> Word families based on common words 	<ul style="list-style-type: none"> The suffix <i>-ation</i>
6	<ul style="list-style-type: none"> Word families based on common words 	<ul style="list-style-type: none"> The suffix <i>-ation</i>

Spring 2		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Words with the /k/ sound spelt <i>ch</i> 	<ul style="list-style-type: none"> Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word) <p>(Year 5 Spring 1 Week 4)</p>
2	<ul style="list-style-type: none"> Words with the /j/ sound spelt <i>ch</i> 	Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
3	<ul style="list-style-type: none"> The /ʌ/ spelt <i>ou</i> 	<ul style="list-style-type: none"> The suffix <i>-ous</i> <p>(Year 4 Summer 1 Week 3)</p>
4	The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words	<ul style="list-style-type: none"> The suffix <i>-ous</i> <p>(Year 4 Summer 1 Week 4)</p>
5	<ul style="list-style-type: none"> Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i> 	<ul style="list-style-type: none"> Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i> <p>(Year 4 Summer 1 Week 5)</p>
6	<ul style="list-style-type: none"> Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i> 	<ul style="list-style-type: none"> Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i> <p>(Year 4 Summer 1 Week 6)</p>

Linmere Overview – Summer Term

Summer 1		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Teaching sequence, planning and resources for Summer1 is from Year 5 Spring 2		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 3 and 4 	<ul style="list-style-type: none"> Word list – years 5 and 6
2	<ul style="list-style-type: none"> Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant including those with more than one syllable 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
3	<ul style="list-style-type: none"> Adding <i>-ing, -ed, -er, -est, -en</i> to a root word ending in <i>y</i> and words ending in <i>e</i> 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
4	Adding <i>-ing, -ed, -er, -est, -en</i> to a root word ending in <i>y</i> and words ending in <i>e</i>	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
5	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused
6	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Personal spelling log

Summer 1		
May want to consider exploring and recapping the terminology consonant, vowel etc. Teaching sequence, planning and resources for Summer1 is from Year 5 Spring 2		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> The /i:/ sound spelt -ey 	<ul style="list-style-type: none"> Words with the /s/ sound spelt sc (Year 4 Summer 2 Week 2)
2	<ul style="list-style-type: none"> The suffix -ation 	<ul style="list-style-type: none"> Words ending in -able/-ably and -ible/-ibly (Year 5 Summer 1 Week 2)
3	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt -tion, -sion, -ssion 	<ul style="list-style-type: none"> Words ending in -able and -ably (Year 5 Summer 1 Week 3)
4	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt -cian 	<ul style="list-style-type: none"> Words ending in -ible and -ibly (Year 5 Summer 1 Week 4)
5	<ul style="list-style-type: none"> Homophones and near-homophones (previously taught) 	<ul style="list-style-type: none"> Homophones and near-homophones (Year 4 Summer 2 Week 5)
6	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused (Year 5 Summer 2 Week 5)



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Blakemere- Yearly teaching plan

All lesson taken from the Year six teaching sequence unless otherwise stated in bold.

Blakemere Overview – Autumn Term

Autumn 1		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	Word list – years 3 and 4	Word list – years 5 and 6
2	Adding <i>-ing, -ed, -er, -est, -en</i> to root words ending in <i>y</i> and words ending in <i>e</i>	Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable (Y3/4*)
3	Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable	Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
4	Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant, to words ending in <i>y</i> , words ending in <i>e</i> , including words with more than one syllable	Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
5	Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	Words containing the letter-string <i>ough</i> (Combine both Year 6 weeks for the letter string <i>ough</i> planning into this)
6	The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words	Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>) (Year 5 Summer 1 Week 5)
7	The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words	Endings which sound like /jəl/ (<i>-cial</i> and <i>-tial</i>) (Year 5 Summer 1 Week 6)

Autumn 2		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 3 and 4 	<ul style="list-style-type: none"> Word list – years 5 and 6
2	<ul style="list-style-type: none"> The suffix <i>-ous</i> 	<ul style="list-style-type: none"> Endings which sound like /jəs/ spelt <i>-cious</i> and <i>-tious</i>
3	<ul style="list-style-type: none"> The suffix <i>-ous</i> 	<ul style="list-style-type: none"> Endings which sound like /jəs/ spelt <i>-cious</i> and <i>-tious</i>
4	<ul style="list-style-type: none"> Singular and plural possessive apostrophe 	<ul style="list-style-type: none"> Use of the hyphen
5	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused
6	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Personal spelling log
7	<ul style="list-style-type: none"> Word list – years 3 and 4 	<ul style="list-style-type: none"> Word list – years 5 and 6

Blakemere Overview – Spring Term

Spring 1		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Endings which sound like /ʒən/ spelt as <i>-sion</i> 	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> (Year 5 Summer 2 Week 3)
2	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> (year 5 mastery) 	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> 	<ul style="list-style-type: none"> Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	<ul style="list-style-type: none"> Words with 'silent' letters (year 5 mastery) 	<ul style="list-style-type: none"> Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	<ul style="list-style-type: none"> Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word) 	<ul style="list-style-type: none"> Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	<ul style="list-style-type: none"> Contractions (high frequency and common exception words) 	<ul style="list-style-type: none"> Contractions

Spring 2		
May want to consider exploring and recapping the terminology consonant, vowel etc.		
Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 5 and 6 (previously taught) 	<ul style="list-style-type: none"> Word list – years 5 and 6
2	<ul style="list-style-type: none"> Word list – years 5 and 6 (identifying nouns and adjectives) 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i>
3	<ul style="list-style-type: none"> Endings which sound like /ʃən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i> 	<ul style="list-style-type: none"> Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
4	<ul style="list-style-type: none"> Endings which sound like /ʃən/ spelt <i>-cian</i> 	<ul style="list-style-type: none"> Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
5	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused
6	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Personal spelling log

Blakemere Overview – Summer Term

Summer 1

May want to consider exploring and recapping the terminology consonant, vowel etc.

Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 5 and 6 (previously taught) 	<ul style="list-style-type: none"> Word list – years 5 and 6
2	<ul style="list-style-type: none"> The suffix <i>-ation</i> 	<ul style="list-style-type: none"> Words ending in <i>-ant, -ance/-ancy</i>
3	<ul style="list-style-type: none"> The suffix <i>-ation</i> 	<ul style="list-style-type: none"> Words ending in <i>-ant, -ance/-ancy</i>
4	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt <i>-tion, -sion, -ssion</i> 	<ul style="list-style-type: none"> Words ending in <i>-ent, -ence/-ency</i>
5	<ul style="list-style-type: none"> Endings which sound like /jən/ spelt <i>-cian</i> 	<ul style="list-style-type: none"> Words ending in <i>-ent, -ence/-ency</i>
6	<ul style="list-style-type: none"> Apostrophes for contraction and possession (singular and plural) 	<ul style="list-style-type: none"> Use of the hyphen

Summer 2

May want to consider exploring and recapping the terminology consonant, vowel etc.

Wk	Review	Mastery Focus
1	<ul style="list-style-type: none"> Word list – years 5 and 6 (previously taught) 	<ul style="list-style-type: none"> Word list – years 5 and 6
2	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused
3	<ul style="list-style-type: none"> Homophones and near-homophones 	<ul style="list-style-type: none"> Homophones and other words that are often confused
4	<ul style="list-style-type: none"> Word list – years 5 and 6 	<ul style="list-style-type: none"> Personal spelling log
5	<ul style="list-style-type: none"> Word list – years 5 and 6 	<ul style="list-style-type: none"> Personal spelling log
6	<ul style="list-style-type: none"> Word list – years 5 and 6 	<ul style="list-style-type: none"> Personal spelling log



Pathways to Spell



Pathways to Spell

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Pathways to Spell Key Stage 2 Yearly Overview

1. Please now teach spelling in the order that is laid out in this document. It will tell you at the top of the class yearly overview where to take your lessons from unless it states otherwise. This will be in bold on the lesson focus for that week. For example, Oakmere use the Year 3 planning unless it states to use a specific Year 4 lesson. This will be the same in Linmere and in Blakemere.
2. Some lessons, where stated, are from other year group planning and a different point in the year. Use the planning and resources from where it tells you to.
3. It is only a one year rolling programme, but on the planning, there are enough words for you to share out. Use one half one year and the other half the next year.
4. If you were to look at the Year 3 and 4 it teaches all LKS2 spellings across both years and this is the same with Year 5 and 6 so this works towards promoting a mastery towards the spelling rules.
5. Please highlight the spelling rules taught on TT regardless of what year group they fall into. For example, highlight year 3 children towards the spelling rules in Year 4 and so on. When you revisit them the next year, if you had highlighted them blue previously, you may now be looking at using the gold to show a mastery of that skill. However, if you are highlighting a year 4 with a year 5 spelling rule you may choose to red it (working towards) until you teach it again the following year.