

## CYCLE A (Y3 and Y5): Term 1 Block 1

<p><b>Week 1</b></p>	<p>Y3 Lesson 1 Revise <b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b></p> <p>Y3 Lesson 2 Practise <b>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</b></p>	<p>Y3 Lesson 3 Revise/Teach <b>Revise prefix 'un-'</b> <b>Teach prefix 'dis-'</b> <i>(disappoint, disagree, disobey)</i></p> <p>Lesson 4 Practise/Apply <b>Practise prefix 'dis-'</b> <b>Apply prefix 'un-'</b></p>	<p>Y3 Lesson 5 Revise <b>From Year 2: Apostrophes for contractions</b></p>
<p><b>Week 2</b></p>	<p>Y5 Lesson 2 Teach <b>Words with the letter string 'ough'</b></p>	<p>Y5 Lesson 3 Practise <b>Words with the letter string 'ough'</b></p>	<p>Y5 Lesson 4 Apply <b>Words with the letter string 'ough'</b></p>
<p><b>Week 3</b></p>	<p>Y3 &amp; Y5 Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b></p>	<p>Y3 Lesson 7 &amp; Y5 Lesson 1 Revise/Teach <b>Strategies at the point of writing: Have a go</b></p>	<p>Y5 Lesson 5 Teach <b>Words with 'silent' letters</b></p> <p>Y5 Lesson 7 Assess <b>Words with 'silent' letters: dictation</b></p>
<p><b>Week 4</b></p>	<p>Y3 Lesson 8 Teach <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</b></p> <p>Y3 Lesson 9 Practise <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</b></p>	<p>Y3 Lesson 10 Assess <b>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation</b></p>	<p>Y5 Lesson 8 Teach <b>Use of spelling journals for etymology</b></p>
<p><b>Week 5</b></p>	<p>Y3 Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b></p>	<p>Y3 Lesson 12 Teach <b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b></p> <p>Y5 Lesson 12 Teach <b>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</b></p>	<p>Y3 Lesson 13 Practise <b>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</b></p> <p>Y5 Lesson 13 Practise <b>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</b></p>

<p><b>Week 6</b></p>	<p>Y3 Lesson 14 Assess <b>Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)</b></p> <p>Y5 Lesson 14 Apply <b>Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b></p>	<p>Y5 Lesson 9 Teach <b>Words ending in '-able' and '-ible'</b></p>	<p>Y5 Lesson 10 Practise <b>Words ending in '-able' and '-ible'</b></p> <p>Y5 Lesson 11 Assess <b>Words ending in '-able' and '-ible'</b></p>
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## CYCLE A (Y3 and Y5): Term 1 Block 2

<b>Week 1</b>	<p>Y3 Lesson 1 Revise <b>Statutory words learnt last half term</b> <b>Strategies at the point of writing: Have a go</b></p> <p>Y5 Lesson 1 and 2 Revise <b>Selected spellings taught last half term and new spellings for this half term</b></p>	<p>Y3 Lesson 2 Revise <b>[all learnt] Homophones</b></p>	<p>Y3 Lesson 3 Revise <b>Year 2 prefixes and suffixes</b></p> <p>Y5 Lesson 4 Revise/Teach <b>From previous years: plurals (adding '-s', '-es' and '-ies')</b></p>
<b>Week 2</b>	<p>Y3 Lesson 4 Teach <b>Prefixes 'mis-' and 're-'</b></p>	<p>Y3 Lesson 5 Practise <b>Prefixes 'mis-' and 're-'</b></p>	<p>Y5 Lesson 5 Revise <b>From previous years: apostrophe for contraction and possession</b></p>
<b>Week 3</b>	<p>Y3 Lesson 6 Apply <b>Prefixes 'mis-' and 're-'</b></p>	<p>Y3 Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b></p> <p>Y5 Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b></p>	<p>Y3 Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair- testing</b> <i>...And Y5 words</i></p>
<b>Week 4</b>	<p>Y3 Lesson 9 Teach <b>The /i/ sound spelt 'y'</b></p>	<p>Y3 Lesson 10 Practise/Apply <b>The /i/ sound spelt 'y'</b></p>	<p>Y3 Lesson 14 Teach <b>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</b></p>
<b>Week 5</b>	<p>Y5 Lesson 7 Teach <b>Use of the hyphen</b></p>	<p>Y5 Lesson 8 Practise <b>Use of the hyphen</b></p>	<p>Y5 Lesson 9 Assess <b>Use of the hyphen</b></p>
<b>Week 6</b>	<p>Y3 Lesson 11 Teach <b>Proofreading</b></p>	<p>Y3 Lesson 12 Practise <b>Proofreading</b></p>	<p>Y5 Lesson 13 Teach <b>Using a dictionary to support learning word roots, derivations and spelling patterns</b></p> <p>Y5 Lesson 14 Practise <b>Using dictionaries to create word webs</b></p>

## CYCLE A (Y3 and Y5): Term 2 Block 3

<b>Week 1</b>	Y3 Lesson 1 Revise/Teach <b>From Year 2: suffixes '-ness' and '-ful' following a consonant</b>	Y3 Lesson 2 Practise/Apply <b>From Year 2: suffixes '-ness' and '-ful' following a consonant</b>  Y5 Lesson 2 Revise <b>From Years 3 and 4: apostrophe for possession</b>	Y3 Lesson 3 Teach <b>Prefixes 'sub-' and 'tele-'</b>  Y3 Lesson 4 Practise <b>Prefixes 'sub-' and 'tele-'</b>
<b>Week 2</b>	Y3 Lesson 5 Apply <b>Prefixes 'sub-' and 'tele-'</b>	Y3 Lesson 6 Practise <b>From Year 2: apostrophe for contraction</b>  Y5 Lesson 2 Revise <b>From Years 3 and 4: apostrophe for possession</b>	Y3 Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 3</b>	Y5 Lesson 9 Teach <b>Words ending in '-ably' and '-ibly'</b>	Y5 Lesson 10 Practise <b>Words ending in '-ably' and '-ibly'</b>	Y5 Lesson 11 Assess <b>Words ending in '-ably' and '-ibly'</b>
<b>Week 4</b>	Y3 Lesson 8 Apply <b>Words from statutory and personal spelling lists: pair testing</b>	SEPARATE Y3 AND Y5  Y3 Lesson 9 Teach <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</b>  Y5 Lesson 5 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>	SEPARATE Y3 AND Y5  Y3 Lesson 10 Practise <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</b>  Y5 Lesson 6 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>
<b>Week 5</b>	SEPARATE Y3 AND Y5  Y3 Lesson 11 Assess <b>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation</b>  Y5 Lesson 7 Assess <b>Rare GPCs: dictation</b>	Y3 Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>  Y5 Lesson 3 Learn <b>Strategies for learning words: words from personal spelling lists</b>	Y5 Lesson 8 Revise/Teach <b>Using spelling journals for etymology</b>

<p><b>Week 6</b></p>	<p>SEPARATE Y3 AND Y5 Y3 Lesson 13 Revise/Teach <b>Revise suffixes '-ness' and '-ful'</b> <b>Teach suffixes '-less' and '-ly'</b> Y5 Lesson 12 Teach <b>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</b></p>	<p>SEPARATE Y3 AND Y5 Y3 Lesson 14 Practise <b>Suffixes '-less', '-ness', '-ful' and '-ly'</b> Y5 Lesson 13 Practise <b>Strategies for learning words: homophones</b></p>	<p>SEPARATE Y3 AND Y5 Y3 Lesson 15 Assess <b>Suffixes '-less', '-ness', '-ful' and '-ly': spelling test</b> Y5 Lesson 14 Apply <b>Homophones</b></p>
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## CYCLE A (Y3 and Y5): Term 2 Block 4

<b>Week 1</b>	Y3 Lesson 1 Practise/Revise <b>Strategies at the point of writing: Have a go</b> <b>Elements from the previous half term that require practice</b>	Y5 Lesson 1 Revise <b>Spellings taught in previous half term</b>	Y5 Lesson 2 Revise <b>Spellings taught in previous half term</b>
<b>Week 2</b>	Y3 Lesson 4 Teach <b>Prefixes 'super-' and 'auto-'</b> Y3 Lesson 5 Practise <b>Prefixes 'super-' and 'auto-'</b>	Y5 Lesson 7 Revise <b>Building words from root words</b>	Y5 Lesson 8 Practise <b>Building words from root words</b>
<b>Week 3</b>	Y5 Lesson 9 Assess <b>Building words from root words</b>	Y3 Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b> Y5 Lesson 3 Assess <b>Words from statutory and personal spelling lists</b>	Y3 Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b> Y5 Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 4</b>	Y3 Lesson 9 Teach <b>Strategies at the point of writing: homophones</b> Y5 Lesson 10 Revise <b>Homophones</b>	Y3 Lesson 10 Practise <b>Strategies at the point of writing: homophones</b>	Y3 Lesson 11 Apply <b>Homophones</b>
<b>Week 5</b>	Y5 Lesson 13 Teach <b>Words with the /i:/ sound spelt 'ei'</b>	Y5 Lesson 14 Teach <b>'ei' and 'ie' words</b>	Y5 Lesson 15 Assess <b>'ei' and 'ie' words</b>
<b>Week 6</b>	Y3 Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Y3 Lesson 15 Teach/Apply <b>Words with the /k/ sound spelt 'ch' (Greek in origin)</b>	Y3 Lesson 12 Revise <b>Proofreading</b> Y3 Lesson 13 Apply <b>Proofreading</b>

## CYCLE A (Y3 and Y5): Term 3 Block 5

<p><b>Week 1</b></p>	<p>Y3 Lesson 1 Revise <b>Previously taught suffixes</b> (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)</p> <p>Y3 Lesson 2 Practise <b>Previously taught suffixes</b> (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’)</p>	<p>Y3 Lesson 3 Apply <b>Previously taught suffixes:</b> dictation</p>	<p>Y5 Lesson 5 Teach <b>Strategies at the point of writing: using etymological/morphological strategies for spelling</b></p> <p>Y5 Lesson 6 Practise <b>Strategies at the point of writing: using etymological/morphological strategies for spelling</b></p>
<p><b>Week 2</b></p>	<p>Y3 Lesson 4 Teach <b>Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</b></p> <p>Y3 Lesson 5 Practise <b>Suffix ‘-ly’</b></p>	<p>Y3 Lesson 6 Apply <b>Suffix ‘-ly’</b></p>	<p>Y5 Lesson 13 Teach <b>Homophones</b> (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose</i>)</p>
<p><b>Week 3</b></p>	<p>Y5 Lesson 14 Practise <b>Homophones</b></p>	<p>Y5 Lesson 15 Apply/Assess <b>Homophones</b></p>	<p>Y3 Lesson 9 Assess <b>Words from statutory and personal spelling lists</b></p>
<p><b>Week 4</b></p>	<p>Y3 Lesson 10 Teach <b>Rare GPCs (/ɪ/ sound)</b></p>	<p>Y3 Lesson 11 Practise <b>Rare GPCs (/ɪ/ sound)</b></p>	<p>Y3 Lesson 8 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b></p> <p>Y5 Lesson 2 Revise <b>Strategies for learning words: using a range of strategies</b></p>
<p><b>Week 5</b></p>	<p>Y3 Lesson 12 Apply <b>Rare GPCs (/ɪ/ sound)</b></p>	<p>Y5 Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b></p>	<p>SEPARATE Y3 AND Y5</p> <p>Y3 Lesson 16 Revise <b>From Years 1 and 2: vowel digraphs</b></p> <p>Y5 Lesson 9 Teach <b>Using spelling journals for etymology</b></p>

<p><b>Week 6</b></p>	<p>Y3 Lesson 15 Apply/Assess <b>Words from statutory and personal spelling lists</b></p>	<p>Y5 Lesson 10 Teach <b>Proofreading for words on statutory list</b></p>	<p>Y5 Lesson 11 Practise <b>Proofreading for words on statutory list</b></p>
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## CYCLE A (Y3 and Y5): Term 3 Block 6

<b>Week 1</b>	Y3 Lesson 1 Revise <b>Strategies at the point of writing: Have a go Spellings learnt in the last half term</b>	Y3 Lesson 2 Revise <b>Spellings learnt in the last half term</b>  Y5 Block 6 Lessons 1-3 Revise <b>Spellings taught in the last half term</b>	Y3 Lesson 3 Revise <b>Spellings learnt in the last half term</b>  Y5 Block 6 Lessons 1-3 Revise/Assess <b>Spellings taught in the last half term: pair testing</b>
<b>Week 2</b>	Y3 Lesson 4 Teach <b>The /ʌ/ sound spelt 'ou'</b>	Y3 Lesson 5 Practise <b>The /ʌ/ sound spelt 'ou'</b>	Y3 Lesson 6 Apply <b>The /ʌ/ sound spelt 'ou': dictation</b>
<b>Week 3</b>	Y5 Lesson 7-8 Revise/Practise <b>Strategies for learning words: problem suffixes</b>	Y3 Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>  Y5 Lesson 12 and 13 Learn/Assess <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Y3 Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>  Y5 Lesson 9 Assess <b>Problem suffixes</b>
<b>Week 4</b>	Y3 Lesson 9 Teach <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>  Y5 Lesson 10 Revise/Practise <b>Homophones</b>	Y3 Lesson 10 Practise <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>  Y5 Lesson 11 Revise/Practise <b>Homophones</b>	Y3 Lesson 11 Apply <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>
<b>Week 5</b>	Y3 Lesson 12 Teach <b>Proofreading</b>  Y5 Lesson 4 Teach <b>Proofreading: use of dictionary to check words referring to first three or four letters</b>	Y5 Lesson 5 Practise <b>Proofreading: use of dictionary to check words</b>	Y3 Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>

<p><b>Week 6</b></p>	<p>Y3 Lesson 14 Apply <b>Words from statutory and personal spelling lists</b></p>	<p>Y3 Lesson 15 Revise <b>Aspects from this half term</b>  Y5 Lesson 14 Revise <b>Spelling aspects from Year 5 that are not secure</b></p>	<p>Y5 Lesson 15 Revise <b>Spelling aspects from Year 5 that are not secure</b></p>
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