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| W/C    | <p>Week 1: 1x 20 minute (Hypothesis testing) 1 x 20 minute vocab focus (Go Grapheme Grafters)<br/>                     Week 2: 5 x 10 minute activities<br/>                     Spelling check at end of fortnightly cycle<br/>                     Baseline to be completed at the start then in line with assessment schedule</p> |  |  |   |   |
| Week 1 | <p><b>Investigation 1</b></p> <p><b>Lens: Good Endings/Suffixes</b><br/> <b>Hypothesis:</b> When adding a suffix –ly to a word there are no changes needed to the word.</p> <p><b>Including Baseline Assessment</b></p>  |  |  | <p><b>Go Grapheme Grafters – Spelling Practice</b></p> <p><b>Lens: Rely on Phonics</b><br/> <b>Learning: -ly is a consonant suffix</b><br/> <b>15 Words – accidentally</b>, action, address, adoration, adventure, angrily , antique, anxious, arrive, beginner, beginning, believe, berry , bicycle, brake</p> |   |
| Week 2 | <p><b>Quick!</b></p> <p><b>Lens: Good endings/suffixes</b><br/>-ture - sure</p>  | <p><b>Stick!</b></p> <p><b>Lens: Good endings/suffixes</b><br/>-il</p>           | <p><b>Flick!</b></p> <p><b>Lens: Interrogate and Check</b><br/>Spot the error</p>      | <p><b>Tick!</b></p> <p><b>Lens: Memorise Rules/Exceptions</b><br/>Contractions</p>  | <p><b>Click!</b></p> <p><b>Lens: Pronunciation</b><br/><br/>Ow (below, meow)</p>    |
| Week 3 | <p><b>Investigation 2</b></p> <p><b>Lens: Good Endings/Suffixes</b><br/> <b>Hypothesis:</b> words can have either –tion or –sion added to them. It does not matter which.</p>  |  |  | <p><b>Go Grapheme Grafters – Spelling Practice</b></p> <p><b>Lens: Rely on Phonics</b><br/> <b>Learning ‘ea’ sounds</b><br/> <b>15 words – break</b>, brochure, build, bury, calendar, century, chalet, character, chef, chemist, chorus, circle, closure, collision, commission</p>                            |   |
| Week 4 | <p><b>Quick!</b></p> <p><b>Lens: Good endings/suffixes</b><br/>Investigate: -il/-al –cian/-sion/-</p>  | <p><b>Stick!</b></p> <p><b>Lens: Recognising Punctuation</b><br/>Apostrophes</p> | <p><b>Flick!</b></p> <p><b>Lens: Rely on Phonics</b><br/>Find the long vowel sound</p> | <p><b>Tick!</b></p> <p><b>Lens: Order of letters</b><br/>Can you sort the word into the correct group?</p>  | <p><b>Click!</b></p> <p><b>Lens: Verification</b><br/>Good spells vs bad spells</p> |
| Week 5 | <p><b>Investigation 3</b></p> <p><b>Lens: Recognising Punctuation</b><br/> <b>Hypothesis:</b> the apostrophe in a contracted form always represents one omitted letter.</p>  |  |  | <p><b>Go Grapheme Grafters – Spelling Practice</b></p> <p><b>Lens: Rely on Phonics</b><br/> <b>Learning- e_e</b><br/> <b>15 words – complete</b>, completion, confusion, continue, decision, describe, different, disappear, disappoint, discipline, division, double, early, earth, echo</p>                   |   |

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| Week 6  | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>   |
|         | <b>Lens: Recognising Punctuation</b><br>Apostrophes and hyphens   | <b>Lens: Prefixes</b><br>Dis- and un-                                | <b>Lens: Inspecting a Dictionary</b><br>Alphabetical order | <b>Lens: Navigating a Thesaurus</b><br>Synonym spectacular  | <b>Lens: Guesses</b>  |
| Week 7  | <b>Investigation 4</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |   |
|         | <b>Lens: Recognising Punctuation</b><br><b>Hypothesis:</b> The most common contracted form is one omitted letter with one apostrophe used in its place. |  |  | <b>Lens: Rely on Phonics</b><br><b>Learning: y as I</b><br><b>15 Words – Egypt,</b> eight, exercise, expression, fair, famous, fare, fascinate, forgetting, forgotten, gently, grate, great, gym, happily     |   |
| Week 8  | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>   |
|         | <b>Lens: Recognising Punctuation</b><br>Apostrophes and hyphens   | <b>Lens: Irregular/Exception words</b><br>Apostrophe in contractions | <b>Lens: Check Etymology</b><br>Meaning of ‘port’          | <b>Lens: Analogies</b><br>Changing 1 sound to make new words  | <b>Lens: Noticing Families and Roots</b><br>Building new words with suffix and prefix |
| Week 9  | <b>Investigation 5</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |   |
|         | <b>Lens: Organising Sounds</b><br><b>Hypothesis:</b> The least common graphemes to represent the /ei/ sounds are ‘ei’, ‘eigh’ or ‘ey’.                  |  |  | <b>Lens: Rely on Phonics</b><br><b>15 words – hesitation,</b> hideous, humbly, humorous, illegal, immature, incorrect, information, injection, interact, invasion, invention, irregular, league, machine      |   |
| Week 10 | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>   |
|         | <b>Lens: organising sounds</b><br>Same letter strings different pronunciation   | <b>Lens: Irregular/Exception words</b>                               | <b>Lens: Understanding Patterns</b><br>Rebuild words       | <b>Lens: Personal Spellings</b><br>My focus 5   | <b>Lens: Recognising Parts</b><br>-ion or -ian  |
| Week 11 | <b>Investigation 6</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |   |
|         | <b>Lens: Organising Sounds</b><br><b>Hypothesis:</b> All words that included the phoneme ‘ch’ sounds like the ‘ch’ in charmed.                          |  |  | <b>Lens: Rely on Phonics</b><br><b>Learning: ‘s’</b><br><b>15 words – measure,</b> misbehave, myth, nature, neighbour, nobly, picture, prefer, scene, scheme, science, sensation, serious, simply, subheading |   |

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| Week 12 | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>   | <b>Tick!</b>   | <b>Click!</b>   |
|         | <b>Lens: Organising sounds</b><br>Investigate – words with ‘ch’ are often of French origin?   | <b>Lens: New meaning/homophone</b><br>Compound words   | <b>Lens: Illustrative</b><br>Themed words – The Toy Shop          | <b>Lens: Noticing Families and Roots</b><br>Homophones and near homophones   | <b>Lens: Go! Speed! Write!</b><br><br>Midnight Mayhem |
| Week 13 | <b>Investigation 7</b>  |  |   | <b>Go Grapheme Grafters – Spelling Practice</b>  |   |
|         | <b>Lens: Understanding Plurals</b><br><b>Hypothesis:</b> When making a plural just add ‘s’, however, you need to add –es after words ending in ‘y’, ‘s’, ‘ss’, ‘ch’, ‘sh’, ‘z’, ‘zz’ and when ‘y’ is replaced with ‘i’. |  |   | <b>Lens: Rely on Phonics</b><br><b>Learning: si in the middle of words.</b><br><b>15 words – television</b> , they, tongue, touch, treasure, trouble, various, vein, weigh, young, about, abruptly, accidentally, account, ache      |   |
| Week 14 | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>   | <b>Tick!</b>   | <b>Click!</b>   |
|         | <b>Lens: Understanding plurals</b><br>Words that end in ‘y’ drop the ‘y’ and replace with ‘i’ before adding ‘e’ to make plural.   | <b>Lens: Understanding plurals</b><br>Words that end in ‘s’, ‘x’, ‘ch’ or ‘sh’ are made plural by adding es. | <b>Lens: Interrogate and Check</b><br>Spot the spells             | <b>Lens: Memorise Rules/Exceptions</b><br>Add the apostrophe   | <b>Lens: Pronunciation</b><br>Hocus Pocus Rhyme Time  |
| Week 15 | <b>Investigation 8</b>  |  |   | <b>Go Grapheme Grafters – Spelling Practice</b>  |   |
|         | <b>Lens: Understanding Plurals</b><br><b>Hypothesis:</b> Not all words that end in ‘f’ or ‘fe’ have a letter/letters dropped and replaced with ‘v’ before adding in –es for the plural form.                            |  |   | <b>Lens: Rely on Phonics</b><br><b>Learning: ‘ti’</b><br><b>15 Words – admiration</b> , admission, aggression, aloud, antiseptic, ascend, basically, boutique, casually, chandelier, chaperone, chic, civilisation, cliché, cohesion |   |
| Week 16 | <b>Quick!</b>   | <b>Stick!</b>  | <b>Flick!</b>   | <b>Tick!</b>   | <b>Click!</b>   |
|         | <b>Lens: Understanding plurals</b><br>For words that end in a consonant and ‘y’, we drop and replace with ‘ies’.  | <b>Lens: Good endings/Suffixes</b><br>-tion and –sion  | <b>Lens: Noticing Families and Roots</b><br>Prefixes and suffixes | <b>Lens: Order of letters</b><br>Spells within spells  | <b>Lens: Verification</b><br>Find the missing letters |
| Week 17 | <b>Investigation 9</b>  |  |   | <b>Go Grapheme Grafters – Spelling Practice</b>  |   |

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|                | <b>Lens: Prefixes</b><br><b>Hypothesis:</b> un- and dis- can be used with root words to create antonyms.   |   |  | <b>Lens: Rely on Phonics</b><br><b>Learning: 'si' (commission)</b><br><b>15 words – commission,</b> compassion, comprehension, confession, country, creature, curious, cycle, descend, disagree, discussion, dramatically, enclosure, enormous, ensure                                    |   |
| <b>Week 18</b> | <b>Quick!</b><br><b>Lens - Prefixes</b><br>Sub- is a prefix, which can be added to words meaning under, beneath or below.  | <b>Stick!</b><br><b>Lens: Recognising punctuation</b><br>Apostrophes and hyphens  | <b>Flick!</b><br><b>Lens: Inspecting a Dictionary</b><br>Correcting the spelling | <b>Tick!</b><br><b>Lens: Navigating a Thesaurus</b><br>Changing negative words to positive words  | <b>Click!</b><br><b>Lens: Guesses</b><br>Dis?   |
| <b>Week 19</b> | <b>Investigation 10</b><br><b>Lens: Prefixes</b><br><b>Hypothesis:</b> The meaning of re- means 'again' and this can be useful in explaining all words that use the prefix re- attached to a whole word. |   |  | <b>Go Grapheme Grafters – Spelling Practice</b><br><b>Lens: Rely on Phonics</b><br><b>Learning: 'si' (expansion)</b><br><b>15 words – expansion,</b> experiment, extreme, famous, favourite, February, frantically, freight, fruit, furious, furniture, gardener, gardening, groan, group |   |
| <b>Week 20</b> | <b>Quick!</b><br><b>Lens: Prefixes</b><br>Prefix 'in-'   | <b>Stick!</b><br><b>Lens: Good endings/Suffixes</b><br>Present tense to past tense  | <b>Flick!</b><br><b>Lens: Analogies</b><br>ick                                   | <b>Tick!</b><br><b>Lens: Check Etymology</b><br>Clue – self   | <b>Click!</b><br><b>Lens: Quiz Yourself</b><br>Individual spelling issues                         |
| <b>Week 21</b> | <b>Investigation 11</b><br><b>Lens: Irregular/Exception Words</b><br><b>Hypothesis:</b> An irregular verb is a word that changes from present to past  |   |  | <b>Go Grapheme Grafters – Spelling Practice</b><br><b>Lens: Rely on Phonics</b><br><b>Learning: 'ow' (grown)</b><br><b>15 Words – grown,</b> guide, heal, hear, heard, heart, heel, here, history, illusion, imagine, immortal, important, incorrect, interest                            |   |
| <b>Week 22</b> | <b>Quick!</b><br><b>Lens: Irregular/exception words</b><br>Common exception words that cause difficulty.   | <b>Stick!</b><br><b>Lens: Understanding plurals</b><br>Words that end in 's', 'x', 'zz', 'ch' or 'sh' are made plural by adding es. | <b>Flick!</b><br><b>Lens: Understanding Patterns</b><br>Prefixes and suffixes    | <b>Tick!</b><br><b>Lens: Personal Spellings</b><br>My focus 5   | <b>Click!</b><br><b>Lens: Recognising Parts</b><br>Build new word by adding prefix suffix or both |

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|         | Sound spelt as 'c' before 'e', 'i' and 'y'.  |  |  |   |  |
| Week 23 | <b>Investigation 12</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |
|         | <b>Lens: Irregular/Exception Words</b><br><b>Hypothesis:</b> An irregular verb is a word that changes from present to past.                              |  |  | <b>Lens: Rely on Phonics</b><br><b>Learning: 'i' (irrelevant)</b><br><b>15 words – irrelevant,</b> jealous, learn, leisure, length, library, limited, limiting, mechanic, mislead, musician, obey, obvious, passion, piece            |  |
| Week 24 | <b>Quick!</b>  | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>  |
|         | <b>Lens: Irregular/exception words</b><br>Unstressed vowels  | <b>Lens: Recognising punctuation</b><br>Apostrophes                    | <b>Lens: Illustrative</b><br>Themed words – The Garden         | <b>Lens: Noticing Families and Roots</b><br>Find the missing letters<br>match word to definition  | <b>Lens: Go! Speed! Write!</b><br>1 min challenges           |
| Week 25 | <b>Investigation 13</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |
|         | <b>Lens: New Meaning/Homophone</b><br><b>Hypothesis:</b> All compound words include silent letters.  |  |  | <b>Lens: Rely on Phonics</b><br><b>Learning – 'gue' (plague)</b><br><b>15 words – plague,</b> pleasure, poisonous, preferred, preparation, refresh, rein, scenery, sleigh, stomach, style, subdivide, technical, technology, type     |  |
| Week 26 | <b>Quick!</b>  | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>  |
|         | <b>Lens: New meaning/Homophone</b><br>Homophones and meanings.   | <b>Lens: Recognising punctuation</b><br>Capital letters (proper nouns) | <b>Lens: Interrogate and Check</b><br>Spot the spelling errors | <b>Lens: Order of Letters</b><br>Spells within spells   | <b>Lens: Verification</b><br>Good spellings vs bad spellings |
| Week 27 | <b>Investigation 14</b>  |  |  | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |
|         | <b>Lens: New Meaning/Homophone</b><br><b>Hypothesis:</b> If you test your class mates on the following 20 words, they will all get the same words wrong. |  |  | <b>Lens: Rely on Phonics</b><br><b>Learning – 'que' (unique)</b><br><b>15 Words – unique,</b> veil, amount, announce, armour, astounded, autobiography, aviation, bedding, cancellation, capture, chaos, chemistry, cheque, composure |  |
| Week 28 | <b>Quick!</b>  | <b>Stick!</b>  | <b>Flick!</b>  | <b>Tick!</b>  | <b>Click!</b>  |

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|                | <b>Lens: New Meaning/Homophone</b><br>Homophones and meanings   | <b>Lens: Organising sounds</b><br>Knowing 'a' is a common sound after "w", 'qu' and 'sq'. | <b>Lens: Dictionary Disaster</b><br>Alphabetical order  | <b>Lens: Navigating a Thesaurus</b><br>Synonyms        | <b>Lens: Guesses</b><br>Guess the word  |
| <b>Week 29</b> | <b>Investigation 15</b>   |   | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |   |
|                | <b>Lens: Group/Year Specific</b><br><b>Hypothesis:</b> From the following selection 'ear', 'ight', 'on', 'au', 'ice' and 'an'... 'an' is the most common letter string used in the largest majority in English words. |   | <b>Lens: Rely on Phonics</b><br><b>Learning: 'c' (comprehension)</b><br><b>15 words – comprehension,</b> compression, convey, courageous, culture, dangerous, dearly, decision, departure, depression, describing, destination, diagonally, dipping, discussion |  |   |
| <b>Week 30</b> | <b>Quick!</b>   | <b>Stick!</b>   | <b>Flick!</b>   | <b>Tick!</b>   | <b>Click!</b>   |
|                | <b>Lens: Group/Year Specific</b><br>Find the number of syllables in a word  | <b>Lens: Organising Sounds</b><br>Same sound represented in different ways                | <b>Lens: Analogies</b><br>Making new words changing 1 or 2 letters at a time  | <b>Lens: Quiz Yourself</b><br>10 words you find tricky | <b>Lens: Understanding Patterns</b><br>Recombine the syllables to make words        |
| <b>Week 31</b> | <b>Investigation 16</b>   |   | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |   |
|                | <b>Lens: Group/Year Specific</b><br><b>Hypothesis:</b> The most common word that can be found within most other words is 'on'.  |   | <b>Lens: Rely on Phonics</b><br><b>Learning: 'ey' (disobey)</b><br><b>15 words – disobey,</b> distinctly, electrician, emotionally, equally, erosion, extension, extremely, fitting, glamorous, headache, illegible, impossible, international, irresponsible   |  |   |
| <b>Week 32</b> | <b>Quick!</b>   | <b>Stick!</b>   | <b>Flick!</b>   | <b>Tick!</b>   | <b>Click!</b>   |
|                | <b>Lens: Group/Year Specific</b><br>'ou'  | <b>Lens: New Meaning/Homophones</b><br>Homophones and their meanings                      | <b>Lens: Personal Spellings</b><br>My Focus 5   | <b>Lens: Recognising Parts</b><br>-ion or -ian         | <b>Lens: Order of letters</b><br>Sort words into the correct groups when adding -le |
| <b>Week 33</b> | <b>Investigation 17</b>   |   | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |   |

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|         | <b>Lens: Syllables</b><br><b>Hypothesis:</b> if you can add –ful to a root word, you can add –ly.            |  |   | <b>Lens: Rely on Phonics</b><br><b>Learning: ‘kn’ (knot)</b><br><b>15 words – knot,</b> limitation, mail, main, male, mane, mathematician, meat, meddle, medal, medicine, meet, misspell, mosque, mountainous                       |  |
| Week 34 | <b>Quick!</b>  | <b>Stick!</b>  | <b>Flick!</b>   | <b>Tick!</b>  | <b>Click!</b>  |
|         | <b>Lens: Good Endings/Suffixes</b><br>Adding –ly to form an adverb   | <b>Lens: Group/Year Specific</b><br>Best bet ‘el’ or ‘le’                        | <b>Lens: Noticing Families and Roots</b><br>Homophones and near homophones    | <b>Lens: Go! Speed! Write!</b><br>1 minute challenges   | <b>Lens: Interrogate and Check</b><br>Find the spelling errors   |
| Week 35 | <b>Investigation 18</b>  |  |   | <b>Go Grapheme Grafters – Spelling Practice</b>   |  |
|         | <b>Lens: Syllables</b><br><b>Hypothesis:</b> All multisyllabic words include words with associated meanings. |  |   | <b>Lens: Rely on Phonics</b><br><b>Learning – ‘ou’ (moustache)</b><br><b>15 words – moustache,</b> musician, mystery, natural, naughty, not, notice, opposite, parachute, particular, politician, popular, position, pressure, prey |  |
| Week 36 | <b>Quick!</b>  | <b>Stick!</b>  | <b>Flick!</b>   | <b>Tick!</b>  | <b>Click!</b>  |
|         | <b>Lens: Syllables</b><br>Build multisyllabic words  | <b>Lens: Group/Year Specific</b><br>Letter representations ‘ue’, ‘u-e’ and ‘ew’. | <b>Lens: Inspecting a Dictionary</b><br>Putting words into alphabetical order | <b>Lens: Order of letters</b><br>Sorting ‘al’ words into the correct team   | <b>Lens: Navigating a Thesaurus</b><br>Add missing letters to the words in the same synonym family then adding extra words |