

English Writing

**Parent Information Evening
November 2022**

Aims for this session...

- Outline and explain the principles behind our English (Writing) teaching.
- Go through the key themes for each year group's writing - what we would expect to see!
- Share some examples of our principles put into practice
- Answer any questions - including explaining any technical jargon!

Principles of our English teaching

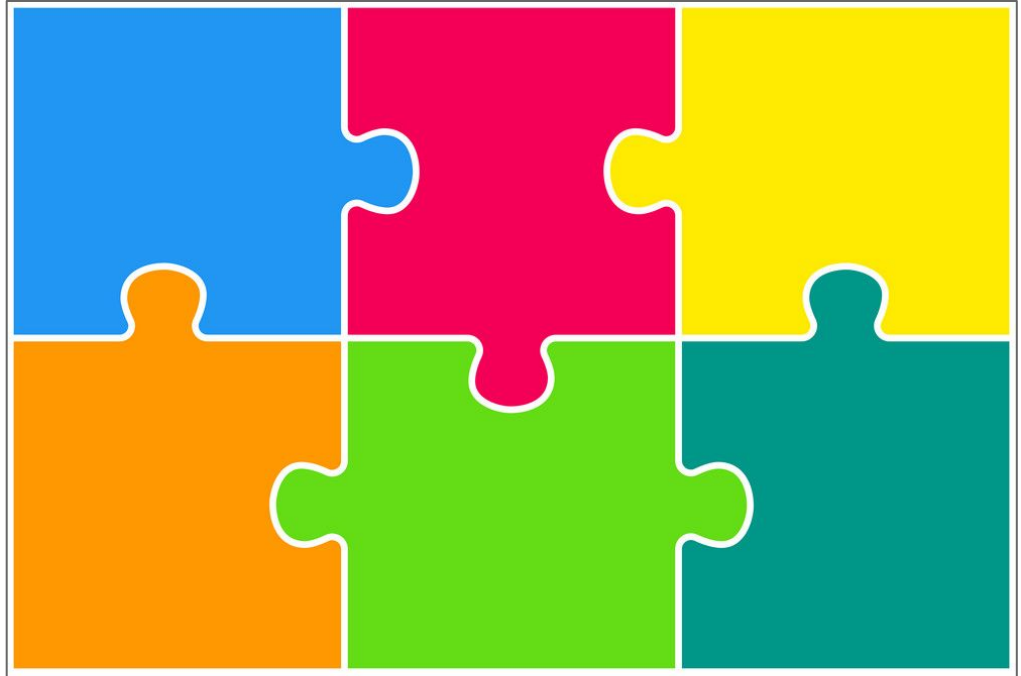
- A systematic and consistent approach to the teaching of phonics, leading into spellings
- Short writing units with focussed reading, grammar and writing tasks that are specific to the genre (or class topic)
- Time taken to PLAN children's writing, source high-quality vocabulary and structure ideas in a coherent way
- Demonstrating the value of editing and proofreading by ensuring children all edit and then publish their written work regularly
- Ensuring momentum for our readers, to promote challenging texts and nurture a love of reading

One extra thing to think about...

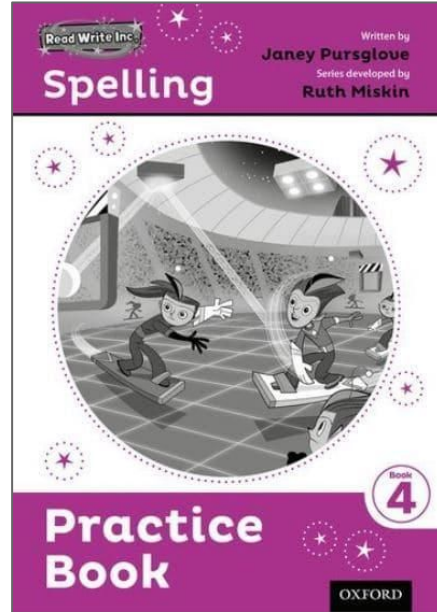
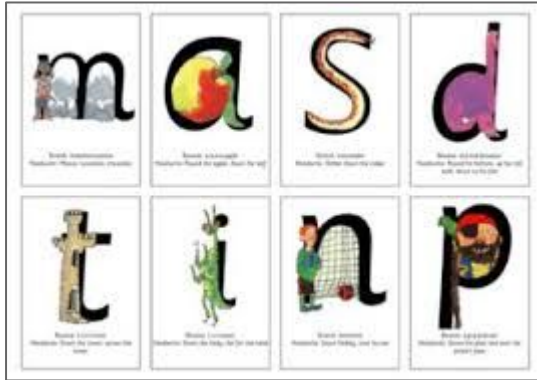
How do we assess your child's ability to spell and write? How we feed this back to children, and how does it inform our next steps?

So, let's go through those principles, one-by-one...

...and see how they all fit together to support children in developing their writing.



1. A systematic and consistent approach to the teaching of phonics, leading into spellings



Just as we do for the teaching of phonics, we follow the Read, Write, Inc scheme for the teaching of spelling.

This provides DAILY rehearsal of spellings (a 15-minute task each morning).

The activities children complete are the 'next step' to follow on from the tasks they carried out when learning phonics, so they spend more time on the spellings, and less time on unpicking the activity!

The RWI spellings activities look like this...

Unit 2 **Soft c**

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____

d _____ e _____ f _____

Circle any errors. Write the corrected spellings in your Log Book.


Spelling zone

1 Take turns to read the information, the sound box and the words.

When c comes just before i, y or e it usually makes the s sound. It is called **soft c**.

s	
ss	
se	
ce	city cell exercise icy cycle
c	rice mice fancy

2 Write a sentence including one word from the box above.




The variety of activities ensure repetition, while also appealing to a range of different spelling skills (for example, using syllables, recognising the 'shape' of a word...

Dots and dashes

Dot and dash the graphemes in the words. Write the number of dots and dashes in the boxes.

Tip: Draw a 'smile' to link a-e and E-e when they make the ay or igh sound in a word.

face	3	except	6	police	5
race		exercise		notice	
price		excellent		cycle	
certain		concert		city	
circus		concentrate		pencil	



Word changers

Complete the tables.

root word	root word + suffix	root word	root word + suffix
city	cities	exercise	exercises
	races		exercised
	priced		concentrated
	noticed		concentrates
	offices		dances

Words to log and learn

Choose five words from **Dots and dashes** and **Word changers** that you find hard to spell. Write them on p.9 of your Log Book. Circle the part of the word that you find the hardest to remember. Explain to your partner why and discuss how you will learn it.

2. Short writing units with focussed reading, grammar and writing tasks that are specific to the genre (or class topic) (genre lessons)

- Most writing units are only 2-3 weeks long - so about 15 days - which includes about 5 days of planning, writing, editing and publishing.
- This means children write regularly in order to build up stamina and apply their ideas in their work (not just in the lesson they are being taught it in).
- The other 10 or so lessons per unit focus on genre-specific features of the text. This could be through reading skills lessons (1 per week to support comprehension and understanding) or through the teaching of grammatical skills or vocabulary that we expect children to use within their writing. This means all lessons are purposeful and build towards a fairly short-term end point.

More about 'Genre' lessons (the 'nuts and bolts' of the unit)

- For these lessons, we do not follow a set scheme - instead teachers are given the freedom to plan and deliver the lessons that will make the learning engaging for children and to ensure clear links with focus texts or topics.
- When we have been for moderation at other schools, one thing that our teachers have commented on when comparing our books to those from schools that do follow a scheme is that ours look more fun!
- It is the ideal chance to get outdoors to support grammar, be dramatic when reading portions of texts, be artistic when learning about characters...

What does this look like?

Tuesday 20th September 2022
To use adjectives to describe the rainforest

Success criteria:

- Understand what an adjective is
- Think of describing words
- Make a mindmap

Challenge: Use wow words

Before After

Thursday 13th October 2022
To identify and use bossy (imperative) verbs

Success criteria:

- Find bossy verbs around the classroom and do what they say
- Write the bossy verbs I find in my book
- Cut out words to make a sentence bossy

Challenge: Create my own commands using bossy verbs

Before After

Mr. Chatterbox has made all Little Miss Bossy's sentences too long! They don't sound bossy anymore! Can you help Little Miss Bossy cut out words to turn them into sentences with bossy verbs? Remember! Bossy verbs and sentences sound like commands and instructions.

- Please could you come over and fold the paper in half?
- Could you carefully drive to the hotel?
- Please pour the milk into the bowl.
- When you are ready, line up at the door.
- Take your coats off, but please do it carefully.
- Clearly remove the jelly from the mould.
- If you want to, cut along the dotted line.
- When you have time, add the icing to the cake.
- Please close the door after you!
- I think you should turn right at the traffic lights, don't you?

Sit down Stand up Jump 5 times
be quiet be loud

Friday 14th October 2022
To identify and use adverbs

Success criteria:

- Explain what an adverb is
- Find adverbs
- Write the adverb in a sentence

Challenge: Make the sentence extra interesting

Before After

I went to the park happily
I shouted loudly
I played gently with the bobbles

Wednesday 12th September 2022

LO: I can understand the meanings of feeling words

- Know what a synonym is
- Discuss synonyms for feeling words
- Discuss and place words on a scale to compare meanings

How was my learning today? Start End

on cloud nine
ecstatic
Just want
Overjoyed
Happy
pleased
Thrilled
delighted
Appreciate
glad

over the moon

WEDNESDAY 14th September 2022

LO: To identify and discuss the impact of personification

I can identify personification in poetry	I can consider the impact of imagery (personification)	I can read and discuss a poem which uses figurative language
START <input checked="" type="checkbox"/>	END <input checked="" type="checkbox"/>	START <input type="checkbox"/> END <input type="checkbox"/> START <input type="checkbox"/> END <input type="checkbox"/>

The Cave's Mouth

The cave gapes at the sea
As it has done for years,
Hardly able to believe
Everything it hears.

Strange echoes of its own
Gargles, sighs and groans
Are stored in its dark mouth
Like tiny bones.

a verb that humans do

Personification is when you give an animal or object qualities or abilities that only a human can have.

<u>Lightning</u> danced across the sky.	The leaves <u>waved</u> in the wind.	The <u>water</u> beckoned invitingly to the sweaty swimmers.
The thunder was <u>grumbling</u> in the distance.	Love is <u>blind</u> .	The <u>snow</u> <u>whispered</u> as it fell to the ground.
The first rays of morning <u>tiptoed</u> through the meadow.	The city <u>never sleeps</u> .	The <u>car engine</u> coughed and sputtered into action.
The wind <u>howled</u> in the night.	The <u>bacon</u> was <u>spitting</u> in the pan.	The cat <u>danced</u> around the toy mouse.
The snow <u>swaddled</u> the earth.	Autumn's <u>golden touch</u> .	The salty waves <u>slapped</u> the side of the boat.
The moon <u>played hide and seek</u> with the clouds.	Winter's <u>icy grip</u> .	The sky was full of <u>dancing stars</u> .
The flowers were <u>begging</u> for water.	The trees <u>whispered</u> in the breeze.	Trees <u>bowed</u> to the ground.
The ivy <u>wove</u> its fingers around the fence.	The toys <u>slept</u> on the floor after a busy afternoon.	The kettle <u>whistled</u> impatiently.
The wildfire <u>ran</u> through the forest at an amazing speed.	The waves <u>ran</u> across the shore.	The vines <u>throttled</u> the oak tree.

3. Time taken to PLAN children's writing, source high-quality vocabulary and structure ideas in a coherent way

Planning for writing can take several forms, including:

- Maps
- Box-charts
- Story Mountains

All of these help ensure children can sequence their ideas before writing, annotate with any language they want to include, and then remember it all after a few days of writing! As children start to use paragraphs (in years 3-4), these models also help children use paragraphs more clearly (eg one box or part of the map = one paragraph).

1. Beginning

Where does your story start?
In their home town

Who is there?
Hazel, ~~and~~ Summer and ~~the~~ Hazel's Mum

What are they doing?
going trick or treating

2. Middle

What is the problem?
One of Hazel's houses on the street they go and the sweets as a joke Hazel's Mum says she'll check it for poison and eats it
What happens? (Lots of action and excitement)
ghosts dies

3. Sorting out the problem

How is the problem sorted out?
they are readily call the ambulance but they don't believe it they think back into it's a joke
Who sorts it out?

4. End

What happens to the main characters at the end of the story?
they sneek round to the window and sees the silhouette of a witch and a bubbling children

My Story Planning Sheet

Who are your characters?

- o Hazel an independant girl, with startling emerald green eyes an ginger hair
- o Summer Hazel's best friend with deep blue persuasive eyes and almost white long blond hair

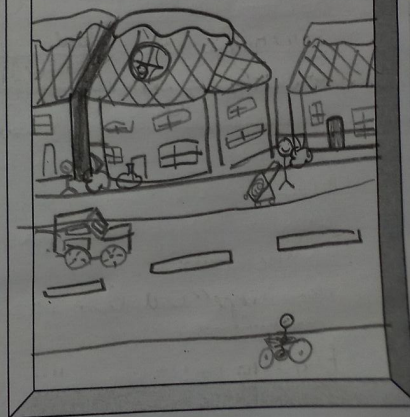
Setting

Where does your story take place?
in a fairly ~~big~~ but unpopulated village ^{small} bustling streets, market places

What can be heard there?
rows chatting and just happiness

How might your characters feel there?
comfortable

A picture of your setting:



Which WOW words can you use?

orbs frothed sinister
& demonic spine-tingling
drifted lurking
spirit bloodcurdling

Which connectives can you use?

or else although
however furthermore

Main idea/ title:

Introduction

Do you care about the devastating destruction? Do you not care is the whole world goes to nothing? A lifeless place which was all our doing, because right now that's where it's going.

Remember evidence!

- Firstly...
 - Secondly...
 - In my opinion...
 - Some believe that...
 - I feel that...
 - I am sure that...
 - It is certain...
 - Therefore...
 - Moreover...
 - For this reason...
- Reasons for
 - Reasons against
 - Ask questions to get the reader thinking

Conclusion

You may just be worried about your humble comfort but you can't just ignore not just the animals of the rainforest but THE WHOLE WORLD

Argument 1

Soil erosion

Point 1

the fish die because the water evaporates

Point 2

there's much less water to drink because of the water loss

Point 3

the cr ground cracks because it's so dry: sometimes it causes fires and no plants can

Argument 2

Destroys Natural habitats

Point 1

the air becomes toxic because there's no plants there to consume the carbon dioxide

Point 2

reduced food availability because it's mess up the food chain.

Point 3

and there's much less food and water. Animals and people DIE because there's no real safe place

Argument 3

Animals

Point 1

50,000 sp. of animal die YEAR

Point 2

have high risk extinction because of habitat loss

Point 3

137 species lose their home because of OUR CRUELTY!

evaporates because the soil sucks up all ^{water} of the water because it's so dry and not protection from the trees

END START END START END START END START

4. Demonstrating the value of editing and proofreading by ensuring children all edit and then publish their written work regularly

Genre-specific features

Increasingly complex grammar

Appropriate vocabulary

Coherent Ideas

Correct Spellings

Joined Handwriting



Remember... something is BOUND to fall out!

That's why we teach children that re-reading, proofreading and making edits is so important. We don't expect them to write perfectly straight away.

We also understand that, when children are so busy thinking and writing rapidly, handwriting can get a little shaky. This is all part of the process. When it comes to the published pieces, and therefore there is less 'thinking' for children to do, this is where we can see a more true reflection of their handwriting.

As part of the editing process, we ask children to reflect upon the objectives for a piece of writing and identify WHERE they have met the criteria in question. Usually, this is by colour-coding! Children are then expected to edit their work to include any criteria that aren't met yet (or, in some cases, they are challenged to explain WHY it is right NOT to include a skill)

Writing is a process...sometimes a messy one!

Thursday 29th September 2022

Tuesday 4th October 2022

x Dear diary

x In the morning I went outside after breakfast and saw the Robinsons demolished house was destroyed and saw bits of rubble. I felt worried.

x Several seconds later my mum

exclaimed you need to go to the country side because you need to go your in danger, No I said and mum begged me and soon that very The split second mum took me to the

train station. After that I became a evacuee. 1 day later I saw a mansion

and it was as big as 1000 skyscrapers. The owner was Lady de Vas and she was my mean

x After that I was sent to go there were 4 beds for Patsy, Winnie and to Lady de Vas. The next thing I noticed was another bed for me but it was alone. I began to cry. The next morning I was given bacon but I'm Jewish so I so

didn't eat the bacon so I got shouted at. After breakfast I went to the park at the corner of my eyes I saw a fish pond but it was empty with no fish. The next thing I saw was a secret garden and saw a beautiful unicorn.

The next day I went to a strange place

Daisy the Cat

Once upon a time, in a deep, dark forest ^{where} no human has ever been before, lived a cat called Daisy and a tiger called Elizabeth. Elizabeth has two friends called Tilly and Tess, together as the mean, selfish and dishonest Tiggers. Daisy is a kind, selfless and honest. One day on the 17th of February,

Daisy went to see her friend Eric the red squirrel. On the way there she met Elizabeth. "Where are you going to?" squeaked Elizabeth. "Gone to Eric's house to talk about what we are going to be when we're old," squeaked Daisy shyly. "What are you going to be when your older?" asked Elizabeth politely. "A vet like Tilly," squeaked Daisy shyly. "A vet I will be a better vet than you," sneered Elizabeth sulkily.

we are
you are

A few minutes later, Daisy met Elizabeth. "Now what are you going to be when your older?" squeaked Elizabeth. "A teacher," squeaked Daisy. "I will be a better teacher than you," sneered Elizabeth. Later at Daisy's house somebody knocked on the door. It was Elizabeth again. "Now what are you going to be when your older?" squeaked Elizabeth. "A teacher like Eric is going to be," squeaked Daisy. "I am better at everything than you," squeaked Elizabeth.

"OK then do everything," squeaked Daisy. "I will," said Elizabeth arrogantly. Elizabeth fell at: swimming, jumping, running and everything else. "I take," said Elizabeth truthfully. "Frankly then," squeaked Daisy. "Yes," spoke Elizabeth friendly.

The End

Never talk big because you will have to take a tail to see if you are telling the truth.

Fables Checklist	
Have you included all these things in your writing?	
Punctuation - CL, , ? !	✓
Inverted commas " "	✓
Detail using descriptive sentences	✓
A range of conjunctions	✓
Paragraphs	✓
Past tense	✓

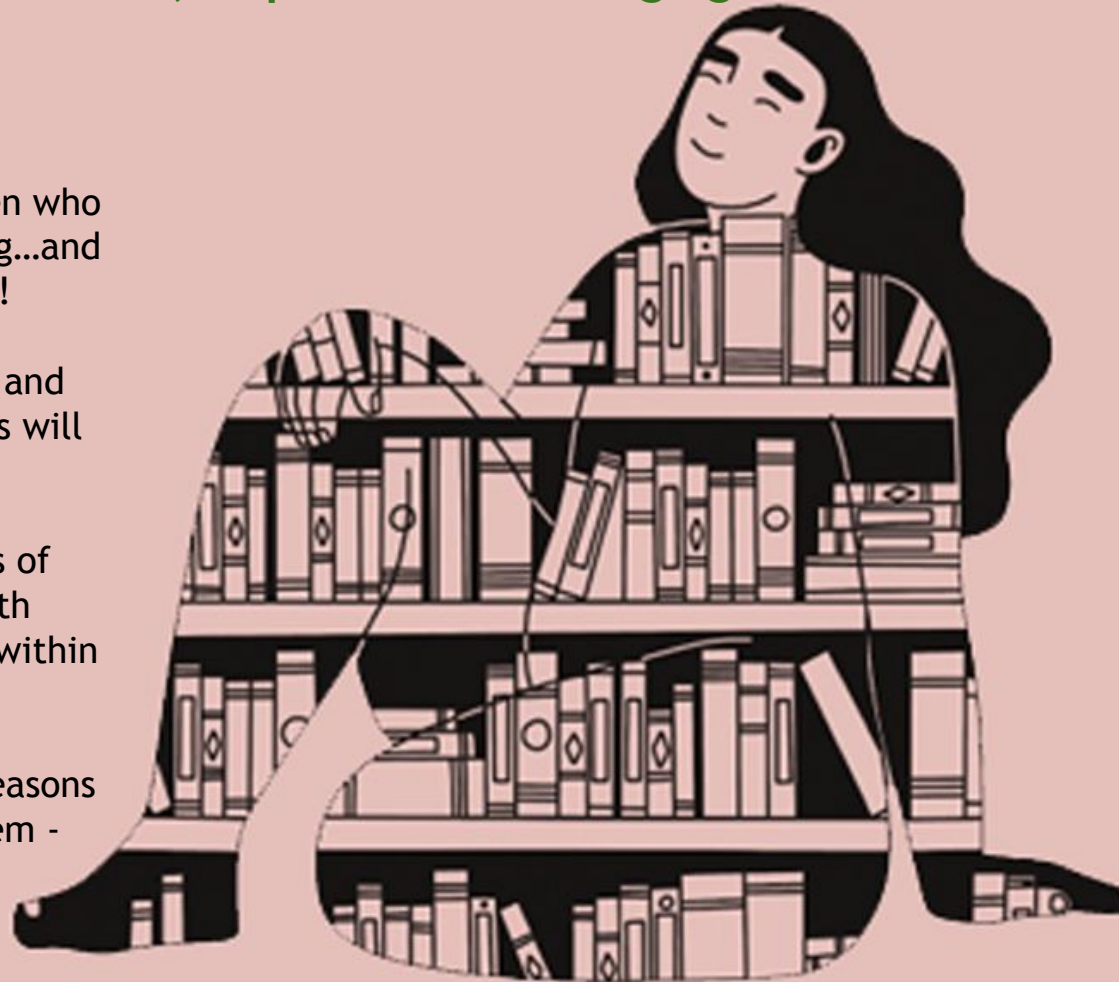
5. Ensuring momentum for our readers, to promote challenging texts and nurture a love of reading

There is very often a link between children who achieve Greater Depth within their writing...and those who are also Greater Depth readers!

This is because children who love reading and have a broad range of reading experiences will soak up more, better vocabulary.

They also start to mimic the writing styles of Roald Dahl, etc, so generally Greater Depth readers display a better TONE and VOICE within their writing.

Part of our challenge is to give children reasons to keep picking up books and enjoying them - not just to become better readers, but to become better writers, too!



6. How we assess your child's ability to spell and write, how we feed this back to children, and how it informs our next steps.

- 1) Termly Grammar, Spelling & Punctuation (GPS) assessments - these help us to give children a rough 'scaled score' and help us to track their progress in a numerical way.
- 2) (Some would say, more importantly) The grammar and spelling skills that your children use within a written piece of work. This can either be in their original writing, or in their edits.

In a perfect world, these two assessments link perfectly together (ie a child who is 'Met' in their GPS test is 'Met' in their writing). However, this isn't ALWAYS the case...



Have a look around at some examples of work and resources!

So...how does (most) writing progress...?

(Note - this isn't an exhaustive list - just the 'big themes' for each year)

Each NC Year's objectives are IN ADDITION to those from previous years

The Reception Early Learning Goal - How Writing Starts

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



NC Year	Phonics into Spelling	Handwriting	Vocabulary	Grammar	Composition	Editing
1	<p>Spell unfamiliar words in a phonetically plausible way (ie you can sound them out when you read them)</p> <p>Spell some of the Y1/2 exception words correctly</p> <p>Spell the days of the week</p>	<p>Hold their pencil correctly</p> <p>Letters formed (mostly) the correct way, starting at the right place (for RWI - the TOP)</p> <p>Form the digits 0-9</p>	<p>Using 'and' to join clauses (ideas) within their writing</p>	<p>Full-stops</p> <p>Capital letters at the start of sentences or for names</p>	<p>Sequence sentences to form a short narrative</p>	<p>Reading their work aloud to check it makes sense.</p> <p>Discuss what they have written with a teacher or peer.</p>
2	<p>Spell most of the Y1/2 exception words correctly</p> <p>Make phonetically plausible attempts at new or ambitious words</p> <p>Use the key spelling rules taught in Y2 such as the /wr/ in wrap, /kn/ in knight and -ed or -er and -est suffixes</p>	<p>Legible, Appropriately-sized letters</p> <p>Clear ascenders and descenders</p> <p>Letter spacing relative to size of letters</p> <p>(Joined writing is generally for Greater Depth only, however we teach all children to join)</p>	<p>Start to include adjectives within their writing to describe objects.</p> <p>Include some simple adverbs (such as quickly) to describe the actions within a narrative.</p>	<p>Accurate use of past and present tense</p> <p>Commas in lists, question marks, exclamation marks</p> <p>Using pronouns such as she instead of repeating character names</p>	<p>Write coherently across a range of genres, using consistent tense, voice and themes.</p> <p>Recount real-life events, writing in the past tense.</p> <p>Write information texts and recognise the difference between fact and fiction.</p>	<p>Discuss their writing with teachers and peers.</p> <p>Re-read to check their sentences make sense and that there is consistency of tense.</p> <p>Proofread to check for spelling errors, editing these for accuracy.</p>

<p>3</p>	<p>Spell homophones (such as need and knead, or wood and would)</p> <p>Spell common exception words</p> <p>Cover some of the Y3 spelling rules (covered by RWI scheme)</p>	<p>Use the diagonal strokes needed to join more of their letters</p> <p>Improve the legibility of joined writing, recognising when some letters don't join (for example, apostrophes or capital letters)</p>	<p>Include more conjunctions (and, if, so when, because) to extend their ideas and add detail to their sentences.</p> <p>Express time and place using some fronted adverbials (eg, In the morning,)</p>	<p>Expanded noun phrases (adding adjectives to objects to add more detail)</p> <p>Some fronted adverbials</p> <p>Some speech marks on direct speech (eg "Stop that!" Shouted Dave)</p>	<p>Start to organise paragraphs around a theme (particularly in informational or instruction writing).</p> <p>Add more detailed descriptions about characters and setting within narratives.</p> <p>Use subtitles, etc as simple organisational devices within their work.</p>	<p>Suggest improvements - such as improved language - when discussing writing of their peers, or their own.</p> <p>Proofread for spelling and punctuation errors.</p>
<p>4</p>	<p>Cover Year 4 spelling rules (for example, the /y/ in gym, the -tion, -cian, -sion and -ssion word endings for /shun/)</p> <p>Y4 exception words</p>	<p>Improve the consistency and legibility of joined writing when writing longer and faster.</p>	<p>Develop use of conjunctions (including although and however) to create cohesive, longer sentences.</p> <p>Develop more creative use of fronted adverbials to start sentences</p>	<p>Speech Marks</p> <p>Fronted Adverbials used more frequently to link paragraphs, show the passing of time and to add detail to ideas.</p> <p>Paragraphing</p>	<p>Use apostrophes correctly to show contractions (don't) or singular possession (Mr M's...)</p> <p>Use correct verb choices for standard English (eg I did, rather than I done)</p>	<p>Proofread work and suggest improvements for either accuracy (spelling and grammar) or impact (vocabulary, using less speech)</p>

<p>5</p>	<p>Use a dictionary (and the first 4 letters) to check the spelling of a word</p> <p>Year 5/6 spelling rules such as -cious or -tious</p> <p>Year 5/6 exception words (some)</p>	<p>Increasing legibility of joined writing when working at length and speed</p>	<p>Use of modal verbs to indicate possibility</p> <p>Use a thesaurus to improve vocabulary</p> <p>Use concise descriptions within noun phrases</p>	<p>Relative clauses</p> <p>Parenthesis (commas, brackets and dashes to denote extra detail)</p> <p>Colons and semi-colons in lists</p>	<p>Use a range of taught skills to increase consistency across paragraphs</p> <p>Ensure correct subject and verb agreements when using singular and plural nouns, in the past, present and future tense</p>	<p>Assessing the effectiveness of their own writing (and that of others)</p> <p>Precising longer passages for improved effectiveness</p> <p>Proofreading for spelling and grammatical errors</p>
<p>6</p>	<p>Silent letters</p> <p>More homophones</p> <p>Year 5/6 exception words (sometimes called statutory words)</p> <p>- Most of them!</p>	<p>Choosing the writing tool best suited to a task</p> <p>Increasing legibility of joined handwriting, including which letters don't join</p>	<p>Use a thesaurus or dictionary to check and improve vocabulary</p> <p>Modal verbs (might, could, should, will) to indicate possibility or certainty</p>	<p>Semi-colons in sentences</p> <p>Bullet points in lists</p> <p>Use of active and passive voice</p> <p>Relative clauses and pronouns (eg The girl, who was eight years old)</p> <p>Perfect form of verbs</p>	<p>Integrating speech into narratives TO PROGRESS THE STORY</p> <p>Consistent tense choices for verbs</p> <p>Using formality within a range of pieces - either informal or formal</p>	<p>Precising longer passages (editing for cohesion and impact)</p> <p>Proofreading for spelling and grammatical errors</p> <p>Editing their work to improve the effectiveness and cohesion of their writing</p>



18.10.22 - To write a set of instructions

		Cut Slice Spread	-ly	you the all into
Capital letters and full stops	Finger spaces	Bossy verbs	Adverbs	CEW words spelled correctly

How to make Seaweed Marmalade Sandwichs

Do you like marmalade? Keep reading to learn how to make marmalade sandwichs!

What you need:

- A dollop of butter
- A clean nite
- A clean plate
- Two slices of bread
- A spoon full of marmalade

1. ~~what you're doing hands~~
1. Firstly, wash your hands.
2. Next, put the bread on the plate.
3. Then spread the butter gently onto the two slices of bread with a nite.
4. After that, using the nite again, spread the marmalade onto one slice of bread.
5. Put the slices of bread on each other.
6. Cut the slices in half.
7. Finally, dolpdlsh it.



The sea

The sea is an angry seaturtle,
Often said to be huge and green.
So when you're in Cornwall,
The sharks'll get the bleach.
I'll only attack if you do so first.
Although he'll drink your blood,
Is he gills the thirst.

He swallows stones,
Seagrass and bones.
But what's the being that begins with 'Y'?
And at a Tur the restaurant, this turtle'll buy.

The word beginning with 'Y';
And rhymes with do.

Screams on the beach gade in May & July,
As it peacefully sleeps a night,
stars gilling the sky.

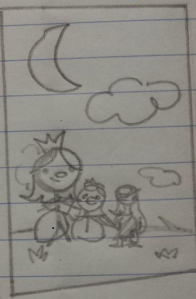
With trickling water nearby
It's diet isn't only stones and bones
IT. IS.. YOU!



^{Hazel}
Swirly. Ding! Hazel came downstairs to the
regular sound of the kettle boiling (like she always did)
and pulled out her favourite Autumn mug for her
Mother to pour the steaming hot water into. Are you
excited to go trick or treating with Ople which was her
best friend. Asked her Mother inquisitively while she
grabbed the milk from the fridge. "Scorece I am Mummy!"
replied Hazel. Halloween was Hazel's and she couldn't
I just want it to be tomorrow evening already!

^{flew}
The next two days flew past as quick as a flash, which
were filled with some of Hazel's favourite things
to do at this time of year. In fact she made a list of what
she wanted to do.

They managed to
fit everything in
They were very
pleased with the
outcome.

- | | |
|--|---|
| <p>Halloween things
to do</p> <ul style="list-style-type: none">• make halloween treat• go costume hunting• go on a spooky stroll• Decorate the house• Make a spooky drawing |  |
|--|---|

As soon as it hit
7:00 Hazel was
bouncing off the walls with excitement. She
yanked her Mother off the sofa and dragged her all the
way up the stairs to get dressed. A couple minutes later,
they were already at Ople's door to collect her for
trick or treating. Hazel had persuaded her Mum to be a Queen
so she could be a princess. She stated otherwise "it wouldn't

A few resources to help - 'exception word' lists from Year 1-6

These are the words not usually covered by the spelling rules taught in each year group (for Year 1 children still doing phonics - they are often the **red words** that are not phonetically plausible.)

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Year 3 and 4 Common Exception Words

Aa	breath	continue	exercise	guard	Kk	naughty	position	recent	Tt
accident	build	Dd	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actual	business	describe	Ff	heard	learn	occasion	possible	remember	thought
actually	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
although	caught	disappear	February	history	Mm	opposite	probably	separate	various
answer	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
appear	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
Bb	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	Rr	surprise	

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Over to you...



Any Questions