| W/C | Week 1: 1x30 minute (Hypothesis testing) 1 x 30minute vocab focus (GGG)<br>Week 2: 5 x 10 minutes' lessons<br>Baseline to be completed at the start then in line with assessment schedule<br>CEW tested on the half term | | | | |
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| **Week 1** | **Investigation 1** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Good Endings/Suffixes**<br>**Hypothesis:** All words that end with 'le' have a double consonant before e.g. bottle.<br><br>**Including Baseline Assessment** | | **Lens: Rely on Phonics**<br>**Learning: a**<br>**15 Words – always**, apple, badge, ball, ambitious, because, behind, bottle, brother, camel, can't, capital, careful, cell, child, child's right. | | |
| **Week 2** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Good endings/suffixes**<br>-'il' | **Lens: Good endings/suffixes**<br>-'y' as in very | **Lens: Interrogate and Check**<br>Spot the error | **Lens: Memorise Rules/Exceptions**<br>Contractions | **Lens: Pronunciation**<br><br>a (cat, pain) |
| **Week 3** | **Investigation 2** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Good Endings/Suffixes**<br>**Hypothesis:** There are more words that end in 'il', e.g. pencil than 'al' e.g. animal. | | **Lens: Rely on Phonics**<br>**Learning ch as in children**<br>**15 words** – **children**, Christmas, copied, copier, copying, could, couldn't, cry, didn't, don't, donkey, door, dry, edge, enjoyment. | | |
| **Week 4** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Recognising Punctuation**<br>Apostrophes for contractions | **Lens: Good Endings/ Suffixes**<br>Words never end in 'v' always add 'e'. | **Lens: Rely on Phonics**<br>ay, a-e, ai, ea, ey, a, aigh, eigh | **Lens: Order of letters**<br>Past and present tense | **Lens: Verification**<br>Good spells vs bad spells |
| **Week 5** | **Investigation 3** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Recognising Punctuation**<br>**Hypothesis:** The most common second word in a contracted for is 'have'. | | **Lens: Rely on Phonics**<br>**Learning- eye in different words**<br>**15 words – eye,** fiction, find, flies, floor, fly, fossil, fudge, fully, girl's ball, half, hasn't, hiked, hiker, hiking. | | |
| **Week 6** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Good Endings/Suffixes**<br>Can you add the right suffix to these verbs to form nouns? | **Lens: Recognising punctuation**<br>Proper nouns are a specific name and are always capitalised. | **Lens: Inspecting a Dictionary**<br>Alphabetical order | **Lens: Navigating a Thesaurus**<br>Synonym spectacular | **Lens: Guesses** |

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| **Week 7** | **Investigation 4**<br>**Lens: Recognising Punctuation**<br>**Hypothesis:** If there is one person that owns something the apostrophes always goes before the 's' but not for plural belongings. | | **Go Grapheme Grafters – Spelling Practice**<br>**Lens: Rely on Phonics**<br>**Learning: ce as in ice**<br>**15 Words – ice,** key, kind, knee, knock, know, man's cup, Megan's shoe, metal, mind, money, Mostafa's bag, mother, motion, national. | | |
| **Week 8** | **Quick!**<br>**Lens: Recognising Punctuation**<br>It's and its | **Stick!**<br>**Lens: Organising Sounds**<br>Ea, ee, e-e, e, y, ie, ey | **Flick!**<br>**Lens: Check Etymology**<br>Meaning of 'prefix' | **Tick!**<br>**Lens: Analogies**<br>Changing 1 letter to make new words | **Click!**<br>**Lens: Noticing Families and Roots**<br>Building new words with suffix and prefix |
| **Week 9** | **Investigation 5**<br>**Lens: Organising Sounds**<br>**Hypothesis:** The /d3/ sound is spelt 'dge' at the end of the word, after a short vowel sound, and 'j' at the beginning. | | **Go Grapheme Grafters – Spelling Practice**<br>**Lens: Rely on Phonics**<br>**Learning: si as in television**<br>**15 words – television,** their, there, they're, travel, treasure, tries, tunnel, want, war, warm, watch, we're, were, where. | | |
| **Week 10** | **Quick!**<br>**Lens: Recognising Punctuation**<br>Apostrophes for contraction | **Stick!**<br>**Lens: Organising Sounds**<br>ai, -l, i-e, igh, y, ie | **Flick!**<br>**Lens: Understanding Patterns**<br>Rebuild words from their synonyms | **Tick!**<br>**Lens: I/Me Personal Spellings**<br>My focus 5 | **Click!**<br>**Lens: Recognising Parts**<br>Compound words |
| **Week 11** | **Investigation 6**<br>**Lens: Organising Sounds**<br>**Hypothesis:** 'k', 'g' and 'w' are the only letters that are used at the beginning of words that are not pronounced. | | **Go Grapheme Grafters – Spelling Practice**<br>**Lens: Rely on Phonics**<br>**Learning o as in nostril**<br>**15 words** – nostril, patting, patted, pedal, pencil, playful, poor, race, replies, sadness, section, station, sugar, sure, table. | | |
| **Week 12** | **Quick!**<br>**Lens: Organising Sounds**<br>'a' as in what | **Stick!**<br>**Lens: Understanding plurals**<br>Adding an 's' is the most common rule. | **Flick!**<br>**Lens: Illustrative**<br>Themed words - words linked to the bedroom. | **Tick!**<br>**Lens: Noticing Families and Roots**<br>Homophones and near homophones | **Click!**<br>**Lens: Go! Speed! Write!**<br><br>Dictated sentences, edit for errors |
| **Week 13** | **Investigation**<br>**Lens: Understanding Plurals**<br>**Hypothesis:** All words that end in 'y' when pluralised end in '-ies'. | | **Go Grapheme Grafters – Spelling Practice**<br>**Lens: Rely on Phonics**<br>**Learning: o as in who**<br>**15 words – who,** whole, wild, world, work, worse, would, write, written, wrote, action, actual, again, age, animal. | | |

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| **Week 14** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Organising Sounds**<br>S or c making the /s/ sound | **Lens: Understanding plurals**<br>-s as the most common way to pluralise | **Lens: Interrogate and check**<br>Spotting errors | **Lens: Memorise rules/exceptions**<br>Possessive apostrophes | **Lens: Pronunciation**<br>Rhymes |
| **Week 15** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Understanding Plurals**<br>**Hypothesis:** When changing singular nouns or verbs into plurals, the pluralised word always ends in –ss or -es | | **Lens: Rely on Phonics**<br>**Learning: Sound associations**<br>**15 words –** ankle, any, audition, babies, badly, bare, bear, both, boy, boy's games, buoy, candies, capital, carries, castle | | |
| **Week 16** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Understanding plurals**<br>If words end in ch, zz, sh, s or x, an –es is required to pluralise | **Lens: Prefixes**<br>Prefix un- | **Lens: Noticing Families and Roots**<br>Recognising the meaning of some prefixes and suffixes | **Lens: Order of letters**<br>Words within words | **Lens: Verification**<br>Missing letters |
| **Week 17** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Prefixes**<br>**Hypothesis:** All of the words that begin with dis- use a prefix that means 'making the opposite of' | | **Lens: Rely on Phonics**<br>**Learning: Sound associations**<br>**15 words –** cat's food, celebrate, change, charge, chimney, circle, climb, cold, copies, council, dog's bowl, every, everybody, excited, fancy | | |
| **Week 18** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Understanding plurals**<br>If words end in ch, zz, sh, s or x, an –es is required to pluralise | **Lens: Prefixes**<br>Creating antonyms | **Lens: Inspecting a dictionary**<br>Definitions | **Lens: Navigating a thesaurus**<br>Negatives into positives | **Lens: Guesses**<br>Prefix un- |
| **Week 19** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Prefixes**<br>**Hypothesis:** The meaning of re- means 'again' and this can be useful in explaining that all words that use the prefix re- attached to a whole word | | **Lens: Rely on Phonics**<br>**Learning: ee as in feel**<br>**15 words –** feel, friction, fry, gnaw, gnome, gold, happier, happiest, hold, hopeless, hour, how's, huge, I'm, improve | | |
| **Week 20** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Good endings/suffixes**<br>Regular present and past tense verbs | **Lens: Irregular/exception words**<br>Unusual spellings | **Lens: Analogies**<br>Letter string 'ice', 'ock', 'it', 'ip', ''an', 'at' | **Lens: Check etymology**<br>Bi- prefix | **Lens: Quiz yourself**<br>Developing strategies |
| **Week 21** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Irregular/exceptions words** | | **Lens: Rely on Phonics** | | |

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| | **Hypothesis:** Having an accent means that people hear and pronounce words in different ways. All people hear the phoneme /a/ in these words | | **Learning:** el as in towel<br>**15 words –** jewel, July, knew, lentil, many, mice, middle, Monday, monkey, most, move, nicer, nicest, nothing, old | | |
| **Week 22** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Prefixes**<br>Dis- meaning reversing and un- means not | **Lens: Irregular/exception words**<br>Tricky words | **Lens: Understanding patterns**<br>Combinations of prefixes and suffixes | **Lens: I/Me personal spellings**<br>My focus five | **Lens: Recognising parts**<br>Prefix, suffix or both |
| **Week 23** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Irregular/exceptions words**<br>**Hypothesis:** When pupils groups these common words into three sets: easy, medium and hard, we all agree which words are the most tricky | | **Lens: Rely on Phonics**<br>**Learning: o as in only**<br>**15 words –** only, parents, plainness, plant, prove, pupil, quiet, quite, reply, sadder, saddest, shiny, sign, squash, squirrel | | |
| **Week 24** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Irregular/exception words**<br>Unusual high frequency spellings | **Lens: New meaning/homophone**<br>Compound words | **Lens: Illustrative**<br>Classroom words | **Lens: Noticing families and roots**<br>Definitions | **Lens: Go! Speed! Write!**<br>Numbers, colours, bedroom words |
| **Week 25** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: New meaning/homophone**<br>**Hypothesis: Homophones are words that have different spellings and sometimes the same meaning** | | **Lens: Rely on Phonics**<br>**Learning: a as in talk**<br>**15 words –** Talk, tinsel, told, towards, tropical, unusual, usual, walk, wander, warp, water, we'll, worm, woman's book, worth | | |
| **Week 26** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Irregular/exception words**<br>Unusual, high frequency spellings | **Lens: New meaning/homophone**<br>Closed compound words | **Lens: Interrogate and check**<br>Spot the mistake | **Lens: Order of letters**<br>Words from the letters in 'information' | **Lens: Verification**<br>Correcting errors |
| **Week 27** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: New meaning/homophone**<br>**Hypothesis:** Words that are near homophones cause spelling confusions | | **Lens: Rely on Phonics**<br>**Learning: wr as in wrap**<br>**15 words –** wrap, wreck, wrinkle, writer, you're, able, after, alley, bath, beautiful, girl's pen, break, busy, caption, cartwheel | | |
| **Week 28** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Recognising punctuation** | **Lens: Group/year specific**<br>Alternative spellings | **Lens: Inspecting a dictionary**<br>Alphabetical order | **Lens: Navigating a thesaurus**<br>Synonyms | **Lens: Guesses**<br>Timed from definitions |

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| | Capital letters for proper nouns | | | | |
| **Week 29** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Group/year specific**<br>**Hypothesis:** A root word can only have the suffix –ness added or –less, not both | | **Lens: Rely on Phonics**<br>**Learning: y as in celery**<br>**15 words –** celery, centre, circular, class, clothes, counsel, cover, cried, cruel, crying, cycle, daffodil, definition, dimple, eagle | | |
| **Week 30** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: New meaning/homophone**<br>Closed compound words | **Lens: Group/year specific**<br>Diagraphs | **Lens: Analogies**<br>Word storm | **Lens: Quiz yourself**<br>Independent study | **Lens: Understanding patterns**<br>Jumbled words |
| **Week 31** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Group/year specific**<br>**Hypothesis:** Root words that end in 'y' with a consonant before it, need to drop the 'y' and add 'I' before the suffix –ly and –ness are added | | **Lens: Rely on Phonics**<br>**Learning: e-e as in scheme**<br>**15 words –** even, example, fall, fast, faster, fatter, fattest, final, fulfil, giant, giraffe, gnat, grass, great, happily | | |
| **Week 32** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: New meaning/homophone**<br>Homophones | **Lens: Syllables**<br>One syllable words with a long vowel /ei/ sound | **Lens: I/me personal spelling**<br>Focus five | **Lens: Recognising parts**<br>Compound words | **Lens: Order of letters**<br>Adding a -y |
| **Week 33** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Syllables**<br>**Hypothesis:** If you can find smaller words in larger, multi-syllabic words, they are easier to spell | | **Lens: Rely on Phonics**<br>**Learning: a as in happiness**<br>**15 words –** happiness, having, jacket, jungle, knead, knight, knot, last, magic, making, marries, medal, Mr, Mrs, munchies | | |
| **Week 34** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |
| | **Lens: Group/year specific**<br>'el' endings are less common than 'le' | **Lens: Rely on phonics**<br>/f/ is not usually a 'ph' in short, everyday words | **Lens: Noticing families and roots**<br>Homophone pairs | **Lens: Go! Speed! Write!**<br>Numbers, mini-beasts, classroom themed words | **Lens: Interrogate and check**<br>Finding errors |
| **Week 35** | **Investigation** | | **Go Grapheme Grafters – Spelling Practice** | | |
| | **Lens: Syllables**<br>**Hypothesis:** When adding the suffix –ing to a one syllable word ending in a single consonant letter, double the consonant first before adding the -ing | | **Lens: Rely on Phonics**<br>**Learning: o as in other**<br>**15 words –** other, parties, pass, past, path, pause, paws, penniless, people, plentiful, pours, pretty, puppies, quantity, royal | | |
| **Week 36** | **Quick!** | **Stick!** | **Flick!** | **Tick!** | **Click!** |

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| | **Lens: Group/year specific**<br>Same sound but different grapheme | **Lens: Syllables**<br>Unstressed syllables | **Lens: Inspecting a dictionary**<br>Alphabetical order | **Lens: Order of letters**<br>Suffix groups | **Lens: Navigating a thesaurus**<br>Synonym families |