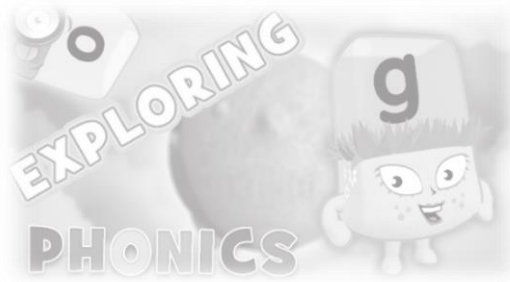


Writing at Keelham Primary School

The Keelham Writing *Adventure* starts with

Exploring Words



Discovering Genres & Authors



And becoming Published *Pioneers*



Writing Intent:

At Keelham, we want the children to:

- Develop a love of writing and have pride in their written accomplishments.
- Know how to plan, draft and edit their writing effectively.
- Understand that in order for them to develop as fluent writers it is essential that they develop competency in phonics, word/spelling, structure and handwriting, enabling effective transcription.
- Embed basic skills in order to widen their knowledge of vocabulary and grammar. This will allow them to develop their writing so they are able to articulate, communicate and organise their ideas for the audience and purpose.
- Become independent writers; demonstrating creativity and flair within their writing.
- We want our children to be authors!

Implementation:

At Keelham, we use a book-based approach to writing, as a stimulus for creativity, authorial intent and imagination.

1. Books create the perfect context for purposeful writing to take place. They provide the best opportunities for children to write for a range of meaningful and 'real' reasons.
2. We can create immersive experiences for children that provide a platform for learning. Using role-play, drama, and other speaking & listening activities, children are 'plunged' into the theme, setting or character of the book.
3. Book-based provision creates opportunities for purposeful published outcomes. When children are given real reasons to write, it impacts positively on their written outcomes.
4. Children will be able to emulate the styles of known authors and develop literary language. The best authors use the best language and by exposing children to their book, they will ultimately begin to copy or 'magpie' the sort of words, phrases and grammatical devices that will inform their own pieces of writing.

Once we have chosen our focus text, we use the National Curriculum ([National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444272/national-curriculum-in-england-english-programmes-of-study.pdf)) as reference to the skills and knowledge we need for our children to develop throughout the unit.

We encourage our pupils to write to inform, entertain, persuade and discuss across all year groups and we use a range of genres to allow them to achieve this (see Appendix A)

GPS (Grammar, Punctuation & Spelling)

The English language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Developing this knowledge at Keelham is achieved through a focus on grammar within the teaching sequences of reading, writing and speaking. Once children are familiar with grammatical concepts (see Appendix B for GPS overview), they are encouraged to apply it to their writing and to recognise where it is used by others.

Handwriting

Letter-join

At Keelham, we use Letter-join, a cursive handwriting scheme designed to show progression throughout the whole school.

EYFS - Children learn about and practise pre-cursive patterns and continuous cursive, lower case letters with or without lead-in lines and work on their pencil grip.

Year 1/2 - Children are taught how to write capital letters, printed letters, numbers and symbols alongside cursive handwriting. They practise their fine and gross motor skills and are introduced to different letter families.

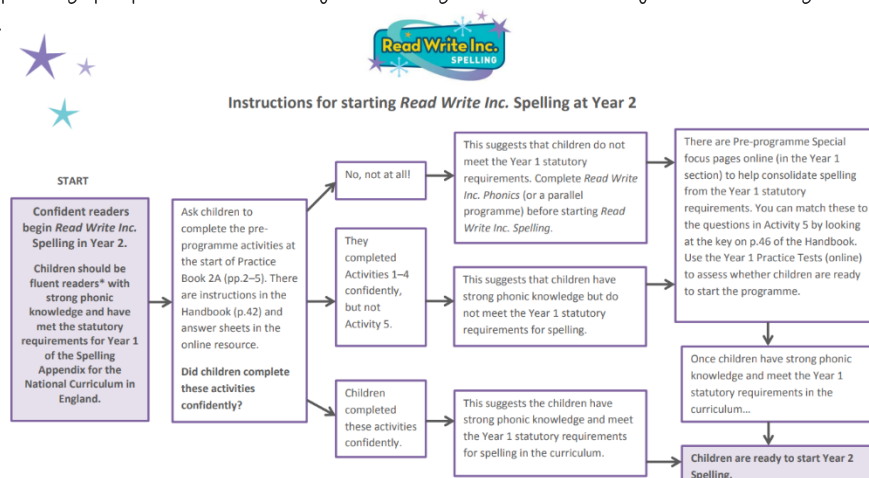
Year 3/4 - Children continue to build on producing legible handwriting through regular practice, building fluency and consistency.

Year 5/6 - At this stage, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. They consolidate the stamina and skills required to write at length, with accurate spelling and punctuation. They will develop more of a personal handwriting style as they write with automaticity and will learn to write at different speeds with different attention to neatness, depending on the task.

Spelling



At Keelham we use Read Write Inc. Spelling which is a 15-minute-a-day programme for Years 2 to 6. Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England.



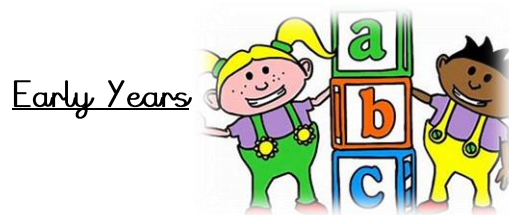
Fluent reader means reading at the equivalent of National Curriculum Level 2a or above; Grey Level or above for *Read Write Inc. Phonics*; Curriculum for Excellence First Level; fluent readers in Y2 for Wales and P3 for Northern Ireland.

See Appendix C to see how the programme links to the NC objectives for English in Key Stage 2.

Appendices

Appendix A

Below are details of the various types of writing children will explore in each year group. This progression in writing enables children to experience a range of writing types and assists them in building each year upon what they have learnt in previous years.



In EYFS children:

- Begin to show awareness of basic punctuation; full stops, capital letters, question marks.
- Begin to use a capital letter and full stop when writing a sentence.

Story telling/narrative

Children are taught:

- To be able to tell a story.
- To use their imagination and ideas from familiar stories to create their own story.
- To talk about key events, the order of those events and characters.
- To order key events of a story in a logical order.
- To make predictions about what might happen next in their or someone else's narrative.
- To compare stories and talk about similarities and differences.
- To write captions/sentences to write their story.

Recount

Children are taught to:

- Verbally recall events in the order they happened.
- Order pictures, captions and sentences correctly.
- Use first, next, then, after that correctly.

Character description

Children are taught to:

- Verbally describe a character.
- Verbally use adjectives.
- Begin to write adjectives.
- Add simple labels to a character to describe key features.
- Write a simple caption to describe a character.
- Draw a character to represent a given description using basic inference and deduction skills.

Instructions

Children are taught to:

- Verbalise instructions in order.
- Sequence and order pictures correctly.
- Write and label pictures.
- Write captions using phonic knowledge taught.
- Use language of time, that is, then, next, now.

Key Stage One (Years 1 & 2)



Diary Entry

Children are taught to:

- Punctuate sentences using full stops and capital letters.
- Use a variation of punctuation learnt such as question marks and exclamation marks.
- Understand and use first person.
- Understand and use tenses correctly.
- Use descriptive and emotive language.
- Use sequencing within writing and understand order of events.

Instructions

Children are taught to:

- Use an introductory paragraph.
- Understand and use the format and layout of instructions correctly.
- Use a range of sequencing conjunctions such as next, firstly, finally etc.
- Use and understand imperative verbs and their role in commands.
- Use a final statement.

Stories (Narrative)

Children are taught to:

- Understand and use the format of a story including: plot, sequencing, characterisation, setting, events and the impact they have.
- Use adjectives and adverbs to aid description.
- Use noun phrases and later, expanded noun phrases to aid description.
- Understand the layout of a story and use paragraphs correctly.

Letter writing

Children are taught to:

- Understand and use the layout of a letter correctly.
- Use paragraphs correctly.
- Understand the purpose of the letter they are writing.



Lower Key Stage Two (Years 3 & 4)

A wide and varied amount of punctuation is taught across Lower Key Stage Two, as well as revision of previously taught punctuation. There is an expectation that examples of a variety of punctuation will be used with increasing confidence across this key stage. Therefore, below is a list of the punctuation which could feature in much of the writing across many different writing genres within these year groups:

- Capital letters to begin sentences and for use with proper nouns;
- Full stops;
- Commas to separate items in a list;
- Question marks;
- Exclamation marks;
- Use paragraphs correctly;
- Inverted commas for direct speech;
- Commas to separate clauses;
- Apostrophes to indicate possession for singular and regular plural nouns;
Apostrophes for irregular plural nouns; Apostrophes to indicate omission.

Instructions

Children are taught to:

- Use bullet points correctly.
- Use a range of sequencing conjunctions such as first, next, then, finally etc.
- Integrate sub-headings within instructions. Create and use an introduction.
- Use captions, pictures, diagrams and labels.
- Use imperative verbs.
- Use subject specific vocabulary.
- Use present tense.

Explanation

Children are taught to:

- Answer questions on 'why' and use text to demonstrate this.
- Create an appropriate title.
- Understand the use and style of an explanation text.
- Use paragraphs correctly.
- Use interesting facts and subject specific vocabulary.
- Use sequencing conjunctions such as firstly, finally etc.
- Use co-ordinating conjunctions such as so, but, for etc.
- Use present tense.

Diary Entry:

Children are taught to:

- Use first person.
- Use past tense.
- Use paragraphs correctly.
- Understand informality of diary.
- Portray thoughts and feelings using emotive language.
- Understand and use the correct layout.

Non-chronological Report

Children are taught to:

- Create and use titles and sub-headings/titles.
- Use subject specific vocabulary.
- Create and use pictures, diagrams and captions.
- Use formal language.
- Create an introduction.
- Include 'Fun facts' and 'Did you know?' Have an awareness of the reader.
- Create a conclusion.

Letter writing

Children are taught to:

- Understand and use level of formality correctly, for example, writing to a friend versus writing to a Member of Parliament. That is, having an awareness of the reader.
- Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
 - Create a relevant introduction.
 - Create a relevant summary or conclusion.

Stories (narratives)

Children are taught to:

- Understand and use a range of tenses including past, present and present perfect.
- Use descriptive language and techniques to help the reader understand characters and settings.
- Use a balance of both direct and indirect/reported speech.
- Use of rhetorical questions.
- Use a balance of sentence types, such as simple, compound and complex sentences.
- Use a range of conjunctions.
- Use a range of sentence openers, for example, fronted adverbials.
- Use a range of clauses, for example, main and subordinate.
- Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
- Use of five senses to aid description (sight, sound, smell, touch, taste).

Playscripts

Children are taught to:

- Understand and use layout correctly, for example, colons, new line for each new speaker etc.
- Understand and use stage directions.
- Understand and use 'scenes' and/or 'acts.'
- Understand no inverted commas are used, even though the characters are speaking.
- Use introduction at the start of each scene to give a brief description of where the scene is set.

Balanced arguments

Children are taught to:

- Create and use an introduction including both sides of the argument.
- Use of a range of conjunction types, such as, on the other hand, therefore, finally.
 - Use emotive language.
 - Use rhetorical questions.
 - Create and use a conclusion to summarise the key points.

Newspaper reports

Children are taught to:

- Create and use a 'catchy' headline.
- Use alliteration.
- Use rhetorical questions.
- Use sub-headings.
- Use formal language and vocabulary.
- Use direct speech for witness quotations.
- Use a balance of both reported/indirect speech and direct speech.

Posters

Children are taught to:

- Use persuasive vocabulary to entice their audience.
- Create and use an eye-catching headline.
- Use subject specific vocabulary or phrases.
- Use alliteration.
- Use action verbs.

Recounts

Children are taught to:

- Describe events in chronological order.
- Detail the events using appropriate vocabulary.
- Use appropriate language and techniques to describe feelings and emotions.
 - Use a range of conjunctions.
 - Use action verbs.
 - Use first or third person.



Upper Key Stage Two (Years 5 & 6)

A wide and varied amount of punctuation is taught across Upper Key Stage Two, as well as revision of previously taught punctuation. There is an expectation that examples of a variety of punctuation will be used with increasing confidence across this key stage. Therefore, below is a list of the punctuation which could feature in much of the writing across many different writing genres within these year groups:

- Capital letters to begin sentences and for use with proper nouns;
- Full stops;
- Question marks;
- Exclamation marks;
- Inverted commas for direct speech;
- Use paragraphs correctly;
- Use commas for all types of purposes, such as separating items in a list, separating clauses and using accurately within a relative clause; Punctuating parenthesis using pairs of commas, dashes or brackets; Use semi-colons and colons to separate clauses.
- Use ellipsis;
- Use hyphens where necessary;
- Apostrophes to indicate possession for singular, regular and irregular plural nouns;
- Apostrophes to indicate omission; Use bullet points correctly; Use colons to introduce a list.

Diary entry

Children are taught to:

- Use first person.
- Use past tense.
- Use paragraphs correctly.
- Understand informality of diary.
- Portray thoughts and feelings using emotive language.
- Write from a character's perspective.
- Understand and use the correct layout.

Non-chronological Report

Children are taught to:

create and use titles and sub-headings/titles.

Use subject specific vocabulary.

- Use passive verbs.
- Create and use pictures, diagrams and captions.
- Use formal language.

- Create and use a relevant introduction.
- Include 'Fun facts' and 'Did you know?' (if appropriate).
- Understand who the text is for and use appropriate and specific vocabulary and language.
- Create and use a relevant conclusion.

Instructions

Children are taught to:

- Understand their audience and adjust formality accordingly.
- Use bullet points and/or numbered steps correctly.
- Create and use a concise and relevant introduction.
- Create and use chronological steps accurately.
- Use a range of sequencing conjunctions such as first, next, then, finally etc.
- Integrate sub-headings within instructions, for example, equipment, method etc.
- Use captions, pictures, diagrams and labels.
- Use imperative verbs.
- Use subject specific vocabulary.
- Use present tense.

Explanation

Children are taught to:

- Answer questions on 'why' and use text to demonstrate this.
- Create an appropriate title.
- Understand the use and style of an explanation text.
- Create and use an opening statement/paragraph.
- Use paragraphs correctly.
- Use passive verbs (where necessary).
- Use interesting facts and subject specific vocabulary.
- Use sequencing conjunctions such as firstly, finally etc.
- Use co-ordinating conjunctions such as so, but, for etc.
- Use causal conjunctions such as therefore, as a result, furthermore etc.
- Use present tense.

Balanced arguments

Children are taught to:

- Use emotive language.
- Use rhetorical questions.
- Use counter arguments to introduce opposite viewpoints.
- Use modal verbs to indicate degrees of possibility.
- Use and include statistics to emphasise and strengthen points.
- Create and use a conclusion to summarise the key points. Use correct punctuation.

Newspaper reports

Children are taught to:

- Use a range of journalistic techniques for headlines such as alliteration, puns, rhyme, single word, straight to the point or letter play.
- Use and understand format and presentation of a newspaper report.
- Include an orientation paragraph which includes the 5 ws: who, what, why, when and where.
- Use rhetorical questions.
- Use sub-headings.
- Use formal language and vocabulary.
- Use pictures with captions.
- Use direct speech for witness quotations.
- Use a balance of both reported/indirect speech and direct speech.

Blogs/emails

Children are taught to:

- Create and use a suitable title.
- Use past tense.
- Use first person.
Use relevant vocabulary.
Understand their audience.

Stories (narratives)

Children are taught to:

- Understand and use a range of tenses including past, present and present perfect.
- Use sophisticated descriptive language appropriate to characters.
- Understand and use a balance of both direct and indirect/reported speech.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Use of rhetorical questions.
- Use a balance of sentence types, such as simple, compound and complex sentences.
- Use a range of conjunctions.
- Use a range of sentence openers, for example, fronted adverbials.
- Use a range of clauses, for example, main and subordinate.
- Use a range of techniques to make the story interesting such as, powerful adjectives, expanded noun phrases, adverbs, similes, personification.
- Use of five senses to aid description (sight, sound, smell, touch, taste).

Letter writing

Children are taught to:

- Use the correct level of formality.
- Use vocabulary and language specific for recipient.

- Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.
- Create a relevant introduction.
- Create a relevant summary or conclusion.

Persuasive writing

Children are taught to:

- Use formal language and vocabulary.
- Create an appropriate introduction.
- Use emotive language to convey opinions.
- Use technical and specific vocabulary.
- Use statistical data to reinforce viewpoint.
- Use a range of conjunctions such as consequently, however, nonetheless, as a result etc.
- Use present tense.
- Use rhetorical questions.
- Understand audience and formality required.
- Challenge the reader by use of relevant vocabulary, for example, surely, obviously etc.
- Create and use a relevant conclusion.

Biographies

Children are taught to:

- Create and use a relevant title.
- Create an introduction.
- Use formal language and vocabulary.
- Use passive verbs.
- Write in chronological order.
- Use a range of techniques to assist in linking ideas across paragraphs.
- Use sub-headings (if appropriate).
- Write in third person.

Appendix B - Progression in GPS (Grammar, Punctuation & Spelling)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns and verbs	Nouns and verbs	Nouns and verbs (Action and being)	Nouns and verbs (Action and being)	Nouns and verbs (Action and being)	Nouns and verbs (Action and being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Full stops Question marks Exclamation marks	Replace the subject with a pronoun	Replace the subject with a pronoun	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Prepositions	Full stops Question marks Exclamation marks	Full stops Question marks Exclamation marks	Prepositions	Prepositions	Semi-colons
Co-ordinating conjunctions (and, but)	Prepositions	Prepositions	Adverbs and adverbials	Adverbs and adverbials	Prepositions
	Sentence types	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs and adverbials
	Co-ordinating conjunctions (and, but, so, or)	Adverbs and adverbials	Subordinating conjunctions (A WHITE BUS)	Subordinating conjunctions (A WHITE BUS)	Commas for fronted adverbials
	Subordinating conjunctions (A WHITE BUS)	Commas for clauses and clarity	Commas for clauses and clarity	Commas for clauses and clarity	Subordinating conjunctions (A WHITE BUS)
		Sentence types	Sentence types	Relative clauses	Commas for clauses and clarity
				Punctuation for parentheses (Commas, dashes and brackets)	Relative clauses

Appendix C

Read Write Inc. Spelling Years 3–4 Curriculum in England matching chart

National Curriculum English programmes of study Year 3/4	Read Write Inc. Spelling
Reading - word reading	
Pupils should be taught to:	
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Throughout Year 3 and Year 4 programme
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Throughout Year 3 and Year 4 programme

(See Handbook p.48 for match to Programme of study Year 3/4: Writing – transcription objectives.)

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Spelling
Adding suffixes beginning with vowel letters to words of more than one syllable	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
The /ɪ / sound spelt y elsewhere than at the end of words	Year 3 Special focus 3 The short i sound spelt with the letter y
The /ʌ/ sound spelt ou	Year 4 Special focus 1 The short u sound spelt ou
More prefixes	Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and in- Year 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix re- Year 3 Unit 12 (anti-) Adding the prefix anti- Year 3 Unit 13 (super-) Adding the prefix super- Year 3 Unit 14 (sub-) Adding the prefix sub- Year 4 Unit 1 (mis-) Adding the prefix mis- Year 4 Unit 3 (auto-) Adding the prefix auto- Year 4 Unit 5 (inter-) Adding the prefix inter- Year 4 Unit 10 (il-, un-, mis-, dis-) Adding il- and revising un-, in-, mis- and dis Year 4 Unit 12 (ir-) Adding ir- to words beginning with r
The suffix –ation	Year 3 Unit 6 Adding -ation to verbs to form nouns
The suffix –ly	Year 3 Unit 4 Adding the suffix -ly <i>(to adjectives to form adverbs)</i>

	Year 4 Unit 4 Adding the suffix -ly <i>(to adjectives to form adverbs)</i>
Words with endings sounding like /ʒə/ or /tʃə/	Year 3 Unit 5 Words ending in -ture Year 4 Unit 2 Words ending in <i>zhuh</i> spelt -sure
Endings which sound like /ʒən/	Year 4 Unit 9 Words ending in <i>zhun</i> spelt -sion
The suffix –ous	Year 3 Unit 3 Adding the suffix -ous Year 4 Unit 7 Words ending in -ous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Year 3 Unit 9 Adding the suffix -ion <i>(to root words ending in t or te)</i> Year 3 Unit 10 Adding the suffix -ian <i>(to root words ending in c or cs)</i> Year 4 Unit 13 Adding the prefix super- Year 4 Unit 14 Adding the prefix sub-
Words with the /k/ sound spelt ch (Greek in origin)	Year 3 Unit 7 Words with the c sound spelt ch
Words with the /ʃ/ sound spelt ch (mostly French in origin)	Year 3 Unit 8 Words with the sh sound spelt ch
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue
Words with the /s/ sound spelt sc (Latin in origin)	Year 4 Unit 8 Words with the s sound spelt sc
Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey
Possessive apostrophe with plural words	Year 4 Special focus 3 Possessive apostrophes with plural words
Homophones and near-homophones	Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
Years 3 and 4 word list	Year 3 Special focus 1 Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

Read Write Inc. Spelling Years 5–6 Curriculum in England matching chart

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Spelling
Reading - word reading	
Pupils should be taught to:	
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words that they meet.	Throughout Year 5 and Year 6 programmes
Writing - transcription	
Spelling (see English Appendix 1)	
Pupils should be taught to:	
Use further prefixes and suffixes and understand the guidance for adding them.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.	Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
Continue to distinguish between homophones and other words which are often confused.	Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 .	See detailed coverage of Spelling Appendix 1 below.
Use dictionaries to check the spelling and meaning of words.	Dictionary challenges are included in the Year 5 and Year 6 Practice Books.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
Use a thesaurus.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Spelling
Endings which sound like /ʃəs/ spelt -cious or -tious.	Year 5 Unit 10 Words ending in <i>shus</i> spelt -cious Year 5 Unit 11 Words ending in <i>shus</i> spelt -tious
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in <i>shul</i> spelt -cial or -tial
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.	Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant, -ance and -ancy
Words ending in -able and -ible.	Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able
Words ending in -ably and -ibly.	Year 5 Unit 5 Words ending in -ibly and -ably Year 6 Unit 10 Words ending in -ible and -able
Adding suffixes beginning with vowel letters to words ending in -fer.	Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)
Use of the hyphen.	Year 6 Special focus 9 Hyphens
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <i>ee</i> sound spelt ei Year 6 Unit 9 The spellings ei and ie
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string ough Year 6 Special focus 1 Words containing the letter-string ough
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t Year 6 Unit 8 Silent letters (<i>silent k, g, l, n</i>)
Homophones.	Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
Years 5 and 6 word list.	Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words)