

# Level 6 Overview

| Week                                | Weekly Focus   | Key Learning Activities   | Assessment Opportunities  |
|-------------------------------------|--|---|---|
| 1<br>Minibeast<br>Giants            | Focus Spelling Pattern 'y' saying /igh/  | <ul style="list-style-type: none"> <li>spelling 'door' and 'floor'</li> <li>reading and spelling words containing 'y' saying /igh/</li> <li>correctly adding capital letters to the start of sentences and full stops to the end</li> </ul>                               | <p>Can children spell 'door' and 'floor'?</p> <p>Can they read and spell words containing 'y' saying /igh/?</p> <p>Can children correctly punctuate sentences using a capital letter and full stop?</p> |
|                                     | Focus Words (Decodable) by, try, shy, fly, spy<br>reply, pylon, python                               |   |   |
|                                     | Focus Words (Common Exception) door, floor   |   |   |
|                                     | Grammar Focus Capital letters at the beginning of a sentence and full stops at the end of a sentence |   |   |
| 2<br>Princess Lily<br>Saves the Day | Focus Spelling Pattern 'dge' and 'ge' saying /j/   | <ul style="list-style-type: none"> <li>spelling 'bought' and 'favourite'.</li> <li>reading and spelling words containing 'dge' and 'ge' saying /j/</li> <li>practise alternative spellings of phoneme /j/</li> <li>practise identifying and using common nouns</li> </ul> | <p>Can children spell 'bought' and 'favourite'?</p> <p>Can they read and spell words containing 'dge' and 'ge' saying /j/?</p> <p>Can they correctly identify and use common nouns?</p>                 |
|                                     | Focus Words (Decodable) edge, hedge, badge,<br>bridge, change, large,<br>orange, challenge           |   |   |
|                                     | Focus Words (Common Exception) bought, favourite   |   |   |
|                                     | Grammar Focus Common nouns   |   |   |
| 3<br>Superheroes<br>to the Rescue   | Focus Spelling Pattern Adding -es to words<br>ending in 'y'  | <ul style="list-style-type: none"> <li>spelling 'autumn' and 'gone'</li> <li>practise the spelling rule for adding the suffix -es to words ending in 'y'</li> <li>practise grammar rule for plural nouns ending in 'y'</li> </ul>   | <p>Can children spell 'autumn' and 'gone'?</p> <p>Can they read and spell plural nouns with the -es suffix?</p> <p>Can children identify when to add the -es suffix onto words ending in 'y'?</p>       |
|                                     | Focus Words (Decodable) flies, spies, babies,<br>teddies, carries,<br>hurries, replies, cries        |   |   |
|                                     | Focus Words (Common Exception) autumn, gone  |   |   |
|                                     | Grammar Focus Plural nouns   |   |   |
| 4<br>The Gnome                      | Focus Spelling Pattern 'gn' saying /n/   | <ul style="list-style-type: none"> <li>spelling 'know' and 'colour'</li> <li>reading and spelling of words containing 'gn' saying /n/</li> <li>practise reading and writing sentences</li> <li>practise identifying and using co-ordinating conjunctions</li> </ul>       | <p>Can children spell 'know' and 'colour'?</p> <p>Can they read and spell words containing 'gn' saying /n/?</p> <p>Can children correctly use co-ordinating conjunctions?</p>                           |
|                                     | Focus Words (Decodable) gnome, sign, gnaw,<br>gnat, design, gnarl,<br>gnash, campaign                |   |   |
|                                     | Focus Words (Common Exception) know, colour  |   |   |
|                                     | Grammar Focus Alphabetical order to the first and second letter.                                     |   |   |
| 5<br>Knights<br>and Dragons         | Focus Spelling Pattern 'kn' saying /n/   | <ul style="list-style-type: none"> <li>spelling 'other' and 'does'</li> <li>reading and spelling words containing 'kn' saying /n/</li> <li>practise reading and writing sentences</li> <li>practise identifying and using subordinating conjunctions</li> </ul>           | <p>Can children spell 'other' and 'does'?</p> <p>Can they read and spell words containing 'kn' saying /n/?</p> <p>Can they identify and use subordinating conjunctions?</p>                             |
|                                     | Focus Words (Decodable) knight, knee, knot,<br>knife, knock, know,<br>knapsack, knowledge            |   |   |
|                                     | Focus Words (Common Exception) other, does   |   |   |
|                                     | Grammar Focus Subordinating conjunctions   |   |   |

| Week                     | Weekly Focus   | Key Learning Activities   | Assessment Opportunities   |
|--------------------------|--|---|--|
| 6<br>Cheating!           | Focus Spelling Pattern<br>Adding <b>-ing</b> and <b>-ed</b><br>to words ending in 'y'                        | <ul style="list-style-type: none"> <li>spelling 'talk' and 'two'</li> <li>practise the new spelling rule for adding the suffixes <b>-ing</b> or <b>-ed</b> to words ending in 'y'</li> <li>practise identifying verbs and use the correct verb within a sentence</li> </ul>                         | <p>Can children spell 'talk' and 'two'?</p> <p>Can they read and spell words containing the suffixes <b>-ing</b> and <b>-ed</b>?</p> <p>Can children identify and use a verb?</p>  |
|                          | Focus Words (Decodable)<br>copied, copying,<br>worried, worrying,<br>annoying, annoyed,<br>studying, studied |   |  |
|                          | Focus Words (Common Exception)<br>talk, two  |   |  |
|                          | Grammar Focus<br>Verbs   |   |  |
| 7<br>The Kite            | Focus Spelling Pattern<br><b>'wr'</b> saying /r/   | <ul style="list-style-type: none"> <li>spelling 'four' and 'eight'</li> <li>reading and spelling words containing 'wr' saying /r/</li> <li>practise alternative spellings of phoneme /r/</li> <li>practise reading and writing sentences</li> <li>practise recognising and using adverbs</li> </ul> | <p>Can children spell 'four' and 'eight'?</p> <p>Can they read and spell words containing 'wr' saying /r/?</p> <p>Can children read and spell the different graphemes for /r/?</p> <p>Can they recognise and use an adverb?</p>  |
|                          | Focus Words (Decodable)<br>wrong, wren, wrist,<br>wrap, write, wrote,<br>wring, wreck                        |   |  |
|                          | Focus Words (Common Exception)<br>four, eight  |   |  |
|                          | Grammar Focus<br>Adverbs   |   |  |
| 8<br>Toddler in a Puddle | Focus Spelling Pattern<br><b>'le'</b> saying /l/   | <ul style="list-style-type: none"> <li>spelling 'world' and 'work'</li> <li>practise alternative spellings of phoneme /l/</li> <li>practise identifying proper nouns</li> <li>practise using capital letters for names</li> </ul>   | <p>Can children spell 'world' and 'work'?</p> <p>Can they read and spell words containing 'le' saying /l/?</p> <p>Can they read and spell the different graphemes for /l/?</p> <p>Can children identify proper nouns?</p> <p>Can they use capital letters for names?</p> |
|                          | Focus Words (Decodable)<br>bubble, middle, table,<br>apple, little, puddle,<br>title, cuddle                 |   |  |
|                          | Focus Words (Common Exception)<br>world, work  |   |  |
|                          | Grammar Focus<br>Proper nouns  |   |  |
| 9<br>We're all Winners   | Focus Spelling Pattern<br>Adding <b>-er</b> and <b>-est</b><br>to words ending in 'y'                        | <ul style="list-style-type: none"> <li>spelling 'poor' and 'great'</li> <li>teach spelling rules for adding <b>-er</b> and <b>-est</b> to words ending in 'y'</li> <li>reading and writing sentences</li> <li>using adjectives and expanded noun phrases</li> </ul>                                 | <p>Can children spell 'poor' and 'great'?</p> <p>Can they read words ending in 'y' with the suffix <b>-er</b> or <b>-est</b> added?</p> <p>Can children correctly use adjectives to make expanded noun phrases?</p>  |
|                          | Focus Words (Decodable)<br>happier, happiest,<br>easier, easiest, funnier<br>funniest, luckier,<br>luckiest  |   |  |
|                          | Focus Words (Common Exception)<br>poor, great  |   |  |
|                          | Grammar Focus<br>Using adjectives<br>and expanded<br>noun phrases  |   |  |
| 10<br>The Desert Dig     | Focus Spelling Pattern<br><b>'el'</b> saying /l/   | <ul style="list-style-type: none"> <li>spelling 'break' and 'steak'</li> <li>read and spell words containing 'el' saying /l/</li> <li>use commas correctly in a list</li> </ul>   | <p>Can children spell 'break' and 'steak'?</p> <p>Can they read and spell words containing 'el' saying /l/?</p> <p>Can the children recognise and use commas in a list?</p>  |
|                          | Focus Words (Decodable)<br>camel, travel, chisel,<br>squirrel, tunnel, funnel,<br>towel, tinsel              |   |  |
|                          | Focus Words (Common Exception)<br>break, steak   |   |  |
|                          | Grammar Focus<br>Commas in a list  |   |  |

| Week                              | Weekly Focus  | Key Learning Activities   | Assessment Opportunities   |
|-----------------------------------|---|---|--|
| 11<br>The Frosty Foliage Festival | Focus Spelling Pattern 'al' and 'il' saying /l/   | <ul style="list-style-type: none"> <li>spelling 'busy' and 'clothes'</li> <li>reading and writing 'al' saying /l/ and 'il' saying /l/</li> <li>revise common nouns and proper nouns</li> </ul>  | <p>Can children read and spell the words 'busy' and 'clothes'?</p> <p>Can children read and write words containing 'al' saying /l/ and 'il' saying /l/?</p>  |
|                                   | Focus Words (Decodable) festival, total, pupil, April, medal, local, pencil, nostril              |   |  |
|                                   | Focus Words (Common Exception) busy, clothes  |   |  |
|                                   | Grammar Focus Nouns (revision)  |   |  |
| 12<br>We are Hikers!              | Focus Spelling Pattern Adding -ed and -er to words ending in e                                    | <ul style="list-style-type: none"> <li>spelling 'whole' and 'listen'</li> <li>reading and writing words with the -ed and -er suffixes</li> <li>use the regular past tense in reading and writing</li> </ul>                             | <p>Can children read and spell 'whole' and 'listen'?</p> <p>Can they read and spell words with the -ed and -er suffixes added where the root word ends in 'e'?</p>   |
|                                   | Focus Words (Decodable) hiked, hiker, timed, timer, braved, braver, baked, baker                  |   |  |
|                                   | Focus Words (Common Exception) whole, listen  |   |  |
|                                   | Grammar Focus Regular past tense  |   |  |
| 13<br>Careers Week                | Focus Spelling Pattern 'eer' saying /ear/   | <ul style="list-style-type: none"> <li>spelling 'build' and 'earth'</li> <li>Reading and writing 'eer' saying /ear/</li> <li>write sentences in the regular present tense</li> </ul>  | <p>Can children spell 'build' and 'earth'?</p> <p>Can they read and spell words containing 'eer' saying /ear/?</p> <p>Can children correctly identify and use regular present tense?</p>   |
|                                   | Focus Words (Decodable) steer, career, volunteer, cheer, sheer, peer, deer, meerkat               |   |  |
|                                   | Focus Words (Common Exception) build, earth   |   |  |
|                                   | Grammar Focus Regular present tense   |   |  |
| 14<br>Trip to the Future          | Focus Spelling Pattern 'ture' saying /cher/   | <ul style="list-style-type: none"> <li>spelling 'delicious' and 'fruit'</li> <li>read and write words containing 'ture'</li> <li>introduce different graphemes for /cher/</li> <li>identify and write commands and questions</li> </ul> | <p>Can the children read and spell 'delicious' and 'fruit'?</p> <p>Can they read and spell words containing 'ture' saying /cher/?</p> <p>Can children identify and write questions and commands?</p>                                   |
|                                   | Focus Words (Decodable) future, picture, sculpture, nature, culture, adventure, creature, capture |   |  |
|                                   | Focus Words (Common Exception) delicious, fruit   |   |  |
|                                   | Grammar Focus Questions and commands  |   |  |
| 15<br>A Slimy Adventure           | Focus Spelling Pattern Adding -est and -y to words ending in e                                    | <ul style="list-style-type: none"> <li>spelling 'learn' and 'search'</li> <li>reading words with suffixes -est and -y added to words ending in 'e'</li> <li>identify and write statement and exclamation sentences</li> </ul>           | <p>Can the children read and spell 'learn' and 'search'?</p> <p>Can they read and spell words with the -est or -y suffixes added to root words ending in 'e'??</p> <p>Can children identify and write statements and exclamations?</p> |
|                                   | Focus Words (Decodable) nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy            |   |  |
|                                   | Focus Words (Common Exception) learn, search  |   |  |
|                                   | Grammar Focus Exclamations and statements   |   |  |

| Week                                 | Weekly Focus   | Key Learning Activities  | Assessment Opportunities   |
|--------------------------------------|--|--|--|
| 16<br>Kit's Polar Adventure          | Focus Spelling Pattern 'mb' saying /m/   | <ul style="list-style-type: none"> <li>spelling 'famous' and 'shoe'</li> <li>read and spell words containing 'mb' saying /m/</li> <li>putting words into alphabetical order using the first and second letter</li> </ul>   | <p>Can children spell common exception words 'famous' and 'shoe'?</p> <p>Can they read and spell 'mb' saying /m/ words?</p> <p>Can children use an alphabet line to put words into alphabetical order?</p>     |
|                                      | Focus Words (Decodable) lamb, limb, comb, numb, climb, thumb, crumb, bomb                      |  |  |
|                                      | Focus Words (Common Exception) famous, shoe  |  |  |
|                                      | Grammar Focus Alphabetical order to the first and second letter                                |  |  |
| 17<br>Chalk and Talk                 | Focus Spelling Pattern 'a' and 'al' saying /or/  | <ul style="list-style-type: none"> <li>spelling 'pretty' and 'neighbour'</li> <li>reading and spelling words with 'a' and 'al'</li> <li>alternative spellings for /or/</li> <li>putting words into alphabetical order when the first or second letters are the same</li> </ul> | <p>Can children spell 'pretty' and 'neighbour'?</p> <p>Can children spell the 'a' and 'al' saying /or/ words?</p> <p>Can children put words into alphabetical order using the third or subsequent letters?</p> |
|                                      | Focus Words (Decodable) all, call, hall, small, walk, talk, chalk, almost                      |  |  |
|                                      | Focus Words (Common Exception) pretty, neighbour   |  |  |
|                                      | Grammar Focus Alphabetical order using second or subsequent letters                            |  |  |
| 18<br>Exploring Northern Ireland     | Focus Spelling Pattern Adding -ing and -ed to CVC and CCVC words                               | <ul style="list-style-type: none"> <li>spelling 'England' and 'tongue'</li> <li>reading and spelling words with the -ing and -ed suffixes</li> <li>using irregular past tense</li> </ul>   | <p>Can children read 'England' and 'tongue'?</p> <p>Can they read and write words with the suffixes -ing and -ed added?</p> <p>Can children correctly use the irregular past tense?</p>                        |
|                                      | Focus Words (Decodable) patting, humming, dropping, shopping, jogged, fitted, clapped, stopped |  |  |
|                                      | Focus Words (Common Exception) England, tongue   |  |  |
|                                      | Grammar Focus Irregular past tense   |  |  |
| 19<br>A Trip to London               | Focus Spelling Pattern 'o' saying /u/  | <ul style="list-style-type: none"> <li>spelling 'group' and 'country'</li> <li>read and spell words containing 'o' saying /u/</li> <li>alternative graphemes for /u/</li> <li>teach alternative words for 'said'</li> </ul>  | <p>Can children spell common exception words 'group' and 'country'?</p> <p>Can they read and spell 'o' saying /u/ words?</p> <p>Can children correctly use alternative words for 'said'?</p>                   |
|                                      | Focus Words (Decodable) brother, son, above, wonder, worry, glove, cover, month                |  |  |
|                                      | Focus Words (Common Exception) group, country  |  |  |
|                                      | Grammar Focus Exciting words (1) - alternative words for 'said'                                |  |  |
| 20<br>An adventure with Bumblemonkey | Focus Spelling Pattern 'ey' saying /ee/  | <ul style="list-style-type: none"> <li>spelling 'heart' and 'dangerous'.</li> <li>read and spell words containing 'ey' saying /ee/.</li> <li>teach how to use exclamation marks to show emotion or shouting</li> </ul>   | <p>Can children spell 'heart' and 'dangerous'?</p> <p>Can they read 'ey' saying /ee/ words?</p> <p>Can children correctly add exclamation marks to phrases and sentences to show emotion or shouting?</p>      |
|                                      | Focus Words (Decodable) key, monkey, donkey, honey, money, chimney, valley, turkey             |  |  |
|                                      | Focus Words (Common Exception) heart, dangerous  |  |  |
|                                      | Grammar Focus Exclamation marks to show emotion or shouting                                    |  |  |

| Week                      | Weekly Focus   | Key Learning Activities  | Assessment Opportunities   |
|---------------------------|--|--|--|
| 21<br>The Perfect Holiday | Focus Spelling Pattern<br>Adding -er, -est and -y to CVCC and CVC words                                      | <ul style="list-style-type: none"> <li>spelling 'special' and 'enough'</li> <li>reading and spelling CVCC words with suffixes -er, -est and -y added</li> <li>spelling rules for the suffixes</li> <li>improve sentences using comparative and superlative adjectives and nouns</li> </ul>   | <p>Can children spell 'special' and 'enough'?</p> <p>Can children read and spell CVC words with -er, est and -y added?</p> <p>Can children use the suffix and choose the correct spelling rule for adding -er, -est and -y to words?</p> <p>Can children improve sentences by adding nouns and comparative and superlative adjectives?</p> |
|                           | Focus Words (Decodable)<br>longer, warmer, coldest, windy, wetter, hottest, funny, sunny                     |  |  |
|                           | Focus Words (Common Exception)<br>special, enough  |  |  |
|                           | Grammar Focus<br>Improving sentences (1) Adjectives and Nouns (comparatives and superlatives)                |  |  |
| 22<br>Thomas Edison       | Focus Spelling Pattern<br>Contractions   | <ul style="list-style-type: none"> <li>spell 'aunt' and 'father'</li> <li>reading contracted forms of words</li> <li>teach contraction word rules and formation</li> <li>write sentences that contain contractions</li> </ul>  | <p>Can children spell 'aunt' and 'father'?</p> <p>Can they read and use contractions?</p> <p>Can children identify and use contractions?</p>   |
|                           | Focus Words (Decodable)<br>can't, I've, you'll, didn't, we'd, couldn't, we're should've, could've            |  |  |
|                           | Focus Words (Common Exception)<br>aunt, father   |  |  |
|                           | Grammar Focus<br>Contractions  |  |  |
| 23<br>Meeting Florence    | Focus Spelling Pattern<br>'war' saying /wor/ and 'wor' saying /wur/  | <ul style="list-style-type: none"> <li>spelling 'prove' and 'improve'</li> <li>reading and spelling 'war' saying /wor/ and 'wor' saying /wur/</li> <li>alternative graphemes for /war/ and /wor/</li> <li>Use a dictionary to find definitions of words</li> </ul>   | <p>Can children spell 'prove' and 'improve'?</p> <p>Can they read and spell words containing 'war' saying /wor/ and 'wor' saying /wur/?</p> <p>Can children use a dictionary to find definitions of words?</p>   |
|                           | Focus Words (Decodable)<br>war, ward, warm, towards, world, worst, work, worth                               |  |  |
|                           | Focus Words (Common Exception)<br>prove, improve   |  |  |
|                           | Grammar Focus<br>Using a dictionary (1) - finding definitions  |  |  |
| 24<br>The Greek Games     | Focus Spelling Pattern<br>Adding suffixes -ment and -ness to words   | <ul style="list-style-type: none"> <li>spelling 'hour' and 'move'</li> <li>reading and spelling words with the suffixes -ment and -ness added</li> <li>use descriptive verbs and adverbs to improve sentences</li> </ul>   | <p>Can children spell 'hour' and 'move'?</p> <p>Can they read and spell words with the suffixes -ment and -ness added?</p> <p>Can children improve their sentences using more descriptive verbs and by adding adverbs?</p>   |
|                           | Focus Words (Decodable)<br>enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness |  |  |
|                           | Focus Words (Common Exception)<br>hour, move   |  |  |
|                           | Grammar Focus<br>Improving sentences (2) verbs and adverbs   |  |  |
| 25<br>The Treasure Hunt   | Focus Spelling Pattern<br>'s' saying /zh/  | <ul style="list-style-type: none"> <li>spelling 'sure' and 'sugar'</li> <li>reading and spelling words containing 's' saying /zh/</li> <li>teach the different sounds 's' can make and identify the sound 's' makes in a range of words</li> <li>teach how to use a thesaurus to find synonyms</li> <li>find synonyms for words</li> </ul> | <p>Can children spell 'sure' and 'sugar'?</p> <p>Can they read and spell words containing 's' saying /zh/?</p> <p>Can children identify the sound 's' makes in a range of words.</p> <p>Can they use a thesaurus to choose synonyms?</p>   |
|                           | Focus Words (Decodable)<br>usual, casual, treasure, pleasure, measure, Asia, visual, closure                 |  |  |
|                           | Focus Words (Common Exception)<br>sure, sugar  |  |  |
|                           | Grammar Focus<br>Using a thesaurus   |  |  |

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|---------------------------------------|---|---|---|
| 26<br>The School Charity Clothes Swap | Focus Spelling Pattern<br>wa saying /wo/, qua saying /quo/  | <ul style="list-style-type: none"> <li>spelling 'half' and 'quarter'</li> <li>reading and spelling words containing 'wa' saying /wo/ and 'qua' saying /quo/</li> <li>introduce using possessive apostrophes</li> <li>practise writing sentences using possessive apostrophes</li> </ul>                   | <p>Can children spell 'half' and 'quarter'?</p> <p>Can they read and spell words containing 'wa' saying /wo/ and 'qua' saying /quo/?</p> <p>Can children identify different ways of spelling the /wo/ and /quo/ sounds?</p> <p>Can children use possessive apostrophes?</p> |
|                                       | Focus Words (Decodable)<br>want, watch, wash, swap, quality, squash, squabble, quantity                         |   |   |
|                                       | Focus Words (Common Exception)<br>half, quarter   |   |   |
|                                       | Grammar Focus<br>Possessive Apostrophe  |   |   |
| 27<br>Fluff's Animal Rescue           | Focus Spelling Pattern<br>'tion' saying /shun/  | <ul style="list-style-type: none"> <li>spelling 'touch' and 'straight'</li> <li>reading and spelling words containing 'tion' saying /shun/</li> <li>write dictated sentences that include words containing 'tion'</li> <li>using 'when', 'if' and 'because' to make sentences more interesting</li> </ul> | <p>Can children spell 'touch' and 'straight'?</p> <p>Can they read and spell words containing 'tion'?</p> <p>Can children write dictated sentences using the correct spelling of 'tion' words?</p> <p>Can children use 'when', 'if' and 'because' in a sentence?</p>        |
|                                       | Focus Words (Decodable)<br>action, motion, description, station, section, adoption, portion, fiction            |   |   |
|                                       | Focus Words (Common Exception)<br>touch, straight   |   |   |
|                                       | Grammar Focus<br>Improving sentences (3) - when, if, because  |   |   |
| 28<br>The Year 2 Pantomime            | Focus Spelling Pattern<br>Adding the suffixes -ful, -less and -ly to words                                      | <ul style="list-style-type: none"> <li>spelling 'caught' and 'daughter'</li> <li>reading and spelling words with the suffixes -ful, -less and -ly added to them</li> <li>identifying and applying spelling rules for the suffixes</li> <li>using speech marks</li> </ul>                                  | <p>Can children spell 'caught' and 'daughter'?</p> <p>Can children read and spell words containing the suffixes -ful, -less and -ly?</p> <p>Can children apply the spelling rules for these suffixes?</p> <p>Can children recognise and use speech marks?</p>               |
|                                       | Focus Words (Decodable)<br>graceful, wonderful, powerful, breathless, careless, badly, happily, luckily         |   |   |
|                                       | Focus Words (Common Exception)<br>caught, daughter  |   |   |
|                                       | Grammar Focus<br>Using speech marks   |   |   |
| 29<br>Adventures In Wonderland        | Focus Spelling Pattern<br>Homophones/near homophones  | <ul style="list-style-type: none"> <li>spelling 'journey' and 'area'</li> <li>reading and spelling homophones and near homophones</li> <li>write sentences containing homophones</li> <li>add commas in speech</li> <li>write dictated sentences that include homophones and commas in speech</li> </ul>  | <p>Can children spell 'journey' and 'area'?</p> <p>Can they read and spell homophones and near homophones?</p> <p>Can children identify and use the correct spellings of homophones?</p> <p>Can children correctly use commas in speech?</p>                                |
|                                       | Focus Words (Decodable)<br>hear, here, there, their, bare, bear, quiet, quite                                   |   |   |
|                                       | Focus Words (Common Exception)<br>journey, area   |   |   |
|                                       | Grammar Focus<br>Using commas in speech   |   |   |
| 30<br>The Dream                       | Focus Spelling Pattern<br>Adding the prefix dis-  | <ul style="list-style-type: none"> <li>spelling 'heard' and 'early'</li> <li>reading and spelling words containing the prefix dis-</li> <li>understanding how the prefix changes the meaning of a word</li> <li>using a dictionary to check the spelling of words</li> </ul>                              | <p>Can children spell 'heard' and 'early'?</p> <p>Can they read and spell words containing the prefix dis-?</p> <p>Can children use a dictionary to check and correct the spellings of words?</p>   |
|                                       | Focus Words (Decodable)<br>dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey |   |   |
|                                       | Focus Words (Common Exception)<br>heard, early  |   |   |
|                                       | Grammar Focus<br>Using a dictionary (2) - checking spellings  |   |   |