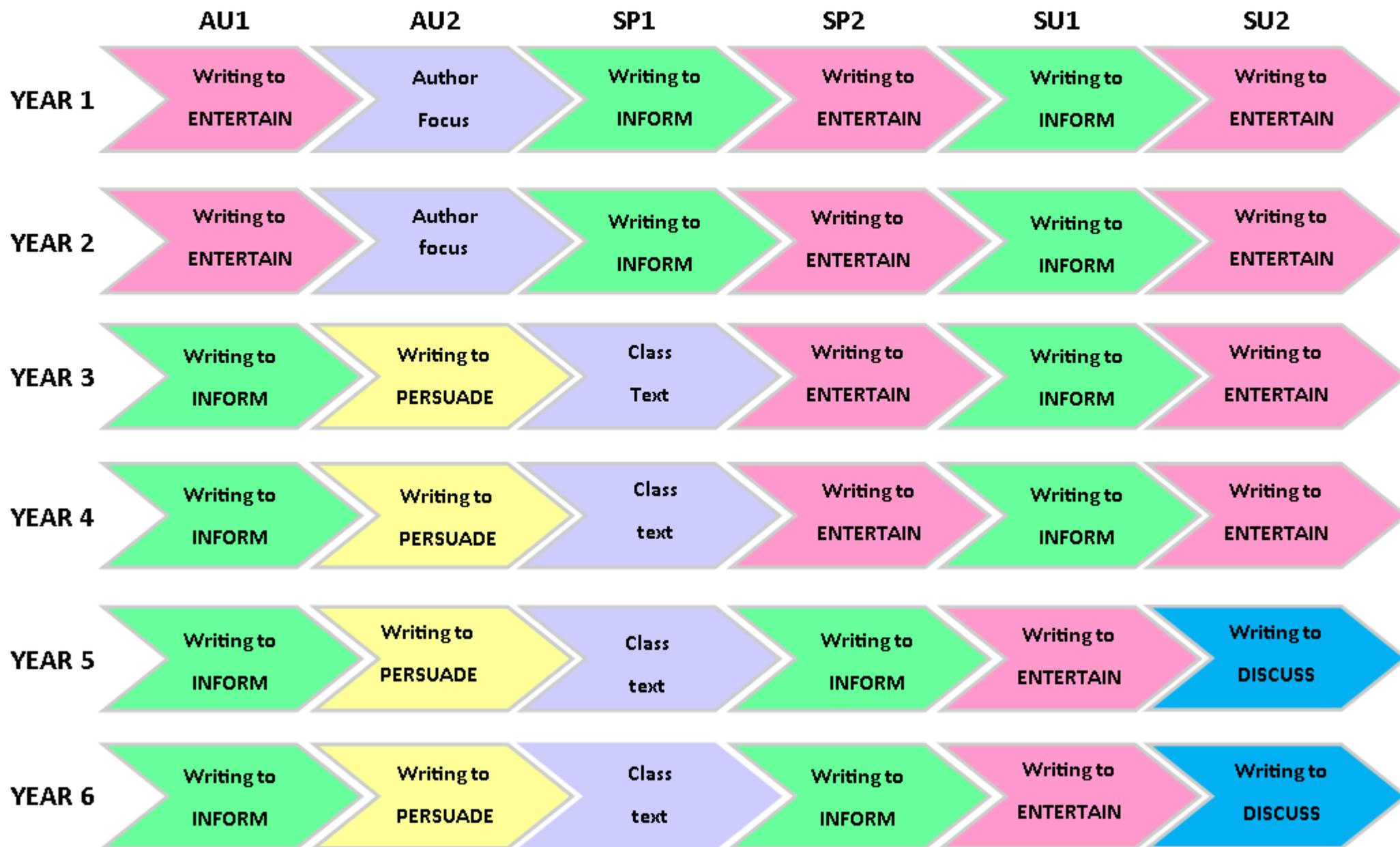




English Long Term Plan



	Word	Sentence	Text	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes -s or -es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or <i>undoing</i>, e.g. <i>untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
2	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes <i>-er, est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase</p> <p>statement, questions</p> <p>exclamation, command</p> <p>compound, adjective, verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>

<p>3</p>	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a</i> rock, <i>an</i> open box)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when, so, before, after, while, because</i>)</p> <p>adverbs [for example, <i>then, next, soon, therefore</i>] or prepositions (for example, <i>before, after, during, in because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
<p>4</p>	<p>The grammatical difference between plural and possessive <i>-s</i></p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>

5	<p>Converting nouns or adjectives into verbs using suffixes [for example <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>]</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house</i> versus <i>The window in the greenhouse was broken (by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>

Reading Curriculum Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed etc) • Read multisyllabic words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonetically-decodable texts 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multisyllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly and accurately without overt sounding and blending 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books

Reading Curriculum Map

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Familiarity with Texts</p>	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases <p>Traditional stories, instructions, recounts</p> <p>A variety of fiction texts</p>	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wide range of stories, fairy tales and traditional tales • Recognising simple recurring literary language in stories and poetry <p>Myths, recipes, letters, variety of class texts</p> <p>A variety of fiction texts</p>	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books <p>Class text – The Iron Man, letters, dictionaries, fact files</p> <p>A variety of fiction texts</p>	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally • Identifying themes and conventions in a wide range of books <p>Class text – How to train your dragon, adverts, non-fiction reports, explanations</p> <p>A variety of fiction texts</p>	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Identifying and discussing themes and conventions in and across a wide range of writing <p>Class text – Wonder, campaigns, news articles, letters, balanced arguments</p> <p>A variety of fiction texts</p>	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Identifying and discussing themes and conventions in and across a wide range of writing <p>Class text – Holes, speeches, biographies, non-chronological reports, news articles</p> <p>A variety of fiction texts</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry and Performance</p>	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems and to recite some by heart <p>Rhyming couplets Calligrams</p>	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear <p> kennings Limericks</p>	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry <p>Riddles</p>	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry <p>Haiku</p>	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Spoken word poetry/raps</p>	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Song lyrics</p>

Reading Curriculum Map

Word Meanings	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases 	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read • Use knowledge of word families, etymology and morphology to work out the meanings of unknown words 	<ul style="list-style-type: none"> • Using dictionaries to check the meanings of words that they have read • Use knowledge of word families, etymology and morphology to work out the meanings of unknown words
Understanding	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives, from their actions, and justifying inferences with evidence

Reading Curriculum Map

Prediction	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> Discussing words that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Discussing words that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	<ul style="list-style-type: none"> Being introduced to non-fiction books Reading labels 	<ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views



Spelling Curriculum Map



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Phonics Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck	Phonics Phase 2 e, u, r, h, b, f, ff, l, ll, ss	Phonics Phase 3 j, v, w, x, y, z, zz, qu, ch, sh, th, ng Tricky words – he, she, me, we, be, was	Phonics Phase 3 Vowel digraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words - you, they, all, are, my, her, l, no, go	Phonics Phase 3 Consolidating phases 2 and 3 Tricky words – said, have, like, so, do, some, come	Phonics Phase 4 Consolidating phases 2 and 3 Consonant clusters CVCC/CCVC word Words containing adjacent consonants (e.g. trap, string, milk) Recap tricky words
1	Phonics Phase 4 Consolidating phases 2 and 3 Consonant clusters CVCC/CCVC word Words containing adjacent consonants (e.g. trap, string, milk) Tricky words – were, there, little, one, when, out, what	Phonics Phase 5 Teaching alternative spellings for phonemes Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au Continue recapping previous tricky words	Phonics Phase 5 Teaching alternative spellings for phonemes Ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au Tricky words –oh, their, people, Mr, Mrs, looked, asked, called.	Phonics Phase 5 u_e, e_e, l_e, a_o_e_e Practising the spelling of two and three syllable words. Recap previous tricky words.	Phonics Phase 6 Consolidating phase 5 Regular plural noun suffixes s or es Suffixes that can be added to verbs where no change is needed to the spelling of the root word – ing, ed, er, est. How the meaning of un changes the meaning of words.	Phonics Phase 6 Consolidating phase 5 Regular plural noun suffixes s or es Suffixes that can be added to verbs where no change is needed to the spelling of the root word – ing, ed, er, est. How the meaning of un changes the meaning of words.
2	The or sound spelt a before l and ll Soft c	Adding the suffix –ly The n sound spelt kn and gn The igh sound spelt y	Contractions and apostrophes The o sound spelt a after w and qu	The r sound spelt wr Adding the suffixes – er and –est	Words ending in –il Words where s makes the zh sound Words ending in –le	The ir sound spelt or after w Adding the suffix –ful Adding the suffix –less

	Adding the suffix –y Homophones – see/sea, son/sun, blew/blue, knight/night, saw/sore	Adding the suffix –ing Homophones – there/their, no/know, right/write, to/too, week/weak The j sound	Adding the suffix -ed The u sound spelt o The or sound spelt ar after w Possessive apostrophes	Homophones - see/sea, there/their, knows/nose, two/too, ate/eight, for/four The ee sound spelt ey Adding the suffix –ness	Homophones - seen/scene, wait/weight, hole/whole, sighed/side, new/knew Words ending in –el Words ending in –al	Contractions and apostrophes Adding the suffix –ment Words ending in –tion Adding the suffix –es Possessive apostrophes
3	Adding prefixes dis- and in- Adding im- to root words beginning with m or p	Adding the suffix –ous Adding the suffix –ly Words ending in –ture Homophones - no/know, write/right, where/wear, great/grate, bear/bare, break/brake	Adding –ation to verbs to form nouns Words with the c sound spelt ch Words with the sh sound spelt ch	The short l sound spelt y Adding the suffix –ion Adding the suffix -ian	Adding the prefix –re Homophones - whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, week/weak, male/mail	Adding the prefix anti- Adding the prefix super- Adding the prefix sub-
4	Adding the prefix mis- Revising the prefixes un-, in- and dis- Words ending in zhuh spelt -sure	The short u sound spelt ou Adding the prefix auto- Adding the suffix -ly	Adding the prefix inter- Homophones - groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury Words with the ay sound spelt eigh, ei, ey	Words ending in –ous Words with the s sound spelt sc Possessive apostrophes with plural words	Words ending in zhun spelt –sion Adding –il Revising un- in- mis-dis- The c sound spelt –que and the g sound spelt gue	Homophones - heel/heal, missed/mist, who’s/whose Adding ir to words beginning with r Adding the suffix -ion
5	Words that contain the letter string ough Words ending in –ible	Homophones – cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther Words ending in –able	Words with silent letter t Words ending in –ibly and –ably	Homophones – allowed/aloud, guessed/guest, passed/past Words ending in –ent Words ending in –ence	The ee sound spelt ei Easily confused words – affect/effect, accept/except, advise/advice, practise/practice Words ending in –ant, -ance and –ancy	Words ending in shus spelt –cious Words ending in shus spelt –tious Words ending in shul spelt –cial or -tial
6	Suffixes starting with a vowel Words containing the letter string ough Suffixes ful, less, ment, ly, ness	Homophones and easily confused words – principle/principal, bridal/bridle, proceed/precede, weary/wary	Suffixes – ing, ance, able, ed, en, y	The sh sound spelt ti or ci The sh sound spelt si or ssi	Silent letters The spellings ei and ie hyphens	Common mistakes Plural nouns Homophones and easily confused words – device/devise, licence/license