

	Autumn Term	Spring Term	Summer Term
Spelling Transcription	Suffixes	Suffixes to root words ending in a consonant plus e	Hyphens
	-Words containing the letter string -ough	Suffixes to root words ending -le or a consonant plus y	Words ending in -ible and -able
		Suffixes adding -ed, -ing, -er and -est to a root word ending -y with a consonant before it.	Plural nouns adding es to nouns ending y
		The sh sound spelt ti or ci	Year 5/6 words
		The sh sound spelt si or ssi	
		Silent letters	
		The spellings ei and ie	
	Year 5/6 words		
Contexts for Writing	<p>The Hunt- deadly creatures from around the world.</p> <p>Top of The Peaks- Changes in Britain over the 20th Century- fashion, music, art, culture and entertainment.</p> <p>(Year 6 assessment pieces focus on a wide range of genres and topics, and are led by the interests of the children).</p>	<p>The Invention of Hugo Cabret</p> <p>Skulduggery Pleasant – action adventure</p> <p>Science investigation reports.</p> <p>World War 2</p> <p>(Year 6 assessment pieces focus on a wide range of genres and topics, and are led by the interests of the children).</p>	<p>The Ancient Greeks</p> <p>Food around the World</p> <p>(Year 6 assessment pieces focus on a wide range of genres and topics, and are led by the interests of the children).</p>
Planning Writing	<p>Selecting text type with an awareness of :</p> <ul style="list-style-type: none"> -purpose and audience -appropriate layout -text features <p>Plan writing integrating appropriate features from models</p>	<p>Selecting text type with an awareness of :</p> <ul style="list-style-type: none"> -purpose and audience -appropriate layout -text features <p>Plan writing integrating appropriate features from models</p>	<p>Selecting text type with an awareness of :</p> <ul style="list-style-type: none"> -purpose and audience -appropriate layout -text features <p>Plan writing integrating appropriate features from models</p>

	<p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p>	<p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p> <p>Develop key points by adding some detail</p> <p>Plan the development of settings and characters using increasingly sophisticated range of detail: -description (physical and dress) -actions and responses -dialogue, gestures and expression</p>	<p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p> <p>Develop key points by adding some detail</p> <p>Plan the development of settings and characters using increasingly sophisticated range of detail: -description (physical and dress) -actions and responses -dialogue, gestures and expression</p>
<p>Drafting Writing</p>	<p>Using a range of sentence constructions incorporating appropriate grammar and precise vocabulary choices to change and enhance meaning :</p> <ul style="list-style-type: none"> -Understand that tension and suspense created by deliberate placement of adverbs -Use sentences including relative clauses (Beginning with <i>who, which, where,,when, whose, that</i>) <p>Manipulate the position of adverbial phrases</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p> <p>Use of expressive or figurative language to create setting and atmosphere</p> <ul style="list-style-type: none"> -metaphors -personification 	<p>Use of dialogue to convey a character and advance action</p> <p>Producing longer passages</p> <ul style="list-style-type: none"> -identifying and recording key points from longer passages -summarise longer pieces of text into a cohesive paragraph <p>Use a wider range of devices to to build cohesion within paragraphs</p> <ul style="list-style-type: none"> -determiners -pronouns -synonyms -adverbials (time, place, sequence) -casual conjunctions and tense choices 	<p>Choosing and using vocabulary typical of informal and formal speech demonstrating an awareness of audience and purpose</p> <p>Use a wider range of devices to to build cohesion within paragraphs</p> <ul style="list-style-type: none"> -determiners -pronouns -synonyms -adverbials (time, place, sequence) -casual conjunctions and tense choices <p>Use wider range of text devices to build cohesion across paragraphs</p> <ul style="list-style-type: none"> -deliberate reference to previous points made -order paragraphs -precise tense choices -repetition of word or phrase -ellipsis

	<p>Using organisational and presentational devices to structure text and guide reader</p> <ul style="list-style-type: none"> -headings and sub-headings -photos, diagrams and illustrations -font size and style -layout features -tables and charts -structures -quotes <p>-headings sub-headings</p> <ul style="list-style-type: none"> -columns -bullets -tables 	<p>Using organisational and presentational devices to structure text and guide reader</p> <ul style="list-style-type: none"> -headings and sub-headings -photos, diagrams and illustrations -font size and style -layout features -tables and charts -structures -quotes <p>-headings sub-headings</p> <ul style="list-style-type: none"> -columns -bullets -tables 	
Handwriting	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task
Editing Writing	<p>Reading own work and others and make suggestions</p> <p>-Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p>	<p>Reading own work and others and make suggestions</p> <p>-Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p>	<p>Reading own work and others and make suggestions</p> <p>-Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p>

	Proof reading for spelling and grammar	Proof reading for spelling and grammar	Proof reading for spelling and grammar
Performing Writing	Perform own compositions responding appropriately to increased range of punctuation	Perform own compositions responding appropriately to increased range of punctuation Demonstrate an increasing confidence and control when performing to engage audience: -varying intonation -tone and volume -movement	Perform own compositions responding appropriately to increased range of punctuation Demonstrate an increasing confidence and control when performing to engage audience: -varying intonation -tone and volume -movement
Vocabulary	Show how words are related by meaning as synonyms and antonyms Use a thesaurus to find synonyms and antonyms	Difference between vocabulary of informal speech and formal speech and writing	Difference between vocabulary of informal speech and formal speech and writing
Punctuation	using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity punctuating bullet points consistently	using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list	Revision
Grammar	WORD LEVEL: How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. SENTENCE LEVEL: Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].	WORD LEVEL: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] SENTENCE LEVEL: The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use	WORD LEVEL: Revision SENTENCE LEVEL: Revision

		of subjunctive forms such as <i>If <u>I were</u> or <u>Were they</u> to come</i> in some very formal writing and speech]	
Grammatical Terminology	<ul style="list-style-type: none"> use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading <p>subject, object active, passive synonym, antonym</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>