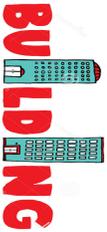




	Year 5	Year 6
 Phonics & Whole word spelling	<ul style="list-style-type: none"> • Endings which sound like ‘shuhs’ spelt ‘cious’ for example vicious, precious, suspicious • To spell words with endings that sound like ‘shuhs’ spelt ‘tious’ or ‘ious’ such as infectious, ambitious, cautious • To spell words which sound like ‘el’ spelt ‘cial’ or ‘tial’ such as special, partial • To spell words with silent letters such as doubt, island, lamb • To spell words containing the letter string ‘ough’ such as thought, nought, rough, cough, dough • To spell words with the ‘i’ sound spelt ‘ei’ after c such as deceive, conceive, perceive • Spell 60 of the words from the Year 5/6 list 	<ul style="list-style-type: none"> • To spell words ending in ‘able’ and ‘ably’ such as adorable, applicably • To spell words ending in ‘ibly’ and ‘ible’ such as possible, possibly, horrible, horribly • Spell all words from the Year 5 and 6 word list • Continue to distinguish between homophones and others words which are often confused • To spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency such as observant, observance, observation, tolerant, tolerance, toleration
 Other word building and spelling	<ul style="list-style-type: none"> • Spell words with the suffix ‘cious’ and ‘tious’ • Spell words with the suffix ‘ant’ or ‘ent’ • Spell words with the suffix ‘ance’ or ‘ence’ • Spell words with the suffix ‘able’ or ‘ible’ • Spell words with the suffix ‘ably’ or ‘ibly’ • Spell suffixes beginning with vowel letters to words ending in -fer • Use dictionaries to check the spelling and meaning of words • Use a thesaurus 	<ul style="list-style-type: none"> • Use further prefixes and suffixes understanding the guidance when using them • Use dictionaries to check the spelling and meaning of words (Use the first 3-4 letters of a word to check spelling)



 <p>Text structure</p>	<p>Fiction Introduce Secure independent use of planning tools such as story mountain, grids etc</p> <p><u>Plan opening using</u> – Description/action/dialogue</p> <p><u>Paragraphs</u> – Vary connectives within paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs</p> <p><u>Use 5-part story structure</u> Writing can start at any of the 5 points! This may include flashbacks! <i>Introduction</i> – Should include action/description/character or setting/dialogue <i>Build-up</i> – Develop suspense techniques <i>Problem/Dilemma</i> – May be more than one problem to be resolved <i>Resolution</i> – clear links with the dilemma <i>Ending</i> – Character could reflect on events, any changes or lessons, look forward to the future by asking a question.</p> <p>Non-fiction <u>Introduce</u> –</p> <p><u>Independent planning</u> – Across all genres and application. Secure a use of layouts that are suitable to the text.</p> <p><u>Structure</u> – Introduction, middle, ending</p>	<p>Fiction Introduce</p> <ol style="list-style-type: none"> 1. Secure independent planning across story types using a 5-part story structure. 2. Include suspense 3. cliff hangers 4. flashbacks and forwards 5. time slips 6. start story at any point in the 5 parts 7. maintain the plot consistently working from your initial plan <p><u>Paragraphs</u> Secure use of linking ideas within and across paragraphs. Secure development of characterisation</p> <p>Non-Fiction Secure planning across non-fiction genres and application</p> <p>Use of a variety of text layouts appropriate to purpose</p> <p>Use of a range of techniques to involve the reader, comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose of create publishing format to enhance text type and engage the reader</p>
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	<p><u>Secure use of paragraphs</u> –</p> <p>Use a variety of ways to open texts and draw the reader in and make the purpose clear. Link ideas within and across paragraphs using a full range of connectives and signposts. Use rhetorical questions to draw the reader in.</p> <p>Express your own opinions clearly</p> <p>Consistently maintain a viewpoint</p> <p>Make a summary at the end to appeal directly to the reader.</p>	<p>Linking ideas across paragraphs using wider range of cohesive devices – semantic cohesion e.g. the repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast or as a consequence, and elision layout devices such as headings, subheadings, columns, bullets, or tables to structure the text.</p>
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Introduce

Types of sentences

- Relative clause beginning with – who, which, that etc
- Develop complex sentences subordination
- Expanded -ed clause as a starter
- Elaboration of starters using adverbial phrases
- Drop in ‘ed’ clause
- Sentence reshaping techniques
- Moving sentence chunks (how, when, where) for different effects
- Use of rhetorical questions
- Stage directions in speech
- Indication a degree of possibility

Relative clause beginning with – who, which, that etc

Who, which, that, where, when, whose or an omitted relative pronoun

Develop complex sentences subordination

Main and subordinate clause – with a full range of conjunctions

Expanded -ed clause as a starter

e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.

Elaboration of starters using adverbial phrases

e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.

Drop in ‘ed’ clause

e.g. Poor Tim, exhausted by so much effort, ran home.

Introduce:

Types of sentences:

- Secure use of compound sentences
- Secure use of complex sentences
- Active and passive verbs to create effect
- Expanded noun phrases
- Difference between structures of informal/formal speech

Secure use of compound sentences

Secure use of complex sentences (subordination)

Main and subordinate clauses with a full range of conjunctions

Active and passive verbs to create effect e.g.

Active – Tom accidentally dropped the glass

Passive – The glass was accidentally dropped by Tom

Active – The class heated the water

Passive – The water was heated

Expanded noun phrases

Expanded noun phrases to convey complicated information concisely e.g. The boy that jumped over the fence is over there, or the fact that it is raining meant the end of sports day.

Difference between structures of informal/formal speech

e.g. He’s your friend, isn’t he?, or the use of subjunctive in some formal writing and speech e.g. If I were you...



	<p>Th lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><u>Sentence reshaping techniques</u> e.g. lengthening or shortening sentence for meaning and/or effect</p> <p><u>Moving sentence chunks (how, when, where) for different effects</u> e.g. The siren echoed loudly...through the lonely streets...at midnight.</p> <p><u>Use of rhetorical questions</u></p> <p><u>Stage directions in speech (Speech +verb +action)</u> e.g. 'Stop!' he shouted, picking up the stick and running after the thief</p> <p><u>Indication a degree of possibility</u> (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	
 <p>Word construction</p>	<p><u>Consolidate Year 4 list</u></p> <p><u>Introduce</u></p> <ul style="list-style-type: none"> • Metaphor • Personification • Onomatopoeia • Empty words • Converting nouns or adjectives into verbs using suffixes such as -ate, -ise or -ify • Verb prefixes e.g. dis, de, mis, over, re • Developed use of technical language 	<p><u>Consolidate Year 5 list</u></p> <p><u>Introduce</u></p> <p>Build in literacy feature to create effect e.g. alliteration, onomatopoeia, similes and metaphors</p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate with formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>Understand how words are related as synonyms and antonyms e.g. big, little, large, huge</p>

 <p>Oracy</p>	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation and volume 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
 <p>Planning Writing</p>	<ul style="list-style-type: none"> Noting and developing initial idea, drawing on reading and research where necessary Use toolkits to assist 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Use toolkits to assist
 <p>Drafting Writing</p>	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary with increased sophistication In narratives, describing settings, characters and atmosphere Writing longer passages Adverbials of time are used for cohesion Using further organisational and presentational devices to structure text and to guide the reader Paragraphs are sequential. They move the plot forward, change time and pace, character, subject, mood and or viewpoint using expanded noun phrases Using expanded noun phrases to convey complication information concisely 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary to give clarity, contrast and understand how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use a range of adverbials (time, manner, degree, place, frequency) Apply a range of sentence openers Using further organisational and presentational devices to structure text and to guide the reader
 <p>Editing Writing</p>	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others writing Ensure consistent and correct use of tense throughout a piece of writing Ensure correct subject verb agreement when using singular and plural, proofread for most spelling and punctuation errors. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors



<p>Handwriting</p> 	<ul style="list-style-type: none"> • To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they would like to say • To be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or a final handwritten version • To confidential use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way • Using further organisational and presentational features such as headings, bullet points and underlining. 	<ul style="list-style-type: none"> • Pen licence • To write legibly, fluently and with increasing speed by • 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 • To recognise when to use an unjoined style (e.g. labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. filling in a form)
<p>Punctuation</p> 	<ul style="list-style-type: none"> • Use comes to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicated parenthesis • Use commas to clarify meaning or avoid ambiguity in writing • Use a colon to introduce a list • Use semi-colons to separate items in a list 	<ul style="list-style-type: none"> • Use hyphens to avoid ambiguity • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use of ellipsis for cohesion or show a passage of time • To correctly punctuate bullet points consistently.



 <p>Grammar</p>	<ul style="list-style-type: none"> • Devices to build cohesion, including adverbials of time, place and number • Relative clauses beginning with who, what, when, where, whose or an omitted pronoun • Converting nouns or adjectives into verbs using suffixes • Verb prefixes 	<ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Implementing vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms in writing • Differences in informal and formal language • Synonyms and antonyms • Further cohesive devices such as grammatical connections and adverbials • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Use repetition to build tension and emphasise
 <p>Terminology</p>	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points