



English Planning

Year A Year 5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	Is there life beyond Earth?		Does the crime always fit the punishment?		Healthy body = Healthy Mind ?	
Text - fiction and non-fiction	Jamie Drake's Equation		Street Child		Hacker	
Reading Objectives				Learning a wider range of poetry by heart; preparing poems and play to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience.		
	<p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books; reading books structured in different ways and reading for a range of purposes; increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from literary heritage, and books from other cultures and traditions.</p> <p>Ongoing: recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books;</p> <p>Through the use of a whole class text: Develop skills of summarising (key ideas from more than one paragraph, identifying key details that support the main ideas), questioning, clarifying (checking that the book makes sense to them, discussing understanding and exploring the meaning of words in context) and predicting (from details stated and implied) as developed in Years 3 and 4 through the use of a whole class text.</p> <p>Increase familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussion about books read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justification for their views.</p>					

Writing Text Type	Diary Entry: Dad from in space Newsround Report: Finding a new planet	Letter: From Jamie to dad in space Explanation: Fact file about a specific planet	Poetry: Reverse poetry Diary entry (recount): Jim (Street child)	Non-chronological report: The Workhouse Story (next chapter): Follow on from Street Child chapter	Persuasion: To come to our cafe Thank you letters: Residential	Instruction: How to make their pizza/box Discussion: The importance of looking after mental health
Writing Objectives						
Non-Fiction	<u>Report:</u> Content and Organisation Closing paragraph draws the text to a satisfactory conclusion. Spider diagram used in planning to list ideas and as a prompt for a prepared written piece or talk. Sections and paragraphs used appropriately to organise ideas. (Year 5) Introductory paragraph used to orientate the reader in suitably general style (Year 6). Language Features: Formal and impersonal style used appropriately. Contrasting ideas added with thought as to how the audience and purpose might affect the layout, writing style and vocabulary. Tier 2 and 3 vocabulary used. (Year 5) Appropriately general style used. Active and passive used to maintain an impersonal voice. Descriptive language used factually to describe and clarify. Technical vocabulary clarified where appropriate (Year 6). <u>Explanation:</u> Content and Organisation: Begin to differentiate between singular and plural allowing for varying sentence construction. Information is more concise and clear/purposeful. Clear links between the title, opening statement and final sentence. (Y5) Generalised information to convey meaning of the possibility of variation. Active and passive used. Summary of explanation providing the answer to the question in conclusion. (Y6)		<u>Recount:</u> Content and Organization: Clear awareness of audience and purpose in style of writing. Sentences in appropriate order. Consistent use of paragraphing to organise ideas. (Year 5) Clear order of events. Introduction, closing statement/conclusion. (Year 6) Language Features: Personal/impersonal language used appropriately. Reported and direct speech used appropriately and with correct punctuation. (Year 5) Consistent use of past tense. Consistent use of first/third person. Time conjunctions used with variety. (Year 6)		<u>Persuasion:</u> Content and Organisation: Model used to plan points and elaborations. Consistent use of formal/informal style as appropriate to audience and purpose. Uses a range of co-ordinating and subordinating conjunctions for variety and clarity. (Year 5) Paragraphs begin with appropriate opening sentences and then provide more detail and examples in clear structure. Conclusion appropriately summarises key points and uses repetition for effect. (year 6). Language Features: Use of deliberate ambiguity e.g. probably the best, perhaps.. Emotive language used consistently. Turning opinion into truth, 'the fact is..' (Year 5) Exaggerated language. Use of constructions which dare you to disagree 'everyone knows that' Use of clearly, surely, obviously etc. (Year 6) <u>Instructions:</u> Content and Organisation: Use of flowchart/model to plan writing. Additional details e.g. top tips used to add interest. Refining and editing to ensure audience and purpose appropriateness. Language Features: Range of verbs used for interest. Adverbs and adjectives used appropriately and concisely. <u>Discussion</u> Organisation:	

	<p>Language features: Explanatory subordinate clauses used. Clarifying technical terminology used (Y5). Active and passive used appropriately and to give variety; authoritative tone (Y6)</p>		<p>introductory paragraph stating issue under discussion, using key words from the title; clearly debated arguments on both sides; each argument supported by evidence or examples; final paragraph reaches a conclusion based on arguments; Language Features: consistently present text (except historical reference); third person (generalised voices, passive voice); formal, impersonal language and vocabulary; logical conjunction e.g. therefore, consequently and conjunctions to show onset of alternative view e.g. on the other hand/however; conditional language (it may be...it could be) to suggest possibility or hypothesis.</p>
Fiction	<p>Diary Entry <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person - Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g flash backs) through the use of adverbials and prepositions. <p><u>Grammatical features:</u> Year 5</p> <ul style="list-style-type: none"> - The third person and past tense are used. - This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... <p>Year 6</p>	<p>Poetry</p> <p>Diary Entry <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person - Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g flash backs) through the use of adverbials and prepositions. <p><u>Grammatical features:</u> Year 5</p> <ul style="list-style-type: none"> - The third person and past tense are used. - This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... 	

	<ul style="list-style-type: none"> - Writers may use conditional forms such as subjunctive form to hypothesise, e.g. if the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else... etc. - Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life.. - Colons, semi-colons and dashes can be used to separate and link ideas. <p>Letter <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person - Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g flash backs) through the use of adverbials and prepositions. <p><u>Grammatical features:</u> Year 5</p> <ul style="list-style-type: none"> - The third person and past tense are used. - This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... - Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... <p>Year 6</p> <ul style="list-style-type: none"> - By writing for a specified audience and with a particular purpose in mind, the 	<p>Year 6</p> <ul style="list-style-type: none"> - Writers may use conditional forms such as subjunctive form to hypothesise, e.g. if the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else... etc. - Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life.. - Colons, semi-colons and dashes can be used to separate and link ideas. <p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Descriptions of characters, setting and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. - Dialogue is used to convey characters' thoughts and to move the narrative forward. <p><u>Grammatical features:</u> Year 5</p> <ul style="list-style-type: none"> - Opportunities also exist for the use of the past perfect e.g. The children had tried... earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest... - Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... - Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> 	
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	<p>writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</p> <ul style="list-style-type: none"> - Colons, semi-colons and dashes can be used to separate and link ideas. 	<p>going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime...</p> <ul style="list-style-type: none"> - Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. - Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... - Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. <p>Year 6</p> <ul style="list-style-type: none"> - The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion, etc. - Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. - Colon, semi-colons and dashes can be used to separate and link ideas. 	
Planning and Preparation for writing	<ul style="list-style-type: none"> - (Y5) Recognise and use narrative language, e.g. On a cold Winter's day, Dear Diary, And After all that... etc. - Read narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Use drama to deepen understanding of chosen text. - Use 'boxing up' to understand the structure of the story. - Independently read successful examples of narrative writing and label/magpie effective features. - Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. - Make plans that include key events, being sure that all the events lead towards the ending. - Plan a limited number of characters and describe a few key details that show something about their personalities. - Make use of ideas from reading, e.g. using short and long sentences for different effects. - Try to show rather than tell, for example, show how a character feels by what they say or do. - Write narratives using their plans. 		

	<ul style="list-style-type: none"> - Show how the main character has developed as a result of the narrative. - Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. - Read their completed narratives to other children. - (Y6) Use all the senses when imagining and then describing the setting, for example, to include the weather, season, time of day. 		
Spelling	<p>Y5 2021/22</p> <p>Strategies at the point of writing: Have a go</p> <p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters</p> <p>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists</p> <p>Use of spelling journals for etymology</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p> <p>Strategies for learning words: homophones (<i>isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed</i>)</p> <p>Selected spellings taught last half term and new spellings for this half term</p> <p>From previous years: plurals (adding '-s', '-es' and '-ies')</p> <p>From previous years: apostrophe for contraction and possession</p> <p>Use of the hyphen</p> <p>Proofreading, focusing on checking words from personal lists</p> <p>Using a dictionary to support learning word roots, derivations and spelling patterns</p> <p>Using dictionaries to create word webs</p> <p>Strategies at the point of writing: building new words from known morphemes</p>	<p>Y5 2021/22</p> <p>Strategies at the point of writing: Have a go</p> <p>From Years 3 and 4: apostrophe for possession</p> <p>Strategies for learning words: words from personal spelling lists</p> <p>Words from statutory and personal spelling lists</p> <p>Rare GPCs: dictation</p> <p>Using spelling journals for etymology</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</p> <p>Spellings taught in previous half term</p> <p>Proofreading: checking from another source after writing</p> <p>Building words from root words</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words</p>	<p>Y5 2021/22</p> <p>Strategies at the point of writing: Have a go</p> <p>Strategies for learning words: using a range of strategies</p> <p>Strategies at the point of writing: using etymological/ morphological strategies for spelling</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Using spelling journals for etymology</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose</i>)</p> <p>Spellings taught in the last half term</p> <p>Proofreading: use of dictionary to check words, referring to first three or four letters</p> <p>Proofreading: use of dictionary to check words</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Strategies for learning words: problem</p> <p>Suffixes</p> <p>Homophones</p> <p>Spelling aspects from Year 5 that are not secure</p>

Punctuation	Full stops, capital letters, ? !, commas (for lists and fronted adverbials), apostrophes for omission/possession all used consistently - work independently proofread for these elements. Begin to use commas for clarity. Begin to use brackets, dashes and hyphens and parenthesis. Year 6 Consistently use commas for clarity. Use brackets, dashes, hyphens and parenthesis independently.	Recognise colons and semi-colons. Year 6 Use colons and semi colons.	Use commas for clarity. Use brackets, dashes, hyphens and parenthesis. Year 6 Consistently use colons, semi colons.
Grammar	Use increasingly mature expanded noun phrases. Use subordinating conjunctions (a WHITEBUS)/co-ordinating conjunctions (FANBOYS) with more variety. Year 6 Proofread own work independently to ensure variety of conjunctions. Proofread own work and ensure expanded noun phrases add to descriptive language.	Know and use past/present simple/progressive/perfect tenses confidently. Know and use an increasing range of adverbials (TRaMP - Time Reason Manner Purpose) to add variety to writing. Year 6 Proofread own work independently to improve variety of adverbials.	Know and use relative clauses and relative pronouns. Know and use modal verbs. Year 6 Recognise and use subjunctive form correctly.
Spoken Language			

Year B Year 5/6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project Question	How do species adapt?		Is fashion more important than function?		Where is Home?	
Text - fiction and non-fiction	Flood Land		The Boy in the Dress		A House Without Walls?	
Reading Objectives	Maintain positive attitudes to reading and understanding of what they read by non-fiction and reference books or text books increasing familiarity with a wide range of books.					
	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books; reading books structured in different ways and reading for a range of purposes; increasing familiarity with a					

	<p>wide range of books, including myths, legends and traditional stories, modern fiction, fiction from literary heritage, and books from other cultures and traditions.</p> <p>Ongoing: recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books;</p> <p>Through the use of a whole class text: Develop skills of summarising (key ideas from more than one paragraph, identifying key details that support the main ideas), questioning, clarifying (checking that the book makes sense to them, discussing understanding and exploring the meaning of words in context) and predicting (from details stated and implied) as developed in Years 3 and 4 through the use of a whole class text.</p> <p>Increase familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussion about books read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justification for their views.</p>					
Writing Text Type	<p>Story: Flotsam</p> <p>Persuasion: To recycle and look after our planet</p>	<p>Explanation: Evolution of animals</p> <p>Report: Darwin</p>	<p>Non-chronological report: Sustainable fashion</p> <p>Discussion: Sweatshops</p>	<p>Story: Flashback to history/future</p> <p>Letter: To Helena Helmersen (H&M)</p>	<p>Poetry: My name is not refugee</p> <p>Discussion: Refugees right to a home</p>	<p>Blog style (recount): Sleep out</p> <p>Diary: Main character</p>
Writing Objectives						
Non-fiction	<p><u>Persuasion:</u> Content and Organisation: Model used to plan points and elaborations. Consistent use of formal/informal style as appropriate to audience and purpose. Uses a range of co-ordinating and subordinating conjunctions for variety and clarity. (Year 5) Paragraphs begin with appropriate opening sentences and then provide more detail and examples in clear</p>		<p><u>Report*:</u> Content and Organisation Closing paragraph draws the text to a satisfactory conclusion. Spider diagram used in planning to list ideas and as a prompt for a prepared written piece or talk. (Year 5) Introductory paragraph used to orientate the reader in suitably general style (Year 6). Language Features:</p>		<p>*see previous term for discussion *see previous term for report writing.</p> <p><u>Recount:</u> Content and Organization: Clear awareness of audience and purpose in style of writing. Sentences in appropriate order. Consistent use of paragraphing to organise ideas. (Year 5)</p>	

	<p>structure. Conclusion appropriately summarises key points and uses repetition for effect. (year 6). Language Features: Use of deliberate ambiguity e.g. probably the best, perhaps.. Emotive language used consistently. Turning opinion into truth, 'the fact is..' (Year 5) Exaggerated language. Use of constructions which dare you to disagree 'everyone knows that' Use of clearly, surely, obviously etc. (Year 6) <u>Explanation:</u> Organisation: Begin to differentiate between singular and plural allowing for varying sentence construction. Information is more concise and clear/purposeful. Clear links between the title, opening statement and final sentence. (Y5) Generalised information to convey meaning of the possibility of variation. Active and passive used. Summary of explanation providing the answer to the question in conclusion. (Y6)</p> <p>Language features: Explanatory subordinate clauses used. Clarifying technical terminology used (Y5). Active and passive used appropriately and to give variety; authoritative tone (Y6) *see next term for report writing</p>	<p>Formal and impersonal style used appropriately. Contrasting ideas added with thought as to how the audience and purpose might affect the layout, writing style and vocabulary. Tier 2 and 3 vocabulary used. (Year 5) Appropriately general style used. Active and passive used to maintain an impersonal voice. Descriptive language used factually to describe and clarify. Technical vocabulary clarified where appropriate (Year). <u>Discussion</u> Organisation: introductory paragraph stating issue under discussion, using key words from the title; clearly debated arguments on both sides; each argument supported by evidence or examples; final paragraph reaches a conclusion based on arguments; Language Features: consistently present text (except historical reference); third person (generalised voices, passive voice); formal, impersonal language and vocabulary; logical conjunction e.g. therefore, consequently and conjunctions to show onset of alternative view e.g. on the other hand/however; conditional language (it may be...it could be) to suggest possibility or hypothesis.</p>	<p>Clear order of events. Introduction, closing statement/conclusion. (Year 6) Language Features: Personal/impersonal language used appropriately. Reported and direct speech used appropriately and with correct punctuation. (Year 5) Consistent use of past tense. Consistent use of first/third person. Time conjunctions used with variety. (Year 6)</p>
Fiction	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Descriptions of characters, setting and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. - Dialogue is used to convey characters' thoughts and to move the narrative forward. <p><u>Grammatical features:</u> Year 5</p> <ul style="list-style-type: none"> - Opportunities also exist for the use of the past perfect e.g. The children had tried... earlier in 	<p>Story <u>Generic text features:</u></p> <ul style="list-style-type: none"> - Descriptions of characters, setting and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. - Dialogue is used to convey characters' thoughts and to move the narrative forward. <p><u>Grammatical features:</u> Year 5</p>	<p>Poetry</p> <p>Diary Entry Generic text features:</p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person - Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g flash backs) through the use of adverbials and prepositions. <p><u>Grammatical features:</u> Year 5</p>

	<p>the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest...</p> <ul style="list-style-type: none"> - Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... - Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... - Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. - Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... - Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. <p>Year 6</p> <ul style="list-style-type: none"> - The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion, etc. - Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and 	<ul style="list-style-type: none"> - Opportunities also exist for the use of the past perfect e.g. The children had tried... earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest... - Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... - Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... - Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. - Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... - Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. 	<ul style="list-style-type: none"> - The third person and past tense are used. - This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... - Modals can be used to suggest degrees of possibility, e.g. They <u>should</u> never have... If they are careful, the children <u>might</u> be able to... <p>Year 6</p> <ul style="list-style-type: none"> - Writers may use conditional forms such as subjunctive form to hypothesise, e.g. if the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else... etc. - Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life..
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	<p>adverbials. Or by choosing to use repetition or ellipses for effect.</p> <ul style="list-style-type: none"> - Colon, semi-colons and dashes can be used to separate and link ideas. 	<p>Year 6</p> <ul style="list-style-type: none"> - The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion, etc. - Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. - Colon, semi-colons and dashes can be used to separate and link ideas. <p>Letter</p> <p><u>Generic text features:</u></p> <ul style="list-style-type: none"> - Narratives and retellings are written in first or third person - Narratives and retellings are written in past tense. Occasionally, they are told in the present tense. - Narratives are told sequentially and non-sequentially (e.g flash backs) through the use of adverbials and prepositions. <p><u>Grammatical features:</u></p> <p>Year 5</p> <ul style="list-style-type: none"> - The third person and past tense are used. - This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). - Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... 	
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		<ul style="list-style-type: none"> - Adverbs of possibility can be used to suggest possibility, e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime... <p>Year 6</p> <ul style="list-style-type: none"> - By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. - Colons, semi-colons and dashes can be used to separate and link ideas. 	
Planning and Preparation	<ul style="list-style-type: none"> - (Y5) Recognise and use narrative language, e.g. On a cold Winter's day, Dear Diary, And After all that... etc. - Read narrative texts that use the features required for the writing. - Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. - Use drama to deepen understanding of chosen text. - Use 'boxing up' to understand the structure of the story. - Independently read successful examples of narrative writing and label/magpie effective features. - Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. - Make plans that include key events, being sure that all the events lead towards the ending. - Plan a limited number of characters and describe a few key details that show something about their personalities. - Make use of ideas from reading, e.g. using short and long sentences for different effects. - Try to show rather than tell, for example, show how a character feels by what they say or do. - Write narratives using their plans. - Show how the main character has developed as a result of the narrative. - Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. - Read their completed narratives to other children. - (Y6) Use all the senses when imagining and then describing the setting, for example, to include the weather, season, time of day. 		
Spelling	<p>Year 6 2022/23</p> <p>Words from statutory word lists</p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>SATS practice</p>	<p>Year 6 2022/23</p> <p>Words with 'ough' letter string#</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending '-cial' and '-tial'</p>	<p>Year 6 2022/23</p> <p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Proofreading own writing independently</p>

	<p>Proofreading in smaller chunks (sentences, paragraphs) Homophones ('ce'/'se') Strategies for learning words: words from personal spelling lists Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>		<p>Proofreading someone else's writing Generating words from Prefixes Strategies for learning words: words from statutory and personal spelling lists Homophones (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>) Generating words from prefixes and roots Words from statutory spelling lists</p>		<p>Root words and meaning Strategies for learning words: words from statutory and personal spelling lists Words ending '-ent', '-ence' and '-ency' Homophones (<i>draught/ draft, dissent/descent, precede/proceed, wary/ weary</i>) Strategies for learning words: commonly misspelt homophones</p>	
Punctuation	<p>Full stops, capital letters, ? !, commas (for lists and fronted adverbials), apostrophes for omission/possession all used consistently - work independently proofread for these elements. Begin to use commas for clarity. Begin to use brackets, dashes and hyphens and parenthesis.</p> <p>Year 6 Consistently use commas for clarity. Use brackets, dashes, hyphens and parenthesis independently.</p>		<p>Recognise colons and semi-colons.</p> <p>Year 6 Use colons and semi colons.</p>		<p>Use commas for clarity. Use brackets, dashes, hyphens and parenthesis.</p> <p>Year 6 Consistently use colons, semi colons.</p>	
Grammar	<p>Use increasingly mature expanded noun phrases. Use subordinating conjunctions (a WHITEBUS)/co-ordinating conjunctions (FANBOYS) with more variety.</p> <p>Year 6 Proofread own work independently to ensure variety of conjunctions. Proofread own work and ensure expanded noun phrases add to descriptive language.</p>		<p>Know and use past/present simple/progressive/perfect tenses confidently.</p> <p>Know and use an increasing range of adverbials (TRaMP - Time Reason Manner Purpose) to add variety to writing.</p> <p>Year 6 Proofread own work independently to improve variety of adverbials.</p>		<p>Know and use relative clauses and relative pronouns. Know and use modal verbs.</p> <p>Year 6 Recognise and use subjunctive form correctly.</p>	
Spoken Language						