



Summer 1				Summer 2		
Writing	Narrative 3 weeks <b>Focus: Description</b>	Journalistic Writing Newspaper reports 2 weeks	Play scripts 1 week	Narrative 3 weeks <b>Focus: Setting</b>	Recount 2 weeks	Poetry 1 week Free verse
<b>Statutory</b> Grammar and Punctuation	(Teach below through the development of character through dialogue) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as: If I were or Were they to come, in some very formal writing and speech]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Use of the colon to introduce a list and use of semi-colons within lists  Revision of Y6 terminology including meaning of terms, function and examples  <b>subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</b>	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  Punctuation of bullet points to list information	Synonyms and antonyms  Revision of terminology for Y6  <b>subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</b>



	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]					
Additional sentence construction	<ul style="list-style-type: none"> <li>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</li> </ul>			<ul style="list-style-type: none"> <li>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</li> </ul>		
Additional language structures	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</li> </ul>			<ul style="list-style-type: none"> <li>Collecting new vocabulary from reading. Collect synonyms for common words such as angry and order based on intensity e.g. freezing, chilly, tepid, luke-warm</li> <li>Experiment with adjectives, verbs and adverbs noting their impact within a sentence. Become more specific with vocabulary chosen for effect</li> </ul>		
Spoken Language	gain, maintain and monitor the interest of the listener(s)	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	use relevant strategies to build their vocabulary	listen and respond appropriately to adults and their peers	speak audibly and fluently with an increasing command of Standard English	participate in discussions, presentations, performances, role play, improvisations and debates
Handwriting	Fluency and use of different styles for effect Intervention for those not joining in a fluent cursive hand			Fluency and use of different styles for effect Intervention for those not joining in a fluent cursive hand		



<p>Spelling</p>	<p>'ei', 'eigh' and 'ey' words -tial and -cial endings -ation, -sion, -ssion and -tion endings 'ei', 'eigh' and 'ey' words The 'k' sound spelt 'que' the 's' sound spelt 'sc' The 'k' sound spelt 'ch' unstressed vowels (schwa vowels) <u>Appendix 1 words+revision of Y5 list</u> familiar foreign forty frequently government guarantee harass hindrance</p>	<p>Revision of all words from Y5/6 list -ough words suffix -ly -tious and -cious endings The 'g' sound spelt 'gue' -sure and -ture endings <u>Appendix 1 Word List</u> Revision of all Y5/6 word list</p>
<p>Spelling ongoing</p>	<p><b><u>Learning Spellings</u></b> Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first three or four letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	