



| Spring 1 | | | | Spring 2 | | |
|---|--|--|---|---|--|---|
| Writing | Narrative 2 weeks Focus: Character and dialogue | Discussion 2 weeks | Letter 2 week | Narrative 3 weeks Focus: Suspense | Biography 2 weeks | Poetry 1 week Study of a poet |
| Statutory Grammar and Punctuation | Use of the passive to affect the presentation of information in a sentence e.g to create suspense The doctor was murdered by Mrs Smith. | 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] Linking ideas across paragraphs using cohesive devices such as adverbials e.g. on the other hand, in contrast, as a consequence | 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 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists | 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 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] | Revision of Y5 terminology including meaning of terms, function and examples modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion, ambiguity |



| | | | | | | |
|----------------------------------|---|---|--|---|--|--|
| | | | | Use of the colon to introduce a list and use of semi-colons within lists | | |
| Additional sentence construction | <ul style="list-style-type: none"> Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect | | | <ul style="list-style-type: none"> Sentence of 3-description, action, opinions/views, facts Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight | | |
| Additional language structures | <ul style="list-style-type: none"> 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 Experiment with adjectives, verbs and adverbs noting their impact within a sentence. Become more specific with vocabulary chosen for effect | | | <ul style="list-style-type: none"> 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 Experiment with adjectives, verbs and adverbs noting their impact within a sentence. Become more specific with vocabulary chosen for effect | | |
| Spoken Language | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | participate in discussions and debates articulate and justify answers, arguments and opinions | listen and respond appropriately to adults and their peers | participate in role play and improvisations | ask relevant questions to extend their understanding and knowledge | maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (discussion around preferences in poetry) |

| | | |
|-------------|---|---|
| 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 |
| Spelling | 'i' before 'e' rule homophones and near-homophones -ous endings | prefixes: re-, il-, im- prefixes auto-, un-, dis- 'u' sound spelt 'ou' |



| | | |
|-----------------------------|---|--|
| | <p>prefixes: super-, anti-, sub-</p> <p><u>Appendix 1 words+revision of Y5 list</u> opportunity parliament persuade physical prejudice privilege profession programme marvellous mischievous muscle necessary</p> | <p>'y' makes the 'i' sound</p> <p><u>Appendix 1 words + revision of Y5 list</u> neighbour nuisance occupy occur identity immediate(ly) individual interfere interrupt language leisure lightning</p> |
| <p>Spelling ongoing</p> | <p><u>Learning Spellings</u></p> <p>Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first three or four letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | |