


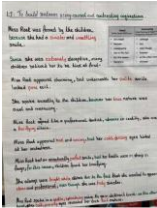



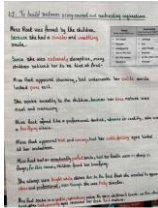




| | Autumn 1 | Autumn 2 |
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| Topic Book | Stargazers | Medieval England |
| Book | Research | Inferencing from a variety of sources |
| Possible Writing Outcomes | <p>Non-fiction based research</p> <ul style="list-style-type: none"> -Balanced argument -Newspaper report | <p>Fiction:</p> <ul style="list-style-type: none"> -Diary entry -Poetry -Narrative |
| Structure of Writing | <p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p>  | <p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p>  |

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| <p>Progression Statements</p> | <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words that they linked to the expectations of year 5 spelling. - Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -Choosing the writing implement that is best suited for the task - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Identify audience and purpose, selecting appropriate form and use other similar writing as model. - Use a wide range of devices to build cohesion within and across paragraphs. - Precis longer paragraphs. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. | <ul style="list-style-type: none"> - Note and develop initial ideas, drawing on reading and research where necessary. - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. - Assess the effectiveness of their own and others' writing. - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Use of the passive voice to affect the presentation of information in a sentence. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech. - Use of semi-colon, colon and dash to mark the boundary between independent clauses. |
| <p>Spellings</p> | <p>Week 1: ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious</p> <p>Week 2: atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious</p> <p>Week 3: artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special</p> | <p>Week 1: abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant</p> <p>Week 2: abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy</p> <p>Week 3: competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent</p> <p>Week 4: comfortable, dependable, enjoyable, horrible, incredible,</p> |









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| | <p>Week 4: circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential</p> <p>Week 5: commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial</p> <p>Week 6: appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable</p> | <p>possible, reasonable, reliable, terrible, understandable</p> <p>Week 5: comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly</p> <p>Week 6: accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p> |
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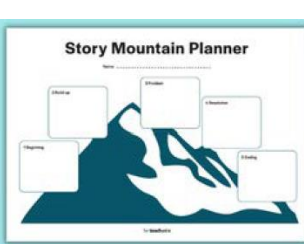



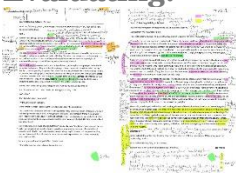



| | Spring 1 | Spring 2 |
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| Topic | The Tudors | The Tudors |
| Book | Treason | Treason |
| Possible Writing Outcomes | <p>Non-Fiction: Non-chronological report on Henry’s wives. Recount about the Tower of London</p> | <p>Fiction Diary Entry</p> <p>Non-Fiction: Newspaper Report</p> |
| Structure of Writing | <p>Textual analysis:</p>  <p>Vocabulary:</p>  | <p>Textual analysis:</p>  <p>Vocabulary:</p>  |

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| <p>Progression Statements</p> | <ul style="list-style-type: none"> - Read aloud and understand the meaning of new words that they linked to the expectations of year 5 spelling. - Read aloud and understand the meaning of new words that they linked to the expectations of year 6 spelling. - Continue to distinguish between homophones and other words which are often confused. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them. - Spell words with silent letters. - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Assess the effectiveness of their own and others' 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. - Proof read for spelling and punctuation errors. - Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. - Layout devices such as headings, sub-headings, columns, | <ul style="list-style-type: none"> - Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them. - Spell words with silent letters. - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Use of the colon to introduce a list and use of semi-colon within lists. - How hyphens can be used to avoid ambiguity. |

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| | <p>bullets, tables, to structure text. - Punctuation of bullet points to list information.</p> | |
| <p>Spellings</p> | <p>Week 1: agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable</p> <p>Week 2: afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday</p> <p>WEEK 3: conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring</p> <p>Week 4: knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer</p> <p>week 5: ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle</p> <p>week 6: ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht</p> | <p>Week 1: society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient</p> <p>Week 2: caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize</p> <p>Week 3: afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought</p> <p>Week 4: although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen</p> <p>Week 5: certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely</p> <p>Week 6: accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm</p> |

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| | Summer 1 | Summer 2 |
| Topic | The Victorians | The Victorians |
| Book | Street Child | Street Child |

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| <p>Possible Writing Outcomes</p> | <p>-Fiction: Diary entry Poetry</p> <p>Non-fiction: Non-chronological report</p> | <p>Fiction: Narrative</p> <p>Non-Fiction: Instruction writing</p> |
| <p>Structure of Writing</p> | <p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p>  | <p>Textual analysis:</p>  <p>Vocabulary:</p>  <p>Sentence Structure:</p>  <p>Planning:</p>  |

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| | <p>Writing:</p>  | <p>Writing:</p>  | |
| | <p>Evaluating:</p>  | <p>Evaluating:</p>  | |
| <p>Publishing:</p>  | <p>Publishing:</p>  | | |

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| <p>Progression Statements</p> | <ul style="list-style-type: none"> - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Assess the effectiveness of their own and others' writing. - 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. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - Use of semi-colon, colon and dash to mark the boundary between independent clauses. - How hyphens can be used to avoid ambiguity. | <ul style="list-style-type: none"> - Identify audience and purpose, selecting appropriate form and use other similar writing as model. - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. - Use of the passive voice to affect the presentation of information in a sentence. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech. - Punctuation of bullet points to list information. - Use of the colon to introduce a list and use of semi-colon within lists. - How hyphens can be used to avoid ambiguity. - Continue to distinguish between homophones and other words which are often confused. |
| <p>Spellings</p> | <p>Week 1: advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</p> <p>Week 2: aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</p> <p>Week 3: bridal, bridle, guessed, guest, heard, herd, morning, mourning,</p> | <p>Week 1: co-author, co-operate, coordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain</p> <p>Week 2: afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate</p> <p>Week 3: accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though</p> |

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| | <p>passed, past.</p> <p>Week 4: cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary</p> <p>Week 5: affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose</p> <p>Week 6: achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system</p> | <p>Week 4: conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable</p> <p>Week 5: ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer</p> <p>Week 6: aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary</p> |
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