







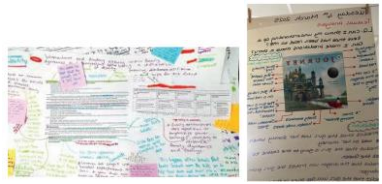


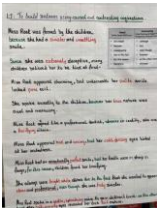
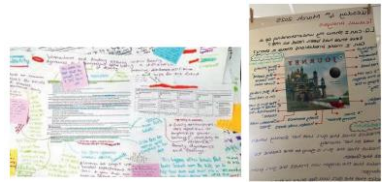



	Autumn 1	Autumn 2																																																								
Topic Book	Blood Heart Pig heart boy	Frozen Kingdom Shackleton's Journey Alma																																																								
Possible Writing Outcomes	<p>Fiction:</p> <ul style="list-style-type: none"> -Diary entry -Narrative <p>Non- Fiction:</p> <ul style="list-style-type: none"> -Non-chronological -Balanced argument -Newspaper article 	<p>Text: Shackleton's Journey</p> <p>Fiction:</p> <ul style="list-style-type: none"> -Poetry <p>Text: Alma</p> <p>Fiction:</p> <ul style="list-style-type: none"> - suspense writing 																																																								
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<p>Progression Statements</p>	<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. - Choosing the writing implement that is best suited for the task. - 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. - In narratives, describe settings, characters and atmosphere - Assess the effectiveness of their own and others' writing. -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"> - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use a thesaurus. - 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 vocabulary, understanding how such choices can change and enhance meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Use of the passive voice to affect the presentation of information in a sentence. - How hyphens can be used to avoid ambiguity.
<p>Spellings</p>	<p>Week 1: accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest</p> <p>Week 2: accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol</p> <p>Week 3: according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system</p> <p>Week 4: achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature</p> <p>Week 5: aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation,</p> <p>Week 6: amateur, category, correspond, environment, frequently, language, occur, queue</p>	<p>Week 1: ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety</p> <p>Week 2: apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend,</p> <p>Week 3: appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, sto</p> <p>Week 4: attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant,</p> <p>Week 5: antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical</p> <p>Week 6: apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply</p>

	Spring 1	Sprig 2
Topic	A Childs War	A Childs War
Book	Goodnight Mr Tom	Goodnight Mr Tom
Possible Writing Outcomes	<p>Fiction: -Diary Entry</p> <p>Non-Fiction: -Non-chronological report - Balanced Argument</p>	<p>Text: Shackleton’s Journey</p> <p>Fiction: -Narrative -Formal and Informal Letters</p> <p>Non-Fiction: -Newspaper Article</p>
Structure of Writing	<p>Textual analysis:</p>  <p>Vocabulary:</p> 	<p>Textual analysis:</p>  <p>Vocabulary:</p> 

		
<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 -Note and develop initial ideas, drawing on reading and research where necessary. - 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). -Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Use of semi-colon, colon and dash to mark the boundary between independent clauses. - Use of the colon to introduce a list and use of semi-colon within lists. - Punctuation of bullet points to list information. - 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. - 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). - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

Spellings	<p>Week 1: overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned</p> <p>Week 2: beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful</p> <p>Week 3: contest, freeze, impact, increase, object, permit, produce, silence, subject, transport</p> <p>Week 4: blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window</p> <p>Week 5: celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice</p> <p>Week 6: disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure</p>	<p>Week 1: alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere</p> <p>Week 2: ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda</p> <p>Week 3: company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature</p> <p>Week 4: antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial</p> <p>Week 5: confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential</p> <p>Week 6: accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse</p>
	Summer 1	Summer 2
Topic		
Book	Rebuilding Britain	Rebuilding Britain

<p>Possible Writing Outcomes</p>	<p>Text: The story of the Windrush</p> <p>Fiction: -Diary entry</p> <p>Non-fiction: -Information leaflet -Magazine</p>	<p>Text: The Final Year</p> <p>Fiction: -Diary entry</p> <p>Non-fiction: -Non-chronological report -Biography</p>																																								
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	<p>Evaluating:</p>	<p>Evaluating:</p>	
<p>Publishing:</p>	<p>Publishing:</p>		

<p>Progression Statements</p>	<ul style="list-style-type: none"> - 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). Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Use of the passive voice to affect the presentation of information in a sentence. 	<ul style="list-style-type: none"> - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. - Identify audience and purpose, selecting appropriate form and use other similar writing as model. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Spellings</p>	<p>Week 1: adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably</p> <p>Week 2: forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible</p> <p>Week 3: forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly</p> <p>Week 4: convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.</p> <p>Week 5:</p>	<p>Week 1: bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly</p> <p>Week 2: apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified</p> <p>Week 3: amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant</p> <p>Week 4: adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative</p> <p>Week 5:</p>

	<p>calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior</p> <p>Week 6: continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously</p>	<p>active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym</p> <p>Week 6: addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical</p>
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