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| **Objectives**  | **Autumn** | **Spring** | **Summer** |
| **Theme:**  **Desserts****Book focus:** **The Voyages of Sinbad the Sailor****The Most Magnificent Mosque of Cordoba** | **Theme:**  **Extreme Weather****Book focus:** **Pharaohs and Priests****The History and Activities Ancient Egypt****River Nile** | **Theme:**  **Habitats – Fact and Fiction****Book focus:** **Goodnight Mr Tom** **The Lion, the Witch and the Wardrobe** |
| **Transcription*** Convert verbs into nouns by adding suffixes. for example, tion, ure.
* Distinguish between homophones and other words which are often confused.
* Spell identified commonly misspelt words from Year 5 and 6 word list.
* Understand that the spelling of some words needs to be learnt specifically.
* Use dictionaries to check the spelling and meaning of words.
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* Use a thesaurus.
* Use a range of spelling strategies.
* Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
* Choose the writing implement that is best suited for a task (e.g. quick notes, letters).
 | **Transcription*** Spell identified commonly misspelt words from Year 5 and 6 word list.
* Understand that the spelling of some words needs to be learnt specifically.
* Use dictionaries to check the spelling and meaning of words- formation of nouns using suffixes –ness, -er and use adjectives with suffixes –ful, and -less.
* Use a thesaurus- use adverbs then, next, soon, therefore.

 * Use a range of spelling strategies- learn spellings of adjectives with suffixes –ful,

and -less. * Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters- use cursive script
* Choose the writing implement that is best suited for a task (e.g. quick notes, letters). Narrative story writing- use paragraphs to group related material.
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

**Composition*** Identify the audience for and purpose of the writing.
* Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Autobiography / biography writing- use present & past tense consistently and correctly.
* Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed- express time and cause using conjunctions –when, so, before, after, while, because for autobiography/biography wrting.

. * Use developed noun phrases to add detail to sentences.
* Use commas to mark phrases and clauses.
* Sustain and develop main ideas logically in narrative and non-narrative writing- plan, draft, write and revise compositions.
* Use character, dialogue and action to advance events in narrative 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.
* Proof-read for spelling and punctuation errors.
 | **Transcription*** Convert verbs into nouns by adding suffixes. for example, tion, ure.
* Distinguish between homophones and other words which are often confused.
* Use dictionaries to check the spelling and meaning of words- use suffixes -er and –est to form comparisons of adjectives and adverbs.
* Use a thesaurus- find alternate words for prepositions…eg. next to, beside, near, close by
* Use a range of spelling strategies- learn spellings of endings which sound like– -tion,

 -sion, -ssion, -cian.* Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters- use diagonal and horizontal strokes to join letters.

.* Choose the writing implement that is best suited for a task (e.g. quick notes, letters). Non-Fiction Journalistic writing- use headings and subheadings for layout.

**Composition*** Choose the appropriate form and register for the audience and purpose of the writing.
* Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Letter writing- write with grammatical agreement matching verbs to nouns or pronouns.
* Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed- use adverbs – then, next, soon, therefore for letter writing.
* Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.
* Sustain and develop main ideas logically in narrative and non-narrative writing- use subordinate clauses to write complex sentences. (newspaper report writing)
* Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place and event.
* Assess the effectiveness of their own and others’ writing.
* Ensure correct subject and verb agreement when using singular and plural.
* Distinguish between the language of speech and writing and choose the appropriate register.
 | **Transcription*** 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- compare spellings of homophones or near

-homophones.* Use a thesaurus- choose pronouns and nouns to avoid repetition and cohesion.
* Use a range of spelling strategies- learn spellings of possessive apostrophe with plural word.
* Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters- letters are accurately formed & consistently sized.
* Choose the writing implement that is best suited for a task (e.g. quick notes, letters). Poetry writing- organise stanzas around a theme.

**Composition*** Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Balanced argument writing- use entirely consistent language associated with 2nd and 3rd person.
* Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed- use time prepositions before, after, during, because of, for balanced argument writing.
* Use the passive voice to present information with a different emphasis.
* Sustain and develop main ideas logically in narrative and non-narrative writing- refine sentence construction to express subtle distinctions of meaning, including hypothesis and speculation (balanced argument writing)
* Summarise text, conveying key information.
* Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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| **Composition*** Identify the audience for and purpose of the writing.
* Choose the appropriate form and register for the audience and purpose of the writing.
* Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
* Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
* Use developed noun phrases to add detail to sentences.
* Use the passive voice to present information with a different emphasis.
* Use commas to mark phrases and clauses.
* Sustain and develop main ideas logically in narrative and non-narrative writing.
* Use character, dialogue and action to advance events in narrative writing.
* Summarise text, conveying key information.
* Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.
* Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.
* Assess the effectiveness of their own and others’ writing.
* Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
* Ensure the consistent and correct use of tense throughout a piece of writing.
* Ensure correct subject and verb agreement when using singular and plural.
* Distinguish between the language of speech and writing.
* Distinguish between the correct subject and verb agreement when using singular and plural.
* Distinguish between the language of speech and writing and choose the appropriate register.
* Proof-read for spelling and punctuation errors.
* Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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