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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. |
| **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. |