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| **Objectives**  | **Autumn** | **Spring** | **Summer** |
| **Theme:**  Desert**Book focus:** Holes - Louis Sachar  | **Theme:****Book focus:** Starbounders | **Theme:****Book focus:BFG** |
| **Transcription*** Form verbs with prefixes. for example, dis, de, mis, over and re.
* Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.
* Understand the general rules for adding prefixes and suffixes above.
* Spell some words with ‘silent’ letters, e.g. *knight*, *psalm*, s*olemn.*
* Distinguish between homophones and other words which are often confused.
* Spell identified commonly misspelt words from Year 5 and 6 word list.
* 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).
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Instructions: Autumn 1st half term* Know the audience for and purpose of the writing.
* Use the features and structures of text types taught so far.
* Use grammatical features and vocabulary appropriate for the text types taught so far.
* Use sentence starters to highlight the main idea.
* Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
* Proof-read for spelling and punctuation errors.

Narrative writing : Autumn 2nd half term* Know the audience for and purpose of the writing.
* Use the features and structures of text types taught so far.
* Use grammatical features and vocabulary appropriate for the text types taught so far.
* Start sentences in different ways.
* Use sentence starters to highlight the main idea.
* Develop characters through action and dialogue.
* Establish viewpoint as the writer through commenting on characters or events.
* Show how grammar and vocabulary choices create impact on the reader.
* 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.
 | * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* Use a thesaurus.
* 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).

**Non) Fiction Chronological Recounts**(Space travel to another planet – broken down into chronological events* Know the audience for and purpose of the writing.
* Use the features and structures of text types taught so far.

Use relative clauses beginning with *who*, *which*, *where*, *when*.* Use commas to clarify meaning or avoid ambiguity in 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.
* Distinguish between the language of speech and writing.
* Show how grammar and vocabulary choices create impact on the reader.

Persuasive writing : | * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* Use a thesaurus.

Film Narrative: * Know the audience for and purpose of the writing.
* Use the features and structures of text types taught so far.
* Use grammatical features and vocabulary appropriate for the text types taught so far.
* Start sentences in different ways.
* Use sentence starters to highlight the main idea.
* Develop characters through action and dialogue.
* Establish viewpoint as the writer through commenting on characters or events.
* Show how grammar and vocabulary choices create impact on the reader.

Poetry:* Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
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| **Composition*** Know the audience for and purpose of the writing.
* Use the features and structures of text types taught so far.
* Use grammatical features and vocabulary appropriate for the text types taught so far.
* Start sentences in different ways.
* Use sentence starters to highlight the main idea.
* Develop characters through action and dialogue.
* Establish viewpoint as the writer through commenting on characters or events.
* Show how grammar and vocabulary choices create impact on the reader.
* Choose vocabulary to engage and impact on the reader.
* Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
* Add well-chosen detail to interest the reader.
* Summarise a paragraph or event.
* Organise writing into paragraphs to show different information or events.
* Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
* Use modal verbs or adverbs to indicate degrees of possibility.
* Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.
* Use commas to clarify meaning or avoid ambiguity in writing.
* Use brackets, dashes or commas to indicate parenthesis.
* 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 formal and informal spoken and written language.
* 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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