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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). | * 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.* * 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.   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. |
| **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 |