



**Handwriting objectives to be taught throughout the year...**

<b>Year 5/6 Programme of study (statutory requirement)</b>	<b>Notes and guidance (non-statutory)</b>
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.</p>



<b>Autumn 1</b> <b>Text:</b> <b>Girl of Ink and Stars</b>	<b>Year 6 objectives</b>
<p><b>Week 2 - 4</b> <b>Myth writing</b></p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>use fronted adverbials</li> <li>use prepositions</li> <li>Use of synonyms and antonyms</li> <li>Reading Comprehension</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p><b>Week 5-7</b> <b>Suspense writing</b></p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li><b>plan their writing by:</b></li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li><b>draft and write by:</b></li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>
<p><b>Autumn 2</b> <b>Book: Darwin</b> <b>Biography (The</b></p>	<p><b>Year 6 objectives</b></p>



<p><b>misadventures of Charles Darwin)</b></p>	
<p><b>Week 1-2</b> Biography</p>	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• indicate grammatical and other features by:</li> <li>• a using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• use imperative verbs</li> </ul>
<p><b>Week 2-5</b> Persuasive leaflet</p>	<ul style="list-style-type: none"> <li>• Spoken Language</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul> <p>Writing Composition</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>proof-read for spelling and punctuation errors</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using hyphens to avoid ambiguity</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p>using a colon to introduce a list</p>
<p><b>Week 6-7</b> Newspaper article</p>	<p>Writing Composition</p>



	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>evaluate and edit by:             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
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Spring 1 Book: Holes	Year 6 objectives
Week 1-2 Informal letter	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>draft and write by:             <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>evaluate and edit by:             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> </li> <li><b>Vocabulary, Grammar and Punctuation</b></li> <li>recognising vocabulary and structures that are appropriate for informal speech and writing, including contractions and register.</li> <li>Using commas to avoid ambiguity</li> </ul>
Week 3-4 Non-chronological report	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>draft and write by:             <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• evaluate and edit by:             <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> <li>• <b>Vocabulary, Grammar and Punctuation</b></li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use of synonyms and antonyms</b></li> </ul>
<p><b>Week 5-6</b> Character description</p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• <b>plan their writing by:</b></li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>draft and write by:</b></li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use of synonyms and antonyms</b></li> </ul>

<p><b>Spring 2</b> <b>Book: Treason</b></p>	<p><b>Year 6 objectives</b></p>
<p><b>Week 1-3</b> <b>Persuasive argument</b></p>	<ul style="list-style-type: none"> <li>• Spoken Language</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul> <p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• evaluate and edit by:</li> </ul>



	<ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing</li><li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensuring the consistent and correct use of tense throughout a piece of writing</li><li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>proof-read for spelling and punctuation errors</p> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• using commas to clarify meaning or avoid ambiguity in writing</li><li>• using brackets, dashes or commas to indicate parenthesis</li><li>• using brackets, dashes or commas to indicate parenthesis</li><li>• précising longer passages</li><li>• using a wide range of devices to build cohesion within and across paragraphs</li><li>• using hyphens to avoid ambiguity</li><li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li></ul> <p>using a colon to introduce a list</p> <ul style="list-style-type: none"><li>•</li></ul>
<p><b>Week 4</b> Narrative – write a scene</p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"><li>• <b>plan their writing by:</b></li><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>• <b>draft and write by:</b></li><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere</li></ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• using expanded noun phrases to convey complicated information concisely</li><li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li><li>• Use of synonyms and antonyms</li></ul>
<p><b>Week 5</b> Poetry (song)</p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"><li>• <b>plan their writing by:</b></li><li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• noting and developing initial ideas, drawing on reading and research where necessary</li><li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>• <b>draft and write by:</b></li><li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, describing settings, characters and atmosphere</li></ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• using expanded noun phrases to convey complicated information concisely</li></ul>



	<ul style="list-style-type: none"> <li>• using relative clauses beginning with <b>who, which, where, when, whose, that</b> or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use of synonyms and antonyms</b></li> </ul>
<p><b>Week 6</b> Wanted poster</p>	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• use imperative verbs</li> </ul>

Summer 1 Book: Rose Blanche	Year 6 objectives
<p><b>Week 1-2 –</b> Historical narrative</p>	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• use fronted adverbials</li> <li>• use prepositions</li> <li>• <b>Use of synonyms and antonyms</b></li> <li>• Reading Comprehension</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p><b>Week 3 + 5 (week 4 = SATS)</b> Setting description - Blitz</p>	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>• <b>plan their writing by:</b></li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>draft and write by:</b></li> </ul>



	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use present and past progressive</b></li> </ul>
<p><b>Week 6</b> War Poetry</p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• <b>plan their writing by:</b></li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>draft and write by:</b></li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use of synonyms and antonyms</b></li> </ul>

<p><b>Summer 2</b> <b>Book: Wonder</b></p>	<p><b>Year 6 objectives</b></p>
<p><b>Week 1-2</b> Descriptive writing</p>	<p><b>Writing Composition</b></p> <ul style="list-style-type: none"> <li>• <b>plan their writing by:</b></li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• <b>draft and write by:</b></li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• <b>Use present and past progressive</b></li> </ul>
<p><b>Week 3-4</b> Formal letter to Mr Tushman</p>	<p>Spoken Language</p> <ul style="list-style-type: none"> <li>• select and use appropriate registers for effective communication.</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p><b>Writing Composition</b></p>



	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>using commas and hyphens to clarify meaning or avoid ambiguity in writing</li> </ul>
<p><b>Week 5-7</b> <b>Autobiography</b></p>	<p>Writing Composition</p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>indicate grammatical and other features by:</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>use imperative verbs</li> </ul>

**Spelling work for Year 5/6 Statutory requirements**

Statutory requirements	Term and week	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious  <b>Autumn 2 + Spring 2</b>		Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious



<p>Endings which sound like /ʃəl/</p> <p><b>Spring 1 + Summer 1</b></p>		<p>–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>	<p>official, special, artificial, partial, confidential, essential</p>
<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p><b>Spring 1 + Summer 1</b></p>		<p>Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.</p> <p>Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p>
<p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p><b>Autumn 2 + Spring 2</b></p>		<p>The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.</p> <p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p>



		<p>must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation.</p> <p>The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>beginning with vowel letters to words ending in –fer</p> <p><b>Spring 1 + Summer 1</b></p>		<p>The r is doubled if the –fer is still stressed when the ending is added.</p> <p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
<p>Use of the hyphen</p>		<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>



<p><b>Autumn 2 + Spring 2</b></p>		<p>root word also begins with one.</p>	
<p>Words with the /i:/ sound spelt ei after c</p> <p><b>Autumn 1 + Spring 1</b></p>		<p>The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>
<p>Words containing the letter-string ough</p> <p><b>Spring 1 + Summer 1</b></p>		<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p>
<p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><b>Autumn 2 + Spring 2</b></p>		<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>
<p>Homophones and other words that are often confused</p>		<p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a</p>	<p>advice/advise device/devise licence/license practice/practise prophecy/prophesy  farther: further father: a male parent</p>



<p><b>Autumn 1 + Spring 1</b></p>		<p>/z/ sound – which could not be spelt c.</p> <p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her</p>	<p>guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before. proceed: go on</p>
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		scarf complemented her outfit).	
Homophones and other words that are often confused (continued)  <b>Autumn 1 + Spring 1</b>		<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</p>

**Focus on 5 per week**

Word List- Years 5 and 6		
accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend



available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

### Notes and guidance (non-statutory)

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
- The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the -sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.



**SHERINGDALE**  
GROWING DREAMS

Year 6 English MTP

- Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.