

Year 5 Writing Medium-Term Plan

| Handwriting objectives- to be taught throughout the year | |
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| Statutory | Non-statutory |
| <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task. | <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 unjoined 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> |

| Autumn 1 | Objectives covered |
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| <p>Week 1, 2 and 3</p> <p>Varjak Paw (Narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Transcription:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Use a thesaurus. <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> |



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| | <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Using a wide range of devices to build cohesion within and across paragraphs• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Ensuring the consistent and correct use of tense throughout a piece of writing• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Using expanded noun phrases to convey complicated information concisely |
| <p>Week 4 and 5 Varjak Paw (Letter)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> <ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them• 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 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Ensuring the consistent and correct use of tense throughout a piece of writing• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |



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| | <ul style="list-style-type: none">• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <ul style="list-style-type: none">• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Using brackets, dashes or commas to indicate parenthesis |
| <p>Week 6 Senryu Poetry</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none">• 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 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using expanded noun phrases to convey complicated information concisely• Using semi-colons, colons or dashes to mark boundaries between independent clauses |
| <p>Week 7 The Village that Vanished (BHM) (Diary)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |



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| | <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English <p>Transcription:</p> <ul style="list-style-type: none"> • Spell some words with 'silent' letters [for example, knight, psalm, solemn] <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none"> • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
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| Autumn 2 | Objectives covered |
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| Week 1 and 2 Kensuke's Kingdom (log book) | <p>Spoken language:</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none"> • Using a wide range of devices to build cohesion within and across paragraphs • Ensure consistent and correct use of tense throughout a piece of writing. |



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| | <ul style="list-style-type: none">Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">assessing the effectiveness of their own and others' writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writing <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing passive verbs to affect the presentation of information in a sentenceusing semi-colons, colons or dashes to mark boundaries between independent clausesUse perfect form of verbs to mark relationships of time and causeUsing standard noun phrases to communicate complicated information concisely |
| <p>Weeks 3, 4 and 5 Kensuke's Kingdom (Persuasive travel brochure)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">Articulate and justify answers, arguments and opinionsGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsSpeak audibly and fluently with an increasing command of Standard English <p>Transcription:</p> <ul style="list-style-type: none">Use further prefixes and suffixes and understand the guidance for adding themSpell some words with 'silent' letters [for example, knight, psalm, solemn]Continue to distinguish between homophones and other words which are often confusedUse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownNoting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |



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| | <ul style="list-style-type: none">• Precising longer passages• Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors Vocabulary, grammar & punctuation: <ul style="list-style-type: none">• Using modal verbs or adverbs to indicate degrees of possibility• Using brackets, dashes or commas to indicate parenthesis• Using semi-colons, colons or dashes to mark boundaries between independent clauses• Using a colon to introduce a list |
| <p>Week 6 and 7 Kensuke's Kingdom (Narrative)</p> | Spoken language: <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Speak audibly and fluently with an increasing command of Standard English Transcription: <ul style="list-style-type: none">• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• Continue to distinguish between homophones and other words which are often confused Composition: <p>Plan their writing by:</p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |



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| | <ul style="list-style-type: none">• Ensuring the consistent and correct use of tense throughout a piece of writing <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Using passive verbs to affect the presentation of information in a sentence• Using the perfect form of verbs to mark relationships of time and cause• Using commas to clarify meaning or avoid ambiguity in writing <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> |
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| Spring 1 | Objectives covered |
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| Week 1, 2 and 3 Viking Boy (Narrative) | <p>Spoken language:</p> <ul style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge• Use relevant strategies to build their vocabulary• Participate in discussions, presentations, performances, role play, improvisations and debates• Gain, maintain and monitor the interest of the listener(s) <p>Transcriptions:</p> <ul style="list-style-type: none">• 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 knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• Use dictionaries to check the spelling and meaning of words <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |



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| | <ul style="list-style-type: none">• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using passive verbs to affect the presentation of information in a sentence• Using the perfect form of verbs to mark relationships of time and cause• Using expanded noun phrases to convey complicated information concisely• Using modal verbs or adverbs to indicate degrees of possibility• Using a colon to introduce a list |
| <p>Week 4, 5 and 6 Viking Boy (Explanation text)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>Transcription:</p> <ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them• Spell some words with 'silent' letters [for example, knight, psalm, solemn]• Continue to distinguish between homophones and other words which are often confused• Use a thesaurus. <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• Precising longer passages• Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<ul style="list-style-type: none">• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> |



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| | <ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using a colon to introduce a list |
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| Spring 2 Books: | Objectives covered |
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| Week 1, 2 and 3 Balanced argument (Linked to the environment) | <p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 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 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Precising longer passages <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> |



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| | <ul style="list-style-type: none">• Using passive verbs to affect the presentation of information in a sentence• Using the perfect form of verbs to mark relationships of time and cause• Using expanded noun phrases to convey complicated information concisely• Using modal verbs or adverbs to indicate degrees of possibility• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Using a colon to introduce a list |
| <p>Week 4 and 5 Biography</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none">• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• Use a thesaurus. <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Ensuring the consistent and correct use of tense throughout a piece of writing• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using modal verbs or adverbs to indicate degrees of possibility• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Punctuating bullet points consistently |



| Summer 1 | Objectives covered |
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| <p>Week 1</p> <p>Victorians</p> <p>(Free verse poetry)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Listen and respond appropriately to adults and their peers• Ask relevant questions to extend their understanding and knowledge• Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none">• 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 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using expanded noun phrases to convey complicated information concisely• Using semi-colons, colons or dashes to mark boundaries between independent clauses |
| <p>Week 2 and 3</p> <p>Street Child</p> <p>(Diary)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Transcription:</p> <ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them• Spell some words with 'silent' letters [for example, knight, psalm, solemn] <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |



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| | <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using commas to clarify meaning or avoid ambiguity in writing• Using brackets, dashes or commas to indicate parenthesis |
| <p>Week 4, 5 and 6 Street Child (Historical narrative)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Articulate and justify answers, arguments and opinions• Speak audibly and fluently with an increasing command of Standard English <p>Transcription:</p> <ul style="list-style-type: none">• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• Continue to distinguish between homophones and other words which are often confused <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing |



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| | <ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using commas to clarify meaning or avoid ambiguity in writing Using semi-colons, colons or dashes to mark boundaries between independent clauses |
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| Summer 2 | Objectives covered |
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| Week 1, 2 and 3 Space (Non-chronological report) | <p>Spoken language:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Participate in discussions, presentations, performances, role play, improvisations and debates <p>Transcription:</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 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 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Precising longer passages <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors |



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| | <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using passive verbs to affect the presentation of information in a sentence• Using the perfect form of verbs to mark relationships of time and cause• Using expanded noun phrases to convey complicated information concisely• Using modal verbs or adverbs to indicate degrees of possibility• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Using a colon to introduce a list |
| <p>Week 4 and 5 Space (Journalistic report)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication. <p>Transcription:</p> <ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them• Spell some words with 'silent' letters [for example, knight, psalm, solemn]• Continue to distinguish between homophones and other words which are often confused <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• Using a wide range of devices to build cohesion within and across paragraphs• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">• Using expanded noun phrases to convey complicated information concisely• Using modal verbs or adverbs to indicate degrees of possibility |



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| | <ul style="list-style-type: none">Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
| <p>Week 6 and 7 Letter to new teacher (Letter)</p> | <p>Spoken language:</p> <ul style="list-style-type: none">Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsSpeak audibly and fluently with an increasing command of Standard EnglishGain, maintain and monitor the interest of the listener(s) <p>Transcription:</p> <ul style="list-style-type: none">Use further prefixes and suffixes and understand the guidance for adding themSpell some words with 'silent' letters [for example, knight, psalm, solemn]Continue to distinguish between homophones and other words which are often confusedUse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <p>Composition:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownNoting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningPrecising longer passages <p>Evaluate and edit by:</p> <ul style="list-style-type: none">Assessing the effectiveness of their own and others' writingProposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningProof-read for spelling and punctuation errors <p>Vocabulary, grammar & punctuation:</p> <ul style="list-style-type: none">Using passive verbs to affect the presentation of information in a sentenceUsing the perfect form of verbs to mark relationships of time and causeUsing expanded noun phrases to convey complicated information conciselyUsing hyphens to avoid ambiguityUsing brackets, dashes or commas to indicate parenthesis |



- Using semi-colons, colons or dashes to mark boundaries between independent clauses

National Curriculum Objectives

Spoken language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Transcription

Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- 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.

Composition:

Pupils should be taught to:

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
- Noting and developing initial ideas, drawing on reading and research where necessary



- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Precising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors

Vocabulary, grammar and punctuation:

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently



- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

| Spelling | | | |
|--|---|--|-------------|
| Statutory requirements | Rules and guidance (non-statutory) | Example words | Week taught |
| Words with the /i:/ sound spelt ei after c | 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) | deceive, conceive, receive, perceive, ceiling | |
| Words containing the letter-string ough | ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough | |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | 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. | doubt, island, lamb, solemn, thistle, knight | |
| Homophones and other words that are often confused | 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 /z/ sound - which could not be spelt c. | advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb | |



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| | <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 scarf complemented her outfit).</p> | <p>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> | |
| <p>Homophones and other words that are often confused (continued)</p> | <p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun -</p> | <p>principal: adjective - most important (e.g. principal ballerina) noun - important person</p> | |



SHERINGDALE

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| | <p>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. 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>(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> | |
| <p>Word List</p> | | <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-</p> | |



SHERINGDALE

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| | | <p>ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p> | |
|--|--|---|--|