

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genre</b>	<p>Stories with Repetitive Patterns</p> <p>ORT characters, The Gruffalo, The Troll, Dinosaurs stories, Pirates Love Underpants, where's Spot, Oliver's Vegetables, We're Going on a bear hunt</p>	<p>Celebration Stories Science Fiction Stories</p> <p>Aliens Love Underpants, Qpootle 5, Christmas Story, Bob The Man on the Moon</p> <p>Guy Fawkes Rama and Sita</p>	<p>Traditional Tales Labels, Lists and Captions</p> <p>Cinderella's shiny shoe The trolls bridge Goldilocks and the three bears Snow White and 7 Dwarfs (Mining – magnetism) Elves and the Shoe Maker The Three Little Pigs The Little Red Hen Gingerbread Man</p>	<p>Traditional Tales Instructions, Letters Rhyming Poetry</p> <p>The baddies goodies The Hungry Giant, Jack and the Beanstalk, Jasper and the Beanstalk, Tattybogle, The Tiny Seed, The Enormous Turnip.</p>	<p>Familiar Settings- Animal stories Information Texts – minibests and riddles</p> <p>Dear Zoo, Very Hungry Caterpillar, Monkey Puzzle, Farmer Duck, Super worm, Monkey Puzzle, Rumble in the Jungle, Pig in Pond The Tiger who came for tea</p>	<p>Narrative Writing – 3 part story Instructions Jokes – humour Rhyme</p> <p>Read instructions The little penguin, Rocky and Blanche Annie's Knitting Extravaganza</p>
<b>Reading</b>	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.</p>					
	<p>Use phonic knowledge to decode words and read them aloud accurately.</p> <p>Handle books carefully.</p> <p>Read familiar signs and logos.</p> <p>Gain simple meaning from illustrations.</p>	<p>Use phonic knowledge to decode words and read them aloud accurately</p> <p>State simple likes/dislikes about texts.</p>	<p>Read common irregular words.</p> <p>Understand the terms: book, cover, beginning, middle, end, page, word, letter, line, author, illustrator, title.</p>	<p>Read and understand simple sentences.</p> <p>Retell an event from a story or non-fiction text.</p> <p>Use the meaning from simple unfamiliar stories to make predictions</p>	<p>Demonstrate understanding when talking to others about they have read.</p> <p>Can use story language when retelling or creating stories.</p>	<p>Follow a story without prompts.</p> <p>Understands that information can be retrieved from different sources of information such as books, posters and computers.</p>
<b>Grammar/ Writing</b>	<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>					
	<p>We will use our phonic knowledge to write words and create simple sentences.</p> <p>CVC words</p>	<p>We will use our phonic knowledge to write words and create simple sentences.</p>	<p>We will use our phonic knowledge to write words and create simple sentences.</p>	<p>We will use our phonic knowledge to write words and create simple sentences.</p> <p>Write instructions</p>	<p>We will use our phonic knowledge to write words and create simple sentences.</p> <p>Recount Holiday</p>	<p>We will use our phonic knowledge to write words and create simple sentences.</p>

	Write own name Write lists	Holiday news CVC words Write own name Write lists Letters to Father Christmas	Holiday news Letters to Elves, Bears Lists Instructions for Porridge Invitation to the Ball	Re write stories eg Jack and the Beanstalk Recipe for the Hungry Giant's Soup	Instructions, riddles, humour, story lines, role play. Labels and captions about a tadpole/frog Invitations Information Books	Write instructions Write jokes for the teapot Write messages Information Books
<b>Punctuation</b>						
<b>Phonics</b>	s,a,t,p i n m d g o c k c k e u r  Tricky Words: I, the	h,b,f,l w,v,j,x y,z,q,u ll,ff,zz  Read Tricky words: I the no go to	sh, ch, th, ng, ee, oo, ai, or, ou, ow, oa, oi, ie  Read Tricky words: he, she, we, me, be, was,  Spell tricky words: I the no go to	ue. ar, ur igh, ear, air, ure  Read Tricky words: my, you, her, they, all, are  Spell tricky words: he, she, we, me, be, was,  Link sound to letter name	St, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr  Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what  Spell tricky words: my, you, her, they, all, are	bl, fl, gl, pl, cl, sp, st, tw, sl, sm,  Spell tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Genre</b>	Stories with familiar settings – key stories Poetry-senses Labels, lists, captions	Fantasy Stories Recount	Fairytales Poetry- pattern and rhyme	Information texts – Eg Weather (Non Chronological Reports)	Stories from a range of cultures Stories with predictable and patterned language Poetry –theme	Adventure Stories Instructional writing
<b>Reading</b>	Labels etc- buildings, jobs, routes. Poetry- senses linked to local environment and materials. Big Books- familiar settings eg Dogger, Anna's Amazing Multi-coloured Glasses, Billy Duck, Peace at Last, The Train Ride	Rainbow Fish, Julia Donaldson stories, Winnie the Witch, stories, Oriki, Percy the Park Keeper, Where the Wild things are. Recount- local area walk	Big Books- Little Red Riding Hood, Hansel and Gretel, Emperor's New Clothes, Chicken Licken. Poetry- including action rhymes, traditional rhymes.	Information Texts- Seasons Climate Weather Forecast Effects of weather on people.	Stories from a range of cultures- Handa's Surprise., The Turtle who danced with the crane, Tiddalik Stories with pattern- Big Books-Suddenly, Not Now Bernard, We're Going on a Bear Hunt, Polar Bear, Polar Bear, Walking through the Jungle.  Poetry- food	Instructions- cleaning teeth, keeping healthy, making fruit salad. Adventure- Island Space Haunted House Time Travel
<b>Grammar</b>	Sentences- joining clauses using and		Plural noun suffixes- _s or _es	Suffixes _ing, _ed, _er	Prefix un	
<b>Punctuation</b>	Capital letters, full stops, question marks. Spaces	Capital letters for names and personal pronoun I	Capital letters, full stops, question marks. Spaces	Exclamation mark	Capital letters for names and personal pronoun I	Exclamation mark
<b>Spelling</b>	F,l,s,z,k spelt ff,ll,ss,zz,ck n sound before k division of words into syllables -tch, v sound at the end of words Adding s and es	Adding endings –ing, -ed,-er where no change to root word Adding –er,-est to adj where no change to root word ai,oi,ay,oy,a-e,e-e,i-e,o-e,ue	ar,ee,ea,er,ir,ur,oo,oa,oe, ou,ow,ue,ew,	Ie,igh,or,ore,aw,au,air, ear,are	y ending ph,wh,k, prefix –un compound words	Common exception words

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genre</b>	Information text – Florence Nightingale/Great Fire of London ( Non Chronological writing)  Poetry Patterns	Fantasy Stories Instructional Writing	Stories with a familiar setting (Contemporary)	Different stories by the same author. (Katie Morag, Lighthouse Keeper) Recount	Extended stories – Adventure Poetry- Riddles	Science Fiction Stories Poetry- humour
<b>Reading</b>	Contemporary and classic poetry and poems learnt by heart  Read stories and information texts	Traditional Tales Scripts (Christmas) Information texts Thomas Edison, Guy Fawkes, Florence Nightingale, Grace Darling Read stories and information texts	Different stories by the same author. (Katie Morag, Lighthouse Keeper)Read stories and information texts	Different stories by the same author. (Katie Morag) Read stories and information texts	Riddles Read stories and information texts	Stories by significant authors/Alan Ahlberg Read stories and information texts
<b>Grammar</b>	Correct choice and consistent use of present tense and past tense throughout writing  Embellish simple sentences using adjectives e.g The boys peeped inside the dark cave.  Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]  How the grammatical patterns in a sentence indicate its function as a statement or command	Co-ordination (using <i>or, and, but,so</i> )  Embellish simple sentences using adverbs e.g Tom ran quickly down the hill.  Types of sentence- statement, question, exclamation or command.  Time openers.	Sub-ordination (using because, if, that, when)  Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ] is/was/were  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing  Time openers and ly openers.	Similes using like	Subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> )  Alliteration
<b>Punctuation</b>	Use of capital letters, full stops to demarcate sentences  Capital letters for proper nouns.	Commas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences .  Apostrophe to mark where letters are missing in spelling.	Commas after ly opener	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	Speech bubbles
<b>Spelling</b>	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  The /s/ sound spelt c before e,	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	Adding s, es to words (plural nouns and third person singular verbs) (REVISION)  Adding –es to nouns and verbs ending in –y	Words ending in –tion  The /l/ or /əl/ sound spelt –le at the end of words  The /l/ or /əl/ sound spelt –el at the end of words	The possessive apostrophe (singular nouns)  The /v/ sound spelt a after w and qu e.g want, quantity	Homophones and near-homophones  The /ʒ/ sound spelt s e.g. treasure, television

	<p>i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /aɪ/ sound spelt -y at the end of words e.g fly, try</p> <p>Common exception words. told, hold, gold, cold, old, both, only, most, climb, wild, pupils, child, behind, mind, kind, find, because, poor, floor, door</p>	<p>Adding -er, -est to the adjective to a root word where there is no change. (REVISION)</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>The /ɔ:/ sound spelt a before l and ll e.g all, walk, talk</p> <p>Common exception words. After, beautiful, pretty, steak, break, great, even, everybody, every, Christmas, many, any, whole, who</p>	<p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p> <p>The /i:/ sound spelt -ey e.g. monkey, valley</p> <p>Contractions</p> <p>Common exception words. Would, should, could, eye, bath, path, plant, pass, grass, class, father, past, last, fast</p>	<p>The /l/ or /əl/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The sound spelt or after w /ɜ:/</p> <p>The sound spelt ar after w /ɔ:/</p> <p>The /ʌ/ sound spelt o e.g. other, mother</p> <p>Common exception words. parents, Mr, Mrs, money, half, again, water, people, busy, clothes, sugar, sure, improve, prove, move, hour,</p>		
<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Genre</b>	Fables Performance poems	Myths Non Chronological Reports	Mystery stories Language play poems	Dialogue and Plays Instructions, Procedural eg rules of a game	Information texts Shape poems and Calligrams	Authors Roald Dahl Letters
<b>Reading</b>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p>	<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>recognising some different forms of poetry</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence = predicting what might happen from details stated and implied</p>

			<p>predicting what might happen from details stated and implied</p> <p>retrieve and record information from non-fiction</p>			
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Requirements in Reading  
 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Asking questions to improve their understanding of a text

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Using dictionaries to check the meaning of words that they have read

<b>Grammar</b>	<p><u>Conjunctions to express time, place and cause.g. when,before,after,w hile,so, because (complex sentences)</u></p> <p><u>Adverbs,</u></p> <p><u>Forms ‘a’ or ‘an’ according to whether word begins with a vowel or consonant.</u></p> <p><u>Using and punctuating direct speech</u></p> <p><u>Use and understand grammatical terminology</u></p>	<p>Conjunctions, adverbs,</p> <p><u>Prepositions to express time, place and cause e.g before, after, during, in, because of (complex sentences)</u></p> <p><u>Paragraphs to organise ideas</u></p> <p><u>Headings/ sub headings.</u></p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p>Conjunctions, adverbs, prepositions</p> <p><u>Clauses</u></p> <p><u>Sub ordinate Clauses</u> (complex sentences)</p> <p><u>Fronted adverbials</u></p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p>Conjunctions, adverbs, prepositions</p> <p>Clause</p> <p>Sub ordinate Clauses</p> <p>Imperative verbs</p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><u>Possessive apostrophe with plural nouns</u></p> <p>Paragraphs.</p> <p>Headings/ Sub Headings</p> <p><u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>Use and understand grammatical terminology</p>	<p>Paragraphs.</p> <p>Conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p><u>Present perfect form of verbs</u></p> <p><u>First and third person</u></p> <p>Use and understand grammatical terminology</p>
	<p><u>Requirements in Grammar</u>          develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>* using the present perfect form of verbs in contrast to the past tense</li> <li>* choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>* using conjunctions, adverbs and prepositions to express time and cause =using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>* indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>* using commas after fronted adverbials</li> <li>* indicating possession by using the possessive apostrophe with plural nouns</li> <li>* using and punctuating direct speech</li> <li>* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> <p><u>Key Vocabulary</u></p> <p><b>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks</b></p>					

	<b>word family, prefix, determiner, synonym, imperative singular, plural, pronoun, adjective, verb, noun</b>					
<b>Punctuation</b>	Revise capital letters, full stops, exclamation marks and question marks (Y2 revision) <b><u>Introduce inverted commas to punctuate speech.</u></b>	Revise capital letters, full stops, exclamation marks and question marks, apostrophes for contractions (Y2 revision)	Revise capital letters, full stops, exclamation marks and question marks (Y2 revision) <b><u>Using a comma after a fronted adverbial</u></b>  Question marks (Y2)	Inverted commas to punctuate speech.  Commas in list (Y2 revision)  Colon for instructions	Apostrophes for possession (Y2 revision) <b><u>Possessive apostrophe with plural nouns</u></b>	Revise capital letters, full stops, exclamation marks and question marks (Y2 revision)  Inverted commas to punctuate speech.
	<b><u>Key Vocabulary</u></b> <b>inverted commas, speech marks, singular, plural, capital letters, full stops, exclamation marks, commas, question marks,</b>					
<b>Spelling</b>  (NB word list for years 3 and 4 running alongside.)	Topic vocabulary Revise Y2 rules for suffixes: ing, ed, er Add vowel suffix to words with more than one syllable ly suffix	Topic vocabulary Prefixes: un, dis, mis, in Revise Y2 plural rules	Topic vocabulary Word families based on common words showing how words are related.  'i' sound spelt 'y' e.g Egypt ou as 'u' 'ei, ey, eigh', as 'ay' 'ch' e.g chemist	Topic vocabulary Word families based on common words showing how words are related.  Words ending in tion 'sure' 'ture' endings	Topic vocabulary Prefixes: re, super, anti, inter, sub  Words ending in 'gue', 'que'	Topic vocabulary Homophones/ near homophones  'ch' e.g chef, chalet  Words ending in 'sion', 'ous'

<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Genre</b>	Stories with historical settings Information text  Read: Escape From Pompeii by Christina Ballit Across The Roman Wall by Theesa Breslin Britannia 100 Great Stories from British History  Horrible Histories  Horrible Science.	Recounts: Newspapers Poetry Creating images  Current newspaper reports and recounts about issues. Eden Cam recount.  Is the Mood Tired? By Christina Rossetti  Animated Poems:  A Birthday In the Bleak Mid-Winter	Adventure Stories from other cultures  How the squirrel got its stripes.  Rama and Sita  Krishna  Snake and Honey.	Persuasive texts Explanation Texts Magazine adverts Robot Poster Tea adverts on IWB. Biscuit adverts Explanations: Range of explanation texts. T.Shirt machine Cracking contraptions. Learning Outcomes: Children can use their knowledge of the organisational features of explanation texts to find information quickly. Children can use examples of explanation texts to identify	Stories set in imaginary worlds Alice in Wonderland The Whales' Song (Sheldon & Blythe)  The Flying Blanket The Silver Chair by C S Lewis  Poetry Exploring form – Class poetry book and examples of list poems.	Stories with issues and dilemmas  Journey to Jo'burg and Sam's Duck. Plays  Charlie and the Chocolate Factory  Tudor Play scripts.

		- Is the Moon Tired? Christina Rossetti.		key features: the purpose, structure, language features and presentational features. Children can explain how ideas are developed in an explanation text.		
<b>Reading</b>	See above  Comprehension  Listen to whole books. Goodnight Mr Tom, When Hitler Sole Pink Rabbit, Carries War, Fairs Fair, 100 great stories from History.  This is War Light the Beacons	See above  comprehension	See above  Comprehension  Stories from India, Three Goddesses  Eye See  Out of this World	See above  Comprehension  Explanations and questions, evaluate rules for effective discussion.  Yellow Stockings	See above  Comprehension  Reading aloud, preparing poems using intonation, tone, volume and action.  Recognise different forms of poetry, eg free verse, narrative poetry	See above  Comprehension  Rehearsing plays for presentation. Use of drama approaches and how to perform.  A quiet family Christmas
<b>Grammar</b>	Plural and possessive s Paragraphs to organise each part of a story. Indicate change of time or place. Unit 19. Unit 28.  Noun phrases expanded by the addition of modifying adjectives, noun phrases and preposition phrases The strict, maths teacher with curly hair.  Standard English forms for Verb inflections instead of we was or I done. Unit 1 and 15. Travel – she travels (tense)  Identify a noun and types of noun including noun phrases. Unit 3 unit 17. Using pronouns, nouns and determiners- to introduce the noun (articles –a-an-the, demonstratives – that, the, this, then, possessives- your, his, hers, it, numbers- sixth, six ) which can refer back to earlier words to aid cohesion and avoid repetition.  To use short and long sentences to enhance description or add information (main and sub clause) Unit 2.	We were was past tense  Can use some cohesive devises within and across a sentence. Fronted adverbials Before the sun came up, he ate his breakfast. (when, where or How something happens)  Terminology: Pronoun, Unit 8 Unit 21 determiner, possessive pronoun, adverbial phrase  Verb tenses – past simple / past perfect. Unit 9 Unit 12 Unit 15. –  Sentences – start with a simile As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.  Sentences – ed clauses as starters. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.  Secure use of compound	Noun phrases expanded by the addition of modifying adjectives, noun phrases and preposition phrases  Terminology: Pronoun, determiner, possessive pronoun, adverbial phrase Unit 6 Unit 10.  Powerful, verbs Unit 22  Plural and possessive-s (spelling focus reinforcement)  Sentences- expanded ing clauses as starters. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.  Dialogue – verb + adverb “Hello,” she whispered, shyly.  Develop complex sentences. Main and subordinate clauses.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Identifying the subject and object of a sentence. Unit 11 (homework revision)  Sentences – repetition to persuade – find us to fine the fun.  Can vary sentences, adding phrases to make the meaning more precise.  Include some detail/ description of events or ideas which have been expanded through vocabulary (simple adjectives) or explanation. Vocabulary chosen for effect or appropriateness.	Noun phrases expanded by the addition of modifying adjectives, nouns phrases and preposition phrases  Plural and possessive-s Unit 24 and 26  Paragraphs revise  Possessive adjectives Unit 13. Terminology: Pronoun, determiner, possessive pronoun, adverbial phrase unit 16. Unit 23  Sentences -Dropping the ing clause e.g Jane, laughing at the teacher, fell off the chair. The tornado, sweeping across the city, destroyed the houses.  Reinforce complex sentences. Main and subordinate clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Verb tenses Unit 18  Paragraphs revise.  Adverb phrases Unit 27.  Short sentences to build tension.

	<p>Revise simple sentences – subject and one verb.</p> <p>Secure use of compound sentences - equal. (and, but so, for, nor, yet) Introduce complex sentences.</p> <p>Short sentences to move events on quickly. It was midnight. It's great fun.</p> <p>Sentence of 3 for action – Sam, rushed down the road, jumped ,on the bus and sank into his seat.</p>	<p>sentences. Equal – conjunction – Equal.</p> <p>Can use links to show time or cause.</p>				
<b>Punctuation</b>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Capital letters and full stops – Twinkl activity pack</p> <p>Question marks and full stops activity – Primary Resources</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Speech marks- Direct speech Unit 4</p> <p>Commas to separate items in a list – Twinkl lesson activity pack.</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists. Commas to mark clauses and to mark off fronted adverbials</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Exclamation marks activity. Exclamation marks activity TES</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of commas after fronted adverbials</p> <p>Commas after fronted adverbials - TES</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Plural possession – apostrophes – Apostrophes to mark singular and plural possession Apostrophes to show plural possession – Unit 24 Apostrophes to show singular and plural possession – Unit 26</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of inverted commas and other punctuation to indicate direct speech Each new speaker on a new line. Commas between direct speech and reporting clause</p> <p>Speech marks Unit 25</p>
<b>Spelling</b> (NB word list for years 3 and 4 running alongside.)	<p>Prefix in eg inactive, incorrect Suffix ify, en, ise, ate to create verbs</p> <p>Suffix ation added to verbs – information, adoration, sensation, preparation admiration</p> <p>Division, invasion, confusion, decision, collision, television</p> <p>Homophones and near homophones</p>	<p>More prefixes eg illegal, in- im eg immature, immortal, impossible, impatient, imperfect Re – redo, refresh, return, reappear, redecorate Sub – subdivide, subheading, submarine, submerge Inter – interact, intercity, international, interrelated Super (above) supermarket, superman, superstar Anti – antiseptic, antisocial Auto – autobiography, autograph</p>	<p>Poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous</p> <p>Suffix –ly added to an adjective to form an adverb. Sadly, completely, usually finally, comically. Exceptions: words ending ic: basically, frantically, dramatically, NB publicly</p> <p>Root word ends with –ic, -ally is added rather than just –ly except in the word publicly eg</p>	Continued	<p>Plural possession – apostrophes eg girls', children's, babies', men's mice's Ending sounding like measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure.</p> <p>League, tongue, antique unique</p> <p>Musician, electrician, magician, politician, mathematician</p> <p>Science, scene, discipline, fascinate, crescent vein, weigh, eight, neighbour,</p>	<p>Serious, obvious, curious, hideous, spontaneous, courteous</p> <p>Invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension</p>



			basically, frantically, dramatically		they, obey	
			The words truly, duly, wholly			
			Musician, electrician, magician, politician, mathematician			
<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Genre</b>	Explanations (Non-fiction & Ref. books)  Use Scott of the Antarctic non-fiction text -explain.	Novels by significant authors. (Modern Fiction -)  (Wide range of stories) Anne Fine Angel of Nitshill Rd.  Performance Poetry	Traditional stories, legends.	Recounts – Diary, Newspaper Report Science Fiction Story Writing  Classical Poetry The Highwayman	Stories from other cultures - Contemporary  Grandpa Chatterji	Persuasion  Healthy Living / human body.  Poetic style
<b>Reading</b>	Check sense Ask questions Summarise main points, key details. Retrieve, record, present info. Formal presentation.	Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader.  <b>Consider how authors develop characters &amp; settings – bully character and ‘saviour’ character ‘Angel of Nitshill Rd’</b>	Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Familiarise with a range of myths & legends.  Become familiar with our literary heritage. Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader.	Read & discuss non-fiction, reference and textbooks. Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Become familiar with our literary heritage.  Conventions of poetry writing.  Learn some poetry by heart, to perform.  Themes  Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts.	Become familiar with stories from other cultures & traditions.  Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader.  Read film scripts.  Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning.	Distinguish between fact & opinion.  Read, record and present information.  Participate in discussions about books they have read, build on other ideas and challenge views courteously.  Explain, discuss and formally present. Provide justifications.  Become familiar with our literary heritage.  Conventions of poetry writing.  Themes.  Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books.

				<p>Predictions Summarise. Language, structure &amp; presentation contribute to meaning. Language – how impact on reader.</p>	<p>Language – how impact on reader.</p>	<p>Character feelings &amp; thoughts. Predictions Summarise. Language, structure &amp; presentation contribute to meaning. Language – how impact on reader.</p>
<b>Grammar</b>	<p><b>Revise &amp; secure the use of simple sentences. Embellish simple sentences.</b></p> <p><b>Revise and secure use of compound sentences (coordinating conjunctions)</b></p> <p><b>To build cohesion – eg: then/next/after that/firstly (instructions &amp; explanations)</b></p> <p><b>Relative clauses beginning:: who/which/where/when etc</b></p> <p><b>Imperative verbs: for use in explanations and instructions.</b></p> <p>Fronted Adverbials – revision of : later/nearby/firstly etc to add info. to a sentence opening / action.</p> <p>Plan writing by ID audience &amp; purpose, use models for their own.</p> <p>Note initial ideas, draw on reading &amp; research.</p> <p>Organisational devices to guide the reader – bullet points, headings, underlining etc.</p> <p>Assess effectiveness of text. Change / edit and re-write.</p> <p>Subject/verb agreement – correct noun / verb relationships.</p> <p>Distinguish between speech</p>	<p>Degrees of possibility: adverbs –perhaps/surely and modal verbs – might/should/will/must</p> <p><b>Secure use of complex sentences by use of subordination. Identify main and subordinating clauses.</b></p> <p><b>Expand –ed clauses as starters (EG: Worried by the bully, she hurried in the other direction)</b></p> <p><b>Use correct tense in story writing – begin to use ‘progressive’ form.</b></p> <p><b>Perfect form for verbs. (had/has)</b></p> <p><b>Passive verbs for info in sentences – eg: The ball, which was being bounced by...</b></p> <p><b>Dialogue – use of direct and indirect speech.</b></p> <p>Develop atmosphere</p> <p>Describe settings.</p> <p>Select grammar &amp; vocab to change/enhance meaning.</p> <p>Paragraphs – devices to develop cohesion within &amp; across.</p> <p>To build cohesion – eg: then/next/after that/firstly</p>	<p>Revise build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Expand noun phrases.</p> <p>Revise perfect form for verbs.</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p>	<p>Revise build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Subject/verb agreement</p> <p><b>Revise/ use correct tense in story writing – begin to use ‘progressive’ form.</b></p> <p><b>Literary features of poetry: similes, alliteration, onomatopoeia</b></p>	<p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Distinguish between speech and writing – choose appropriate register.</p> <p>Use vocab and structure for formal speech &amp; writing.</p> <p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p>	<p>Indicate degrees of possibility using adverbs: perhaps/surely or modal verbs: might/should/will/must.</p> <p>Organisational devices to guide the reader – bullet points, headings, underlining etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Modal verbs and adverbs for degrees of possibility.</p> <p><b>Literary features of poetry: similes, alliteration, onomatopoeia</b></p>

	<p>and writing – choose appropriate register.</p> <p><b>Expand noun phrases to add detail.</b> (Revisit adjectives and adverbs: add detail to simple sentences)</p> <p>INSTRUCTION <b>Modal verbs and adverbs for degrees of possibility</b> (might/should/must/will)</p> <p>Use relative clauses beginning who,which,where, when,whose, that</p> <p><b>Indicate degrees of possibility using adverbs:</b> perhaps/surely or modal verbs: might/should/will/must.</p> <p><b>Adverbials</b> for time, place, number, tense choice. (later/nearby/secondly/he had seen...)</p>	<p>Relative clauses beginning:: who/which/where/when etc</p> <p>Expand noun phrases.</p> <p>Use vocab and structure for formal speech &amp; writing.</p> <p><b>To re-order sentences for maximum effect.</b></p> <p><b>Revise prepositions, determiners, pronouns (relative and possessive)</b></p>				
<b>Punctuation</b>	<p><b>Clarify &amp; revisit grammatical boundaries – use of full stop and comma (avoid confusion of)</b></p> <p><b>Brackets as parenthesis to add extra info in an explanation.</b></p> <p><b>Commas for subordinate clauses to add extra info to an explanatory sentence.</b></p> <p><b>Avoid ambiguity – commas.</b> Eg:... eats shoots and leaves. ...eats, shoots and leaves.</p> <p><b>Colon for lists – in explanations</b></p> <p><b>Handwriting – legible, fluent, speedily, cursive.</b></p> <p><b>Revisit inverted commas for direct speech.</b></p>	<p><b>Dashes to replace commas as parentheses and add emphasis. In story writing to emphasise a point or issue.</b></p> <p><b>Hyphens opposed to dashes – used to join compound adjectives and nouns. (Foul-smelling, well-known, break-in, mix-up)</b></p> <p><b>Consolidate Y3/4 – inverted commas in story writing / direct speech.</b></p>	<p><b>Brackets as parentheses to add extra info about a character.</b></p> <p><b>Commas for subordinate clauses.</b></p> <p><b>Avoid ambiguity – commas.</b></p> <p>Relaunch handwriting standards – cursive, speedy, fluent.</p> <p><b>Consolidate use of apostrophe for contraction and possession – use of in story writing a traditional tale / legend style.</b></p>	<p>Colons for lists – in recount as a character witness (The Highwayman)</p> <p>Revisit and consolidate apostrophe of contraction / possession.</p>	<p>Revisit commas – subordinate clauses to create complex sentences.</p>	<p>Revisit all.</p> <p><b>Introduce rhetorical questions in persuasive writing: Who wouldn't want a long and happy life?</b></p>

<b>Spelling</b> (NB word list for years 5 and 6 running alongside.)	Convert nouns or adjectives into verbs using suffixes – ate/-ise/-ify  Verb prefixes: Dis-/de-/mis-/over-/re-/  Use dictionaries  Use thesaurus	Silent letters  Homophones  Morphology and etymology – specific words to be learned specifically –APPENDIX 1				
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Genre</b>	Biography & Autobiography Plan - noting and developing initial ideas, drawing on reading and research where necessary  Diary  Extended Adventure Narrative – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ], and ellipsis	Journalistic Writing Plan - noting and developing initial ideas, drawing on reading and research where necessary  Poetry/ Imagery perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Argument Balanced and persuasive  Formal/impersonal  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ], and ellipsis	Non Chronological Report Writing Plan - noting and developing initial ideas, drawing on reading and research where necessary  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  Mystery Narrative – Authors and texts Plan - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  Persuasion  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ], and ellipsis	Poetry – Finding a voice perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  Short Stories with Flashback  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> ], and ellipsis	Playscripts (Reading & Writing narratives (and plays) Plan - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  Layout devices Playscript
<b>Reading</b>	asking questions to improve reading understanding  drawing inferences such as inferring characters' feelings,	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding	asking questions to improve reading understanding  drawing inferences such as inferring characters' feelings,	recommending books that they have read to their peers, giving reasons for their choices	asking questions to improve reading understanding  drawing inferences such as inferring characters' feelings,	asking questions to improve reading understanding  drawing inferences

	<p>thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>distinguish between statements of fact and opinion</p> <p>provide reasoned justifications for their views. précising longer passages</p>	<p>through intonation, tone and volume so that the meaning is clear to an audience</p> <p>asking questions to improve reading understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>provide reasoned justifications for their views.</p> <p>précising longer passages</p>	<p>thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>provide reasoned justifications for their views.</p> <p>précising longer passages</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>asking questions to improve reading understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>retrieve, record and present information from non-fiction</p> <p>provide reasoned justifications for their views.</p> <p>précising longer passages</p>	<p>thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>provide reasoned justifications for their views.</p> <p>précising longer passages</p>	<p>such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>provide reasoned justifications for their views.</p> <p>précising longer passages</p>
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Ongoing reading

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

<b>Grammar</b>	<p><b>selecting appropriate grammar and vocabulary,</b></p> <p><b>proposing changes to vocabulary, grammar and punctuation to enhance effects</b></p> <p><b>understanding how such choices can change and</b></p>	<p>Continued</p> <p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>recognising vocabulary and structures that are appropriate</p>	<p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>understanding how such choices can change and</p>	<p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>understanding how such choices can change and</p>	<p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>understanding how such choices can change and</p>	<p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>understanding how such choices can change and</p>
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	<p>enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using <b>passive verbs</b> to affect the presentation of information in a sentence</p> <p>using <b>expanded noun phrases</b> to convey complicated information concisely</p> <p>using <b>relative clauses</b> beginning with <b>who, which, where, when, whose, that</b></p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p>using <u>relative clauses</u> beginning with who, which, where, when, whose, that</p>	<p>ate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p>using <b>modal verbs or adverbs</b> to indicate degrees of possibility</p> <p>using <u>relative clauses</u> beginning with who, which, where, when, whose, that <b>or with an implied (i.e. omitted) relative pronoun</b></p> <p><b>Subjunctive forms ( in some very formal writing/speech)</b></p>	<p>enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the <b>perfect form of verbs</b> to mark relationships of time and cause</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p>using <u>modal verbs or adverbs</u> to indicate degrees of possibility</p> <p>using <u>relative clauses</u> beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the <u>perfect form</u> of verbs to mark relationships of time and cause</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p>using <u>modal verbs or adverbs</u> to indicate degrees of possibility</p> <p>using <u>relative clauses</u> beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>perfect using the <u>perfect form</u> of verbs to mark relationships of time and cause</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p>using <u>modal verbs or adverbs</u> to indicate degrees of possibility</p> <p>using <u>relative clauses</u> beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>
<b>Punctuation</b>	<p>Revision of punctuation covered previously</p> <p>Secure use of commas, including relative/embedded clauses</p> <p>Speech marks &amp; related punctuation</p> <p>Apostrophes mark omission &amp; possession</p> <p>Ellipses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p><b>The colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon. Eg You are left with only one option: press on until you have mastered it. ( De:De)</b></p> <p><b>Eg There is one thing you need to know about coleslaw: it looks and tastes like slurry.</b></p> <p><b>Using commas to clarify meaning or avoid ambiguity</b></p>	<p><b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</b></p> <p><b>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</b></p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists, punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	Revision	Revision
<b>Spelling</b> (NB word list for years 5 and 6 running alongside.)	apply their growing knowledge of root words, prefixes and suffixes	English Appendix 1	spell some words with 'silent' letters [for example, knight, psalm, solemn]	English Appendix 1	use dictionaries to check the spelling and meaning of words	use dictionaries to check the spelling and meaning of words

	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>cious tious cial tial ant/ance ent/ence able ceable</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>continue to distinguish between homophones and other words which are often confuse</p> <p>able cible geable fer hyphenated words cei ough silent letters</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>Homophones e.g. eligible illegible morning mourning decent descent</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>use a thesaurus.</p> <p>synonym, antonym</p>	<p>use a thesaurus.</p> <p>synonym, antonym</p>
<p>Ongoing Writing</p> <p>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</p>						