

**Shipbourne School**  
**English MTP - Fairlawne Class 2022-23**

**Texts**

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Charlie and the Chocolate Factory		Anglo Saxon Poetry	The Lost Happy Endings			Sulwe (BHW)	Macbeth		The Lion, The Witch and The Wardrobe			
Spring	Journey to the River Sea						Spring Poetry	WBD (Story Machine)	Rhythm of the Rain				
Summer	The Piano		Revision	Dangle	The Lighthouse	The Lost Words	There's a boy in the girls bathroom	Assessments and Free Write	There's a boy in the girls bathroom		Personal Project and Reports		

**Genre Coverage (Writing)**

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn	Description: Character Profile	Recount: Diary	Kennings Poem	Recount: Writing in role	Writing an alternative ending	Fractured Fairy-tale	Letter	Playscript	Balanced argument	Fantasy Setting Description	Free Write	Drafting own story	Publishing
Spring	Non-Chron Report	Recount	Persuasive Letter	Newspaper Report	Narrative (Sequel)		Poem	Narrative	Recount	Letter	Free Write	Explanation Text	
Summer	Recount: Diary	Historical Narrative	Revision	Personal Recount	Non-Chron Report	Poetry							

	<b>Year 4</b> (Introduce formal texts in reading)	<b>Year 5</b> (Begin to write in formal/informal ways)	<b>Year 6</b> (Write with a range of formality)
<b>Narrative Genre</b>	<ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story or retelling in the style of a myth / legend / another culture</li> </ul>	<ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story e.g. suspense / another culture</li> </ul>	<ul style="list-style-type: none"> <li>Recount / report</li> <li>Imaginative story e.g. flashback / time shift / one story inside another etc</li> </ul>

	<ul style="list-style-type: none"> <li>• Letter to a local person/organisation</li> <li>• Poetry in free verse as a means of expression</li> <li>• Narrative poem which tells a story</li> <li>• Diary entry from 1<sup>st</sup> person p.o.v.</li> <li>• Playscript extract</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry in free verse as a means of expression</li> <li>• Variety of poetry e.g. kenning, limerick</li> <li>• Diary from 1<sup>st</sup> person p.o.v.</li> <li>• Biography</li> <li>• Playscript extract</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative in the style of classic literature or other culture/tradition</li> <li>• Informal and formal letter</li> <li>• Wide range of poetry e.g. riddle / varied structure</li> <li>• Diary with appropriate level of formality</li> <li>• Biography</li> <li>• Playscript extract</li> </ul>
<b>Non-Narrative Genre</b>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Instructions or guidance document</li> <li>• Persuasive leaflet</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Explanation</li> <li>• Instructions</li> <li>• Persuasive leaflet</li> <li>• Spoken and written argument</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Explanation / guidance document</li> <li>• Instructions</li> <li>• Spoken and written argument e.g. for debate</li> </ul>

### National Curriculum Objectives

	Year 4	Year 5	Year 6
	<b><u>Speaking and Listening</u></b>		
	<ul style="list-style-type: none"> <li>• prepare and present information orally</li> <li>• support own ideas and opinions with explanations</li> <li>• develop ideas and feelings through sustained talk</li> <li>• organise what they want to say so that it is clear to the listener</li> <li>• give descriptions and recall events / stories / recount experiences with some added detail to engage the listener</li> <li>• adapt speaking style to suit the audience</li> <li>• present information to a wider audience eg. whole school in assembly</li> </ul>	<p>Pupils should be beginning to:</p> <ul style="list-style-type: none"> <li>• articulate thoughts clearly when presenting to a range of audiences</li> <li>• adopt a formal / informal tone as appropriate to the situation</li> <li>• present information in a variety of ways to a range of audiences</li> <li>• take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</li> <li>• perform to wider audiences combining words, gestures and movement</li> <li>• show a clear understanding of the main points of a conversation / discussion.</li> <li>• be able to articulate and develop the speaker's ideas in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• articulate thoughts clearly when presenting to a range of audiences</li> <li>• adopt a formal / informal tone as appropriate to the situation</li> <li>• present information in a variety of ways to a range of audiences</li> <li>• take an active role in discussions - taking on specific roles and taking responsibility to ensure that a discussion remains focused</li> <li>• perform to wider audiences combining words, gestures and movement</li> <li>• show a clear understanding of the main points of a conversation / discussion.</li> <li>• be able to articulate and develop the speaker's ideas in different ways.</li> <li>• make reference to others' comments when articulating own ideas</li> </ul>

- begin to adapt suitable styles of delivery dependent on task / audience
- recognise how language choices vary in different situations
- develop their individual vocabulary using words they hear and see in their reading and across curriculum subjects
- use new vocabulary within the correct context
- discuss a wider range of topics which are perhaps unfamiliar to their own direct experience
- give answers to questions that are supported by justifiable reasons
- develop ideas and expand on these building on what others say
- adapt ideas in light of new information
- work in a variety of group situations following appropriate etiquette for group dynamics
- show through the contributions made and questions asked that they have followed a conversation
- participate in discussions by listening to others and building on from what has been said
- respond to a speaker's main ideas, developing them through comments and suggestions
- generate questions to ask a specific speaker / audience in response to a talk / conversation
- ask questions in direct response to something heard / presented
- participate in drama, improvisation and role play activities—showing an understanding of a character by

- make reference to others' comments when articulating own ideas
- participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group
- spontaneously ask questions which develop the conversation and take ideas or knowledge further
- use vocabulary appropriately and for effect
- use appropriate terminology linked to other curriculum subjects
- talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions
- sustain an argument and follow a train of thought, returning to main ideas throughout the course of the conversation
- present ideas / opinions coherently, supported with reasons
- talk about feelings, thoughts and ideas with some detail to make meaning explicit
- present information clearly and in an appropriate form to the listener
- plan and present information verbally selecting the appropriate format and style to match the purpose
- sustain a longer conversation about a given topic
- summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
- offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
- participate in debates, following appropriate etiquette, and conventions
- be aware of the listener and adapt talk to maintain the listener's interest

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- summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard
- offer ideas and support these with reasoning. Be prepared to change these as new information comes to light and make reference back to original thoughts providing either further evidence to support ideas or reasons for the change of focus
- participate in debates, following appropriate etiquette, and conventions
- be aware of the listener and adapt talk to maintain the listener's interest
- express and explain relevant ideas with some elaboration to make meaning explicit

	<ul style="list-style-type: none"> <li>choice of vocabulary to indicate feelings and emotions</li> <li>take account of the viewpoints of others when building own arguments and offering responses</li> </ul>	<ul style="list-style-type: none"> <li>express and explain relevant ideas with some elaboration to make meaning explicit</li> <li>maintain control and effective organisation of a talk to guide the listener</li> <li>adapt vocabulary, grammar and non-verbal features to maintain listener's interest</li> <li>make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</li> <li>explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</li> </ul>	<ul style="list-style-type: none"> <li>maintain control and effective organisation of a talk to guide the listener</li> <li>adapt vocabulary, grammar and non-verbal features to maintain listener's interest</li> <li>make reference to the viewpoints of others providing supporting evidence or counterbalancing these with their own opinions</li> <li>explain how language use varies in different situations. Reflect this understanding in the choices made for delivering talk</li> </ul>
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### Reading

<b>Word Reading</b>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Begin to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
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<b>Comprehension</b>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<p>Begin to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and read for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and read for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
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- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry)

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text
- 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 identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating 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

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Begin to understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
- 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 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion
- retrieving, recording and presenting information from non-fiction
- participating 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
- explaining and discussing their understanding of what they have read, including through formal presentations and debates,

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- participating 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
- explaining and discussing their understanding of what they have read, including through formal presentations and

		maintaining a focus on the topic, using notes where necessary providing reasoned justifications for their views	debates, maintaining a focus on the topic, using notes where necessary providing reasoned justifications for their views
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**Writing**

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>confidently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>beginning to choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>begin to choose the writing implement that is best suited for a task</li> </ul>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>
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<b>Composition</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p>Discuss and record ideas, draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> </ul>	<p>Begin to plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p>Begin to draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
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	<ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices (eg. headings and sub-headings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-reading for spelling and punctuation errors</li> </ul> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none"> <li>precising longer passages using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p>Begin to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-reading for spelling and punctuation errors</li> </ul> <p>Begin to perform their own compositions, showing an understanding of appropriate intonation, volume, and movement so that meaning is clear</p>	<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-reading for spelling and punctuation errors</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<b>Vocabulary, Grammar and Punctuation</b>	<p>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, e.g. when, if, because, although</li> <li>using the present perfect form of verbs to mark relationships of time and cause</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<p>Begin to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>



- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- learning the grammar for years 3 and 4 in English Appendix 2
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Begin to 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 main clauses using a colon to introduce a list, punctuating bullet points consistently
- learning the grammar for years 5 and 6 in English Appendix 2
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

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 main clauses using a colon to introduce a list, punctuating bullet points consistently
- learning the grammar for years 5 and 6 in English Appendix 2
- using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading



## Grammar - Appendix 2 (Taught through integrated lessons and Guided Reading tasks)

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 4	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>the grammatical difference between plural and possessive -s</li> <li>standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>fronted adverbials</li> <li>use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</li> <li>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of paragraphs to organise ideas around a theme</li> <li>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")</li> <li>apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>determiners</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 5	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>• verb prefixes (e.g. dis-, mis-, over- and re-)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</li> <li>• indicating degrees of possibility using adverb (e.g. perhaps, surely)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>• linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>• brackets, dashes or commas to indicate parenthesis</li> <li>• use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>• relative clause</li> <li>• modal verb</li> <li>• relative pronoun</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>

	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
Year 6	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out - discover, ask for - request, go - enter)</li> <li>how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].</li> <li>the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>	<p>Content to be introduced:</p> <ul style="list-style-type: none"> <li>use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>use of the colon to introduce a list and use of semi-colons within lists</li> <li>punctuation of bullet points to list information</li> <li>how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>	<p>Terminology to be introduced:</p> <ul style="list-style-type: none"> <li>active and passive voice</li> <li>subject and object</li> <li>hyphen</li> <li>synonym</li> <li>antonym</li> <li>colon</li> <li>semi-colon</li> <li>bullet points</li> <li>ellipsis</li> </ul>

## Spellings – Appendix 1 (Taught using Twinkl Spelling Scheme)

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 3/4	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>homophones and near homophones e.g. affect/ effect, berry/bury, fair/fare, male/mail</li> </ul>		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>words using suffix-es: -ly, -ation, -ous</li> <li>words with endings sounding / shun/: -tion, -sion, -ssion, -cian</li> <li>words ending with the schwa sound: measure, creature</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>e.g. league, unique</li> <li>words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>

	Words	Phonics	Rules and Conventions	Affixes and Roots	Word Origins	Grammar
Year 5/6	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words containing the letter-string 'ough' e.g. bought, rough, cough, though, although, thorough, plough</li> <li>homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling</li> <li>plus exceptions protein and seize</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>words ending in -able and -ible</li> <li>words ending in -ably and -ibly</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>