

	Autumn	Spring	Summer
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell <b>most</b> of the Year Five/ Six common exception words: 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, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, 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, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</li> <li>• To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</li> <li>• To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>• To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</li> <li>• To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <b>all</b> of the Year Five/ Six common exception words: 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, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, 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, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</li> <li>• To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>• To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</li> <li>• To spell words by adding suffixes beginning with vowel letters to words</li> </ul>	<ul style="list-style-type: none"> <li>• Spell <b>all</b> of the Year Five/ Six common exception words: 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, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical,</li> </ul>

	<ul style="list-style-type: none"> <li>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> <li>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</li> </ul>	<p>ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p> <ul style="list-style-type: none"> <li>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</li> <li>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</li> <li>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>	<p>prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> <li>To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> <li>Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate handwriting from the Autumn term.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate handwriting from the Autumn term.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Plan their writing by identifying the audience for and purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate from previous two terms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Proofread consistently their own and others' work to check for errors and to make improvements.</li> <li>• Draft, redraft and edit their writing.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>• Link ideas across paragraphs to create cohesion.</li> <li>• Start to use dialogue to convey a character and to advance the action.</li> <li>• Link ideas across paragraphs to create cohesion.</li> <li>• Select vocabulary to enhance mood, clarify meaning and create pace.</li> <li>• Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To select language to achieve formal and informal tone.</li> </ul>	
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Use standard English verb inflections accurately. E.g. '<i>We were</i>' rather than '<i>we was</i>', '<i>I did</i>' rather than '<i>I done</i>' and '<i>I should have</i>' rather than '<i>I should of</i>'.</li> <li>• Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• Ensure the consistent and correct use of tense throughout all pieces of writing,</li> </ul>	<ul style="list-style-type: none"> <li>• Use the subjunctive form in formal writing.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use the active and passive voice.</li> <li>• Use question tags for informal writing. E.g. 'She said it was half price, didn't she?'</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate Autumn and Spring terms.</li> </ul>

	<p>including the correct subject and verb agreement when using singular and plural.</p> <ul style="list-style-type: none"> <li>• Use a range of fronted adverbials.</li> <li>• Use subordinate clauses correctly.</li> <li>• Use co-ordinating clauses correctly.</li> <li>• Use effective expanded noun phrases.</li> <li>• Use bullet points, headings and subheadings if appropriate.</li> <li>• Begin to use figurative language.</li> <li>• Use a range of different openers. E.g. ISPACED.</li> <li>• Use figurative language (metaphor, onomatopoeia, personification, alliteration, simile, idiom, hyperbole, emotion, rhyme and repetition).</li> </ul>		
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Punctuate speech correctly.</li> <li>• Use apostrophes for contractions and possession including plurals.</li> <li>• Use commas for clarity: in a list, to address the reader, after a subordinate clause, to introduce speech, after a fronted adverbial (this could be a prepositional phrase), relative clauses/ embedded clauses and demarcate parenthesis.</li> <li>• Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> <li>• Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dashes and brackets to mark parenthesis.</li> <li>• Vary position of clause structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate from Autumn and Spring terms.</li> </ul>