

Leyland St. James' CE (Aided) Primary School

LONG TERM CURRICULUM PLAN – Writing

EYFS:

AREA	AUTUMN		SPRING		SUMMER	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Literacy – Development Matters	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. (Physical Development)	Teach letter formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud.	Dictate sentences to ensure they contain only the taught sound-letter correspondences.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense by modelling reading through your own writing.
Phonics	See Phonic Milestones					

KS1:

AREA	Year 1					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Oral presentation of a poem Poems based on a structure Non-fiction texts	Traditional Tales Recounts	Stories with familiar settings	Repetitive patterned stories Poems on a theme	Classic Stories Instructions	Stories by the same author Non-chronological reports
Composition	Orally compose every word/sentence before writing – using phonic knowledge to help. Reread to check it makes sense. Write in different forms with simple text type features.	Use formulaic phrases to open and close texts. Orally plan and rehearse events in order. Sequence ideas/events in order	Use familiar plots for structuring the opening, middle and end of their stories.	Use familiar plots for structuring the opening, middle and end of their stories. Use specific text type features to write for a range of audiences and purposes.	Use familiar plots for structuring the opening, middle and end of their stories. Orally plan and rehearse events in order	Use familiar plots for structuring the opening, middle and end of their stories. Research topic before starting composition. Discuss their writing with peers and adults.
Grammar and Punctuation	Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others.	Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops.	Use capital letter for the personal pronoun. Use capital letters for names of people, places and days of the week.	Identify and use question marks and exclamation marks. Use simple connectives to link ideas e.g. <i>and</i> .	Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i> . Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i> .	Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i> .
Phonics/ Spellings	See Phonic Milestones					

Area	Year 2					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Information Text Innovated narrative	Stories with fantasy settings Poems to learn by heart Non-chronological reports	Animal adventure stories Recount: letters Classic Poems	Traditional Tales with a twist Instruction	Stories with familiar settings Persuasion Riddles	Stories on a theme Explanations Poems on a theme
Composition	Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i> . Use specific text type features to write for a range of audiences and purposes.	Orally plan and rehearse events in order. Use familiar plots for structuring the opening, middle and end of their stories. Research topic before starting composition.	Writing narratives about personal experiences and those of others. Writing about real events. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss and persuade. Use formulaic phrases to open and close texts.	Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Orally plan and rehears events in order.	Use familiar plots for structuring the opening, middle and end of their stories. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss and persuade. Edit and improve their own writing in relation to audience and purpose.	Proofread to check for errors in spelling, grammar and punctuation. Writing narratives about personal experiences and those of others. Writing about real events. Read aloud their writing with intonation to make the meaning clear.
Grammar and Punctuation	Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i> . Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list.	Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i> . Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i> . Other time connectives: <i>while, as, before, after</i> .	Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i> . Other reason connectives: <i>so, if, then, for, unless</i> . Select, generate and effectively use verbs. Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. Use present tense for non-chronological reports and persuasive adverts.	Select, generate and effectively use nouns. Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i> .	Select, generate and effectively use adjectives. Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i> . Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i> .	Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i> .

Spellings	See Phonic Milestones
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KS2:

AREA	Year 3					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Narrative based on a model	Fables Poems with a structure Persuasion letters	Folk Tales Recount: biographies	Stories as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Classic poetry Mystery/Adventure/ Fantasy stories Explanations
Composition	Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.	Discussing and recording ideas for planning. Creating and developing settings for narratives. Creating and developing characters for narrative. Using appropriate intonation, tone and volume to present their writing to a group or class.	Identifying and discussing the purpose, audience, language and structures of narrative and non-fiction. Grouping related material into paragraphs. Using headings and sub-headings to organise information.	Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Grouping related material into paragraphs.	Creating and developing settings for narratives. Creating and developing characters for narrative. Creating and developing plots based on a model. Proofread to check for errors in spelling, grammar and punctuation.	Write simple poems based on a model and perform it to an audience. Progressively build a varied and rich vocabulary and an increasing range of sentence structures. Create settings, characters and plot. Proofreading for spelling and punctuation errors.

<p style="text-align: center;">Grammar and Punctuation</p>	<p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i></p>	<p>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></p> <p>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i></p>	<p>Use inverted commas to punctuate direct speech (speech marks).</p>	<p>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i></p>	<p>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i></p>	<p>Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p>Explore and collect words with prefixes <i>super, anti, auto.</i></p>
<p style="text-align: center;">Spellings</p>	<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p>	<p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reinroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p>	<p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix 'ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /n/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p>	<p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

AREA	Year 4					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Writing magazine article Short writing opportunities Infographics	Stories with issues and dilemmas Persuasion	Playscripts Non-chronological reports	Stories with fantasy settings Explanations	Folk Tales Debate Poems on a theme	Stories with a theme Poems with a structure Information Booklets
Composition	Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Research from a wide variety of sources to find out as much information as they can surrounding the topic.	Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where</i> . Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. Using appropriate intonation, tone and volume to present their writing to a group or class.	Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Improving writing in light of evaluation Perform own compositions for different audiences. Grouping related material into paragraphs. Using headings and sub-headings to organise information.	Proofread to check for errors in spelling, grammar and punctuation. Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. Using appropriate intonation, tone and volume to present their writing to a group or class.	Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i> . Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Progressively build a varied and rich vocabulary and an increasing range of sentence structures. Identifying and discussing the purpose, audience, language and structures of narrative and non-fiction.

<p>Grammar and Punctuation</p>	<p>Explore and identify main and subordinate clauses in complex sentences. Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></p>	<p><i>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</i></p> <p>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p> <p>Identify, select and effectively use pronouns.</p>	<p>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></p> <p>Use commas to mark clauses in complex sentences.</p>	<p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></p>	<p>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p>
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Spellings	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /ʃ/ sound spelt 'ch' • The /ɪ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', '-ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p>	<p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p>	<p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p>	<p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>
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AREA	Year 5					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Narrative based on a model	Science Fiction Information Booklets	Legends Persuasion	Novel as a theme Information text	Stories from other cultures Debate	Myths from around the world Reports Poetry with figurative language
Composition	Thinking how authors develop characters and settings (in books, films and performances). Selecting <i>appropriate</i> grammar and vocabulary Perform own compositions for different audiences: Using appropriate intonation and volume.	Noting and developing ideas. Drawing on reading and research. Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i> Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Ensuring consistent and correct use of tense throughout a piece of writing. Ensuring consistent subject and verb agreement. Assessing the effectiveness of own and others' writing in relation to audience and purpose. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Grouping related material into paragraphs. Using headings and sub-headings to organise information. Thinking how authors develop characters and settings (in books, films and performances). Blending action, dialogue and description within and across paragraphs. Using devices to build cohesion	Identifying and discussing the purpose, audience, language and structures of narrative and non-fiction.	Drawing on reading and research Selecting <i>appropriate</i> grammar and vocabulary. Assessing the effectiveness of own and others' writing in relation to audience and purpose

<p>Grammar and Punctuation</p>	<p>Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i></p> <p>Create and punctuate complex sentences using <i>ed</i> openers.</p>	<p>Create and punctuate complex sentences using <i>ing</i> openers.</p> <p>Create and punctuate complex sentences using simile starters</p>	<p>Demarcate complex sentences using commas and explore ambiguity of meaning.</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p>	<p>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i></p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p>	<p>Identify and use brackets and dashes</p> <p>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</p>	<p>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</p>
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Spellings	<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p>	<p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p>	<p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p>	<p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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AREA	Year 6					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Context	Narrative: story as a theme	Novel as a theme Explanation Recounts Biography	Poetry songs and Lyrics Biography Novel as a theme Persuasion: A formal review	Older literature Poems with Imagery Information text	Crime Fiction Explanations	Classic Narrative Poetry Poems on a theme Persuasion letters
Composition	Choose appropriate text-form and type for all writing. Selecting the appropriate language and structures. Drawing on similar writing models, reading and research.	Choose appropriate text-form and type for all writing. Selecting the appropriate language and structures. Drawing on similar writing models, reading and research. Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i>	Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> Using devices to build cohesion. Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i>	Grouping related material into paragraphs. Using headings and sub-headings to organise information. Proofread to check for errors in spelling, grammar and punctuation. Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i>	Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofreading for grammatical, spelling and punctuation errors.	Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> Progressively build a varied and rich vocabulary and an increasing range of sentence structures. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar and Punctuation</p>	<p>Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p>	<p>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> Use ellipsis to link ideas between paragraphs</p>	<p>Identify and use colons to introduce a list. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></p>	<p>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i> Punctuate bullet points consistently</p>	<p>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request.</p>	<p>Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spellings</p>	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’</p> <p>Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p>	<p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Words containing the letter string ‘-ough’</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p>	<p>Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p>	<p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>