



Writing Curriculum Cycle – Emerald Class (Years 5 & 6) – Cycle B



Emerald Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes & curricular focus	Being Me in My World English and PSHEe National Poetry Day	What does the census tell us about our local area? History	What is life like in the Alps? Geography	What did the Greeks ever do for us? English and History	Unheard Histories History	Why does population change? Geography
Core Texts Fiction Non-fiction Poetry & Rhyme	 The Nowhere Emporium by Ross MacKenzie	 Tiger Heart by Penny Chimes	 Survivors by David Long	 Percy Jackson and the Lightning Thief by Rick Riordan	 Freedom: 1783 by Catherine Johnson	 The Boy in the Back of the Class by Onjali Rauf
Supporting Texts Children <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; - reading books that are structured in different ways and reading for a range of purposes; - 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; - 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. 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. 	Happy Here: Story Collection The Distance Between Me and the Cherry Tree by Paola Peretti The Star Outside My Window by Onjali Rauf The Rain Player by David Wisniewski The Chocolate Tree by Linda Lowery & Janice Lee Porter History in Infographics: The Mayans by Jon Richards 	Cogheart by Peter Bunzl Twelve Minutes to Midnight by Christopher Edge The Bluest of Blues by Fiona Robinson What Mr Darwin Saw by Mick Manning & Brita Granstrom Queen Victoria by V&A Another Twist in the Tale by Catherine Bruton 	Secrets of the Mountain by Libby Walden & Richard Jones The Mountain Rescue Dog by Juliette Forrest World Feature Focus: Mountains by Rebecca Kahn Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany & Marcos Navarro Highest Mountain, Deepest Ocean by Kate Baker & Page Tsou 	Mission to Marathon by Geoffrey Trease Leo and the Gorgon's Curse by Joe Todd Stanton Greek Myths by Marcia Williams Greek Adventure by Julia Golding So You Think You've Got it Bad? by Chae Strathie & Marisa Morea 	The Windrush Child by Benjamin Zephania Henry's Freedom Box by Ellen Levine and Kadir Nelson Respect by Michaela Morgan & Karen Donnelly The Place For Me: Stories About the Windrush Generation Coming to England by Floella Benjamin and Diane Ewen Black and British: An Illustrated History by David Olusoga Little People, Big Dreams: Harriet Tubman by Ma. Isabel Sanchez Vegara 	The Silence Seeker by Ben Morley Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen & Annemarie Young The Journey by Francesca Sanna King of the Sky by Nicola Davies When Jessie Came Across the Sea by Amy Hest On the Move by Michael Rosen 

<p>Class Reader</p>	 <p>Wild Boy by Rob Lloyd Jones</p>	 <p>Gaslight Eloise Williams</p>	 <p>The Brockenspectre by Linda Newbery</p>	 <p>Who Let the Gods Out? By Maz Evans</p>	 <p>The 11th Trade by Alyssa Hollingsworth</p>	 <p>Illegal by Eoin Colfer and Andrew Donkin</p>
<p>Possible Writing Outcomes – Writing to Entertain</p> 	<p>Write a list poem inspired by The Nowhere Emporium</p> <p>Write a free verse poem inspired by The Nowhere Emporium</p> <p>Write a descriptive piece about a newly invented Wonder</p> <p>Continue the story</p>	<p>Write a description of a scene from an image</p> <p>Write a short narrative conveying a strong emotion</p> <p>Write duologues</p> <p>Write a narrative about a tricky situation</p>	<p>Write a description of a journey</p> <p>Write a survival story</p>	<p>Write a multi-chapter quest story inspired by the adventures of Percy Jackson</p>	<p>Write biographical poetry about Nat</p> <p>Recount a part of the story in role using the genre/format of your choice e.g. diary entry</p>	
<p>Possible Writing Outcomes – Writing to Inform</p> 	<p>Write a factfile about world city</p> <p>Write a journal entry as Daniel</p>		<p>Write a survival guide</p> <p>Write a newspaper report about Juliane Koepcke</p> <p>Write a recount</p>		<p>Write biographical poetry about Nat</p> <p>Write a report on the events of the Zong</p> <p>Recount a part of the story in role using the genre/format of your choice e.g. diary entry</p>	
<p>Possible Writing Outcomes – Writing to Persuade</p> 		<p>Write a persuasive promotional leaflet for Barithea</p>	<p>Write a letter requesting help</p>			
<p>Possible Writing Outcomes – Writing to Discuss</p> 	<p>Write a discussion piece about whether Lucien Silver is good or bad</p>		<p>Write a discussion piece about climate change</p>			

<p>Sentence Building Construction</p>	<p>Introduce Includes parenthesis within sentences</p> <p>Introduce Uses relative conjunctions <i>e.g. that, which, who</i></p> <p>Practise Writes short, irregular sentences for effect</p>	<p>Introduce Begins to use the passive voice</p> <p>Practise When tense is varied, it is appropriate to the writing</p>	<p>Practise Writes dialogue alongside narrative successfully</p> <p>Assess Writes two main clauses within the same sentence</p>	<p>Develop Controls a varied range of sentences, including parenthesis</p> <p>Assess Writes dialogue accurately and independently</p>	<p>Embed Maintains a range of tenses mostly successfully, even when alterations in tense are required <i>e.g. shifts between past and present</i></p>	
<p>Punctuation</p>	<p>Introduce Uses punctuation associated with parenthesis, <i>e.g. pair of commas / pair of dashes / brackets</i></p>	<p>Practise Begins to use alternative punctuation to separate two main clauses <i>e.g. semi-colon / colon</i></p>	<p>Develop Uses all internal punctuation within speech</p>	<p>Develop Uses a range of punctuation to demarcate parenthesis</p> <p>Assess Independently uses commas to separate clauses and avoid ambiguity</p>	<p>Develop Uses semi-colons and colons to separate clauses</p> <p>Assess Independently uses all punctuation associated with dialogue</p> <p>Uses single inverted commas to cite a quotation</p>	
<p>Whole Text Building</p>	<p>Consolidate Write poems in different forms <i>e.g. haiku / list / free verse / narrative poetry</i></p>		<p>Practise Sometimes independently, write poetry in different forms using models to guide and inspire</p>	<p>Develop Independently, write poetry in different forms using models to guide and inspire</p>	<p>Develop Write a wider range of poetry in different forms <i>e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc.</i></p>	
	<p>Consolidate Independently use fronted adverbials to open some sentences</p>	<p>Introduce Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece</p>	<p>Practise Link ideas across paragraphs using adverbials of time or place <i>e.g. later, nearby;</i> or tense choices <i>e.g. he had seen her before</i></p>	<p>Develop Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion <i>e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence</i></p>	<p>Develop Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion <i>e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence; and ellipsis.</i></p>	<p>Embed Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion <i>e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence; and ellipsis.</i></p>
	<p>Introduce With some independence, organise information from beginning to end, using meaningful paragraphs</p>	<p>Practise With some independence, organise information from beginning to end, using meaningful paragraphs</p>	<p>Develop Independently organise information from beginning to end, using meaningful paragraphs</p>	<p>Embed Independently organise information from beginning to end, using meaningful paragraphs</p>	<p>Assess Independently organise information from beginning to end, using meaningful paragraphs</p>	
	<p>Consolidate Know and use some features of the chosen genre</p>	<p>Introduce Know the features of a range of genres</p>	<p>Practise Know and use the features of a range of genres</p>	<p>Develop Use the features of a range of genres across narrative and non-narrative forms</p>	<p>Embed Confidently use the features of a wide range of genres across narrative and non-narrative forms</p>	<p>Assess use the features of a wide range of genres across narrative and non-narrative forms</p>
		<p>Introduce Maintain cohesion through judicious vocabulary choices</p>	<p>Practise Maintain cohesion through judicious vocabulary choices, according to the content</p>		<p>Develop Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p>	
	<p>Consolidate With adult model, begin to write a précis of longer passages</p>	<p>Practise Write a précis of longer passages</p>		<p>Develop Write a summary of longer passages</p>	<p>Embed Write a summary of a full text</p>	

		Introduce Begin to use organisational devices to structure non-narrative texts <i>e.g. headings/underlining/bullet points</i>	Practise Use organisational devices to structure non-narrative texts <i>e.g. headings/underlining/bullet points</i>	Develop With increasing independence, use organisational devices to structure a range of non-narrative texts <i>e.g. columns or tables to structure text</i>	Embed With independence use organisational devices to structure a range of non-narrative texts <i>e.g. columns or tables to structure text</i>	Assess Use the full range of organisational devices to structure a range of non-narrative texts
	Consolidate Maintain correct tense to achieve cohesion, sometimes managing change of tense when required	Practise Sustain tense accurately through the piece	Develop Sustain and adjust tense accurately through the piece	Develop Ensure consistent use of tense through the piece	Embed Ensure consistent and correct use of tense through the piece	Assess Ensure consistent and correct use of tense through the piece
Authorial Effect	Introduce Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • identify audience / different possible audiences • identify purpose and how the pupil intends to affect that audience • use other similar writing as models for their own 	Practise Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • identify audience / different possible audiences • identify purpose and how the pupil intends to affect that audience • use other similar writing as models for their own • plan writing, noting and developing initial ideas • draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience • begin to write in formal ways • describe e.g. settings, character, atmosphere, using well-chosen vocabulary 	Develop Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • identify audience / different possible audiences • identify purpose and how the pupil intends to affect that audience • use other similar writing as models for their own • plan writing, noting and developing initial ideas • draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience • begin to write in formal ways • describe e.g. settings, character, atmosphere, using well-chosen vocabulary • experiment with and discuss vocabulary and effect when writing poetry • with adult support, integrate dialogue to convey character and advance the action • structure the text to guide the reader • proof-read for clarity of meaning and effect 	Develop Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • independently identify purpose and potential audience/s, and the intended effect of their writing upon them • draw on reading and research to select context and vocabulary 	Embed Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • independently identify purpose and potential audience/s, and the intended effect of their writing upon them • draw on reading and research to select context and vocabulary • plan writing, noting and developing ideas, either independently or through peer discussion • draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience • read work aloud to check its intended effect 	Assess Communicate coherently and effectively with increased confidence, independence and audience awareness: <ul style="list-style-type: none"> • independently identify purpose and potential audience/s, and the intended effect of their writing upon them • draw on reading and research to select context and vocabulary • plan writing, noting and developing ideas, either independently or through peer discussion • draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience • read work aloud to check its intended effect • use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader • explore the effect of their poetry on the reader • use further organisational devices to guide the reader e.g. in non-narrative writing • proof-read for clarity of meaning and effect
Grammar and Punctuation Word Classes	Consolidate Review common, proper and collective nouns Introduce Discuss abstract nouns <i>e.g. sadness, love</i> Consolidate Revise use of capital letters for more obscure contexts <i>e.g. shops, hotels, companies, landmarks</i>	Introduce Find all the determiners in a given sentence Introduce Discuss different types of determiners Practise Identify preposition phrases in sentences, including prepositions of place and time <i>e.g. He was in bed / I met them after the party</i>	Practise Use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner Practise Edit teacher's weak sentence which requires improvement Develop Dictate sentences which model word classes taught	Develop Sort banks of nouns to identify common, proper, collective and abstract <i>e.g. strength, horror</i> Practise Play games to reinforce four key word classes, to include challenging words which can be used in different ways <i>e.g. hollow</i>	Practise Find all the determiners in a given sentence Develop Collect a bank of further synonyms using thesaurus, referring to this when writing Practise Identify preposition phrases in sentences, including prepositions of place and time	Embed Use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner Develop Edit teacher's weak sentence which requires improvement Assess Dictate sentences which model word classes taught

	<p>Consolidate Play games to reinforce four key word classes</p> <p>Introduce Identify and use pronouns to avoid repetition</p> <p>Introduce Discuss whether or not noun phrases in texts are effective</p> <p>Practise Compose expanded noun phrases and apply to writing</p> <p>Assess Evaluate own and others' noun phrases</p>	<p>Practise Model use of fronted adverbial, ensuring correct use of comma</p> <p>Develop Discuss the effect of moving position of adverbial <i>e.g. make human sentences with word cards</i></p> <p>Practise Apply fronted adverbials to own writing</p> <p>Assess Dictate sentences</p>	<p>Practise Also identify word classes in contexts which are challenging</p> <p>Develop In guided writing, discuss whether particular words are effective - <i>Do they make the sentence stronger?; How?</i></p> <p>Consolidate Play games to consolidate word classes</p>	<p>Practise Identify synonyms and antonyms</p> <p>Practise Identify the possessive pronoun <i>e.g. her, our, my</i></p> <p>Develop Compose expanded noun phrases and apply to writing</p> <p>Assess Evaluate own and others' noun phrases to consider their effect</p>	<p>Practise use of fronted adverbial, ensuring correct placement of comma</p> <p>Develop Discuss the effect of moving position of adverbial <i>e.g. make human sentences with word cards</i></p> <p>Assess Identify other adverbials in shared reading and writing</p>	<p>Embed Play games to consolidate word classes</p> <p>Develop Also identify word classes in contexts which are challenging</p> <p>Assess Independently find the antonyms to a set of given words</p> <p>Embed Revise possessive pronoun</p> <p>Embed Strengthen and improve verbs in writing</p>
Sentence Functions	<p>Consolidate Play games to secure understanding of four sentence functions</p> <p>Consolidate Evaluate own and each other's writing in order to check for variation of sentence types to interest the reader</p> <p>Introduce Identify rhetorical questions in texts</p>	<p>Practise Identify statements when reading cross curricular texts <i>e.g. in Science</i></p> <p>Practise Raise questions about a topic or for an interview, and punctuate appropriately</p> <p>Assess Choose whether or not a command needs an exclamation mark</p>	<p>Develop Identify commands and questions from more abstract possibilities (which may be indirect)</p> <p>Practise Write a variety of sentence types when writing dialogue, in order to show character or advance the action <i>e.g. exclamation</i></p>	<p>Develop Play games to secure understanding of four sentence types</p> <p>Practise Evaluate own and each other's writing in order to check for variation of sentence types to interest the reader</p> <p>Assess Identify rhetorical questions in texts</p>	<p>Develop Identify statements when reading cross curricular texts <i>e.g. in History</i></p> <p>Embed Raise questions and punctuate appropriately</p> <p>Assess Choose whether a question is reported or whether it needs a ? <i>e.g. He asked her to sit down.</i></p>	<p>Embed Identify commands, questions and exclamations from more abstract possibilities (which may be indirect)</p> <p>Assess Write a variety of sentence types when writing dialogue, in order to show character or advance the action</p>
Combining Words, Phrases and Clauses	<p>Introduce During shared writing, model relative clauses in which the relative pronoun refers back to the noun <i>e.g. That's the boy who lives next door</i></p> <p>Introduce Collect a bank of relative pronouns (/ conjunctions) in writing journal <i>e.g. which, who, that</i></p> <p>Assess Dictate sentences which include relative clauses</p>	<p>Introduce Identify adverbials both within and at the front of sentences</p> <p>Introduce Discuss how these add cohesion to texts</p> <p>Introduce Discuss the effect of moving the position of a fronted adverbial</p> <p>Practise Collect sets of time connectives from texts <i>e.g. the day after, eventually, all of a sudden</i></p> <p>Assess Highlight cohesive devices in non-fiction and fiction texts</p>	<p>Practise Provide sentences which require most appropriate choice of conjunction</p> <p>Develop Include and revise relative clauses</p>	<p>Practise During shared writing, identify relative clauses in which the relative pronoun refers back to the noun <i>e.g. I'm eating pasta, which is my favourite food</i></p> <p>Practise Identify parenthesis in texts</p> <p>Develop Discuss the extra information provided</p> <p>Develop Model variety of punc' to indicate parenthesis</p> <p>Assess Dictate sentences</p>	<p>Develop Identify adverbials in texts during shared and guided reading, and discuss how these add cohesion</p> <p>Develop Discuss the effect of moving the position of a fronted adverbial</p> <p>Assess Highlight cohesive devices in non-fiction and fiction texts</p> <p>Develop Collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph</p>	<p>Embed Write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality</p> <p>Embed Dictate formal and informal sentences</p> <p>Embed Read and enjoy poetry, comparing its use of sentence structure and punctuation with that of prose</p> <p>Assess Write different types of poems</p>
Verb Tenses	<p>Introduce Identify modal verbs in sentences <i>e.g. could, may, (also adverbs e.g. perhaps, surely)</i></p> <p>Introduce Discuss their degree of possibility or certainty</p> <p>Consolidate revise spellings of regular and irregular past tense verbs</p>	<p>Practise Identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses</p> <p>Practise Identify 1st or 3rd person in shared or class reading, and discuss tenses used experiment with writing from 1st person point of view in the</p>	<p>Practise Maintain consistency of tense when writing fiction and non-fiction texts</p> <p>Practise Identify and revise present perfect and past perfect verb forms</p> <p>Practise Dictate sentences which include modal verbs</p>	<p>Develop Identify modal verbs in sentences <i>e.g. should, may, (also adverbs e.g. possibly)</i></p> <p>Develop Discuss their degree of certainty</p> <p>Practise Revise spellings of a wide set of regular and irregular past tense verbs <i>e.g. bought, brought</i></p>	<p>Embed Identify the verb forms of a challenging extract which may mix forms</p> <p>Develop Identify 1st or 3rd person in shared or guided reading</p> <p>Develop Discuss the effect of the tense used</p>	<p>Embed Compare sentences in simple past with perfect past verb form</p> <p>Embed Dictate sentences which include variety of tense forms</p> <p>Embed Maintain consistency of tense when writing fiction and non-fiction texts</p>

	<p>Assess Edit sentences or short paragraphs which mix tenses erroneously</p> <p>Introduce Sort sentence cards in the present perfect / past perfect <i>e.g. He has taken the dog for a walk / She had enjoyed gardening.</i></p>	<p>present tense <i>e.g. in the middle of a tense situation</i></p> <p>Assess Convert short extract from present to past tense</p> <p>Consolidate Revise verbs in progressive tense</p>	<p>Develop Increasingly control a variety of verb forms in spoken and written contexts</p> <p>Develop Identify confidently during reading</p> <p>Assess Spell correctly a wide range of verb forms useful and relevant to own writing</p>	<p>Assess Edit sentences or short paragraphs which mix tenses erroneously</p> <p>Assess Sort sentence cards in the present perfect / past perfect tenses <i>e.g. He's left the room / She had loved having a pet.</i></p>	<p>Embed Dictate sentences which model different verb forms convert short extract from present to past tense, and vice versa</p> <p>Practise Revise modal verbs and verbs in progressive tense, both present and past <i>e.g. she was considering</i></p> <p>Assess Edit and improve given examples</p>	<p>Embed Employ and control a variety of verb forms in spoken and written contexts</p> <p>Assess Spell correctly a wide range of verb forms useful and relevant to own writing</p> <p>Assess Identify 1st or 3rd person when reading</p>
Punctuation	<p>Introduce Model, discuss and use commas to separate clauses effectively insert comma accurately when writing a relative clause</p> <p>Introduce Discuss idea of 'ambiguity', when meaning is not clear, revise use of comma to separate items in a list</p> <p>Consolidate Revise use of possessive apostrophe for singular, regular and irregular plural nouns <i>e.g. the woman's hat, the women's hats</i></p>	<p>Practise Edit deliberate punctuation errors</p> <p>Practise Add punctuation to dictated sentences</p> <p>Introduce Model and practise punctuating parenthesis using pairs of commas, dashes or brackets</p> <p>Practise Use comma for all its purposes <i>e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity</i></p> <p>Introduce Begin to use a single dash</p> <p>Introduce Use punctuation fans</p>	<p>Practise Use bullet points where appropriate</p> <p>Practise Revise use of apostrophe for omission and possession</p> <p>Develop Provide dictated sentences which require decisions about punctuation</p> <p>Practise Read sentence aloud to hear its sense</p> <p>Assess Discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices</p> <p>Develop Revise meaning of ambiguity</p>	<p>Practise Use a colon to introduce a list</p> <p>Develop Discuss and use commas, semi-colons and colons to separate clauses effectively</p> <p>Develop Discuss idea of ambiguity, when meaning is not clear</p> <p>Develop Model and practise punctuating parenthesis, using pairs of commas, dashes or brackets</p> <p>Develop Identify ellipsis in texts</p> <p>Assess Edit deliberate punctuation errors</p> <p>Develop Dictate sentences</p>	<p>Develop Identify and model use of hyphen <i>e.g. man-eating shark</i></p> <p>Develop Revise use of possessive apostrophe for singular plural nouns <i>e.g. Tom's pen, factories' chimneys, children's pet</i></p> <p>Embed Use comma for all its purposes <i>e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity</i></p> <p>Assess Use a single dash</p> <p>Embed Use punctuation fans</p>	<p>Develop Use bullet points where appropriate</p> <p>Embed Revise use of apostrophe</p> <p>Embed Provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon</p> <p>Embed Read sentence aloud to hear its sense</p> <p>Assess Discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices</p> <p>Develop Revise meaning of ambiguity</p>
Vocabulary	<p>Introduce Discuss and collect set of nouns made from adjectives, with the suffixes <i>ance / ence e.g. tolerance (tolerant)</i></p> <p>Introduce Define and discuss effective vocabulary in class text /poetry, including figurative language</p> <p>Introduce Use a thesaurus</p>	<p>Practise Define and spell adjectives with the suffix 'ious' <i>e.g. vicious, cautious</i></p> <p>Practise Define meaning of a range of further homophones</p> <p>Introduce Discuss adverbials in own and others' writing</p> <p>Practise Collect new vocabulary in a journal</p>	<p>Develop Refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing</p> <p>Practise Use a dictionary and thesaurus to build these skills</p> <p>Assess Match homophone word cards to their meanings</p>	<p>Develop Discuss and collect further nouns made from adjectives, with the suffixes <i>ance / ence e.g. innocence (innocent)</i></p> <p>Develop Define and discuss effective vocabulary in class text /poetry, including figurative language</p> <p>Develop Use a thesaurus</p>	<p>Develop Define and spell adjectives made from verbs <i>e.g. noticeable (notice), reliable (rely)</i></p> <p>Develop Define and spell further homophones</p> <p>Embed In shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary</p>	<p>Embed Refine definitions of challenging words, being more adventurous to use these in own writing</p> <p>Embed Use a dictionary and thesaurus to build these skills</p> <p>Assess Edit and improve words</p> <p>Assess Match homophone word cards to their meanings</p>
Standard English and Formality	<p>Consolidate Revise correct use of subject/verb agreement to conform to Standard English <i>e.g. I done/did it carefully.</i></p>	<p>Introduce Identify, discuss and correct sentences which contain a double negative <i>e.g. I'm not doing nothing.</i></p>	<p>Practise In spoken and written contexts, apply known rules of Standard English to practise formal language</p>	<p>Develop Confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement</p>	<p>Embed identify, discuss and correct sentences which contain a double negative <i>e.g. You can't have no sweets.</i></p>	<p>Assess Apply Standard English to practise formal language, including the subjunctive form <i>e.g. Were they to get lost...</i></p>
Spelling No-Nonsense Spellings	<p>Year 5 Strategies at the point of writing: Have a go</p> <p>Words with the letter string 'ough'</p>	<p>Year 5 Plurals (adding '-s', '-es' and '-ies')</p> <p>Apostrophe for contraction and possession</p>	<p>Year 5 Strategies at the point of writing: Have a go</p> <p>Apostrophe for possession</p>	<p>Year 5 Proofreading: checking from another source after writing</p> <p>Building words from root words</p>	<p>Year 5 Strategies at the point of writing: Have a go</p> <p>Strategies for learning words: using a range of strategies</p>	<p>Year 5 Proofreading: use of dictionary to check words referring to first three or four letters</p>

	<p>Words with 'silent' letters</p> <p>Use of spelling journals for etymology</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Words with 'silent' letters</p> <p>Use of the hyphen</p> <p>Proofreading, focusing on checking words from personal lists</p> <p>Using a dictionary to support learning word roots, derivations and spelling patterns</p> <p>Using dictionaries to create word webs</p> <p>Strategies at the point of writing: building new words from known morphemes</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p>Use of spelling journals for etymology</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Words with the /i:/ sound spelt 'ei'</p> <p>'ei' and 'ie' words</p> <p>Homophones</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Strategies at the point of writing: using etymological/morphological strategies for spelling</p> <p>Proofreading for words on statutory list</p> <p>Use of spelling journals for etymology</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p> <p>Homophones</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Proofreading: use of dictionary to check words</p> <p>Strategies for learning words: problem suffixes</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>
	<p>Year 6</p> <p>Strategies at the point of writing: Have a go</p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Words ending in '-able' and '-ible'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>	<p>Year 6</p> <p>Strategies for learning words: words from statutory word list</p> <p>Homophones (<i>'ce'/'se'</i>)</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>	<p>Year 6</p> <p>Words with 'ough' letter string</p> <p>Words ending '-cial' and '-tial'</p> <p>Proofreading someone else's writing</p> <p>Generating words from Prefixes</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Year 6</p> <p>Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)</p> <p>Homophones covered in KS2</p> <p>Proofreading</p> <p>Generating words from prefixes and roots</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Year 6</p> <p>Strategies at the point of writing: Have a go</p> <p>Rare GPCs from statutory word list</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Proofreading own writing independently</p> <p>Root words and meaning</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>	<p>Year 6</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</p> <p>Commonly misspelt homophones</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>
<p>Handwriting Morrell's Handwriting Scheme Year 5</p>	<p>As per the Morrell's Handwriting Scheme and our handwriting policy, progression should be tailored to each child's individual skills and needs. As a guide, children in Year 5 should aim to work through 'Joining Letters: Workbook 2' containing the following: hi, in, un, th, mu, ca, de, ea, ca, as, re, da, oo, ou, ol, oa, or, ri, wh, ro, ov, wa, rd, va, we, oc, days of the week, months of the year, numbers 1 - 10</p>					
<p>Handwriting Morrell's Handwriting Scheme Year 6</p>	<p>As per the Morrell's Handwriting Scheme and our handwriting policy, progression should be tailored to each child's individual skills and needs. As a guide, children in Year 6 should aim to work through 'Joining Letters: Workbook 3' containing the following: words instead of 'said' e.g. announced, shrieked, declared, warned; words instead of 'went' e.g. approached, dashed, scuttled, prowled; words instead of 'big' e.g. enormous, tremendous, gigantic, vast; words instead of 'small' e.g. compact, microscopic, slender, insignificant; homophones; direct speech with speech marks; reported speech with and without speech marks; punctuation (varied); story openings; story endings; paragraphs</p>					