

Mexborough St John the Baptist C of E Primary School



Writing Long Term Plan

Write because you love the shape of stories and sentences and the creation of a different world on a page- Annie Proulx

At Mexborough St John, we aim to provide a high quality writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next stage of their education by the time they leave primary school.

We promote a novel study approach and a high quality text is used as the driver for each writing unit. We then use a variety of writing techniques and grammar teaching throughout a unit. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. By the time pupils leave Mexborough St John, we aim to ensure they are proficient, independent writers.

Writing Long Term Plan

EYFS

ELG	Autumn 1 Marvellous Me!	Autumn 2 It's beginning to look a lot like winter	Spring 1 Once upon a time...	Spring 2 Mad about mini-beasts	Summer 1 A pirates life for me	Summer 2 Roots, shoots and juicy fruits
<ul style="list-style-type: none"> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with the letters Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. Re-read what they have written to check it makes sense. Develop storylines in pretend play Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write so impel phrases and sentences that can be read by others. 	<u>Focused Texts</u>	<u>Focused Texts</u>	<u>Focused Texts</u>	<u>Focused Texts</u>	<u>Focused Texts</u>	<u>Focused Texts</u>
	What makes me a me? The tiger who came to tea? Funnybones Superworm	Leaf Man The squirrels who squabbled After The Storm The Nativity The Christmas Baby	The three little pigs Suddenly Jack and the beanstalk	Mad about mini-beasts The Very Hungry Caterpillar What the ladybird heard The bad-tempered ladybird	Ten Little Pirates Grandad's Island The Troll	The Tiny Seed Oliver's Vegetables Handa's surprise The Colour Monster
	Suggested writing opportunities					
	List Character description Wanted poster Poetry	Instructions Fact files Recounts/retelling	Descriptive writing Story writing Story with alternative endings	Fact files Recounts Poetry	Descriptive writing- setting Story writing Wanted poster Post cards	Diary writing (bean diary) Instructions Poetry
	<u>Supporting text to be used</u>	<u>Supporting text to be used</u>	<u>Supporting text to be used</u>	<u>Supporting text to be used</u>	<u>Supporting text to be used</u>	<u>Supporting text to be used</u>
	Midnight superhero Superdaisy Charlie's superhero underpants Superduck Bumblebee boy Not now Bernard The jolly Postman Where the Wild Things Are Five minutes peace Wiffy Wilson Harry and the dinosaurs The colour monster goes to school Me and my amazing body Guess how much I love you Mr Big Where oh where is Rosie's chick?	Binny's Diwali Florence Nightingale Ava's poppy Little Owl and the star The Leaf Thief Tree Hello Autumn Owl babies It was a cold, dark night Pumpkin Soup One Snowy Night Blue Penguin The Snowman Dream Snow Mog's Christmas The Jolly Christmas Postman	Goldilocks and the three bears The three billy goats gruff Little Red Riding Hood The gingerbread man Little Red Hen The Enormous Turnip Hansel and Gretel Little Red The Big Bad Pig Wolf Won't Bite The Wolf's Story The true story of the three little pigs Jim and the beanstalk You choose fairytales Mr Wolf's pancakes There is no big bad wolf in his story	Pancakes Pancakes Mr Wolf's pancakes The big book of bugs Aaaargh spider! Firefly home Bug Collector Rex the rhinoceros beetle Bug hotel I can only draw worms The very busy spider Doug Betsy Buglove saves the bees The spider and the fly Snail Trail Centipedes 100 shoes The very lazy ladybird The very greedy bee	Jack and the flumflum tree Pirates love underpants On a pirate ship Pirate Pete and his parrot The Night Pirates Port side pirates Captain Flinn and the pirate dinosaurs A new home for a pirate Pirate Boy Pirate School Pirate Girl Never mess with a pirate princess	Jasper's beanstalk Plant Life cycles Errol's Garden Ten Seeds The amazing plant life cycle story Ben plants a butterfly garden Sunflower house Titch The growing story The extraordinary gardener The secret sky garden Which food will you choose? Oliver's fruit salad The gigantic turnip

Writing Long Term Plan

Y1

	Block 1	Block 2	Block 3	Block 4
Core Texts:	Red Riding Hood Rainbow Fish	Supertato	Whatever Next	Penguin in Peril
Text Types	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain
	Instructions Letter Missing poster	Character description Diary Comic strip	Non chronological report Biography Recount (visit)	Setting description Substitution story Poetry-using the senses/kennings
Y1 Objectives	<p>Compose sentence orally before writing</p> <p>Use phonics taught so far to segment and spell.</p> <p>Correctly spell a range of common exception words.</p> <p>Leave spaces between words</p> <p>Form letters correctly, starting and finishing in the right place</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Say out loud what you are going to write about</p> <p>Discuss what has been written with teachers and other pupils</p> <p>Use GPCs taught so far to segment and spell</p> <p>Punctuate sentences with full stops</p> <p>Read aloud clearly to be heard by their peers</p>	<p>Say aloud what they are going to write about</p> <p>Phonics taught so far to segment and spell</p> <p>Use conjunction 'and' to join words</p> <p>Form letters correctly, starting and finishing in the right place</p> <p>Correctly spell days of the week</p> <p>Leave spacing between words</p> <p>Punctuate with full stops</p> <p>Use capital letters to start sentences</p> <p>Use suffix -ed</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check for sense</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Use capital letters for places</p> <p>Use capital letter at the beginning of sentences and for names.</p> <p>Punctuate sentences with question marks</p> <p>Correctly spell a range of common exception words</p> <p>Retrieve information from texts</p> <p>Use 'and; to join words and clauses</p> <p>Use taught GPCs to segment and spell</p> <p>Form letters correctly, starting and finishing at the correct place</p> <p>Use 'because' to explain why</p> <p>Use a range of sentence openers to indicate order and time</p> <p>Re-read what you have written to check it makes sense</p> <p>Discuss what they have written with peers and teacher</p> <p>Read aloud their writing clearly to be heard by peers and teacher</p> <p>Punctuate sentences using question marks or full stops.</p>	<p>Use taught GPCs to segment and spell</p> <p>Use suffix -ing</p> <p>Correctly spell a range of common exception words</p> <p>Use suffix -er</p> <p>Re-read what is written to check for sense</p> <p>Form letters correctly, starting and finishing at the correct place</p> <p>Sequence sentences to form short narratives</p> <p>Become familiar with key story by retelling</p> <p>Spell words containing many of the phonemes taught</p> <p>Use conjunction 'and' to join words and clauses</p>

Writing Long Term Plan

Y2

	Block 1	Block 2	Block 3	Block 4
Core Text/s:	<p>Traction Man Classic Poems: Edward Lear</p> <p>The Owl and the Pussycat The Qwangle-Wangle's Hat The Pobble who has no toes</p>	<p>The Last Polar Bears</p>	<p>The Owl Who Was Afraid Of The Dark</p>	<p>The Secret of Black Rock Monster Poems Text: It's Behind You! Monster Poems by Paul Cookson and David Harmer It's Behind You! Next Door Phew! A Million Muddy Monsters The Beast from the Deep Abyss There are Gribbles</p>
Text Types	<p>Writing to entertain</p>	<p>Writing to Inform</p>	<p>Writing to entertain</p>	<p>Writing to Inform</p>
	<p>Character description Story Poetry</p>	<p>Letter Diary Newspapers article- report on the impact of climate change</p>	<p>Non-chronological reports Explanations Recipes</p>	<p>Setting description Story Poetry</p>
Y2 Objectives	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>discussing the sequence of events in books</p> <p>becoming increasingly familiar with and retelling a wider range of stories</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand books that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>Understand books that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>Understand books that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them</p> <p>explain and discuss their understanding of books and poems</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>discussing the sequence of events in books</p> <p>becoming increasingly familiar with and retelling a wider range of stories</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand books that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>

	<p>participate in discussion about books, poems and other works that are read to them explain and discuss their understanding of books and poems</p> <p>Develop positive attitudes towards and stamina for writing by: writing poetry writing for different purposes</p> <p>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>explain and discuss their understanding of books and poems</p> <p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes</p> <p>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>participate in discussion about books, poems and other works that are read to them explain and discuss their understanding of books and poems</p> <p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p> <p>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Recap capital letters, full stops, question marks and exclamation marks Joining clauses using 'and'</p> <p>Commas to separate items in a list</p> <p>Expanded noun phrases to describe and specify</p> <p>Co-ordinating conjunctions: or, and, but Sub-ordinating conjunctions: when, if, that, because</p> <p>Question types: Questions and commands</p>	<p>Use of -ly to turn adjectives into adverbs</p> <p>Apostrophes to mark omission and singular possession in nouns</p> <p>Question types: Exclamations and statements</p>	<p>Present and past tenses consistently including the progressive form</p> <p>Consistent use of past and present tense throughout a piece of writing</p> <p>Formation of nouns using suffixes such as -ness, -er and -by and by compounding</p> <p>Formation of adjectives using suffixes such as -ful, -less</p>	<p>Use of the suffixes -er, est in adjectives</p> <p>Consolidation</p>

Writing Long Term Plan

Y3

	Block 1	Block 2	Block 3	Block 4
Core Text/s:	Escape from Pompeii	The Iron Man	Arthur and the Golden Rope	The Boy Who Grew Dragons
Text Types	Entertain	Inform	Entertain	Persuade
	Narrative- historical Description- character Description- setting	Recount Letter Biography	Quest Story Poetry-rhyming couplets Character description	Advert Explanation Persuasive letter- environment link
Y3 Objectives	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination 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</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using and punctuating direct speech Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally in narratives, creating settings, characters and plot</p>	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction and non-fiction using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination 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 how language, structure, and presentation contribute to meaning</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>asking questions to improve their understanding of a text predicting what might happen from details stated and implied discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination 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 Develop their understanding of the concepts set out in English appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using conjunctions and adverbs to express time and cause discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar assessing the effectiveness of their own and others' writing and suggesting improvements Introduce use of inverted commas to punctuate direct speech</p> <p>plan their writing by:</p>	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction and non-fiction reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination retrieve and record information from non-fiction</p> <p>Understand what they read, in books they can read independently, by:</p> <p>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 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p>

	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume</p>	<p>proofread for spelling and punctuation errors 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>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors recognising some different forms of poetry [for example, free verse, narrative poetry] preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Draft and write by: composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proofread for spelling and punctuation errors 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>
<p>Vocabulary</p>	<p>Suffix Statement question exclamation Command (Bossy verbs) Adjective Noun Noun phrases Prefix Consonant/Vowel Determiner Synonyms Commas for description Clause</p>	<p>Subordinating conjunction Coordinating conjunction Preposition Subordinate clause</p>		<p>Apostrophe (contractions and singular possession) Adverbs</p>

Writing Long Term Plan

Y4

	Block 1	Block 2	Block 3	Block 4
Core Text/s:	The Miraculous Journey of Edward Tulane	The Boy At The Back of the Class	The Lion, The Witch and The Wardrobe	Secrets of a Sun King
Text Types	Entertain	Inform	Entertain	Persuade
	Narrative- next chapter Description- character Diary	Recount Newspaper Letter- MP/Queen/King about refugees coming to the UK	Description- setting Narrative- adventure Poetry-simile/limerick	Letter Advert Recount
Y4 Objectives	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books 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</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural noun</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>spell words that are often misspelt.</p> <p>Spell further homophones.</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Year 3/4 reading</p> <p>Children should be taught to:</p>	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction and non-fiction using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination 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 how language, structure, and presentation contribute to meaning</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause 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</p>	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books 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</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Develop positive attitudes to reading and an understanding of what they read, by: listening to and discussing a wide range of fiction and non-fiction increasing their familiarity with a wide range of books identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination retrieve and record information from non-fiction</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency proofread for spelling and punctuation errors 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 develop their understanding of the concepts set out in by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>

	<p>identifying themes and conventions in a wide range of books</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>retrieve and record information from non-fiction</p> <p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>indicate grammatical and other features by: using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>		<p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading</p>
<p>Vocabulary</p>	<p>Conjunction Coordinating conjunction</p> <p>Clause</p> <p>Prefix</p> <p>Consonant/Vowel</p> <p>Determiner</p> <p>Synonyms</p>	<p>Adverbial</p> <p>Fronted adverbial</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Subordinating conjunction</p> <p>Subordinate clause</p> <p>Preposition</p>	<p>Apostrophe – plural possession</p>	<p>Adverb</p> <p>Direct speech</p> <p>Inverted commas</p>

Writing Long Term Plan

Y5

	Block 1	Block 2	Block 3	Block 4
Core Text/s:	Who Let The Gods Out?	Holes	Street Child	Cosmic
Text Types	Entertain	Inform	Entertain	Persuade/discuss
	Diary Description (character) Narrative	Non-chronological report Letter- to an MP about detention centres? Instructions	Poetry-classical poems/nonsense poems Story Description (setting + character)	Balanced Argument- is Space travel ethical? Persuasive letter Newspaper Report
Y5 Objectives	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>form and using similar writing as models for their own.</p> <p>Grammatical terminology: conjunctions, commas in a list</p> <p>Writes in a range of genres/forms, taking account of different audiences and purposes- adding further purposes</p> <p>Engages reader and sustains interest in narrative writing</p> <p>Maintains interest for the reader through varied devices, structures and features, e.g. direct appeal to audience, character development, advancing action effectively</p> <p>Makes consistent use of style, appropriate to form, subject or audience to maintain interest in narrative writing</p> <p>Sustains and develops ideas in interesting ways</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Evaluates and edits own and others' writing against specific criteria for audience and purpose</p> <p>understanding how such choices can change and enhance meaning</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing</p> <p>punctuating bullet points consistently</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>To retrieve, record and present information from non-fiction. To ask questions to improve understanding.</p> <p>Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>use commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list using modal verbs or adverbs to indicate degrees of possibility</p> <p>punctuating bullet points consistently</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>

<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>use a wider range of subordinating conjunctions e.g. 'although', 'even though', 'unless', 'as', 'until'.</p> <p>use subordinate clauses to build cohesion within a sentence including some appropriate comma use.</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>Y5/6 grammar terminology: Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p>use a thesaurus</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>distinguish between statements of fact and opinion</p>	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>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</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>choosing the writing implement that is best suited for a task</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>distinguish between statements of fact and opinion</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>
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			<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	
Vocabulary	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Determiner</p> <p>Adverbial</p> <p>Fronted adverbial</p>	<p>Ambiguity</p> <p>Modal verb</p> <p>Relative clause/ pronoun</p> <p>Cohesion</p> <p>Apostrophe – plural possession</p>	<p>Parenthesis</p> <p>Bracket- dash</p> <p>Rhetorical question</p>	<p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Tense: present and past progressive</p>

Writing Long Term Plan

Y6

	Block 1	Block 2	Block 3	Block 4
Co re Te x t	Letters from the Lighthouse	The Highwayman (Poem) The Executioner's Daughter	Kensuke's Kingdom	Skellig Moth (picture book)
Text Types	Writing to inform	Writing to entertain	Writing to entertain	Writing to persuade/discuss
	Informal letter (recount) Non –chronological report Report	Narrative- spooky/mystery Character Description Diary	Poetry (descriptive) Description- setting Adventure story	Persuasive letter Balanced Argument (climate change, extinction?) Campaign or speech (climate change, extinction?)
Y6 Objectives	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry,</p> <p>plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including myths, legends</p> <p>and traditional stories, modern fiction, fiction from our literary heritage, and</p> <p>books from other cultures and traditions</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding</p> <p>and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives</p> <p>from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying</p> <p>key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>Recapping on word classes from previous year groups</p> <p>Pupils should be taught to:</p>	<p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Handwriting and presentation</p> <p>write legibly, fluently and with increasing speed by:</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Writing - composition</p> <p>plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Reading:</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>

<p>use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the</p> <p>spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these</p> <p>in a dictionary</p> <p>use a thesaurus.</p> <p>plan their writing by: identifying the audience for and purpose of the writing,</p> <p>selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>Writing: Vocabulary, grammar and punctuation: using expanded noun phrases to convey complicated information concisely</p> <p>using hyphens to avoid ambiguity</p> <p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>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</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English appendix 2</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>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</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p> <p>Spelling: use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>Writing - composition</p> <p>plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
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	<p>distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Vocabulary, grammar and punctuation</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>Include the following (previously taught)in their writing: using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English appendix 2</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>		<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Handwriting and presentation</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>Writing: Vocabulary, grammar and punctuation:</p> <p>Application of the following which have been previously taught:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English appendix 2</p>
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		<p>learning the grammar for years 5 and 6 in English appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p>		<p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p>
Vocabulary	<p>Relative clause/ pronoun</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Subject and object</p> <p>Rhetorical question</p> <p>Parenthesis Bracket- dash</p> <p>Modal verb</p>	<p>Synonym,</p> <p>antonym</p> <p>Metaphor Personification</p>	<p>Bullet points</p> <p>Hyphen</p> <p>Colon/ semi-colon</p>	<p>Ellipsis</p> <p>Tense: present and past progressive</p> <p>Subjunctive</p> <p>Active and passive Onomatopoeia</p>