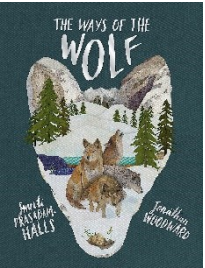
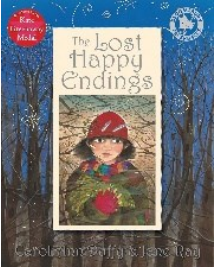
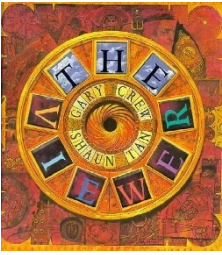
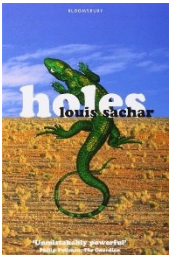
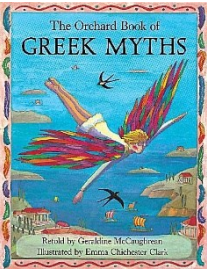
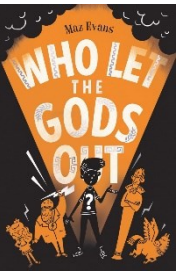
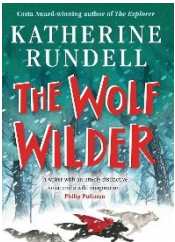
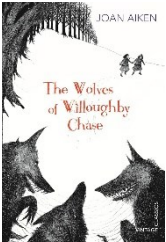
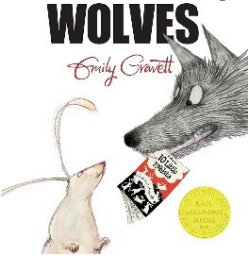
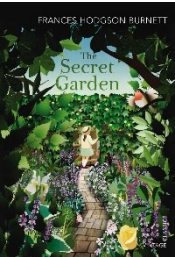
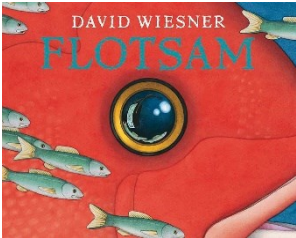
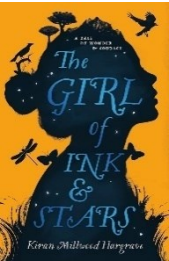


	Term 1/2	Term 3/4	Term 5/6
Core Texts	1 	 Biographies linked to people who have made discoveries?	
Linked texts / theme	Alternative endings / adaptation to traditional tales 	Discovery 	
Writing opportunities	Description and dialogue (character confrontation), Police report, Fairy tale (creating their own), explanation texts (non-fiction linked to wolves)	Informal letter writing, diary, biography	Innovated myth, press release, newspaper report, non-chronological report on a mythical monster, play script?
Vocabulary, grammar and punctuation			
Statutory Requirements	Recognise vocabulary and structures that are appropriate for formal speech and writing Start to use passive verbs to affect the presentation of information in a sentence Use expanded noun phrases convey complicated information Use adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose. Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by; Use commas to indicate parenthesis Use a colon to introduce a list	Recognise vocabulary and structures that are appropriate for writing Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use modal verbs Use expanded noun phrases to convey complicated information concisely Use adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose. Learn the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by; Use commas to indicate parenthesis	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Accurately use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Accurately use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by; Use commas to clarify meaning or avoid ambiguity in writing use hyphens to avoid ambiguity Use brackets and dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently

Word	<u>Y6</u> Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	<u>Y5</u> Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] <u>Y6</u> Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	<u>Y5</u> Conver nouns or adjectives into verbs use suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] <u>Y6</u> Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out– discover; ask for – request; go in – enter] Know how words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	<u>Y5</u> Use relative clauses beginning with who, which, where, when, whose – Start to indicate degrees of possibility use adverbs [for example, perhaps, surely] <u>Y6</u> Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing	<u>Y5</u> Know relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility use adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <u>Y6</u> Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus: The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing	<u>Y5</u> Accurately use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility use adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <u>Y6</u> Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus: The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing
Text	<u>Y5</u> Link ideas across paragraphs use adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] <u>Y6</u> Link ideas across paragraphs use a wider range of cohesive devices: Grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] Use layout devices; bullet points	<u>Y5</u> Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs use adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <u>Y6</u> Link ideas across paragraphs use cohesive devices	<u>Y5</u> Accurately use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs use adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <u>Y6</u> Link ideas across paragraphs use a wider range of cohesive devices including repetition of a word or phrase, grammatical connections and ellipsis Use layout devices (build on previous) headings and sub-headings, columns and bullet points
Punctuation	<u>Y5</u> Use commas to indicate parenthesis <u>Y6</u> Use colon to introduce a list and the use of semi colons within lists	<u>Y5</u> Use brackets or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Y6</u>	<u>Y5</u> Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity <u>Y6</u> Use colon to introduce a list and use of semi-colons within lists Use semi-colon, colon and dash to mark the boundary between independent clauses

			Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology	<u>Y5</u> Relative pronoun, relative clause, cohesion <u>Y6</u> Active, passive, colon, semi-colon, bullet points	<u>Y5</u> Modal verb, relative pronoun, relative clause, parenthesis, bracket, cohesion <u>Y6</u> Subject, active, passive, synonym, antonym, colon, semi-colon	<u>Y5</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity <u>Y6</u> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Composition			
Statutory Requirements	Plan their writing by: - o identifying the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own - o noting and developing initial ideas, drawing on reading and research where necessary - o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - use further organisational and presentational devices to structure text and to guide the reader – bullet points evaluate and edit by: - o assessing the effectiveness of their own and others' writing - o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - o ensuring the consistent and correct use of tense throughout a piece of writing - o ensuring correct subject and verb agreement when use singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, use appropriate intonation, volume, and movement so that meaning is clear.	Plan their writing by: - o identifying the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own - o noting and developing initial ideas, drawing on reading and research where necessary - o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Draft and write by precisising longer passages - o use a wide range of devices to build cohesion within and across paragraphs • evaluate and edit by: - o assessing the effectiveness of their own and others' writing - o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - o ensuring the consistent and correct use of tense throughout a piece of writing - o ensuring correct subject and verb agreement when use singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, use appropriate intonation, volume, and movement so that meaning is clear.	Plan their writing by: - o identifying the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own - o noting and developing initial ideas, drawing on reading and research where necessary - o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: - o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - o Draft and write by precisising longer passages - o use a wide range of devices to build cohesion within and across paragraphs - o Use further organisational and presentational devices to structure text and to guide the reader – headings, underlining etc. • evaluate and edit by: - o assessing the effectiveness of their own and others' writing - o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - o ensuring the consistent and correct use of tense throughout a piece of writing - o ensuring correct subject and verb agreement when use singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, use appropriate intonation, volume, and movement so that meaning is clear.