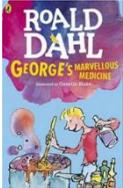
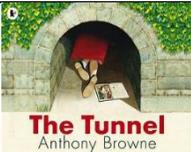
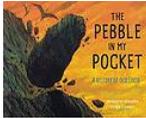


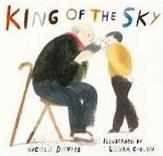
Autumn One			
Science Topic: Amazing Bodies		Hist: The Romans	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
<p>George's Marvellous Medicine, Roald Dahl</p> 	<p>Character Description Instructions: Recipe for their own marvellous medicine</p> <p>Recount Writing a Diary Entry from the perspective of George</p>	<p>Nouns and Adjectives Commas in a List Imperative verbs Commands Verbs and Subject Verb Agreement Possible Y3/4 Statutory Spellings: actual, centre, continue, eight, favourite, medicine, minute, notice, pressure, quarter, remember, separate, weight</p> <p>appear, breath, build, busy, height, interest, ordinary, woman Tense agreement Co-ordinating conjunctions</p>	<p>Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun Apostrophe Revise contractions from Year 2 Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists.
<p>Funny bones (linked to Science)</p> 	<p>Playscript</p> <p>Poetry</p>	<p>Capital letters Subordination conjunctions Exclamation Marks</p> <p>breath, believe, century, disappear, early, famous, history, imagine, ordinary, particular, recent, thought, through, strange</p>	<p>Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists.
<p>Black History Focus</p>			
<p>Grammatical Terminology for Year 3: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>			

Autumn Two			
Science Topic: Power of Forces		Geog: Climate Zones	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
 Shakespeare Focus	TV news report	Inverted Commas Apostrophes	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun Apostrophe Revise contractions from Year 2 Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words. Strategies at the point of writing Reinroduce Have a go sheets and strategies from Year 2. Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists. Possible Y3/4 Statutory Spellings: accidentally, actually, answer, appear, arrive, believe, breath, breathe, business, caught, centre, century, certain, complete, consider, decide, different, difficult, disappear, early, enough, experience, favourite, forward, guard, heart, imagine, interest, knowledge, mention, minute, particular, peculiar, perhaps, possession, pressure, probably, remember, strange, therefore, woman, women
Shakespeare Focus	Newspaper report	Tense Agreement Revising word classes	
Shakespeare Focus	Letter from perspective of a character	Subordinating conjunctions	
 Christmas text (1 – 2 weeks)	Poetry using descriptive language	Prepositions Commas in a list Superlatives	

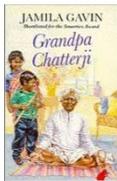
Year A St Mary's Literacy framework: **Year Three 2021-2022**

Spring One			
Science		History: Windrush	
Science Topic: Rock Detectives			
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
<p><u>Into the Forest</u> by Anthony Browne</p> 	<p>Letter Writing as the boy, to a friend describing his adventures.</p>	<p>Using adjectives for impact Expanded noun phrases Questions Tense agreement</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones here/hear, knot/not, meat/meet Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Possible Y3/4 Statutory Spellings: Natural, material, occasionally, often, pressure, purpose, quarter, separate, straight, therefore, various, strength</p>
<p><u>The Tunnel</u> by Anthony Browne</p> 	<p>Comparing two texts by Anthony Browne</p>	<p>Subordination conjunctions adjectives</p>	
<p>Non-fiction text linked to Science and rocks? Pebble in my Pocket OR A Rock is lively</p> 	<p>Non-fiction writing about rocks and how they are formed. Could link to fossils and Mary Anning – diary writing from her perspective.</p>	<p>Prepositions, adjectives, coordination conjunctions</p>	

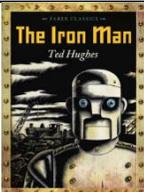
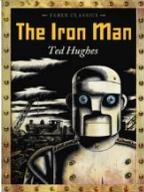
Spring Two

Science Topic: How Does Your Garden Grow?		Geog Topic: Rivers	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
<p>King of the Sky by Nicola Davies</p> 	<p>Narrative – a story opening</p>	<p>Coordinating conjunctions Paragraphs Adverbs Inverted commas</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones here/hear, knot/not, meat/meet Apostrophe Revise contractions from Year 2 Proofreading Revise proofreading routines Possible Y3/4 Statutory Spellings: Centre, build, describe, extreme, island, imagine, ordinary, thought, through, opposite, position, circle, various, fruit, favourite, appear, experience, special, possible, suppose, although, therefore.</p>
<p>The Promise, by Nicola Davies</p> 	<p>Interlink The Promise and Mega City (Literacy Shed) Compare and contrast the texts</p>	<p>Prepositions Subordinating conjunctions</p>	
<p>Visual Text: Mega City: Literacy Shed</p> 	<p>Description writing of settings – the city before and after</p>	<p>Determiners Adjectives Adverbs</p>	

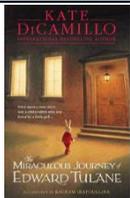
St Mary's Literacy framework: Year Three 2021-2022

Summer One			
Science Topic: How Does Your Garden Grow?		Geog. Topic: North America	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	NNS (Summer Term)
<p>Grandpa Chatterjee by Jamila Gavin</p> 	<p>Character description of Grandpa Leicester</p> <p>Narrative: writing about Grandpa riding in a rocket, from the perspective of Grandpa Chatterjee</p>	<p>Commas after fronted adverbials</p> <p>Verbs</p> <p>Adjectives</p> <p>Tense agreement</p>	<p>Revisit</p> <p>Strategies for spelling at the point of writing</p> <p>Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes</p> <p>Rare GPCs</p> <p>The /ɪ/ sound spelt 'y' other than at the end of words (gym, myth)</p> <p>The /ʌ/ sound spelt 'ou' (young, touch)</p>
<p>Grandpa Chatterjee</p>	<p>Recount: Diary Entry from the Perspective of Grandpa Chatterjee</p>	<p>Apostrophes - contractions</p>	<p>Homophones</p> <p>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p>
<p>The Extraordinary Gardener Sam Boughton (links to Science)</p> 	<p>Explanation text: how to help plants grow.</p>	<p>Synonyms/antonyms</p> <p>Prepositions</p>	<p>Apostrophe</p> <p>Revise contractions from Year 2</p> <p>Proofreading</p> <p>Proofread own writing for misspellings of personal spelling list words.</p> <p>Possible Y3/4 Statutory Spellings:</p> <p>Continue, different, enough, exercise, fruit, height, increase, important, learn, material, natural, often, surprise, heard, position, length, regular</p>

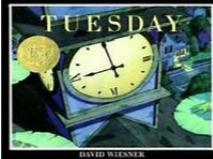
<u>Summer Two</u>			
<u>Science Topic: Can you see me?</u>		<u>Hist Topic: Anglo-Saxons, Picts and Scots</u>	
<u>Text/ Theme</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u>	<u>NNS (Summer Term)</u>
		<u>Links</u>	
<p><u>Fly Eagle Fly</u> Retold by Christopher Gregorowski</p> 	<p>Description Describing the setting in Fly Eagle Fly</p>	<p>Coordinating conjunctions Exclamation marks Punctuation variety</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt ‘y’ other than at the end of words (gym, myth) The /ʌ/ sound spelt ‘ou’ (young, touch)</p> <p>Homophones heel/heal/he’ll, plain/plane, groan/grown, rain/rein/reign</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Possible Y3/4 Statutory Spellings: Believe, appear, caught, early, interest, heart, possession, strange, although, learn, probably, popular, various, question</p>
<p>Fly Eagle Fly</p>	<p>Poetry Writing a poem, using powerful, figurative language to describe the eagle</p>	<p>Commas in lists Adverbs Determiners Expanded noun phrases</p>	
<p>Fly Eagle Fly</p>	<p>Statement Writing their own vision statement about what they want to be/ do in their lives.</p>	<p>Subordination conjunctions Exclamation marks</p>	

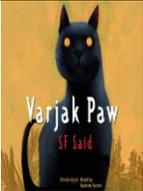
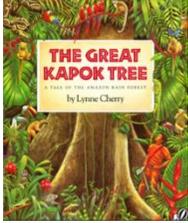
Autumn One			
Science Topic: Switched On (Electricity)		Humanities Topic: <u>The Romans</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u>	<u>NNS (Autumn Term)</u>
		<u>Links</u>	
<p><u>The Iron Man by Ted Hughes</u></p> 	<p>Purpose: To write a story based on The Iron Man.</p> <p>Audience: Class Mates</p> <p>Text Type Narrative</p> <p>Children to read and explore the language in the text. Deconstruct text that includes speech and unpick the punctuation used for direct speech. Create banks of descriptive noun phrases and explore how to expand them for effect.</p> <p>Children to plan and write their own story based on the Iron man beating a monster</p>	<p>I can use adverbs and fronted adverbials eg soon, then, next, stealthily.</p> <p>I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases eg One really hot summer's day, On the coarse sand, The quite cool breeze, The biting cold wind.</p> <p>I can use inverted commas and other punctuation for direct speech.</p> <p>I can use commas after fronted adverbials and other openers.</p>	<p>Revisit Strategies at the point of writing: Have a go Rare GPCs Revise:</p> <ul style="list-style-type: none"> • The /ei/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' <p>(all from Year 3) Word endings: Words ending /ure/ (treasure, measure) Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')
<p><u>The Iron Man by Ted Hughes</u></p> 	<p>Non Chronological Report about the Iron Man</p>	<p>Determiners Commas in lists</p>	<p>Homophones peace/piece, main/mane, fair/fare Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population)</p> <p>Possible Y3/4 Statutory Spellings: Centre, complete, continue, different, difficult, enough, favourite, heart, height, important, material, pressure, separate, straight, strength, therefore, appear, caught, disappear, occasionally, particular, peculiar, perhaps, surprise, build, believe, guide, reign, special</p>
<p>The Wild Girl by Chris Wormell</p>  <p>Wormell</p> <p>Black History Focus</p>	<p>Poetry about the girl and the bear</p> <p>Narrative writing based on the story.</p> <p>Poetry</p>	<p>Expanded noun phrases in narrative Adverbs</p> <p>Range of punctuation: capital letters, full-stops, inverted commas Subordinate clauses</p>	
<p>Grammatical Terminology for Year 4: determiner, pronoun, possessive pronoun, adverbial</p>			

Autumn Two			
Science Topic: Where does all the Food Go? (The Digestive System)		Geog: Climate Zones	
Text	Writing Focus	Spelling, Grammar and Punctuation <u>Links</u>	NNS (Autumn Term)
Shakespeare Focus 	Diary Entries	Time Conjunctions Pronouns Adverbials Nouns/verbs	Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) Word endings: Words ending /ure/ (treasure, measure) Prefixes and Suffixes <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') Homophones peace/piece, main/mane, fair/fare Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population) Possible Y3/4 Statutory Spellings: accidentally, actually, answer, appear, arrive, believe, breath, breathe, business, caught, centre, century, certain, complete, consider, decide, different, difficult, disappear, early, enough, experience, favourite, forward, guard, heart, imagine, interest, knowledge, mention, minute, particular, peculiar, perhaps, possession, pressure, probably, remember, strange, therefore, woman, women
Shakespeare Focus	Newspaper Reports	Fronted Adverbials with Commas Tense agreement Inverted commas for direct speech	
Shakespeare Focus	Alternative Ending	Revise word classes Look at choosing most appropriate verbs Subordinating conjunctions	
Christmas Text	Poetry using descriptive language	Prepositions Adjectives	

Spring One			
Science Topic: In a State		History Topic: Windrush	
Text	Writing Focus	Spelling, Grammar and Punctuation	NNS (Spring Term)
		Links	
<p>The</p>  <p>Miraculous Journey of Edward Tulane, by Kate DiCamillo</p>	<p><u>Character analysis;</u></p> <p><u>Diary Writing;</u></p>	<p>Apostrophes for possession Adjectives</p> <p>Nouns and pronouns for clarity and cohesion Subordinate clauses Tense agreement</p>	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)</p>
<p>The Miraculous Journey of Edward Tulane, by Kate DiCamillo</p>	<p><u>Informal letter writing;</u> vocabulary exploration; story mapping</p>	<p>Nouns and pronouns for clarity and cohesion Prepositions Determiners</p>	<p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones scene/seen, male/mail, bawl/ball</p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Possible Y3/4 Statutory Spellings: accidentally, believe, bicycle, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, popular, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible</p>

<u>Spring Two</u>			
<u>Science Topic: Who Am I?</u>		<u>Geog Topic: Rivers</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
<p><u>Gregory Cool</u>, by Caroline Binch</p> 	<p>Descriptive Character Descriptions.</p>	<p>Adjectives Commas to clarify meaning Expanded noun phrases</p>	<p>Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu' Word endings Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones scene/seen, male/mail, bawl/ball Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals Possible Y3/4 Statutory Spellings: accidentally, believe, bicycle, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, popular, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible</p>
<p><u>Gregory Cool</u></p>	<p>Narrative Writing their own story about a special journey or visit they have been on, linking to the experiences of Gregory</p>	<p>Apostrophes for plural and possession Adverbials Adverbs Inverted commas for direct speech</p>	
<p><u>A River (linked to Rivers)</u></p> 	<p>Non-fiction writing about rivers A diary entry about life in a river, through the eyes of a fish. Compare rivers in different settings – setting descriptions</p>	<p>Expanded noun phrases Commas for fronted adverbials Prepositions</p>	

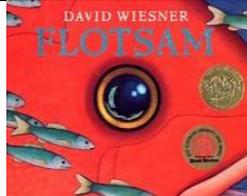
Summer One			
Science Topic: Good Vibrations		History Topic: Anglo Saxons and Scots	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
<p>Tuesday by David Wiesner</p>  <p>Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</p>	<p>Explanation To write an explanation of the life cycle of a frog</p>	<p>Coordinating conjunctions Subordinating conjunctions</p> <p>Apostrophes Prepositions Commas in lists</p>	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (division, confusion)</p>
<p>Tuesday</p>	<p>Narrative To write a sequel to Tuesday</p>	<p>Fronted adverbials Adverbs Nouns/verbs/adjectives Pronouns</p>	<p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</p>
<p>The Lighthouse animated short movie by Charlie Short and Ming Hsiung</p>  <p>https://www.literacyshed.com/the-lighthouse.html</p>	<p>Possible writing ideas:</p> <ul style="list-style-type: none"> • Write a newspaper story of the event • Include interviews with lighthousekeeper, villagers and men from the boat. • Hot seating with lighthousekeeper. • Write some dialogue for the film. • Write a recount of the events. 	<p>Inverted commas for direct speech</p> <p>Tense agreement</p> <p>Exclamation and question marks</p>	<p>Suffix '-ous' (poisonous, outrageous)</p> <p>Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p> <p>Apostrophe Apostrophe for possession, including singular and plural</p> <p>Revise contractions from Year 2 and plural apostrophe rules</p> <p>Possible Y3/4 Statutory Spellings: accidentally, believe, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible, breathe, island, extreme, guard, through, eight, minute</p>
<p>The Lighthouse</p>	<p>Narrative -create a story board of key events. -Write the opening Narrative for The Light house or Write own story where the problem is solved in a different way.</p>	<p>-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</p>	

Summer Two			
Science Topic: Human Impact		Geog. Topic: North America	
Text/ Theme	Writing Focus		NNS (Summer Term)
<p><u>Varjak Paw, By SF Said</u></p> 	<p>Recount Diary Entry</p>	<p>extended noun phrases, including with prepositions subordination conjunctions</p>	<p>Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Focus where needed. Rare GPCs Words with the /s/ sound spelt ‘sc’ (Latin in origin) Word endings Endings that sound like /ʒən/ spelt ‘-sion’ (division, confusion) Prefixes and Suffixes Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous) Homophones whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p>
<p><u>Varjak Paw, By SF Said</u></p>	<p>Narrative Writing from a different view point</p>	<p>-extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion Tense agreement</p>	<p>Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous) Homophones whether/weather, who’s/whose, missed/mist, medal/meddle, team/teem Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p>
<p><u>The Great Kapok Tree, by Lynne Cherry (links to Science, Human Impact)</u></p> <p>(see planning unit)</p> 	<p>To retrieve information from non-fiction</p> <ul style="list-style-type: none"> To design a ‘great tree’ setting To identify persuasive devices To write a persuasive letter <p>To prepare a group performance</p>	<p>Question marks Apostrophes Noun phrases Commas after fronted adverbial</p>	<p>Possible Y3/4 Statutory Spellings: accidentally, believe, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible, breathe, island, extreme, guard, through, eight, minute, answer, group</p>

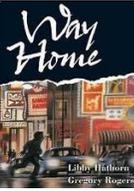
Autumn One			
Science Topic: <u>Body Pump (Circulatory System)</u>		History Topic: <u>World War 2, The experiences of people in the UK</u>	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
Friend or Foe (links to World War 2) English KS2: Friend or Foe by Michael Morpurgo - BBC Teach 	Recounts Diary writing from the perspective of different characters in the story	Development of clause structures and relevant punctuation to support this. -using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -tense agreement -exclamation	Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Rare GPCs Words with 'silent' letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible' Homophones isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed Hyphen Use of the hyphen (co-ordinate, co-operate) Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Proofreading Focus on checking words from personal lists. Possible Y5/6 Statutory Spellings: Attached, apparent, category, suggest, system, thorough, community, foreign, government, hindrance, identity, individual, occupy, parliament, soldier, vegetable, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature
Friend or Foe (links to World War 2)	Non Chronological Report Writing Writing about different aspects of life during world war two	-Commas to clarify meaning -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -subordinating conjunctions -statements, questions -synonyms, antonyms - thesaurus -using a dictionary -using brackets, dashes or commas to indicate parenthesis	
Black History focus: Lilian Bader	Poetry		
Grammatical Terminology for Year 5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			

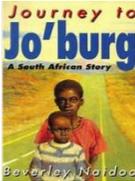
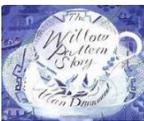
<u>Autumn Two</u>			
<u>Science Topic: All Sorted (Solids, Liquids and Gases)</u>		<u>Geog: The UK</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
<u>Shakespeare Text</u> 	Reading the text/Story mapping/Character Profiles/likes and dislikes	Co-ordinating conjunctions Expanded noun phrases	Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Rare GPCs Words with 'silent' letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible' Homophones isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed Hyphen Use of the hyphen (co-ordinate, co-operate) Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs Proofreading Focus on checking words from personal lists. Possible Y5/6 Statutory Spellings: Attached, apparent, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation
<u>Shakespeare Text</u>	News Paper Reports about key events Agony Aunt letter and response	Statements, questions, commands Punctuation for parenthesis Inverted commas Relative clauses Modal verbs	
<u>Shakespeare Text</u>	Poetry in Response to a text: Writing their own sonnets	Verbs Semi-colon Synonyms and antonyms Expanded noun phrases	
<u>The Snowman, by Raymond Briggs</u> 	Describing different settings in the story James' house The North Pole	Colons	
<u>The Snowman</u>	Writing a narrative to accompany parts or all of the story	Subordinating conjunctions	

St Mary's Literacy framework: Year Five 2021-2022

Spring One			
Science Topic: Circle of Life		History: The Zulu Kingdom	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring One)
<p>Flotsam by David Wiesner</p> 	<p>Observe, wonder, infer /Story mapping /Exploring Flotsam what might cameras have seen over time? Timeline activity- people chains BBC news story- Real flotsam /Generating a back story- Why were you at the beach? Power of Persuasion - EBay advert</p> <p>*Art opportunity- use charcoal*</p>	<p>Modal verbs Subordinating conjunctions Relative clauses Adverbials Subordinate clauses Pronouns Inverted commas Punctuation for parenthesis</p>	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' Homophones altar/alter, led/lead, steal/steel Dictionary Use a dictionary to create collections of words with common roots Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) Possible Y5/6 Statutory Spellings: Attached, apparent, suggest, thorough, community, foreign, identity, individual, occupy, vehicle, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation, average, explanation, symbol, temperature, variety, ancient, leisure, privilege</p>
<p>Pobble 365 images linked to Science</p>	<p>Explanation: life cycles</p>	<p>Adverbials Determiners Commas to clarify meaning Range of punctuation including single dashes</p>	<p>(This cell continues the NNS content from the previous row)</p>

Spring Two

Science Topic: Marvellous Mixtures		Geog. Topic: Mountains		
Text	Writing Focus			NNS (Spring Term)
<p>There's a Boy in the Girls Bathroom, by Louis Sachar</p> 	To write Bradley Chaulkers' Biography	-using commas to clarify meaning or avoid ambiguity in writing -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -using expanded noun phrases to convey complicated information concisely		<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' Homophones altar/alter, led/lead, steal/steel Dictionary Use a dictionary to create collections of words with common roots Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) Possible Y5/6 Statutory Spellings: Attached, apparent, suggest, thorough, community, foreign, identity, individual, occupy, vehicle, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation, average, explanation, symbol, temperature, variety, ancient, leisure, privilege, achieve, according, controversy, disastrous, embarrass, harass, shoulder</p>
Boy in the Girls Bathroom	Poetry: I am...	Commas in lists -use a thesaurus		
Boy in the Girls Bathroom	Report/ Magazine article about Bullying	-using brackets, dashes or commas to indicate parenthesis		
<p>The Way Home, by Libby Hathorn & Gregory Rogers</p> 	<p>Narrative Writing the story from the perspective of Shane or the cat.</p>	-using the perfect form of verbs to mark relationships of time and cause -converting nouns or adjectives into verbs - verb prefixes -devices to build cohesion, including adverbials of time, place and number -using modal verbs or adverbs to indicate degrees of possibility		
The Way Home	Newspaper Report Report on homelessness	-using brackets, dashes or commas to indicate parenthesis		

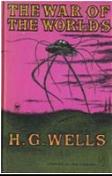
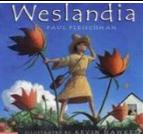
Summer One			
Science Topic: Materials		History Topic: Ancient Islam	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Summer Term)</u>
<p><u>Journey to Jo'burg</u>, by Beverly Naidoo</p> 	<p><u>Play Scripts</u> Writing a section of the story in the form of a play-script</p>	<p>Colons Prepositions Determiners Pronouns Punctuation for parenthesis</p>	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, referring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists Possible Y5/6 Statutory Spellings: apparent, suggest, thorough, community, foreign, identity, individual, occupy, communicate, persuade, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, signature, sincerely, physical, definite, existence, neighbour, sufficient, average, symbol, variety, ancient, privilege, achieve, according, controversy, disastrous, embarrass, harass, shoulder, cemetery, prejudice, necessary, criticise, language </p>
<p>Journey to Jo' burg</p>	<p><u>Speech</u> To persuade people that all people need to be treated equally.</p>	<p>Modal verbs Relative clauses Synonyms and antonyms</p>	
<p>Journey to Jo'burg</p>	<p><u>Narrative</u> Writing a final chapter to the story (to be done over several days)</p>	<p>Inverted commas for speech using expanded noun phrases to convey complicated information concisely - devices to build cohesion, including adverbials of time, place and number</p>	
<p><u>Willow Pattern</u>, by Allan Drummond</p> 	<p><u>Story</u> Writing my version of the Willow pattern story Information leaflet</p>	<p>using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - converting nouns or adjectives into verbs</p>	

<u>Summer Two</u>			
Science Topic: All Change		Geog. Topic: Volcanoes and Earthquakes	
Text/ Theme	Writing Focus		NNS (Summer Term)
Visual Text: Float 	<u>Extended Narrative, including direct speech</u>	Subject – verb agreement Subordinate clauses Relative clauses Adverbials Inverted commas/speech punctuation	Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) Suffixes Problem suffixes Dictionary Teach use of dictionary to check words, referring to the first three or four letters Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists Possible Y5/6 Statutory Spellings: suggest, thorough, community, foreign, identity, individual, communicate, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, physical, definite, existence, neighbour, sufficient, average, variety, ancient, privilege, achieve, according, controversy, disastrous, embarrass, shoulder, prejudice, necessary, criticise, language, environment, frequently, excellent, rhythm
Non-Fiction texts linked to Volcanoes and Earthquakes	<u>Non-fiction writing</u> Non-chronological Report	-using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis use a thesaurus -using expanded noun phrases to convey complicated information concisely	

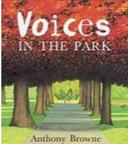
Autumn One			
Science Topic: Classification		History Topic: World War 2: Peoples' experiences in the UK	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
Carrie's War 	Diary Writing from the perspective of key characters	Prepositional phrases First Person Suffixes Adverbial phrases further cohesive devices such as grammatical connections and adverbials	Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'. Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious) Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy Proofreading Proofreading in smaller chunks – sentences and paragraphs. Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists Possible Y5/6 Statutory Spellings: Attached, apparent, category, suggest, system, thorough, community, foreign, government, hindrance, identity, individual, occupy, parliament, soldier, vegetable, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature
Carrie's War	Descriptions of key characters	Apostrophes	
Carrie's War	Informal letter home	Punctuation for parenthesis (dashes, brackets and commas) Prepositional phrases Adverbial phrases differences in informal and formal language -synonyms & Antonyms -further cohesive devices such as grammatical connections and adverbials	
Black History Focus: Lilian Bader. The contributions and efforts of Lilian Bader to World War Two for the Caribbean community actually starts before her birth, with her Fathers contribution in World War One. Black History Month Firsts: Lilian Bader	Poetry using powerful language		
Grammatical terms in Year 6: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points			

<u>Autumn Two</u>			
Science Topic: <u>Danger Low Voltage: Electricity</u>		Geog: The UK	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u> <u>Links</u>	<u>NNS (Autumn Term)</u>
<p><u>Shakespeare Text</u></p> 	<p>Newspaper Reports about key events in the story Diary Writing Biography of William Shakespeare Agony Aunt letter</p>	<p>Synonyms First person Emotive language Direct and indirect speech (inverted commas) using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list punctuating bullet points consistently -further cohesive devices such as grammatical connections and adverbials - use of ellipsis</p>	<p>Revisit Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’ Rare GPCs Revise words with the /i:/ sound spelt ‘ei’ after ‘c’. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in ‘-fer’. Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious) Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy Proofreading Proofreading in smaller chunks – sentences and paragraphs. Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists Possible Y5/6 Statutory Spellings: Attached, apparent, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>
<p><u>Shakespeare texts</u></p>	<p>Poetry Writing their own spells</p>	<p>Passive and active voice -using a colon to introduce a list punctuating bullet points consistently -using expanded noun phrases to convey complicated information concisely</p>	<p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists Possible Y5/6 Statutory Spellings: Attached, apparent, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>

St Mary's Literacy framework: Year Six 2021-2022

Spring One			
Science Topic: Light Up Your World		History: The Zulu Kingdom	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
War of the Worlds Excerpt 	<u>Narrative</u> Writing a continuation of the War of the Worlds Story	Further cohesive devices such as grammatical connections and adverbials. Use of semi-colons and ellipsis	Revisit Words containing the letter string '-ough' Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2 Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. Possible Y5/6 Statutory Spellings: Attached, apparent, equipment, average, muscle, physical, stomach, profession, vegetable, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation
War of the Worlds	<u>Journalistic Writing</u> Interviews Writing a newspaper report	Statements/Questions recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
Weslandia , by Paul Fleischman 	Setting description of Weslandia for a travel brochure Writing an adventure/mystery story based around Weslandia	Noun phrases Subordinating conjunctions Adverbials using passive verbs to affect the presentation of information in a sentence	
Weslandia	Discussion about whether Weslandia is a good place to live Writing a discussion text	Modal verbs Relative clauses	
Weslandia	Write a good versus evil story set in Weslandia with Wesley as the hero.	Nouns/verbs/adjectives Prepositions Brackets, dashes, commas for parenthesis	

<u>Spring Two</u>			
<u>Science Topic: (Adaptation: Plants and Animals Everything Changes)</u>		<u>Geog: Mountains</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Spring Term)</u>
The Highwayman , by Alfred Noyes 	Non chronological Report on history of Highway man	Commas after fronted adverbials and to clarify meaning Semi-colons Relative clauses	Revisit Words containing the letter string ‘-ough’ Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential) Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2 Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. Possible Y5/6 Statutory Spellings: Attached, apparent, muscle, physical, stomach, profession, suggest, thorough, community, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, definite, existence, neighbour, sufficient, explanation, controversy, interfere, rhyme, rhythm, harass, soldier, symbol
The Highwayman	Diary Entry from Perspective of a key character	Apostrophes Tense agreement	
The Highwayman	Character analysis and narrative Poetic devices: Analyse poem Alternative ending The Highwayman debate: Were they right to lay a trap?	Prefixes adverbial clauses metaphors perfect verb forms Subordinate clauses	

Summer One			
Science Topic: <u>Keeping Healthy</u>		History Topic: <u>Ancient Islam</u>	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
Revision Topics (To be decided by class teacher)			Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary Proofreading Embedding proofreading strategies when reviewing own writing independently. Learning and Practising spellings Pupils: <ul style="list-style-type: none"> • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists • Root words and meanings Possible Y5/6 Statutory Spellings: Attached, apparent, muscle, physical, stomach, profession, suggest, thorough, community, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, definite, existence, neighbour, sufficient, explanation, controversy, interfere, rhyme, rhythm, harass, soldier, symbol
Voices in the Park , by Anthony Browne 	Biography Writing a biography of one of the characters from the story.	-using a colon to introduce a list-punctuating bullet points consistently -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
Voices in the Park	Persuasive letter Dad writing a letter to Charles' mum persuading her to let Charles' visit the park again	-using semicolons, colons or dashes to mark boundaries between independent clauses use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using passive verbs to affect the presentation of information in a sentence -differences in informal and formal language	
Voices in the Park	Play script Writing scenes from Voices in the Park in the form of a play script Book Review	-using hyphens to avoid ambiguity -using a colon to introduce a list-punctuating bullet points consistently - further cohesive devices such as grammatical connections and adverbials use of ellipsis	

<u>Summer Two</u>			
Science Topic: <u>Space Explorers</u>		Humanities Topic: <u>Local Area and Regions (making comparisons with Bude) Learning about aspects of History of Bude</u>	
<u>Text/ Theme</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Summer Term)</u>
Writing about the Science topic of Space.	Perspective of an astronaut...Tim Peake Information Book or PowerPoint about Space to present to rest of class.	-using semicolons, colons or dashes to mark boundaries between independent clauses use a thesaurus -using expanded noun phrases to convey complicated information concisely -using passive verbs to affect the presentation of information in a sentence -differences in informal and formal language	Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary Proofreading Embedding proofreading strategies when reviewing own writing independently.
Bude	Persuasive Writing Leaflet to encourage people to visit Bude	using modal verbs or adverbs to indicate degrees of possibility -using semicolons, colons or dashes to mark boundaries between independent clauses	Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists • Root words and meanings Possible Y5/6 Statutory Spellings: Attached, average, category, definite, equipment, explanation, immediately, muscle, physical, relevant, suggest, symbol, system, temperature, thorough, variety, environment, community, neighbour, leisure, occupy, restaurant, vegetable, vehicle, persuade, according, recommend, especially, sincerely, exaggerate, appreciate, excellent, accommodate, marvellous, opportunity, privilege, recognise, thorough
Bude	Discussion Would you prefer to live in Bude or East Barnet? Why?	further cohesive devices such as grammatical connections and adverbials use of ellipsis	

YEAR A 2021-2022