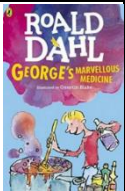





## KS2 Literacy Framework 2022-2023


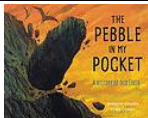


\*See Reading Executive Summary for KS2 Reading Objectives

### St Mary's Literacy framework: Year Three 2022-2023


Autumn One			
Science Topic: Amazing Bodies		History: The Stone Age/Iron Age	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
<p><a href="#">George's Marvellous Medicine, Roald Dahl</a></p> 	<p><b>Character Description</b> <u>Instructions:</u> Recipe for their own marvellous medicine</p> <p><b>Letter Writing</b> Letter from Grandma apologising for how she treated George.</p>	<p>Nouns and Adjectives Commas in a List Imperative verbs Commands Verbs and Subject Verb Agreement <u>Possible Y3/4 Statutory Spellings:</u> 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><b>Revisit</b> Common exception words from Year 2 <b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' <b>Rare GPCs</b> The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) <b>Homophones</b> brake/break, grate/great, eight/ate, weight/wait, son/sun <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> 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. <b>Learning and Practising spellings</b> <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>
<p><b>Funny bones (linked to Science)</b></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><b>Grammatical Terminology for Year 3:</b> 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

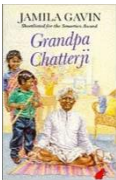

Science Topic: Power of Forces		Geog: Climate Zones	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
 Shakespeare Focus	TV news report	Inverted Commas Apostrophes	<b>Revisit</b> Common exception words from Year 2 <b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' <b>Rare GPCs</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) <b>Homophones</b> brake/break, grate/great, eight/ate, weight/wait, son/sun <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> 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. <b>Learning and Practising spellings</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <b>Possible Y3/4 Statutory Spellings:</b> 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	

Spring One			
Science nce Topic: Rock Detectives		History: The Railway Revolution	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring Term)
<b>Into the Forest</b> by Anthony Browne 	<b>Recount</b> Diary Entry about the boy's adventures in the forest.	Using adjectives for impact Expanded noun phrases Questions Tense agreement	<b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) <b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' <b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) <b>Homophones</b> here/hear, knot/not, meat/meet <b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> Revise proofreading routines <b>Possible Y3/4 Statutory Spellings:</b> Natural, material, occasionally, often, pressure, purpose, quarter, separate, straight, therefore, various, strength
	<b>Setting Description</b> Possible 'slow-writing' opportunity	Using adjectives for impact Expanded noun phrases	
<b>Non-fiction text linked to Science and rocks:</b> <b>Pebble in my Pocket</b> 	<b>Non-Chronological Report</b> Non-fiction writing about rocks and how they are formed. Could link to fossils and Mary Anning – diary writing from her perspective.	Prepositions, adjectives, coordination conjunctions, paragraphs	
Spring Two			
Science Topic: How Does Your Garden Grow?		Geog: North America	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring Term)
<b>King of the Sky</b> by Nicola Davies 	<b>Story Time</b> Compare similarities and differences with 'The Promise' which is also written by Nicola Davies. Reciprocal Reading.	Reciprocal Reading language: Predict, Question, Clarify, Summarise	<b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) <b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' <b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) <b>Homophones</b> here/hear, knot/not, meat/meet
<b>The Promise</b> , by Nicola Davies 	<b>Narrative Writing based on 'The Promise'</b>  <b>Interlink The Promise and Mega City (Literacy Shed)</b> Compare and contrast the texts	Prepositions Subordinating conjunctions	

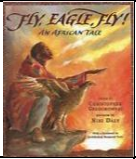
## 2022-2023

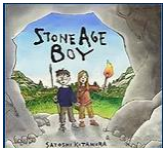
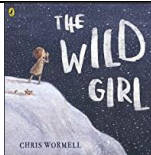
<b>Visual Text:</b> <a href="#">Mega City: Literacy Shed</a>		Description writing of settings – the city before and after	Determiners Adjectives Adverbs Synonyms/antonyms Prepositions	<b>Apostrophe</b> Revise contractions from Year 2 <b>Proofreading</b> Revise proofreading routines <b>Possible Y3/4 Statutory Spellings:</b> Centre, build, describe, extreme, island, imagine, ordinary, thought, through, opposite, position, circle, various, fruit, favourite, appear, experience, special, possible, suppose, although, therefore.
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## St Mary's Literacy framework Year Three 2022-2023

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

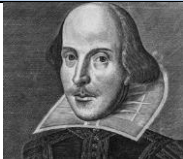

## Summer Two

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

Autumn One			
Science Topic: Switched On (Electricity)		History: Stone Age to Iron Age	
Roman Invaders and Settlers ( from Sept 2023)			
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Autumn Term)
<p><b>Stone Age Boy, by Satoshi Kitamura</b></p> <p> See</p> <p><b>Planning Unit:</b> <a href="#">KS2History Stone Age Boy Literacy Planning</a></p>	<p>In the first week, children will engage with the text through drama, discussion and debate in order to increase their familiarity with the structure of the story and they will have the opportunity to articulate ideas about the text using an increasingly varied vocabulary. There is also a grammar focus on using adverbials of time and place and a chance to develop thesaurus skills.</p>	<p>To use a thesaurus to improve my writing</p> <p>To use adverbials of time and place</p>	<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs</p> <p>Revise:</p> <ul style="list-style-type: none"><li>The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’</li><li>The /j/ sound spelt ‘ch’</li><li>The /ʌ/ sound spelt ‘ou’</li></ul> <p>(all from Year 3)</p> <p>Word endings:</p> <p>Words ending /ure/ (treasure, measure)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"><li>Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’</li><li>Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’)</li></ul> <p><b>Homophones</b></p> <p>peace/piece, main/mane, fair/fare</p> <p>Apostrophe</p> <p>Possessive apostrophe with singular proper nouns (Cyprus’s population)</p> <p><b>Possible Y3/4 Statutory Spellings:</b></p> <p>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>In the second week, pupils will plan their own story based on the structure of Stone Age Boy and they will then have the opportunity to draft, edit and present their final narrative.</p>	<p>Question marks</p> <p>Apostrophes</p> <p>Noun phrases</p> <p>Commas after fronted adverbial</p> <p>Paragraphs</p>	
<p><b>The Wild Girl</b> by Chris Wormell</p> <p></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</p> <p>Adjectives</p> <p>Range of punctuation: capital letters, full-stops, inverted commas</p> <p>Repetitive structure</p>	
<p><b>Grammatical Terminology for Year 4:</b></p> <p>determiner, pronoun, possessive pronoun, adverbial</p>			

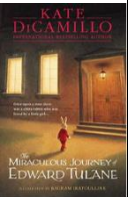
Autumn TwoScience Topic: Where does all the Food Go? (The Digestive System)Geog: Rivers (Read 'A River' in Geog. Sessions/Story time)

(2022-2023 Rio and SE Brazil)

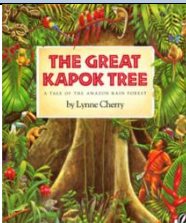
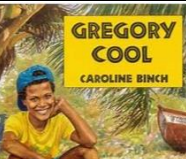
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u> <u>Links</u>	<u>NNS (Autumn Term)</u>
Shakespeare Focus 	Diary Entries	Time Conjunctions Pronouns Adverbials Nouns/verbs	Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: <ul style="list-style-type: none"> <li>The /ei/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>The /j/ sound spelt 'ch'</li> <li>The /ʌ/ sound spelt 'ou'</li> </ul> (all from Year 3) Word endings: Words ending /ure/ (treasure, measure) Prefixes and Suffixes <ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing',</li> </ul>
Shakespeare Focus	Newspaper Reports	Fronted Adverbials with Commas Tense agreement Inverted commas for direct speech	'-en', '-er', 'ed')
Shakespeare Focus	Play Script including stage directions and key info from the story	Verbs Adverbs Brackets Exclamation	Homophones peace/piece, main/mane, fair/fare Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population)
Christmas Text: Leah's Star 	Poetry using descriptive language  Write a poem based on 'Leah's Star' and the structure of 'The Door'	Prepositions Adjectives	<u>Possible Y3/4 Statutory Spellings:</u> 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
'The Door' by Miroslav Holub	Summarise and story map Leah's Star. Retell the story.	Prepositions Different sentence structures Adverbs, Fronted adverbials, adjectives	



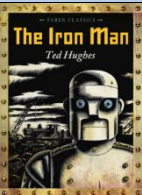


St Mary's Literacy framework: **Year Four 2022-2023**

<b>Spring One</b>			
<b>Science Topic: In a State</b>		<b>History:</b> The Railway Revolution (2023 only)	Windrush (From 2024 onwards)
<b><u>Text</u></b>	<b><u>Writing Focus</u></b>	<b><u>Spelling, Grammar and Punctuation</u></b> <b><u>Links</u></b>	<b><u>NNS (Spring Term)</u></b>
<b><u>The Miraculous Journey of Edward Tulane, by Kate DiCamillo</u></b> 	Character analysis;  Diary Writing;	Apostrophes for possession Adjectives  Nouns and pronouns for clarity and cohesion Subordinate clauses Tense agreement	<b>Revisit</b> Year 3 rare GPCs <b>Rare GPCs</b> The /g/ sound spelt 'gu' <b>Word endings</b> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation' <b>Homophones</b> scene/seen, male/mail, bawl/ball <b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals <b>Possible Y3/4 Statutory Spellings:</b> 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
<b><u>The Miraculous Journey of Edward Tulane, by Kate DiCamillo</u></b>	Informal letter writing; vocabulary exploration; story mapping	Nouns and pronouns for clarity and cohesion Prepositions Determiners Fronted adverbials Subordinate clauses	



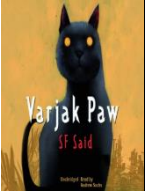
Spring Two			
Science Topic: <u>Who Am I?</u>		Geography: Rainforests	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring Term)
<p><u><a href="#">The Great Kapok Tree</a></u>, by Lynne Cherry (links to <u>Science</u>, <u>Human Impact</u> and to <u>Geog. Topic</u>, <u>Rainforests</u> and <u>Amazon</u>)</p>  <p>(see planning unit) <u><a href="#">KS2History: The Great Kapok Tree Planning</a></u></p>	<p><u>Non-fiction writing</u> Write a report about The Amazon Rainforest – link to Geography learning.</p> <p>To retrieve information from non-fiction To design a 'great tree' setting To explore the structure of dilemma stories To write a persuasive letter To prepare a group performance To plan a dilemma story To write my own dilemma story To edit and evaluate my writing</p>	<p>Expanded noun phrases Commas for fronted adverbials Prepositions Technical vocabulary about the Amazon Rainforest.</p> <p>To punctuate direct speech correctly To use a range of speech verbs To use adverbs in dialogue (higher group) To identify persuasive devices To use a dictionary to find definitions To use a thesaurus</p>	<p><b>Revisit</b> Year 3 rare GPCs <b>Rare GPCs</b> The /g/ sound spelt 'gu' <b>Word endings</b> Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /jən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician) <b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation' <b>Homophones</b> scene/seen, male/mail, bawl/ball <b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals <b>Possible Y3/4 Statutory Spellings:</b> 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><a href="#">Gregory Cool</a></u>, by Caroline Binch</p> 	<p><u>Descriptive</u> Character Descriptions – describe and compare two characters.</p>	<p>Adjectives Commas to clarify meaning Expanded noun phrases</p>	
<p><b>Gregory Cool</b></p>	<p><u>Narrative</u> 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>	

## St Mary's Literacy Framework: Year Four 2022-2023

Summer One			
Science Topic: Good Vibrations		History Topic: Ancient Egypt	
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Summer Term)
<a href="#">The Iron Man by Ted Hughes</a> 	Non Chronological Report about the Iron Man	Determiners Commas in lists	<b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. <b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (division, confusion) <b>Prefixes and Suffixes</b> 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) <b>Homophones</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules <b>Possible Y3/4 Statutory Spellings:</b> 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
<a href="#">The Iron Man by Ted Hughes</a> 	<b>Purpose:</b> To write a story based on The Iron Man. <b>Audience:</b> Class Mates <b>Text Type</b> Narrative 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.  Children to plan and write their own story based on the Iron man beating a monster	I can use adverbs and fronted adverbials eg soon, then, next, stealthily. 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.  I can use inverted commas and other punctuation for direct speech.  I can use commas after fronted adverbials and other openers.	
 <a href="#">Visual Text: La Luna by Enrico Casarosa</a>	<b>Possible writing ideas:</b> <ul style="list-style-type: none"> <li>Write a newspaper story of the event</li> <li>Include interviews/quotes from different characters</li> </ul>	Inverted commas for direct speech  Tense agreement  Exclamation and question marks	

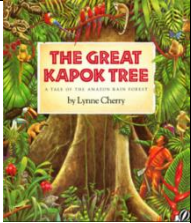
## 2022-2023

	<ul style="list-style-type: none"> <li>• Hot seating with a character.</li> <li>• Write some dialogue for the film.</li> <li>• Write a recount of the events.</li> </ul>		
	Write an opening narrative for La Luna.	-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	

Summer Two			
Science Topic: Human Impact		Geog. Topic: South America – The Amazon	
Text/ Theme	Writing Focus		NNS (Summer Term)
<a href="#">Varjak Paw, By SF Said</a> 	<b>Recount</b> Diary Entry	extended noun phrases, including with prepositions subordination conjunctions	<b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. <b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin) <b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (division, confusion) <b>Prefixes and Suffixes</b> 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) <b>Homophones</b> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <b>Apostrophe</b> Apostrophe for possession, including singular and plural
<a href="#">Varjak Paw, By SF Said</a>	<b>Narrative</b> Writing from a different view point	-extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion Tense agreement	
	Reciprocal reading throughout the story – predict/question/clarify/summarise		
<a href="#">The Great Kapok Tree, by Lynne Cherry (links to Science, Human Impact and to Geog. Topic , Rainforests)</a>	<b>Story time:</b> This text has been taught in Spring Two but it also links perfectly to the Science topic, Human Impact. Read again to discuss during story time to discuss the human impact of deforestation.		

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and Amazon in  
Spring Two)

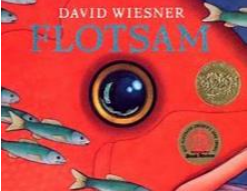


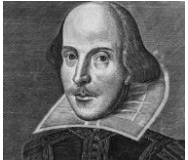
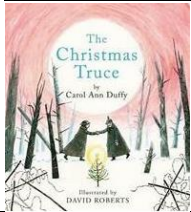
Revise contractions from Year 2 and plural apostrophe rules

Possible Y3/4 Statutory Spellings:

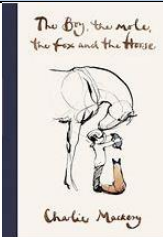
accidentally, believe, continue, favourite, enough, complete. Interest, heart, important, material, occasionally, often, quarter, question, therefore, appear, caught, disappear, early, naughty, ordinary, particular, peculiar, recent, remember, strength, although, though, possible, breathe, island, extreme, guard, through, eight, minute, answer, group

**Autumn One**

<b>Autumn One</b>			
<b>Science Topic: <u>Body Pump (Circulatory System)</u></b>		<b>History: <u>The Mayans</u></b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Autumn Term)</b>
 <p><b>Flotsam</b> by David Wiesner</p>	<p>Observe, wonder, infer /Story mapping /Exploring Flotsam what might cameras have seen over time? Character analysis. Timeline activity- people chains BBC news story- Real flotsam /Generating a back story- Why were you at the beach? Power of Persuasion - EBay advert *Art opportunity- use charcoal*</p>	<p>Modal verbs Subordinating conjunctions Relative clauses Adverbials Subordinate clauses Pronouns Inverted commas Punctuation for parenthesis</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') <b>Apostrophe for contraction and possession</b> <b>Rare GPCs</b> Words with 'silent' letters <b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words <b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible' <b>Homophones</b> isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed <b>Hyphen</b> Use of the hyphen (co-ordinate, co-operate) <b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs <b>Proofreading Focus</b> on checking words from personal lists. <b>Possible Y5/6 Statutory Spellings:</b> 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</p>
<p><b>Flotsam</b> by David Wiesner</p>	<p>Non-chronological report about the History of Cameras.  Editing and improving writing  Persuasive Writing: Write a persuasive item description for ebay!  Free Write: My Amazing Discovery!</p>	<p>Relative clauses Subordinate conjunctions Expanded noun phrases Determiners Commas to clarify meaning Range of punctuation including single dashes  Brackets/paranthesis Exclamation Persuasive language</p>	
<b>Grammatical Terminology for Year 5:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			

Autumn Two			
Science Topic: <b>Feel The Force</b>		Geog Topic: <b>Mountains</b>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation</u> <u>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	<b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') <b>Apostrophe for contraction and possession</b> <b>Rare GPCs</b> Words with 'silent' letters <b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words <b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible' <b>Homophones</b> isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed <b>Hyphen</b> Use of the hyphen (co-ordinate, co-operate) <b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs <b>Proofreading Focus</b> on checking words from personal lists. <b>Possible Y5/6 Statutory Spellings:</b> 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>Christmas Text:</u> <u>The Christmas Truce</u> 	Draw conclusions/inferences from images. Character analysis (Jim) at key moments. Reciprocal reading: Summarise main events as a story map. Diary entry: 'A Day to Remember'	Adverbial phrases Use of a wide range of punctuation Time conjunctions Adjectives/emotive language	

**Spring One**


<b>Science Topic: Circle of Life</b>		<b>History Topic: What can we learn from the Zulu Kingdom?</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Spring One)</b>
<p><a href="#">The Boy, the Mole, the Fox and the Horse</a>, by Charlie Mackesy</p> 	<p>Reciprocal Reading opportunities. Analysis of its language.</p> <p><b>Informal Recount</b> Children write a blog on Purple Mash.</p> <p><b>Motivational Story</b> Children write a mini-book in the style of The Boy, the Mole, the Fox and the Horse.</p>	<p>Development of clause structures and relevant punctuation to support this. -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -tense agreement -exclamation</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Apostrophe for possession</b></p> <p><b>Rare GPCs</b> 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)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p><b>Homophones</b> altar/alter, led/lead, steal/steel</p> <p><b>Dictionary</b> Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Possible Y5/6 Statutory Spellings:</b> 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>



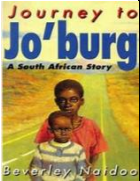
## Spring Two

Science Topic: Marvellous Mixtures

History continued: What can we learn from the Zulu Kingdom?


Text	Writing Focus		NNS (Spring Term)
<b>There's a Boy in the Girls Bathroom, by Louis Sachar</b> 	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	<b>Revisit</b> Strategies at the point of writing: Have a go <b>Apostrophe for possession</b> <b>Rare GPCs</b> 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) <b>Morphology/ Etymology</b> Teach extension of base words using word matrices. <b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible' <b>Homophones</b> altar/alter, led/lead, steal/steel <b>Dictionary</b> Use a dictionary to create collections of words with common roots <b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners) <b>Possible Y5/6 Statutory Spellings:</b> 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
<b>Boy in the Girls Bathroom</b>	Poetry: I am...	Commas in lists -use a thesaurus -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
<b>Boy in the Girls Bathroom</b>	Diary Entry in role of Bradley	-adverbs -adverbial phrases -Variety of punctuation for effect	
<b>Boy in the Girls Bathroom 'I am a Rock' by Simon and Garfunkel.</b>	Find comparisons between Bradley and characteristics in the song, 'I am a Rock' by Simon and Garfunkel.	-Synonyms	

**Summer One**

<b>Science Topic: Everyday Materials</b>		<b>Geog: Volcanoes and Earthquakes</b>	
<b>Text</b>	<b>Writing Focus</b>	<b>Spelling, Grammar and Punctuation Links</b>	<b>NNS (Summer Term)</b>
<b><u>Journey to Jo'burg</u></b> , by Beverly Naidoo 	<b><u>Play Scripts</u></b> Writing a section of the story in the form of a play-script	Colons Prepositions Determiners Pronouns Punctuation for parenthesis	<b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words <b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) <b>Suffixes</b> Problem suffixes <b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters <b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list <b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words <b>Learning and Practising spellings</b> Pupils: <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b> 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,
<b>Journey to Jo' burg</b>	<b><u>Speech</u></b> To persuade people that all people need to be treated equally.	Modal verbs Relative clauses Synonyms and antonyms	
<b>Journey to Jo'burg</b>	<b><u>Narrative</u></b> Writing a final chapter to the story (to be done over several days)  Non-fiction writing about the Apartheid.  Slow-writing about a scene from the story	Inverted commas for speech using expanded noun phrases to convey complicated information concisely - devices to build cohesion, including adverbials of time, place and number  Paragraphs Colons Semi-colons  Verbs Metaphor Variety of sentence lengths Synonyms	

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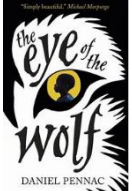
			average, symbol, variety, ancient, privilege, achieve, according, controversy, disastrous, embarrass, harass, shoulder, cemetery, prejudice, necessary, criticise, language
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Summer Two			
Science Topic: All Change (Reversible & Irreversible Changes)		Geog: Volcanoes and Earthquakes continued	
Text/ Theme	Writing Focus		NNS (Summer Term)
<b>Visual Text:</b> <b>Float, by Bobby Rubio</b> 	<u>Extended Narrative, including direct speech</u>	Subject – verb agreement Subordinate clauses Relative clauses Adverbials Inverted commas/speech punctuation	<b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words <b>Homophones</b> (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) <b>Suffixes</b> Problem suffixes <b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters <b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list <b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words <b>Learning and Practising spellings</b> Pupils: <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b>
<b>Non-Fiction texts linked to Volcanoes and Earthquakes (links to Geog.)</b>	<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	

2022-2023

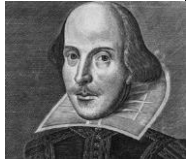
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St Mary's Literacy framework: Year Six 2022-2023

<u>Autumn One</u>			
<u>Science Topic: Classification (The Nature Library)</u>		<u>History: The Mayans</u>	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
 <p><b><u>The Eye of the Wolf</u></b> <b><u>By Daniel Pennac</u></b></p>	<p><b><u>Letter writing</u></b> Writing from the perspective of key characters</p>	<p>Prepositional phrases First Person Suffixes</p>	<p><b><u>Revisit</u></b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' <b><u>Rare GPCs</u></b> Revise words with the /i:/ sound spelt 'ei' after 'c'. <b><u>Prefixes and Suffixes</u></b> Adding suffixes beginning with vowel letters to words ending in '-fer'. <b><u>Word endings</u></b> Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious) <b><u>Homophones</u></b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy <b><u>Proofreading</u></b> Proofreading in smaller chunks – sentences and paragraphs. <b><u>Learning and Practising spellings</u></b> Pupils:  <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b><u>Possible Y5/6 Statutory Spellings:</u></b> </p>
<b><u>The Eye of the Wolf</u></b>	Message to Mankind	Apostrophes	
<b><u>The Eye of the Wolf</u></b>	Internal Monologue	Punctuation for parenthesis (dashes, brackets and commas)	

2022-2023

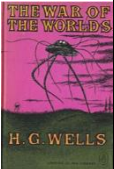
			Attached, apparent, category, suggest, system, thorough, community, foreign, government, hindrance, identity, individual, occupy, parliament, soldier, vegetable, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature
<b>Grammatical terms in Year 6:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points			

Autumn Two			
Science Topic: <b>Danger Low Voltage: Electricity</b>		Geog: The Uk	
<u>Text</u>	<u>Writing Focus</u>	<u>Spelling, Grammar and Punctuation Links</u>	<u>NNS (Autumn Term)</u>
<b><u>Shakespeare Text</u></b> 	Newspaper Reports about key events in the story Diary Writing Biography of William Shakespeare Agony Aunt letter	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	<b>Revisit</b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' <b>Rare GPCs</b> Revise words with the /i:/ sound spelt 'ei' after 'c'. <b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'. <b>Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious) <b>Homophones</b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy <b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs. <b>Learning and Practising spellings</b> Pupils: <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b> Attached, apparent, suggest, thorough, community, foreign, government, hindrance,
<b><u>Shakespeare texts</u></b>	Poetry Writing their own spells	Passive and active voice -using a colon to introduce a list punctuating bullet points consistently -using expanded noun phrases to convey complicated information concisely	

**2022-2023**


<b><u>Reading, remembering and performing scripts for Junior Christmas Nativity.</u></b>	Performing Scripts	Use appropriate intonation, volume, and movement so that meaning is clear.	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
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**St Mary's Literacy framework: Year Six 2022-2023**

<b><u>Spring One</u></b>			
<b><u>Science Topic: Light Up Your World</u></b>		<b><u>History: Ancient Greeks</u></b>	
<b><u>Text</u></b>	<b><u>Writing Focus</u></b>	<b><u>Spelling, Grammar and Punctuation Links</u></b>	<b><u>NNS (Spring Term)</u></b>
War of the Worlds Excerpt 	<b><u>Narrative</u></b> Story mapping 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	<b><u>Revisit</u></b> Words containing the letter string '-ough' <b><u>Prefixes and Suffixes</u></b> Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) <b><u>Homophones</u></b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2 <b><u>Proofreading</u></b> Proofreading someone else's writing. Note down strategies that help in spelling journals <b><u>Learning and Practising spellings</u></b> <b><u>Pupils:</u></b> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> </ul>
War of the Worlds	<b><u>Journalistic Writing</u></b> Interviews Writing a newspaper report	Statements/Questions recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	

2022-2023

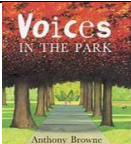
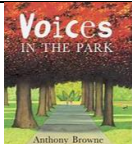
			<ul style="list-style-type: none"> <li>Learn words from personal lists.</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b>  Attached, apparent, equipment, average, muscle, physical, stomach, profession, vegetable, suggest, thorough, community, foreign, government, hindrance, identity, individual, occupy, vehicle, communicate, persuade, prejudice, especially, conscience, appreciate, immediately, accommodate, guarantee, correspond, familiar, recognise, sacrifice, signature, sincerely, physical, definite, existence, neighbour, sufficient, explanation</p>
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Spring Two			
Science Topic: <u>Everything Changes: Evolution, Adaptation and Inheritance</u>			Geog: European Region
Text	Writing Focus	Spelling, Grammar and Punctuation Links	NNS (Spring Term)
<a href="#">The Highwayman</a> , by Alfred Noyes 	Non chronological Report on history of Highwayman	Commas after fronted adverbials and to clarify meaning Semi-colons Relative clauses	<b>Revisit</b> Words containing the letter string ‘-ough’ <b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending ‘tial’ and ‘cial’ (official, special, artificial, partial, confidential, essential) <b>Homophones</b> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary All homophones from KS2 <b>Proofreading</b> Proofreading someone else’s writing. Note down strategies that help in spelling journals <b>Learning and Practising spellings</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b></p>
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	



2022-2023

			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
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Summer One				
Science Topic: <b>Body Health</b>			History: <b>Vikings vs Anglo-Saxons</b>	
Text	Writing Focus	Spelling, Grammar and Punctuation Links		NNS (Summer Term)
<b>Motivational Writing</b>	Writing a letter to self motivating themselves to do their SATs - believe in themselves.	-using semi-colons, colons or dashes to mark boundaries -use further cohesive devices such as grammatical connections and adverbials. -use of ellipsis. -use modal verbs or adverbs to indicate degrees of possibility.		<b>Revisit</b> Spelling strategies at the point of writing <b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) <b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' <b>Homophones and near homophones</b> draft/draught, dissent/descent, precede/proceed, wary/weary <b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.
<a href="#">Voices in the Park</a> , by Anthony Browne 	<b>Writing from the perspective of different characters</b>	Writing with a variety of punctuation and sentence structures. Different styles and tones for different characters.	 <a href="#">Voices in the Park</a> , by Anthony Browne	<b>Learning and Practising spellings</b> <b>Pupils:</b> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists</li> <li>Root words and meanings</li> </ul> <b>Possible Y5/6 Statutory Spellings:</b> 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
<b>Voices in the Park</b>	<b>Persuasive letter</b> 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	<b>Voices in the Park</b>	

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		-differences in informal and formal language		
<b>Voices in the Park</b>	<b><u>Play script</u></b> 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	<b>Voices in the Park</b>	

<b>Summer Two</b>				
<b>Science Topic: <u>Space: Earth &amp; Beyond</u></b>		<b>Geog Topic: <u>Local Area and Regions (making comparisons with Bude)</u> Learning about aspects of History of Bude</b>		
<b><u>Text/ Theme</u></b>	<b><u>Writing Focus</u></b>	<b><u>Spelling, Grammar and Punctuation Links</u></b>	<b><u>NNS (Summer Term)</u></b>	
			<b>Revisit</b>	
<b>Bude</b>	<b><u>Persuasive Writing</u></b> 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	Spelling strategies at the point of writing <b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)	
<b>Bude</b>	<b><u>Discussion</u></b> Would you prefer to live in Bude or East Barnet? Why?	further cohesive devices such as grammatical connections and adverbials use of ellipsis	<b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'	

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<p><b>SPACE:</b> Writing about the Science topic of Space.</p>	<p>Perspective of an astronaut...Tim Peake <b>Information</b> Book or PowerPoint about Space to present to rest of class.</p>	<p>-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</p>	<p><b>Homophones and near homophones</b> draft/draught, dissent/descent, precede/proceed, wary/weary <b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently. <b>Learning and Practising spellings</b> <b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Learn selected words taught in new knowledge this term.</li> <li>• Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>• Learn words from personal lists</li> <li>• Root words and meanings</li> </ul> <p><b>Possible Y5/6 Statutory Spellings:</b> 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</p>
<p><b>Memories of St. Mary's Prayers for the Leavers' Service</b></p> <p><b>Performing Scripts for the Y6 Summer Production</b></p>	<p>Reflective writing about their time spent at St. Mary's. Thoughts and hopes.</p>	<p>- Emotive language. -Ability to summarise and be concise. -Careful choice of language to engage the listener/reader.</p> <p>Use appropriate intonation, volume, and movement so that meaning is clear.</p>	