

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> - Revision of how to use inverted commas to punctuate direct speech - To revise how to use commas in lists - To use a colon to introduce lists and add detail - To use modal verbs to indicate degrees of possibility - To identify and use modal adverbs - To identify and use coordinating conjunctions - To identify and use subordinating conjunctions - To write sentences using relative clauses and identify the relative pronoun - To use the passive voice - To use a semi colon to break up clauses in a sentence 	<ul style="list-style-type: none"> - To use the perfect tense to mark relationships of time and clause - To identify and use prepositions of time - To use apostrophes correctly - To identify and use imperative verbs - To use hyphens to form compound nouns - To identify and use fronted adverbials - To build cohesion in paragraphs using adverbs and conjunctions - To write in the first and third person and use the correct pronoun - To use the subjunctive form - To punctuate using bullet points 	<ul style="list-style-type: none"> - To use brackets to indicate parenthesis - To write using reported speech - To use adverbs of manner, time, place, degree, frequency and certainty. - To convert nouns and adjectives to verbs using suffixes - To identify determiners - To use prefixes to change the meaning of verbs - To use commas to indicate parenthesis - To use dashes to indicate parenthesis and ark boundaries between clauses - To use synonyms to improve sentences - To identify and use expanded noun phrases
Spelling	<ul style="list-style-type: none"> - To write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules - To use the first three or four letters of a word to check meaning, spelling or both of these in a dictionary 		
	<ul style="list-style-type: none"> - Endings that sound like /ʃəs/ spelt -cious - Endings that sound like /ʃəs/ spelt -tious - Endings which sound like /ʃəl/ spelt -cial - Endings which sound like /ʃəl/ spelt -tial - Words ending in -ant - Words ending in -ance - Words ending in -ant - Words ending in -ance - Words ending in -ent - Words ending in -ence - Words ending in -able or -ably - Words ending in -ible or -ibly 	<ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words ending in -fer - Use of the hyphen with prefix co- - Use of the hyphen with prefix re- - Words with the /i:/ sound spelt ie - Words with the /i:/ sound spelt ei after c - Exceptions to the i before e except after c rule - Exceptions to the /i:/ sound spelt ei after c - Words containing the letter-string ough 	<ul style="list-style-type: none"> - Words with “silent” letters: silent k, silent w, silent b, silent t, silent h and silent s - Homophones and near-homophones
	To spell many of the Y5 and Y6 common exception words correctly		
Handwriting	<ul style="list-style-type: none"> - To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way 		



PROGRESSION IN WRITING – YEAR 5



Planning, writing and editing	<ul style="list-style-type: none">- To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own- To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed- To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details- To consistently link ideas across paragraphs- To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements
Awareness of audience/ purpose and structure	<ul style="list-style-type: none">- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes- To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace- To regularly use dialogue to convey a character and to advance the action- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear