

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> - Revision of all punctuation: colons, semi colons, dashes and hyphens. - To identify different types of nouns - To identify and use different types of conjunctions - To use paired adjectives and commas with coordinating adjectives - To use commas before conjunctions - To use modal verbs and adverbs to indicate degrees of possibility - To rewrite sentences using verbs as sentence openers - To use brackets, dashes and commas for parenthesis - To use semicolons, colons or dashes for clauses - To correctly punctuate direct speech - To identify and use relative clauses, identifying the relative pronoun 	<ul style="list-style-type: none"> - To use expanded noun phrases - To use the passive voice - To use the past perfect tense to mark relationships in time - To use adverbs and adverbial phrases in different places in the sentence - To use modal verbs to show politeness - To identify and uses prepositions of time - To use standard English - To use the subjunctive form - To use reported speech - To use commas to clarify meaning - To identify the subject and object in a sentence - To use apostrophes for contraction and possession - To use ellipses - To use question tags in informal writing 	<ul style="list-style-type: none"> - To revise all aspects of KS2 GPS
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 dictionaries and thesauruses to check the meaning of words and confidently find synonyms and antonyms 		
	<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, -ance, -ancy - Words ending in -ent, -ence, -ency - Words ending in -able, -ably (used if there is a related -ation ending) - Words ending in -able after -ce or -ge 	<ul style="list-style-type: none"> - Words ending in -able and -ably - Words ending in -ible - Words with the /i:/ sound spelt ei after c - Words spelt ei though not after c - Words containing the letter-string ough - Words with “silent” letters: silent b, silent n, silent g and silent c 	<ul style="list-style-type: none"> - Homophones and near-homophones
	To spell all of the Y5 and Y6 common exception words correctly		
Handwriting	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task - To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling 		

	in a form)
Planning, writing and editing	<ul style="list-style-type: none"> - To note down and develop initial ideas, drawing on reading and research where necessary - To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - To use a wide range of devices to build cohesion within and across paragraphs - To habitually proofread for spelling and punctuation errors - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
Awareness of audience/purpose and structure	<ul style="list-style-type: none"> - To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) - To distinguish between the language of speech and writing and to choose the appropriate level of formality - To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)