



# ENGLISH WRITING - MEDIUM TERM PLAN

## 2025/2026

### RECEPTION

| Topic                                 | In this unit of work, children learn:-                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to give meaning to marks they make as they draw, write and paint.</li><li>• to write cvc/cvcc/ccvc words</li><li>• to spell some high frequency words correctly</li><li>• to write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</li><li>• to write own name and other things such as labels, captions.</li></ul>                                                                                                |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• to begin to break the flow of speech into words.</li><li>• to spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>• to write simple phrases or sentences that can be read by others in meaningful contexts.</li></ul>                                                                                                                                                                                             |
| <b>Transcription</b>                  | <ul style="list-style-type: none"><li>• to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li></ul>                                                                                                                                                                                                                                                                                                                    |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"><li>• to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>• to write recognisable letters, most of which are correctly formed;</li><li>• to sit correctly at a table, holding a pencil comfortably and correctly</li><li>• to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• to form capital letters</li><li>• to form digits 0-9</li></ul> |
| <b>Planning writing</b>               | <ul style="list-style-type: none"><li>• to say out loud what they are going to write about</li><li>• to compose a sentence orally before writing it</li></ul>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Drafting writing</b>               | <ul style="list-style-type: none"><li>• to sequence sentences to form short narratives</li><li>• to re-read what they have written to check that it makes sense</li></ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>Editing writing</b>                | <ul style="list-style-type: none"><li>• to discuss what they have written with the teacher or other pupils</li></ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Performing writing</b>             | <ul style="list-style-type: none"><li>• to read their writing aloud</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Vocabulary</b>                     | <ul style="list-style-type: none"><li>• to leave spaces between words</li><li>• to join words and join clauses using 'and'</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |



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| <b>Grammar</b>                 | <ul style="list-style-type: none"> <li>to combine words to make sentences, including using 'and'</li> <li>to sequence sentences to form short narratives</li> <li>to separate words with spaces</li> <li>correct sentence demarcation (. I?)</li> <li>to use capital letters for names and pronoun ('I')</li> </ul> |
| <b>Punctuation</b>             | <ul style="list-style-type: none"> <li>to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>to use a capital letter for names of people and the person pronoun 'I'</li> </ul>                                                                                  |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"> <li>letter, capital letter, word, sentence punctuation, full stop, question mark.</li> </ul>                                                                                                                                                                                     |

## **YEAR ONE**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                                                                      |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>names of letters of the alphabet in order</li> <li>to use letter names to distinguish between alternative spellings or the same sound</li> </ul>                                                                    |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"> <li>to use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>to use the prefix un-</li> <li>to use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>to apply simple spelling rules</li> </ul>                               |
| <b>Transcription</b>                  | <ul style="list-style-type: none"> <li>to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>                                                                                                                                                                                         |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"> <li>to sit correctly at a table, holding a pencil comfortably and correctly</li> <li>to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>to form capital letters</li> <li>to form digits 0-9</li> <li>which letters belong to which handwriting 'families' and to practise these</li> </ul> |
| <b>Planning writing</b>               | <ul style="list-style-type: none"> <li>to say out loud what they are going to write about</li> <li>to compose a sentence orally before writing it</li> </ul>                                                                                                                                                                                                                       |
| <b>Drafting writing</b>               | <ul style="list-style-type: none"> <li>to sequence sentences to form short narratives</li> <li>to re-read what they have written to check that it makes sense</li> </ul>                                                                                                                                                                                                           |
| <b>Editing writing</b>                | <ul style="list-style-type: none"> <li>to discuss what they have written with the teacher or other pupils</li> </ul>                                                                                                                                                                                                                                                               |



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| <b>Performing writing</b>      | <ul style="list-style-type: none"><li>• to read their writing aloud clearly enough to be heard by their peers and the teacher</li></ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Vocabulary</b>              | <ul style="list-style-type: none"><li>• to leave spaces between words</li><li>• to join words and join clauses using 'and'</li></ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• regular plural noun suffixes (-s, -es)</li><li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li><li>• un- prefix to change meaning of adjectives/adverbs</li><li>• to combine words to make sentences, including using 'and'</li><li>• to sequence sentences to form short narratives</li><li>• separation of words with spaces</li><li>• sentence demarcation (. I?)</li><li>• capital letters for names and pronoun ('I')</li></ul> |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• to use a capital letter for names of people, places, the days of the week, and the person pronoun 'I'</li></ul>                                                                                                                                                                                                                             |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</li></ul>                                                                                                                                                                                                                                                                                                                             |

## **YEAR TWO**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li><li>• new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li><li>• to spell common exception words</li><li>• to distinguishing between homophones and near-homophones</li></ul> |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• the possessive apostrophe (singular)</li><li>• to spell more words with contracted forms</li><li>• to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li><li>• to apply spelling rules</li></ul>                                                                                                                                                               |
| <b>Transcription</b>                  | <ul style="list-style-type: none"><li>• to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li></ul>                                                                                                                                                                                                                              |



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| <b>Handwriting</b>             | <ul style="list-style-type: none"><li>• to form lower-case letters of the correct size relative to one another</li><li>• to start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li><li>• to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• to use spacing between words that reflects the size of the letters</li></ul>                                  |
| <b>Contexts for writing</b>    | <ul style="list-style-type: none"><li>• to write narratives about personal experiences and those of others (real and fictional)</li><li>• to write about real events</li><li>• to write poetry</li><li>• to write for different purposes</li></ul>                                                                                                                                                                                                                                                                                                               |
| <b>Planning writing</b>        | <ul style="list-style-type: none"><li>• to plan or say out loud what they are going to write about</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Drafting writing</b>        | <ul style="list-style-type: none"><li>• to write down ideas and/or key words, including new vocabulary</li><li>• to encapsulate what they want to say, sentence by sentence</li></ul>                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Editing writing</b>         | <ul style="list-style-type: none"><li>• to evaluate their writing with the teacher and other pupils</li><li>• to re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• to proofread to check for errors in spelling, grammar and punctuation</li></ul>                                                                                                                                                                                           |
| <b>Performing writing</b>      | <ul style="list-style-type: none"><li>• to read aloud what they have written with appropriate intonation to make the meaning clear</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Vocabulary</b>              | <ul style="list-style-type: none"><li>• expanded noun phrases to describe and specify</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• sentences with different forms: statement, question, exclamation, command</li><li>• the present and past tenses correctly and consistently including the progressive form</li><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>• some features of written Standard English</li><li>• suffixes to form new words (-ful, -er, -ness)</li><li>• sentence demarcation</li><li>• commas in lists</li><li>• apostrophes for omission and singular possession</li></ul> |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li></ul>                                                                                                                                                                                                                                                                                          |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</li></ul>                                                                                                                                                                                                                                                                                                                                                              |



### **YEAR THREE**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to spell further homophones</li><li>• to spell words that are often misspelt</li></ul>                                                                                                                                                                                                                                                                |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• to use further prefixes and suffixes and understand how to add them</li><li>• to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>• to use the first 2 or 3 letters of a word to check its spelling in a dictionary</li></ul>                                                     |
| <b>Transcription</b>                  | <ul style="list-style-type: none"><li>• to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>                                                                                                                                                                                                                            |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"><li>• to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li><li>• to increase the legibility, consistency and quality of their handwriting</li></ul>                                                                                           |
| <b>Contexts for writing</b>           | <ul style="list-style-type: none"><li>• to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li></ul>                                                                                                                                                                                             |
| <b>Planning writing</b>               | <ul style="list-style-type: none"><li>• to discuss and record ideas</li><li>• to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul>                                                                                                                                     |
| <b>Drafting writing</b>               | <ul style="list-style-type: none"><li>• to organise paragraphs around a theme</li><li>• in narratives, to create settings, character and plot</li><li>• in non-narrative material, to use simple organisational devices (headings and subheadings)</li></ul>                                                                                                                                  |
| <b>Editing writing</b>                | <ul style="list-style-type: none"><li>• to assess the effectiveness of their own and others' writing and suggest improvements</li><li>• to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• to proofread for spelling and punctuation errors</li></ul>                                                         |
| <b>Performing writing</b>             | <ul style="list-style-type: none"><li>• to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>                                                                                                                                                                               |
| <b>Vocabulary</b>                     | <ul style="list-style-type: none"><li>• to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• to use conjunctions, adverbs and prepositions to express time and cause (and place)</li></ul> |



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| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• to use the present perfect form of verbs in contrast to the past tense</li><li>• to form nouns using prefixes (super-, anti-)</li><li>• to use the correct form of 'a' or 'an'</li><li>• word families based on common words (solve, solution, dissolve, insoluble)</li></ul> |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• to use and punctuate direct speech (i.e. inverted commas)</li></ul>                                                                                                                                                                                                           |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</li></ul>                                                                             |

## **YEAR FOUR**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                             |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to spell further homophones</li><li>• to spell words that are often misspelt</li></ul>                                                                                                                                                                                                            |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• to use further prefixes and suffixes and understand how to add them</li><li>• to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>• to use the first 2 or 3 letters of a word to check its spelling in a dictionary</li></ul> |
| <b>Transcription</b>                  | <ul style="list-style-type: none"><li>• to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>                                                                                                                                                                        |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"><li>• to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li><li>• to increase the legibility, consistency and quality of their handwriting</li></ul>                                       |
| <b>Contexts for writing</b>           | <ul style="list-style-type: none"><li>• to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li></ul>                                                                                                                                         |
| <b>Planning writing</b>               | <ul style="list-style-type: none"><li>• to discuss and record ideas</li><li>• to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li></ul>                                                                                 |
| <b>Drafting writing</b>               | <ul style="list-style-type: none"><li>• to organise paragraphs around a theme</li><li>• in narratives, to create settings, character and plot</li><li>• in non-narrative material, to use simple organisational devices (headings and subheadings)</li></ul>                                                                              |



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| <b>Editing writing</b>         | <ul style="list-style-type: none"><li>• to assess the effectiveness of their own and others' writing and suggest improvements</li><li>• to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• to proofread for spelling and punctuation errors</li></ul> |
| <b>Performing writing</b>      | <ul style="list-style-type: none"><li>• to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>                                                                                                                       |
| <b>Vocabulary</b>              | <ul style="list-style-type: none"><li>• to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li></ul>                                       |
| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• to use fronted adverbials</li><li>• the difference between plural and possessive –s</li><li>• Standard English verb inflections (I did vs I done)</li><li>• extended noun phrases, including with prepositions</li><li>• appropriate choice of pronoun or noun to create cohesion</li></ul>   |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• to use commas after fronted adverbials</li><li>• to indicate possession by using the possessive apostrophe with singular and plural nouns</li><li>• to use and punctuate direct speech (including punctuation within and surrounding inverted commas)</li></ul>                               |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• determiner, pronoun, possessive pronoun, adverbial</li></ul>                                                                                                                                                                                                                                  |

## **YEAR FIVE**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                                  |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to spell some words with 'silent' letters</li><li>• to continue to distinguish between homophones and other words which are often confused</li><li>• to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li></ul> |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• to use further prefixes and suffixes and understand the guidance for adding them</li><li>• to use dictionaries to check the spelling and meaning of words</li><li>• to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li></ul>                    |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"><li>• to choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li><li>• to choose the writing implement that is best suited for a task</li></ul>                                                                                                      |



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| <b>Contexts for writing</b>    | <ul style="list-style-type: none"><li>• to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• in writing narratives, to consider how authors have developed characters and setting in what pupils have read, listened to or seen performed</li></ul>                                                                                                                                                                                                              |
| <b>Planning writing</b>        | <ul style="list-style-type: none"><li>• to note and develop initial ideas, drawing on reading and research where necessary</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Drafting writing</b>        | <ul style="list-style-type: none"><li>• to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>• to précis longer passages</li><li>• to use a wide range of devices to build cohesion within and across paragraphs</li><li>• to use further organisational and presentational devices to structure text and to guide the reader</li></ul>                   |
| <b>Editing writing</b>         | <ul style="list-style-type: none"><li>• to assess the effectiveness of their own and others' writing</li><li>• to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• to ensure the consistent and correct use of tense throughout a piece of writing</li><li>• to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• to proofread for spelling and punctuation errors</li></ul> |
| <b>Performing writing</b>      | <ul style="list-style-type: none"><li>• to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Vocabulary</b>              | <ul style="list-style-type: none"><li>• to use a thesaurus</li><li>• to use expanded noun phrases to convey complicated information concisely</li><li>• to use modal verbs or adverbs to indicate degrees of possibility</li></ul>                                                                                                                                                                                                                                                                                                                                    |
| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• to use the perfect form of verbs to mark relationships of time and cause</li><li>• to use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li><li>• to convert nouns or adjectives into verbs</li><li>• verb prefixes</li><li>• devices to build cohesion, including adverbials of time, place and number.</li></ul>                                                                                                                                    |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• to use commas to clarify meaning or avoid ambiguity in writing</li><li>• to use brackets, dashes or commas to indicate parenthesis</li></ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |



## **YEAR SIX**

| <b>Topic</b>                          | <b>In this unit of work, children learn:-</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Phonic and whole word spelling</b> | <ul style="list-style-type: none"><li>• to spell some words with 'silent' letters</li><li>• to continue to distinguish between homophones and other words which are often confused</li><li>• to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li></ul>                                                                                                                                                                                                                        |
| <b>Other word building spelling</b>   | <ul style="list-style-type: none"><li>• to use further prefixes and suffixes and understand the guidance for adding them</li><li>• to use dictionaries to check the spelling and meaning of words</li><li>• to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li></ul>                                                                                                                                                                                                                                           |
| <b>Handwriting</b>                    | <ul style="list-style-type: none"><li>• to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• to choose the writing implement that is best suited for a task</li></ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Contexts for writing</b>           | <ul style="list-style-type: none"><li>• to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• in writing narratives, to consider how authors have developed characters and setting in what pupils have read, listened to or seen performed</li></ul>                                                                                                                                                                                                              |
| <b>Planning writing</b>               | <ul style="list-style-type: none"><li>• to note and develop initial ideas, drawing on reading and research where necessary</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Drafting writing</b>               | <ul style="list-style-type: none"><li>• to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• in narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li><li>• to précis longer passages</li><li>• to use a wide range of devices to build cohesion within and across paragraphs</li><li>• to use further organisational and presentational devices to structure text and to guide the reader</li></ul>                     |
| <b>Editing writing</b>                | <ul style="list-style-type: none"><li>• to assess the effectiveness of their own and others' writing</li><li>• to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• to ensure the consistent and correct use of tense throughout a piece of writing</li><li>• to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• to proofread for spelling and punctuation errors</li></ul> |
| <b>Performing writing</b>             | <ul style="list-style-type: none"><li>• to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                   |



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| <b>Vocabulary</b>              | <ul style="list-style-type: none"><li>• to use expanded noun phrases to convey complicated information concisely</li><li>• to use modal verbs or adverbs to indicate degrees of possibility</li></ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Grammar</b>                 | <ul style="list-style-type: none"><li>• to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• to use passive verbs to affect the presentation of information in a sentence</li><li>• to use the perfect form of verbs to mark relationships of time and cause</li><li>• differences in informal and formal language</li><li>• synonyms and antonyms</li><li>• further cohesive devices such as grammatical connections and adverbials</li><li>• use of ellipsis</li></ul> |
| <b>Punctuation</b>             | <ul style="list-style-type: none"><li>• to use hyphens to avoid ambiguity</li><li>• to use semicolons, colons or dashes to mark boundaries between independent clauses</li><li>• to use a colon to introduce a list punctuating bullet points consistently</li></ul>                                                                                                                                                                                                                                                                                 |
| <b>Grammatical terminology</b> | <ul style="list-style-type: none"><li>• Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</li></ul>                                                                                                                                                                                                                                                                                                                                                                                             |