

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>YEAR 6</b></p> <p><b>Whole Class</b></p> <p><b>Texts and Writing Genres</b></p> <p>In Year 6 there is an expectation that pupils will begin to choose their own register/text type in order to present their information in the most appropriate way for the audience.</p>	<p><a href="#">The Arrival</a> Boy 87 Informal Letter (Persuasive/Recount)</p> <p>Speech (Persuasive)</p> <p>Debate (Discussion)</p> <p>Range of Narrative Forms</p> <p>Non Chronological Report</p> <p>Newspaper Article (Report)</p> <p>Journal (Recount)</p>	<p><a href="#">Letters from the Lighthouse</a> Political Manifesto (Persuasive)</p> <p>How To... Guide (Explanation)</p> <p>Newspaper article (Report)</p> <p>Safety Guide (Instructions)</p> <p>Range of Narrative Forms</p> <p>Poster/Flyer (Persuasive)</p> <p>Published Article /Podcast (Discussion)</p> <p>Range of Poetry Forms</p>	<p><a href="#">Boy Swimming Against The Storm</a> Autobiography/Biography (Recount)</p> <p>Range of Narrative Forms</p> <p>Information Leaflet (Report)</p> <p>Diary Entry (Recount)</p> <p>Range of Poetry Forms</p> <p>How To.. Guide (Explanation)</p> <p>Question/Answer (Explanation)</p>	<p><a href="#">Holes</a> <a href="#">There's a Boy in the Girls' Bathroom</a> Newspaper Article (Report)</p> <p>Flashback (Recount)</p> <p>List of Rules (Instructions)</p> <p>Interview Write Up (Explanation/Discussion)</p> <p>Historical Leaflet (Report)</p> <p>Formal Letter (Recount/Persuasion)</p> <p>Debate (Discussion)</p>	<p><a href="#">Skellig</a> <a href="#">Where Secrets Set Sail</a> <a href="#">Who Let the Gods Out?</a> Technical Manual (Instructions/Explanation)</p> <p>Speech (Persuasion)</p> <p>Encyclopedia Entry (Report)</p> <p>Diary Entry (Recount)</p> <p>Internal Monologue (Recount/Explanation)</p> <p>Range of Narrative Forms</p> <p>Range of Poetry Forms</p>	<p><a href="#">Kensuke's Kingdom</a> Debate (Discussion)</p> <p>How To... Guide (Explanation/Instructions)</p> <p>Survival Guide (Explanation)</p> <p>Newspaper Article (Discussion)</p> <p>Interview (Discussion)</p> <p>Informal Letter (Recount)</p> <p>Journal Log (Recount)</p> <p>Range of Narrative Forms</p>
	<p><a href="#">Links with the Wider Curriculum</a></p> <p>History - The Plague Non-Chronological Report, Leaflet, Essay Writing, analysis and comparison report</p> <p>Science -Evolution and Inheritance Character Profile (Charles Darwin), Scientific Investigations Discursive Accounts Literature Review Articles</p> <p>Geography - Sustainability and Conservation Non-Chronological Report, Infographic, Fact Files</p>	<p><a href="#">Links with the Wider Curriculum</a></p> <p>History - The History of Flight and Space</p> <p>Science - Light and Space Discursive Accounts Scientific Investigations Journal</p> <p>Geography - Conservation Infographic Essays</p>	<p><a href="#">Links with the Wider Curriculum</a></p> <p>History - Ancient Greece</p> <p>Science - Staying Alive Scientific Investigations</p> <p>Geography - Contrasting Localities Non chronological reports Comparative writing Journal</p>			

*Reading*

## Reading

Year 6

Prediction  
Question making  
Reading  
Clarifying  
Question answering  
Summarising

Prediction - Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They make plausible predictions prior to reading a piece of text and during their reading.

Question making - Children asking questions to improve their understanding across a variety of genres. Children are able to write retrieval, deductive, inference and analytical questions for the author or characters.

Reading - Children are able to read aloud and to understand the meaning of new words that they meet. They develop reading stamina and are able to read chapters within an age-appropriate book at one time.

Clarifying - Children should check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. They will discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Question answering - When answering questions, children identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books. Children are able to make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Children identify how language, structure and presentation contribute to meaning. They participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Summarising - Children summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. They explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

## Year 6 Reading Expectations

<u>Storytime:</u>	Daily storytelling sessions led by teachers that promote reading for pleasure and a love of reading.
<u>Listening to children read:</u>	Each child is listened to by the class teacher once per week. Children in the bottom 20% of classes are listened to more frequently.
<u>Reciprocal Reading:</u>	Reciprocal Reading lessons take place three times per week. Prior to this, whole class texts can be read as part of the English lesson. Follow the strategies outlined in Reciprocal Reading training through use of dialogue to ensure that pupils develop a deeper understanding of each text. In addition, cover the skills in the Year 6 curriculum, outlined above.
<u>Phonics Lessons and Interventions:</u>	Daily reading interventions take place for children who didn't meet the pass rate requirements for the Phonics Screening Check. These are informed by daily incisive assessments, discussions with intervention teachers and assessments that take place on Phonics Tracker half-termly. Regular discussions take place in PPA about pupils requiring interventions.
<u>Phonics Tracker:</u>	Baseline assessment in Autumn 1 for children who require intervention or who did not pass the phonics check. Termly assessments for pupils who haven't met the Phonics Screening Check pass requirements of 32 or children that are still working on their GPC for reading fluently. Phonics assessments for new intakes.
<u>Changing of books:</u>	Children receive a new Jolly Phonics or Oxford Reading Tree book every Monday that matches their phonetic reading ability. Children receive a reading for pleasure book of their choice from the classroom library or reading tree. Children's books are regularly monitored and updated on Bug Club by the class teacher.

# Year 6 Phonics Tracker Assessment Expectations

Autumn 1 (Week 1-2) Baseline Assessment - for pupils that don't meet pass requirements & new intakes.

Letter Names (upper and lower cases)

Phonemes Jolly Phonics Set 1 and set 2, alternative vowel digraphs

Blending (Orange Set 1-7; Green/Blue)

High Frequency Words (Set 1 - 6)

Phonics Screening Check - Report results to SLT and English Subject Leaders and review interventions

Autumn 2 (end of) - for pupils that don't meet pass requirements & new intakes.

Letter Names (upper and lower cases)

Phonemes Jolly Phonics Set 1 and set 2, alternative vowel digraphs

Blending (Orange Set 1-7; Green/Blue)

High Frequency Words (Set 1 - 6)

Phonics Screening Check - Report results to SLT and English Subject Leaders and review interventions

Spring 2 (end of) -for pupils that don't meet pass requirements & new intakes.

Letter Names (upper and lower cases)

Phonemes Jolly Phonics Set 1 and set 2, alternative vowel digraphs

Blending (Orange Set 1-7; Green/Blue)

High Frequency Words (Set 1 - 6)

Phonics Screening Check - Report results to SLT and English Subject Leaders and review interventions

Summer 2 (end of) - for pupils that don't meet pass requirements & new intakes.

Letter Names (upper and lower cases)

Phonemes Jolly Phonics Set 1 and set 2, alternative vowel digraphs

Blending (Orange Set 1-7; Green/Blue)

High Frequency Words (Set 1 - 6)

Phonics Screening Check - Report results to SLT and English Subject Leaders and review interventions

*Writing*

## Progression in Writing - What do writing genres look like in each year group?

The following guidance supports teachers in knowing what writing genres look like in each year group. This will ensure good progression of writing skills across the school.

### Year 6

In Year 6 there is an expectation that pupils will begin to choose their own register/text type in order to present their information in the most appropriate way for the audience.

Genre	
Narrative	<p>Plan and write a story, where dialogue is used to develop characterisation and move the action forward.</p> <p>Write a short story with a distinct atmosphere eg suspense, panic, humour etc,</p> <p>Transform a play into narrative. Use paragraphs to vary pace and emphasis. Describe the setting referring to all of the senses and vary sentence length to achieve a particular effect. Use dialogue at key points to move the story on and reveal new information.</p> <p>Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time.</p> <p>Plan and write a story with two narrators, to tell the story from different perspectives, demonstrating shifts in formality.</p> <p>Plan and write a variety of parodies, manipulating typical characters, settings and events to surprise and amuse the reader.</p> <p>Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character's response to a particular setting; use changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on.</p>
Non - Chronological Report	<p>Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.</p> <p>Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.</p>
Persuasion	<p>Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p>Adapt a piece of writing for different audiences and in different forms, shifting levels of formality eg a formal speech and informal speech.</p>



Instructions	Interweave instructions and procedures into another text type.
Recount	Write a biography. Select a specific style and form to suit a specific audience. Write an autobiography. Select a specific style and form to suit a specific audience.
Discussion	Combine a discussion text within another text type eg within a newspaper report.
Explanation	Write two different explanations, one in the present tense and one in the past tense. Incorporate an explanation within another text type.

### Genres of Writing

Please see the following document for further guidance on the Genres of Writing:

[https://docs.google.com/presentation/d/191O4sKwVwrbcigs2sQdf6gNyEbGt6OSC2qESTP3MjjY/edit?usp=s  
haring](https://docs.google.com/presentation/d/191O4sKwVwrbcigs2sQdf6gNyEbGt6OSC2qESTP3MjjY/edit?usp=s<br/>haring)

Throughout the year tick off the genres of writing taught in the following document:

[https://docs.google.com/spreadsheets/d/1Ek0dBP02Wpl360d-ZOKm5Bid63Rrqb70VjEYx41XRLw/edit?usp=s  
haring](https://docs.google.com/spreadsheets/d/1Ek0dBP02Wpl360d-ZOKm5Bid63Rrqb70VjEYx41XRLw/edit?usp=s<br/>haring)

## Progression in Writing Composition

Year  
6

- 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
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

# *Grammar and Punctuation*

# Progression in Grammar, Spelling and Punctuation - What does progression of GPS look like in Year 6?

## Terminology

### Revise:

Revise: singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, prefix, suffix, verb, adjective, noun, clauses, pronoun, phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), reporting clause, determiner pronoun, possessive pronoun, adverbial, fronted adverbial, cohesion, reporting clause, standard and non-standard English, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.

## Introduce

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

## Autumn 1 - Grammar and Punctuation

Teach these aspects discreetly in Autumn 1 - Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Sequencing grammatically accurate sentences that include coordinating and subordinating conjunctions to form short narratives\*

Using a variety of devices to build cohesion within and across paragraphs (tenses, adverbials, conjunctions, pronouns)\*

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun\*

Varying sentence structure using subordinate clauses (including at the beginning of a sentence followed by a comma)\*

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs

Correct choice and consistent use of the present and past tense including the use of the progressive tense and present perfect tense\*

## Autumn 2 - Grammar and Punctuation

Teach these aspects discreetly in Autumn 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Use of inverted commas to punctuate direct speech within a narrative piece of writing to advance the action and convey character\*

Identifying and using a range of sentence types: command, statement, question and exclamation\*

Use of verbs forms for the active and passive voice (to include the teaching of subject, object and verb)

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices

The use of subjunctive forms used in very formal writing or speech

Use of vocabulary for formal and informal speech\*

Use of the colon to introduce a list and use of semi-colons within lists

## Spring 1 - Grammar and Punctuation

Teach these aspects discreetly in Spring 1. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Use of subheading and other organisational devices to aid presentation (bullet points, captions, diagrams, tables etc and to structure the text)

Converting nouns or adjectives into verbs using suffixes

Brackets, dashes or commas to indicate parenthesis\*

Use of commas to clarify meaning and avoid ambiguity\*

How hyphens can be used to avoid ambiguity

Use of semicolons, colons and a dash to mark the boundaries between independent clauses

## Spring 2 - Grammar and Punctuation

Teach these aspects discreetly in Spring 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Converting nouns or adjectives into verbs using suffixes

Brackets, dashes or commas to indicate parenthesis

How words are related by meaning as synonyms and antonyms

Use of semicolons, colons and a dash to mark the boundaries between independent clauses

Use of the colon to introduce a list and use of semi-colons within lists

### Summer 1 - Grammar and Punctuation

Teach these aspects discreetly in Summer 1. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Use of inverted commas to punctuate direct speech within a narrative piece of writing to advance the action and convey character\*

Use of verbs forms for the active and passive voice

How words are related by meaning as synonyms and antonyms

How hyphens can be used to avoid ambiguity

The use of subjunctive forms used in very formal writing or speech

Revision of GPS based on teacher assessments.

## Summer 2 - Grammar and Punctuation

Teach these aspects discreetly in Summer 2. Children should be given opportunities to apply the grammar, punctuation and language patterns to their writing.

Use of inverted commas to punctuate direct speech within a narrative piece of writing to advance the action and convey character

Use of subheading and other organisational devices to aid presentation (bullet points, captions, diagrams, tables etc and to structure the text)

Revision of GPS based on teacher assessments.



*Spelling*

# Spelling

## Autumn 1

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1& 2 Rule: Endings which sound like /ʃəs/ spelt –cious or –tious

Guidelines: Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.

Sample words: vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

### Week 3 & 4 Rule: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Guidelines: Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.

Sample words: observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence

### Rule 5 & 6: Words ending in –able and –ible and words ending in –ably and –ibly

Guidelines: The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.

Sample words: adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Teach Year 5 and Year 6 Common Exception Words: accommodate accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience\*, conscious\*, controversy, convenience, correspond, criticise, curiosity, definite, desperate.

## Autumn 2

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1 Rule: Adding suffixes beginning with vowel letters to words ending in –fer

Guidelines: The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.

Sample words: referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference

### Week 2 Rule: Use of the hyphen

Guidelines: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

Sample words: co-ordinate, re-enter, co-operate, co-own

### Week 3 Rule: Words with the /i:/ sound spelt ei after c

Guidelines: The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

Sample words: deceive, conceive, receive, perceive, ceiling

### Week 4 Rule: Words containing the letter-string ough

Guidelines: ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

Sample words: ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough

### Week 5 Rule: Words with 'silent' letters

Guidelines: Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

Sample words: doubt, island, lamb, solemn, thistle, knight

Teach Year 5 and Year 6 Common Exception Words: determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous.

## Spring 1

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1 Rule: Homophones and other words that are often confused

Guidelines: In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.

Sample words: advice/advise device/devise licence/license practice/practise prophecy/prophesy

### Week 2 & 3 Rule: Endings which sound like /ʃəs/ spelt –cious or –tious

Guidelines: Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.

Sample words: vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

### Week 4 & 5 Rule: Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Guidelines: Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.

Sample words: observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence

### Week 6 Rule: Words containing the letter-string ough

Guidelines: ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

Sample words: ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough

Continue teaching Year 5 and Year 6 Common Exception Words: language, leisure, lightning, marvellous, mischievous, muscle necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant.

## Spring 2

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1 Rule: Homophones (continued in Summer 2)

Sample words: principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)  
principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

### Week 2 & 3 Rule: -Words ending in –able and –ible and words ending in –ably and –ibly

Guidelines: The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).

Sample words: possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Week 4 Rule: Adding suffixes beginning with vowel letters to words ending in -fer

Guidelines: The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.

Sample words: referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference,

Week 5 Rule: Words with the /i:/ sound spelt ei after c

Guidelines: The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).

Sample words: deceive, conceive, receive, perceive, ceiling

Week 6 Rule: Words with 'silent' letters

Guidelines: Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

Sample words: doubt, island, lamb, solemn, thistle, knight

Common Exception Words: rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

## Summer 1

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1 Rule: Homophones (continued in Summer 2)

Sample words: farther: further ; father: a male parent; guessed: past tense of the verb guess; guest: visitor; heard: past tense of the verb hear; herd: a group of animals; led: past tense of the verb lead; lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead); morning: before noon; mourning: grieving for someone who has died; past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me); passed: past tense of the verb 'pass' (e.g. I passed him in the road); precede: go in front of or before; proceed: go on.

### Week 2 Rule: Words with 'silent' letters

Guidelines: Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

Sample words: doubt, island, lamb, solemn, thistle, knight

### Week 3, 4, 5 & 6 Rule: Revision of all Year 5 and 6 spelling rules.



Revision of Common Exception Words: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience\*, conscious\*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

## Summer 2

Children learn a new spelling rule each week along with some common exception words. This is introduced at the beginning of the week and revised through various activities including dictation. Children have a weekly spelling check on a Friday; this can include some unseen words that follow the same spelling rule.

### Week 1 Rule: Homophones (continued in Summer 2)

Sample words: principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)  
principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

### Week 2 Rule: Words with 'silent' letters

Guidelines: Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

Sample words: doubt, island, lamb, solemn, thistle, knight

Remaining Weeks: Revision of all Year 5 and 6 spelling rules (based on the needs of the class/year group).

Revise Year 5 and Year 6 Common Exception Words: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience\*, conscious\*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.

*Handwriting*

## Handwriting - Penpals

Handwriting is taught and modelled discreetly *three times a week* in handwriting sessions.

### Autumn 1

Week 1: Style for speed: crossbar join from t: th, ti, tr, ta, tt.

Week 2: Style for speed: looping from g: gl, gi, gr, ga, gg.

Week 3: Style for speed: looping from j and y: je, jo, ye, yr, yo.

Week 4: Style for speed: looping from f.

Week 5: Style for speed: different joins to s.

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

### Autumn 2

Week 1: Style for speed: looping from b.

Week 2: Style for speed: joining from v, w, x and z.

Week 3: Handwriting for different purposes: abbreviations.

Week 4: Spacing between words.

Week 5: End-of-term check.

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

## Spring 1

Week 1: Improving handwriting: the importance of consistent sizing.

Week 2: Improving handwriting: the importance of proportion.

Week 3: Improving handwriting: the importance of spacing.

Week 4: Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders.

Week 5: Improving handwriting: the importance of closed and open letters.

Week 6: Revision based on needs of the class/year group.

Week 7: Revision based on needs of the class/year group.

## Spring 2

Week 1: Improving handwriting: pen breaks in longer words.

Week 2: Handwriting for different purposes: annotations.

Week 3: Handwriting for different purposes.

Week 4: Choice of handwriting tools.

Week 5: End-of-term check.

Week 6: Revision based on needs of the class/year group.

## Summer 1

Week 1: Handwriting for different purposes: fast-joined and printed letters.

Week 2: Handwriting for different purposes: note making.

Week 3: Handwriting for different purposes: neat writing.

Week 4: Handwriting for different purposes: print letters for personal details.

Week 5: Different styles of writing.

Week 6: Revision based on needs of the class/year group.

## Summer 2

Week 1: Handwriting for different purposes: presentation.

Week 2: Handwriting for different purposes: decorated capitals.

Week 3: Handwriting for different purposes: layout.

Week 4: Handwriting for different purposes: decorated capitals.

Week 5: End-of-term check.

Week 6: Handwriting for different purposes: handwriting patterns.

Week 7: Revision based on needs of the class/year group.

*Poetry*

## Poetry

Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from poetry, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils should be taught to maintain positive attitudes to reading and an understanding of what they read by: continuing to:

- read and discuss an increasingly wide range of poetry
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



## Autumn 1

Shakespeare Poem - to Dramatise

**Witches Chant (From Macbeth) by William Shakespeare**

Round about the cauldron go:

In the poisoned entrails throw.

Toad, that under cold stone

Days and nights has thirty-one

Sweated venom sleeping got,

Boil thou first in the charmed pot.

Double, double toil and trouble;

Fire burn and cauldron bubble.

Fillet of a fenny snake,

In the cauldron boil and bake;

Eye of newt and toe of frog,

Wool of bat and tongue of dog,

Adder's fork and blindworm's sting,

Lizard's leg and owlet's wing.

For charm of powerful trouble,

Like a hell-broth boil and bubble.

Double, double toil and trouble;

Fire burn and cauldron bubble.

Scale of dragon, tooth of wolf,

Witch's mummy, maw and gulf

Of the ravin'd salt-sea shark,

Root of hemlock digg'd i' th' dark,

Make the gruel thick and slab:

Add thereto a tiger's chaudron,

For the' ingredients of our cauldron.

Double, double toil and trouble,

Fire burn and cauldron bubble.

## Autumn 2

Poem to Perform

### Talking Turkeys - Benjamin Zephaniah

Be nice to yu turkeys dis christmas  
Cos' turkeys just wanna hav fun  
Turkeys are cool, turkeys are wicked  
An every turkey has a Mum.

Be nice to yu turkeys dis christmas,  
Don't eat it, keep it alive,  
It could be yu mate, an not on your plate  
Say, Yo! Turkey I'm on your side.

I got lots of friends who are turkeys  
An all of dem fear christmas time,  
Dey wanna enjoy it, dey say humans destroyed it  
An humans are out of dere mind,

Yeah, I got lots of friends who are turkeys  
Dey all hav a right to a life,  
Not to be caged up an genetically made up  
By any farmer an his wife.

Turkeys just wanna play reggae  
Turkeys just wanna hip-hop  
Can yu imagine a nice young turkey saying,  
'I cannot wait for de chop',

Turkeys like getting presents, dey wanna watch  
christmas TV,  
Turkeys hav brains an turkeys feel pain  
In many ways like yu an me.

I once knew a turkey called...Turkey  
He said "Benji explain to me please,  
Who put de turkey in christmas  
An what happens to christmas trees?",

I said "I am not too sure turkey  
But it's nothing to do wid Christ Mass  
Humans get greedy an waste more dan need be  
An business men mek loadsa cash'.

Be nice to yu turkey dis christmas  
Invite dem indoors fe sum greens  
Let dem eat cake an let dem partake  
In a plate of organic grown beans,

Be nice to yu turkey dis christmas  
An spare dem de cut of de knife,  
Join Turkeys United an dey'll be delighted  
An yu will mek new friends 'FOR LIFE'.

## Spring 1

### Significant Poet

#### The Visitor - Valerie Bloom

Cold fingers clawed the face of earth,  
Bold winter strutted round,  
Bare branches trembled in the wind,  
Their leaves mulching the ground.  
Dancing snowflakes chuckled in the  
Prancing north-east breeze,  
Algrid river stood still, crippled,  
Aged woman coughed and wheezed.  
Sheep shivered in the snow-bound wasteland,  
Steep and icy were the paths.  
In the houses, people huddled,  
Skin slowly cooking round the hearths.  
Then it happened, one clear morning,  
When the bite of cold was sore,  
That there came a gentle knocking  
At the weatherman's cottage door.  
He got up and shambled out to  
See, his heart began to sing,  
By the door, a young girl smiling,  
"Hi," she said. "My name is Spring."

### Riddle

#### A Puzzle - Anon

It has always been a puzzle to me  
What sailors sow when they 'plough' the sea.  
Does coffee go with the 'roll' of a drum?  
And what sort of waiter is said to be 'dumb'?  
What was it that made the window 'blind'?  
Whose picture is put in a 'frame of mind'?  
When a storm is 'brewing', what does it brew?  
Does the 'foot' of the mountain wear a shoe?  
Can a drink be got from a 'tap' on the door?  
Does the 'edge' of the water cut the shore?  
How long does it take to 'hatch' a plot?  
Has a 'school' of herring a tutor or not?  
Who is it fixes the 'teeth' of a gale?  
To a king who 'reigns', why shout 'O Hail!'  
Can you fasten the door with a lock of hair?  
Did a 'biting' wind ever bite you and where?  
Who is it that paints the 'signs' of the times?  
Does the moon change her 'quarters' for nickels and dimes?  
What tunes do you 'play' on your feelings, pray?  
And who is it mends the 'break' of day?  
And say - I'll admit this is quite absurd -  
When you 'drop' a remark, do you break your word?

## Spring 2

Long Established Poet - Poem to Perform

### The Warm and the Cold - Ted Hughes

Freezing dusk is closing  
Like a slow trap of steel  
On trees and roads and hills and all  
That can no longer feel.  
But the carp is in its depth  
Like a planet in its heaven.  
And the badger in its bedding  
Like a loaf in the oven.  
And the butterfly in its mummy  
Like a viol in its case.  
And the owl in its feathers  
Like a doll in its lace.

Freezing dusk has tightened  
Like a nut screwed tight  
On the starry aeroplane  
Of the soaring night.  
But the trout is in its hole  
Like a chuckle in a sleeper.  
The hare strays down the highway  
Like a root going deeper.  
The snail is dry in the outhouse  
Like a seed in a sunflower.  
The owl is pale on the gatepost  
Like a clock on its tower.

Moonlight freezes the shaggy world  
Like a mammoth of ice -  
The past and the future  
Are the jaws of a steel vice.  
But the cod is in the tide-rip  
Like a key in a purse.  
The deer are on the bare-blown hill  
Like smiles on a nurse.  
The flies are behind the plaster  
Like the lost score of a jig.  
Sparrows are in the ivy-clump  
Like money in a pig.

Such a frost  
The flimsy moon  
Has lost her wits.

A star falls.

The sweating farmers  
Turn in their sleep  
Like oxen on spits.

## Summer 1

Classic Poem - to Perform

### A Poison Tree - William Blake

I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears,  
Night & morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night.  
Till it bore an apple bright.  
And my foe beheld it shine,  
And he knew that it was mine.

And into my garden stole,  
When the night had veiled the pole;  
In the morning glad I see;  
My foe outstretched beneath the tree.

Nonsense Poem

### Lettuce Mary - Trad

Do you carrot all for me?  
My heart beets for you,  
With your turnip nose  
And your radish face.  
You are a peach.  
If we cantaloupe,  
Lettuce marry.  
Weed make a swell pear.

## Summer 2

Long Established Poet - Poem to Perform

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

## Summer 2

### Performance Poem

#### **New Beginnings - Tony Walsh**

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-new-beginnings-by-tony-walsh/zddmbdm>

Welcome to your new school.  
Welcome to your future.  
New beginnings here and new rules.  
New classrooms, new computers, new timetables,  
new faces here, new corridors, new signs.  
But some things change, some stay the same.  
And some truths last all time.  
You'll take out what you put in, you'll reap just what you sow.  
So face the test and do your best, work hard,  
play hard and grow,  
and play a full and active part in school and its community.  
Be pleased to say, "I seized the day, I used this opportunity."  
Remember that you're different, there's no-one quite like you.  
But make good friends, the ones who lend a hand to get you through.  
Remember, keep your head up even if you fear you'll drown.  
Achieving is believing mixed with never looking down.  
And think about your future, and find a hope, a dream.

Put action in your action plan and build yourself a team  
made of parents, made of teachers, made of family and friends,  
from this position make a mission for a trip that never ends.  
And so, always keep on learning, there's always more to know.  
It may sound strange but you can always change, it's never too late to grow.  
So don't let anybody try and sneer and hold you back,  
your history is not your future,  
so don't ever feel like that.  
Because our town has a history of producing boys and girls  
who, from humble roots, pull up their boots and go on to change the world.

And so people just like you and me can do very special things,  
aim higher, be high-flyers, be bold, unfold your wings.  
And so gain an education, learn skills, gain facts and knowledge,  
and then take the inspiration through to jobs, careers and college.  
And so make the most of these days, this school and these facilities.  
Take off the brakes, be sure to make the best of your abilities.  
Respect yourself and others, have confidence, it's essential.  
If you keep a burning urge to learn you'll reach your full potential.  
And so do things that you're proud of and let everybody see  
you've passed the test, you've done your best,  
to be the best that you can be.