

Writing Transcription	Writing Composition
<ul style="list-style-type: none"> • Spelling (see English Appendix 1) • Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • proof-read for spelling and punctuation errors
Handwriting	Vocabulary, Punctuation and Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

	<ul style="list-style-type: none"> • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Appendix 1: Spelling See separate document.

Appendix 2: Vocabulary, Punctuation and Grammar

Word Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
 Verb prefixes [for example, dis–, de–, mis–, over– and re–] Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
 Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
 Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
 Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils’ modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> Adverbials</p> <p>I can make deliberate grammar and vocabulary choices to fit the style of writing</p> <p>I can describe characters and atmosphere.</p> <p>I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing</p> <p>I can use expanded noun phrases to describe complicated information concisely</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that (inc. appropriate punctuation)</p> <p>I can begin to use brackets, dashes or commas to show parenthesis</p> <p>I can accurately punctuate speech</p>	<p>Hold a sentence (for each day of week)</p>	<p>Because they were desperate, the determined, hungry and exhausted people performed any <u>necessary</u> action to ensure that their <u>stomach</u> was filled.</p>
	1	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story.</p>
	2	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL.</p>
	3	<p>To know how to write effective sentences for a narrative (paragraph 1)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</p>
	4	<p>To know how to write effective sentences for a narrative (paragraph 2)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</p>
	Spelling and Handwriting	
<p>Week 2</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> Adverbials</p> <p>I can make deliberate grammar and vocabulary choices to fit the style of writing</p>	<p>Hold a sentence (for each day of week)</p>	<p>His neighbour, who was mischievous and a nuisance, owned a <u>yacht</u>.</p>
	1	<p>To know how to write effective sentences for a narrative (paragraph 3)</p> <p><u>Slow writing a cohesive paragraph-</u> Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</p>
	2	<p>To know how to write effective sentences for a narrative (paragraph 4)</p>

<p>I can describe characters and atmosphere.</p> <p>I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing</p> <p>I can use expanded noun phrases to describe complicated information concisely</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that (inc. appropriate punctuation)</p> <p>I can begin to use brackets, dashes or commas to show parenthesis</p> <p>I can accurately punctuate speech</p>		<u>Slow writing a cohesive paragraph</u> - Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)
	3	To know how to write effective sentences for a narrative (paragraph 5) <u>Slow writing a cohesive paragraph</u> - Select a focus point per sentence from the Assessment focus targets (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)
	4	To know how to write for a specific purpose <u>First Independent Write</u> : Write narrative using sentences for each paragraph that have been gathered over preceding lessons.
	Spelling and Handwriting	
<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> Adverbials</p> <p>I can make deliberate grammar and vocabulary choices to fit the style of writing</p> <p>I can describe characters and atmosphere.</p> <p>I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing</p> <p>I can use expanded noun phrases to describe complicated information concisely</p> <p>I can use relative clauses beginning with who,</p>	Hold a sentence (for each day of week)	The catastrophic oil spillage (which occurred late last night) will have a <u>disastrous</u> impact on the <u>environment</u> .
	1	To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)
	2	Responsive lesson - children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.
	3	To know how to apply my writing skills <u>Second Independent Write</u> : Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)
	4	To understand the journey of persuasive writing. 15min task as a class: pick out and discuss key features/parts of persuasive text from WAGOLL, e.g.

<p>which, where, when, whose, that (inc. appropriate punctuation)</p> <p>I can begin to use brackets, dashes or commas to show parenthesis</p> <p>I can accurately punctuate speech</p>		<p>Teacher to provide brief map/visual prompts showing part of a persuasive text.</p> <p>Orally rehearse parts of persuasive text (using teacher’s map/visual prompts).</p> <p><u>Writing outcome:</u> Two persuasive sentences based on features identified.</p>
	Spelling and Handwriting	
<p>Week 4</p> <p>Focus: Non-fiction (persuasive)</p> <p><u>Assessment focus targets:</u></p> <p>I can make deliberate grammar and vocabulary choices to fit the style of writing</p> <p>I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that (inc. appropriate punctuation)</p> <p>I can begin to use brackets, dashes or commas to show parenthesis</p> <p>I can use the perfect form of verbs to mark relationships of time and cause (e.g. has/have+verb ending in ed)</p> <p>I can use modal verbs (e.g. might, should, will, must) and modal adverbs (e.g. perhaps, surely) to show degrees of possibility</p> <p>I can consistently use commas correctly throughout my writing (including commas for lists)</p>	<p>Hold a sentence (for each day of week)</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>Spelling and Handwriting</p>	<p>The woman had acquired a <u>thorough</u> understanding of the <u>language</u> that was related to her <u>profession</u>.</p> <p>To know how to orally rehearse writing <u>Oral Rehearsal:</u> With the guidance of pre-prepared visual prompts, re-write relevant section of persuasive texts/WAGOLL.</p> <p>To know how to write effective sentences to persuade (paragraph 1) <u>Slow writing a cohesive paragraph – Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</u></p> <p>To know how to write effective sentences to persuade (paragraph 2) <u>Slow writing a cohesive paragraph – Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</u></p> <p>To know how to write effective sentences to persuade (paragraph 3) <u>Slow writing a cohesive paragraph – Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</u></p>

Week 5		
<p>Week 5</p> <p>Focus: Non-fiction (persuasive)</p> <p>Assessment focus targets: I can make deliberate grammar and vocabulary choices to fit the style of writing</p> <p>I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that (inc. appropriate punctuation)</p> <p>I can begin to use brackets, dashes or commas to show parenthesis</p> <p>I can use the perfect form of verbs to mark relationships of time and cause (e.g. has/have+verb ending in ed)</p> <p>I can use modal verbs (e.g. might, should, will, must) and modal adverbs (e.g. perhaps, surely) to show degrees of possibility</p> <p>I can consistently use commas correctly throughout my writing (including commas for lists)</p>	<p>Hold a sentence (for each day of week)</p>	<p>He felt that (as he had a marvellous idea) he should be given the <u>opportunity to persuade parliament</u> to vote for it.</p>
	1	<p>To know how to write effective sentences to persuade (paragraph 4)</p> <p>Slow writing a cohesive paragraph – Select a focus point per sentence from the KPIs (the lesson will focus on gathering approximately 3-5 sentences with prior oral rehearsal)</p>
	2	<p>To know how to write for a specific purpose</p> <p>Write persuasive text using sentences for each paragraph that have been gathered over preceding lessons.</p>
	3	<p>To know how to edit and publish my writing.</p> <p>(15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	4	<p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>
	<p>Spelling and Handwriting</p>	