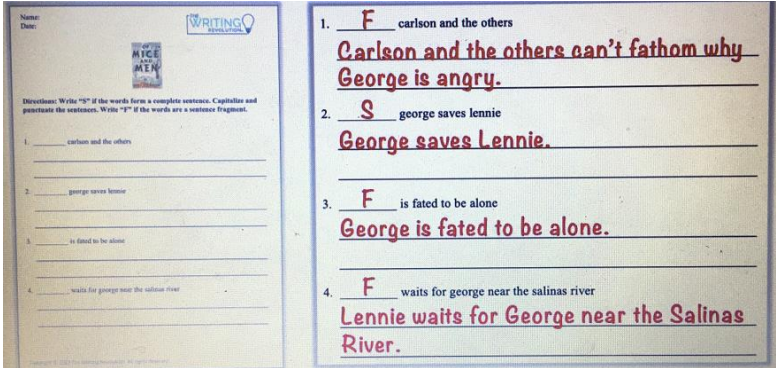
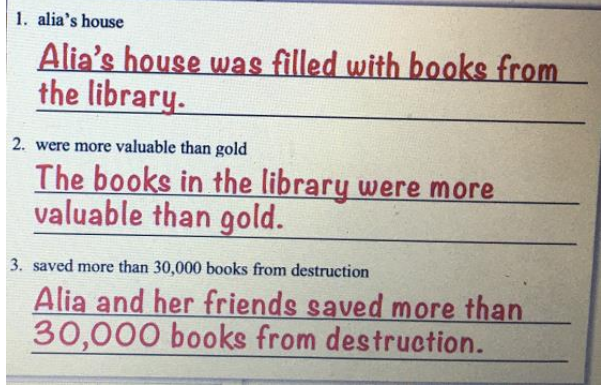


Writing Transcription	Writing Composition
<ul style="list-style-type: none"> • Spelling (see English Appendix 1) • Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • 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 • learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by:

	<ul style="list-style-type: none"> • 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.
<p>Spoken Language</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	
<p>Appendix 1: Spelling See separate document.</p>	<p>Appendix 2: Vocabulary, Punctuation and Grammar</p>
<p>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</p>	

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 vocabulary choices.</p> <p>I can describe settings.</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 use the perfect form of verbs to mark relationships of time and cause</p>	<p>Hold a sentence (for each day of week)</p> <p>1</p> <p>2</p>	<p>Immediately, the <u>leisure</u> attendant took the <u>opportunity</u> to offer an <u>explanation</u> regarding the <u>temperature</u> of the swimming pool.</p> <p>To know how to orally rehearse writing Oral Rehearsal: With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discussion of writer's techniques.</p> <p>To know how to orally rehearse writing Oral Rehearsal: 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. Discussion of writer's techniques.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A fragment is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p>Ideas:</p> 

		
3		<p>To know how to write effective sentences for a narrative that uses expanded noun phrases (slow writing a cohesive paragraph- paragraph 1)</p> <p><u>Title: Teacher to provide title relating to part of story– Oral rehearsal of and writing sentences that use expanded noun phrases (recap use of adverbials/fronted adverbials)</u></p>
4		<p>To know how to write effective sentences for a narrative using the simple past, past perfect and past progressive tenses</p> <p><u>Title: Teacher to form title that relates to that part of the story- Oral rehearsal of and writing sentences that use the simple past and past perfect tenses.</u></p> <p>The past perfect tense says that an action was completed at a time before another action happened in the past.</p> <p>**recap subordinating conjunctions</p> <p><u>Past Perfect:</u></p> <p>e.g. They had checked the weather before they went to the park.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> past perfect </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> simple past </div> </div> <p>e.g.</p> <p>Subject _____ Verb</p>

I	had not	talked	to my brother.
You	had not	talked	to my brother.
He	had not	talked	to my brother.
Tom	had not	talked	to my brother.
The boy	had not	talked	to my brother.
She	had not	talked	to my brother.
Anna	had not	talked	to my brother.
The girl	had not	talked	to my brother.
We	had not	talked	to my brother.
You	had not	talked	to my brother.
They	had not	talked	to my brother.

Past Progressive

PAST PROGRESSIVE TENSE

Sentence Structure

Subject + was/were + verb + ING

 I was **playing** badminton this time yesterday.

 She was **cycling** at 9am yesterday.

S + was/were + V-ing
She was cooking all morning.



Subject + Was/Were + Verb (ing)


I was going to school

The past progressive tense shows that the verb/activity was ongoing for a period of time in the past.



ENGLISH VERB TENSE	Simple	Progressive
PRESENT	I eat.	I am eating.
PAST	I ate.	I was eating.

Past Progressive

subject	was/were	verb + ing
I He She It	was	singing playing reading going writing
 You We They	were	



***Recap subordinating conjunctions:

e.g.,

He was cooking dinner when we arrived home.

It was raining heavily when they went for a walk.

Spelling and Handwriting

Week 2		
Week 2 Focus: Fiction (narrative) Assessment focus targets: Adverbials I can make deliberate vocabulary choices. I can describe settings. I can make decisions about sentence structures so that there is a variety of sentences which enhances the overall effect of my writing I can use expanded noun phrases to describe complicated information concisely I can use relative clauses beginning with who, which, where, when, whose, that (inc. appropriate punctuation) I can begin to use brackets, dashes or commas to show parenthesis I can use the perfect form of verbs to mark relationships of time and cause	Hold a sentence (for each day of week)	The <u>individual</u> , who chose to interrupt the <u>explanation</u> with a comment that was not relevant , was a <u>hindrance</u> .
	1	To know how to write effective sentences for a narrative that uses relative clauses and brackets, dashes or commas for parenthesis (slow writing a cohesive paragraph- paragraph 3) <i>Title: Teacher to provide title relating to part of story – Oral rehearsal of and writing sentences with relative clauses and parenthesis</i>
	2	To know how to write effective sentences for a narrative that includes modal verbs in correctly punctuated speech (paragraph 4) <i>Title: Teacher to provide title relating to part of story- Oral rehearsal of and writing sentences with correctly punctuated speech (recap use of apostrophes for contraction and possession).</i> Include modal verbs in the speech. E.g. Sarah’s heart was pounding. ‘We should go,’ she whispered. ‘We mustn’t go,’ Jess snapped.
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>Thought Tracking With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character’s reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas. You could also try Passing Thoughts where children pass by a character and speak their thoughts about the character.</p> </div> <div style="border: 1px solid black; padding: 5px;">  <p>Back-to-back mobile phone In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div>
		<p>3) Can children punctuate direct speech with a reporting clause between two reported clauses?</p> <p>E.g. ‘It was a difficult test,’ he sighed. ‘I hope that I got most of the questions right’.</p>

	3	<p>To know how to write effective sentences for a narrative, using comparatives and superlatives (slow writing a cohesive paragraph- paragraph 4)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use comparatives and superlatives correctly</p>
	4	<p>To know how to write effective sentences for a narrative, using similes, metaphors and personification (slow writing a cohesive paragraph- paragraph 5)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use similes, metaphors and personification.</p>
	Spelling and Handwriting	

<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>Adverbials</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 accurately punctuate speech</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p>	<p>Hold a sentence (for each day of week)</p>	<p>The <u>marvellous vehicle</u> (which I would <u>recommend to anyone</u>) was a <u>bargain</u>.</p>
	1	<p>To know how to write for a specific purpose (collation write)</p> <p><i>Teacher to provide title for story: Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</i></p>
	2	<p>To know how to apply my writing skills</p> <p><i>Independent Write: 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)</i></p>
	3	<p>To know how to edit and publish my writing (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>
	Spelling and Handwriting	

Week 4	Hold a sentence (for each day of week)	The <u>thorough system</u> for checking passports was enforced by the <u>aggressive security guard</u>. "Step to the side," the security guard demanded. "You need to answer some questions."
<p>Focus: Fiction (narrative)topic/assessment task</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 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 accurately punctuate speech</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p>	1	To know how to plan my writing <u>Planning:</u> Children will plan another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit
	2	To know how to orally rehearse my writing <u>Oral Rehearsal:</u> Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.
	3	To know how to apply my writing skills <u>Second Independent Write:</u> Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit
	4	To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.
	Spelling and Handwriting	

<p>Week 5 and 6</p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><i>*** (Potential opportunity to include headings, subheading and bullet points)</i></p>	<p>Hold a sentence (for each day of week)</p>	<p>Week 5</p> <p>Because I felt that it was a <u>privilege</u> to <u>accompany</u> her and address <u>parliament</u>, I offered my <u>sincere</u> thanks to the <u>foreign secretary</u>.</p> <p>Week 6</p> <p>The mischievous individual made a <u>conscious</u> choice to <u>interfere</u> with the <u>equipment</u>.</p> <p>"This <u>equipment</u> is for the <u>competition</u>," the coach said. "It was not <u>necessary</u> for you to <u>interfere</u> with it."</p> <p>Week 7</p> <p>It was <u>apparent</u> that the <u>bruise</u>- which there was no <u>sufficient explanation for</u>- was caused by an <u>individual</u> being <u>physically aggressive</u>.</p>
	1	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Focus points across the non-fiction unit:</u></p> <p>***Subheadings.</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>***Identify and write concluding sentences that end the paragraph.</p> <p>*** Use a range of devices to build cohesion within and across paragraphs: adverbials, conjunctions to sequence (e.g. then, next, after, firstly, this, that).</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>c.S. _____.</p>
	2	
	3	
	4	
	Spelling and Handwriting	