	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	- Revision of full stops and capital letters, verbs, adjectives and nouns - To use conjunctions to express time, place and cause - To use adjectives to add detail to sentences - To use pronouns to replace nouns - To use regular past tense verbs - To use prepositions for placement - To use inverted commas to punctuate direct speech	- To use adjectives to compare - To use plural nouns - To use adverbs such as then, next, soon and therefore - To use prepositions for placement and time - To use irregular past tense verbs - To use conjunctions to express time, place and cause - To use apostrophes for contraction - To use inverted commas to punctuate direct speech	- To use a range of punctuation: commas in lists, full stops, question marks, exclamation marks and inverted commas - To use adverbs to begin sentences - To use prefixes to change the meanings of words - To use an apostrophe to show possession - To use the present perfect form of verbs - To use subordinate clauses to add detail - To use synonyms for 'said' - To use irregular adjectives for comparison - Use of the forms *a* or *an* according to whether the next word begins with a consonant or vowel
Spelling	- To write, from memory, simple sentences dictated by the teacher that include words from the Y3 and Y4 common exception rules - To use the first two or three letters of a word to check its spelling in a dictionary		
	- Adding suffixes beginning with vowel letters to words of more than one syllable (doubling final consonant) - Adding suffixes beginning with vowel letters to words of more than one syllable (last syllable unstressed) - The /ɪ/ sound spelt y elsewhere than at the end of words - The /ʌ/ sound spelt ou - The prefix un - The prefix dis - The prefix mis - The prefix in	- The prefix re - The prefix super- - The suffix -ly - Adding the suffix -ly to words ending in -y - Adding the suffix -ly to words ending in -le - Words with endings sounding like /ʒə/ spelt -sure - Words with endings sounding like /tʃ ə/ spelt -ture - Words with endings sounding like /tʃ ə/ spelt (t)ch with er ending	- Word families based on common words, showing how words are related in form and meaning (root words) - Endings which sound like /ʒən/ spelt as -sion - The suffix -ous - The suffix -ous with no obvious root word - Endings that sound like /ʃən/ spelt -tion with root words ending in t - Endings that sound like /ʃən/ spelt -tion with root words ending in te - Words with /k/ sound spelt ch - Words with /ʃ/ sound spelt ch - Words with the /s/ sound spelt sc - Words with the /eɪ/ sound spelt ey - Words with /eɪ/ sound spelt ei or eigh - Homophones and near-homophones
	To spell many of the Y3 and Y4 common exception words correctly		
Handwriting	- To use a neat, joined handwriting style with increasing accuracy and speed		

	- To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined
Planning, writing and editing	- To begin to use ideas from their own reading and modelled examples to plan their writing - To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements - To begin to organise their writing into paragraphs around a theme - To compose and rehearse sentences orally (including dialogue)
Awareness of audience/ purpose and structure	- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) - To make deliberate ambitious word choices to add detail - To begin to create settings, characters and plot in narratives