

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> <li>- Revision of all punctuation: colons, semi colons, dashes and hyphens.</li> <li>- To identify different types of nouns</li> <li>- To identify and use different types of conjunctions</li> <li>- To use paired adjectives and commas with coordinating adjectives</li> <li>- To use commas before conjunctions</li> <li>- To use modal verbs and adverbs to indicate degrees of possibility</li> <li>- To rewrite sentences using verbs as sentence openers</li> <li>- To use brackets, dashes and commas for parenthesis</li> <li>- To use semicolons, colons or dashes for clauses</li> <li>- To correctly punctuate direct speech</li> <li>- To identify and use relative clauses, identifying the relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>- To use expanded noun phrases</li> <li>- To use the passive voice</li> <li>- To use the past perfect tense to mark relationships in time</li> <li>- To use adverbs and adverbial phrases in different places in the sentence</li> <li>- To use modal verbs to show politeness</li> <li>- To identify and uses prepositions of time</li> <li>- To use standard English</li> <li>- To use the subjunctive form</li> <li>- To use reported speech</li> <li>- To use commas to clarify meaning</li> <li>- To identify the subject and object in a sentence</li> <li>- To use apostrophes for contraction and possession</li> <li>- To use ellipses</li> <li>- To use question tags in informal writing</li> </ul>	<ul style="list-style-type: none"> <li>- To revise all aspects of KS2 GPS</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>- To write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules</li> <li>- To use dictionaries and thesauruses to check the meaning of words and confidently find synonyms and antonyms</li> </ul>		
	<ul style="list-style-type: none"> <li>- Endings that sound like /ʃəs/ spelt -cious</li> <li>- Endings that sound like /ʃəs/ spelt -tious</li> <li>- Endings which sound like /ʃəl/ spelt -cial</li> <li>- Endings which sound like /ʃəl/ spelt -tial</li> <li>- Words ending in -ant, -ance, -ancy</li> <li>- Words ending in -ent, -ence, -ency</li> <li>- Words ending in -able, -ably (used if there is a related -ation ending)</li> <li>- Words ending in -able after -ce or -ge</li> </ul>	<ul style="list-style-type: none"> <li>- Words ending in -able and -ably</li> <li>- Words ending in -ible</li> <li>- Words with the /i:/ sound spelt ei after c</li> <li>- Words spelt ei though not after c</li> <li>- Words containing the letter-string ough</li> <li>- Words with “silent” letters: silent b, silent n, silent g and silent c</li> </ul>	<ul style="list-style-type: none"> <li>- Homophones and near-homophones</li> </ul>
	To spell all of the Y5 and Y6 common exception words correctly		
Handwriting	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task</li> <li>- To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling</li> </ul>		

	in a form)
Planning, writing and editing	<ul style="list-style-type: none"> <li>- To note down and develop initial ideas, drawing on reading and research where necessary</li> <li>- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>- To use a wide range of devices to build cohesion within and across paragraphs</li> <li>- To habitually proofread for spelling and punctuation errors</li> <li>- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</li> </ul>
Awareness of audience/purpose and structure	<ul style="list-style-type: none"> <li>- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)</li> <li>- To distinguish between the language of speech and writing and to choose the appropriate level of formality</li> <li>- To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> </ul>