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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 2** | **Summer 2** | |
| **Literacy Counts**  Henry Box Brown  Verb prefixes dis  Indicate degrees of possibility using modal verbs  Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Devices to build cohesion – pronouns  Commas for parenthesis  Dashes to mark boundaries between independent clauses | **Literacy Counts**  FaRther  the difference between vocabulary of informal  speech and vocabulary appropriate to formal  speech and writing formal tome  Indicate degrees of possibility using modal  Verbs  Linking ideas across paragraphs, using  Adverbials  Commas for parenthesis  Dashes to mark boundaries between  Independent clauses | **Literacy Counts**  Hound of the Baskervilles  Verb prefixes re, over, dis  The difference between vocabulary of informal  speech and vocabulary appropriate to formal  speech and writing – formal tone  Indicate degrees of possibility using modal verbs and adverbs  Linking ideas across paragraphs, using  Adverbials  Use hyphens to avoid ambiguity | **Literacy Counts**  The Promise  Verb prefixes re, over, dis  The difference between vocabulary of informal  speech and vocabulary appropriate to formal  speech and writing formal tone  Indicate degrees of possibility using modal  Verbs and verbs  Linking ideas across paragraphs, using  Adverbials  Use hyphens to avoid ambiguity | **Literacy Counts**  The lost book of adventure  Use a thesaurus with confidence  Verb prefixes mis, over and deTransforming nouns and adjectives into verbs  Indicate degrees of possibility using adverbs.  Understand the difference between structures  typical of informal speech and structures  appropriate to formal speech in writing, eg the use  of the passive form  Linking ideas across paragraphs, using adverbials  Semi-colons to mark boundaries between  independent clauses of equal weighting  Use hyphens to avoid ambiguity  Commas | | **Literacy Counts**  King Kong  The difference between vocabulary of informal  speech and vocabulary appropriate to formal speech and writing- formal tone  Relative clauses beginning with who, wh for clarityich,  where, when, whose, that or an omitted  relative pronoun  Understand the difference between structures  typical of informal speech and structures  appropriate to formal speech in writing, eg the use of the passive form  Linking ideas across paragraphs, using  adverbials  Use a range of devices to build cohesion, eg conjunctions  Recap speech punctuation  Brackets for parenthesis |
| **Suffixes:**  converting nouns or adjectives into verbs using  “-ate”, “-ise” or “-ify” | **Brackets for parenthesis** **Metaphors** | Developing technical language | **Editing** sentences by either expanding or reducing for meaning and effect | Moving parts of sentences around to create different effects | |  |
| Dashes for parenthesis | **Verb prefixes:**  **“dis-”, “de-”, “mis-”, “over-” and “re-”** | Start a **complex sentence** with a subordinate clause and use a comma to separate the subordinate clause | **Drop-in “-ed” clauses:**  *Poor Tom, frightened by the fierce dragon, ran home.* | **Future tense verbs** | | **Rhetorical questions** |
| Indicating degrees of possibility using **modal verbs**:*might, should, will, must* | Commas for parenthesis  Indefinite pronouns:  somebody, something,  someone, nobody, nothing, no-one, everything, anything, nothing  Personification Personification | **Connectives** to build cohesions:   * Exemplification * Results * To summarise * To sequence |  | **Onomatopoeia** | |  |
| Indicating degrees of possibility using **adverbs**: *perhaps, surely* | **Relative pronouns:**  *who*  *which*  *that*  *whom*  *whose* | **Start a sentence** with an expanded  “-ed” clause:  *Frightened of the dark, Tom hid under the bed all night.* | Linking ideas across paragraphs using **adverbials** of time (*later*), place (*nearby*) and sequence (*secondly*) | **Colons** for play scripts and to start a list | | Secure use of **compound sentences** |
| Relative clauses to add detail beginning with “who”, “which”, “where”, “when”, “whose”, “that”, or an omitted relative pronoun | Embellishing simple sentences | Developing **fronted prepositional phrases** for greater effect:  *Throughout the stormy winter…*  *Far beneath the frozen soil…* | Speech in inverted commas |  | |  |
| **Spelling** | | | **Sentence/ grammar Lessons to be taught** | | | |
| Suffixes “-ate”, “-ise”, “-ify”  Prefixes “dis-”, “de-”, “mis-”, “over-” and “re-”  Modal verbs  Adverbs showing degrees of possibility  Connectives for exemplification, results and summary  Adjectives ending with “-ed”  Relative pronouns  Indefinite pronouns  Technical language  **It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum. See above** | | | Modal verbs of possibility and obligation  Embellishing simple sentences  Brackets for parenthesis  Commas for parenthesis  Dashes/hyphens for parenthesis  Expanding phrases starting with an adjective and ending in “-ed”  − *Frightened and confused, Tom…*  Drop-in clauses starting with an “-ed”, with a comma to demarcate for meaning  Relative clauses to add detail  Colons  Compound sentences  Complex sentences starting with a subordinate clause and separating the subordinate clause  Onomatopoeia  Metaphors  Personification  Rhetorical questions  Future tenses  Moving words, phrases and clauses in a sentence to create different effects  Editing sentences to either minimise or expand  How to use indefinite pronouns | | | |
| ***Alan Peat Sentence Types- Previously taught in other Year groups***  Revise and embed all previous types:  Use but, so ,yet and or (boys sentence)  Begin sentence with –ly word (-ly sentence)  Write sentence which contains 2 nouns, with 2 adjectives per noun (2a sentence)  Begin a sentence with an emotive word, followed by a comma (emotion word (comma) sentence)  Write sentence which begins with related words/phrases (adjectives are the easiest) which finishes with a related question (choice – question? Sentence)  Write sentence which contains 1 –ed word at the beginning (-ed opener)  Introduce (the more, the more sentences)  Introduce adjective, same adjective sentences)  De:de sentences  drop in sentences  2 pair sentences  Some: others sentences  Write sentence which contains 1 if phrase (if then sentence)  and then teach:  **Outside (inside) sentences**  **Image three examples: sentences**  **3 bad – question sentences** | | | | | | |
| **Spelling patterns to be taught** | | | | | | |
| 1. Words ending in ‘-ious.’ 2. Words ending in ‘–cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’ 3. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 4. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 5. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions. 6. Challenge words 7. Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 8. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place. 9. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’ 11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably 12. Challenge Words 13. Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap. 14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 15. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled. 16. Words with ‘silent’ letters at the start. 17. Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 18. Challenge Words 19. Words spelled with ’ie’ after c. 20. Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 21. Words containing the letter string ‘ough’ where the sound is /aw/. 22. Words containing the letter string ’ough’ where the sound is /o/ as in boat or ‘ow’ as in cow. 23. Adverbs of possibility. These words show the possibility that something has of occurring. 24. Challenge Words 25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 30. Challenge Words 31. 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. 32. Challenge Words 33. Revision: Year 5 words 34. Revision: Year 5 words 35. Revision: Year 5 words 36. Revision: Year 5 words | | | | | | |