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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 2** | **Summer 2**  |
| **Literacy Counts**Henry Box BrownVerb prefixes disIndicate degrees of possibility using modal verbsRelative clauses beginning with who, which, where, when, whose, that or an omitted relative pronounDevices to build cohesion – pronounsCommas for parenthesisDashes to mark boundaries between independent clauses | **Literacy Counts**FaRther the difference between vocabulary of informalspeech and vocabulary appropriate to formalspeech and writing formal tomeIndicate degrees of possibility using modalVerbsLinking ideas across paragraphs, usingAdverbialsCommas for parenthesisDashes to mark boundaries betweenIndependent clauses | **Literacy Counts**Hound of the BaskervillesVerb prefixes re, over, disThe difference between vocabulary of informalspeech and vocabulary appropriate to formalspeech and writing – formal toneIndicate degrees of possibility using modal verbs and adverbsLinking ideas across paragraphs, usingAdverbialsUse hyphens to avoid ambiguity | **Literacy Counts**The PromiseVerb prefixes re, over, disThe difference between vocabulary of informalspeech and vocabulary appropriate to formalspeech and writing formal toneIndicate degrees of possibility using modalVerbs and verbsLinking ideas across paragraphs, usingAdverbialsUse hyphens to avoid ambiguity | **Literacy Counts**The lost book of adventureUse a thesaurus with confidenceVerb prefixes mis, over and deTransforming nouns and adjectives into verbsIndicate degrees of possibility using adverbs.Understand the difference between structurestypical of informal speech and structuresappropriate to formal speech in writing, eg the useof the passive formLinking ideas across paragraphs, using adverbialsSemi-colons to mark boundaries betweenindependent clauses of equal weightingUse hyphens to avoid ambiguityCommas | **Literacy Counts**King KongThe difference between vocabulary of informalspeech and vocabulary appropriate to formal speech and writing- formal toneRelative clauses beginning with who, wh for clarityich,where, when, whose, that or an omittedrelative pronounUnderstand the difference between structurestypical of informal speech and structuresappropriate to formal speech in writing, eg the use of the passive formLinking ideas across paragraphs, usingadverbialsUse a range of devices to build cohesion, eg conjunctionsRecap speech punctuationBrackets 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 parenthesisIndefinite pronouns:somebody, something,someone, nobody, nothing, no-one, everything, anything, nothingPersonification 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 verbsAdverbs showing degrees of possibilityConnectives for exemplification, results and summaryAdjectives ending with “-ed”Relative pronounsIndefinite pronounsTechnical 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 obligationEmbellishing simple sentencesBrackets for parenthesisCommas for parenthesisDashes/hyphens for parenthesisExpanding 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 meaningRelative clauses to add detailColonsCompound sentencesComplex sentences starting with a subordinate clause and separating the subordinate clauseOnomatopoeiaMetaphorsPersonificationRhetorical questionsFuture tensesMoving words, phrases and clauses in a sentence to create different effectsEditing sentences to either minimise or expandHow 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 sentencesdrop in sentences2 pair sentencesSome: others sentencesWrite 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.
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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
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