

Y 5 and 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Interim Framework for writing</b> <b>See also document for greater depth</b>	<b>Handwriting-</b> producing legible joined handwriting <b>Text</b> <ul style="list-style-type: none"> <li>using paragraphs to organise ideas</li> <li>describing settings and characters</li> <li>creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li> <li>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> </ul> <b>Sentence</b> <ul style="list-style-type: none"> <li>using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>using different verb forms mostly accurately</li> <li>using co-ordinating and subordinating conjunctions</li> <li>using passive and modal verbs mostly appropriately</li> <li>using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> </ul> <b>Word-</b> spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6)					
<b>Word</b> (See also glossary)	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	Verb prefixes [for example, dis-, de-, mis-, over- and re-] Modal verbs	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]	How words are related by meaning as synonyms and antonyms [for example, big, large, little].  Revision of terms in Glossary	Revision of terms in glossary	
<b>Sentence</b>	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]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]	Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Revision of all	
<b>Text</b>	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]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Revision of all	
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis	Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining: I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists	Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Revision of all	
<b>Terminology</b>	relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	modal verb,	subject, object active, passive synonym antonym ellipsis, colon, semi-colon,	hyphen, bullet points	All of glossary Different Verb Forms	
<b>Spelling</b> Y5 and 6 word list and individual spellings	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Words ending in -ant, -ance/ancy, -ent, -ence/-ency	Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer	Words containing the letter-string ough Words with 'silent' letters	Homophones and other words that are often confused Use of the hyphen	Revision of all	
<b>Cornerstones Topic</b>	A Child's War	Star Gazers	Frozen Kingdom	Darwin's Delight	ID	Tomorrows World
<b>Text types</b>	Letters, Diaries, Persuasive writing, Narrative Dialogue	Myths and Legends, Free verse poetry, Newspaper reports	Chronological Report, short Narrative, Haiku Poetry	Labelling and Journals, Explanations, calligrams	Descriptions/Narrative Non-chronological reports, adverts, facts and opinions/tributes,	Emails and Blogs, Newspaper reports, Websites, thriller Narratives, Podcasts
<b>Quality Texts</b>	Anne Frank's Diary	Beowolf Michael Morpurgo	Race To The Pole by Meredith Hooper	Holes Louis Sachar	Bill's New Frock Anne Fine	Treasure Island Robert Louis Stevenson
<b>Monitoring Focus</b>	Spelling- is scheme up and running?	Reading- Is it embedded in English lessons? Are reading areas inspiring?	Phonics- Are children on track? Writing-moderation interim assessments	Handwriting/GPS focus	Writing- moderation	Review of year-priorities for year ahead