

			Time: First, After that, Later, Finally Cause and Effect: Because, This causes, Due to, resulting in, As a result of	
Planning and Text structure	<p>Story map to orally learn the text</p> <p>Boxing-up grid for planning or story map if still substituting</p> <p>Vary opening-Description, dialogue, action</p> <p>5 part story in sequence</p> <p>Paragraphing within sections to show a change in place, time or action</p> <p>Vary connectives within and across paragraphs for cohesion (adverbs for place/time/action)</p> <p>Structure dialogue (change of line for change of speaker)</p>	<p>Use images as stimuli (settings, characters, objects etc)</p> <p>Create spine poems based on images (spine of nouns + description using above toolkit)</p> <p>Use 3-part box-up to plan beginning, middle and end of description</p> <p>Paragraph within sections to show a shift in time, place or action</p> <p>Structure dialogue (change of line for change of speaker)</p>	<p>Use text map to learn text</p> <p>Use explanation skeleton to plan and sequence ideas</p> <p>Use box-up grid to organise ideas for writing</p> <p>Secure understanding of different lay-out features for explanation texts (link to reading) – diagrams/images/bullet point lists/fact-boxes etc</p> <p>Group related material into paragraphs within sections</p> <p>Link ideas within and across paragraphs using range of connective/signposts (see toolkit above)</p> <p>Opening paragraph to orientate the reader to the subject</p> <p>Final paragraph to sum up and directly appeal to the reader</p>	<p>Use image, picture book, film clip, object etc as stimulus for writing.</p> <p>Generate ideas collaboratively</p> <p>Model using stimuli to plan story and story map.</p> <p>Use 5 sentence structure to plan and rehearse story e.g. One day, After a while, Unfortunately, Luckily, Finally</p> <p>Plan opening around character, dialogue, description, action</p> <p>Structure dialogue (change of line for change of speaker)</p>
Sentence construction	<p>Revision of Year 4 (refer to T4W Progression in Writing document)</p> <p>+</p> <p>Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun</p> <p>Secure use of compound sentences</p> <p>and/but/or/so/for/nor/yet (coordinating conjunctions)</p> <p>Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because)</p> <p>Fronted adverbials for time, place and manner</p> <p>Use of rhetorical questions</p> <p>Stage directions added to speech e.g. “What is that?” Jack whispered, looking towards the filthy water.</p> <p>Expanded -ed clauses as starters e.g. Abandoned for years, the</p>	<p>Revision of Year 4+ (refer to T4W Progression in Writing document)</p> <p>Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun</p> <p>Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions)</p> <p>Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because)</p> <p>Fronted adverbials for time, place and manner</p> <p>Use of rhetorical questions</p> <p>Stage directions added to speech (speech + verb + action)</p> <p>Expanded -ed clauses as starters</p> <p>Use of short and long sentences – long for action, short for suspense</p> <p>Dropped in -ed clause e.g. The garden, now neglected and overgrown, had once been beautiful.</p>	<p>Revision of Year 4+ (refer to T4W Progression in Writing document)</p> <p>Relative clauses</p> <p>Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions)</p> <p>Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because)</p> <p>Fronted adverbials for time, place and manner</p> <p>Signposts/connectives (See Connectives/Signposts document) for: Generalisation: Most, Many, Typically, Usually</p> <p>Time: First, After that, Later, Finally</p> <p>Cause and Effect: Because, This causes, Due to, resulting in, As a result of</p> <p>Use of rhetorical questions</p> <p>Sentence of 3 for detail and information</p> <p>Progressive verb forms-Present progressive e.g. The Cornish people were starving due to the failure of the crops.</p>	<p>Consolidate national assessment criteria:</p> <p>Use dialogue to convey character and to move the action forward</p> <p>Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</p> <p>Link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</p> <p>Perfect verb form (past and present)</p> <p>Modals and adverbs to indicate possibility.</p> <p>Pre- and post-modification of nouns</p> <p>Relative clauses use a range of clause structures, sometimes varying their position within in the sentence for effect</p>

	<p>caravan lay in the middle of old Mr Smith's field. Dropped-in -ed clause e.g. The caravan, abandoned, lay in the middle of old Mr Smith's field. Use of short and long sentences – long for action, short for suspense Sentence of 3 – for description e.g. The field was overgrown, boggy and full of dumped household items. Use of modal verbs for possibility (must, will, should, could, may etc)</p>	<p>Sentence of 3 for description e.g. The cottage was small, cosy and covered by a thick layer of snow. Present and past progressive verb forms (He was running, He is running)</p>	<p>Modal verbs-e.g. must, should, could, will etc</p>	<p>Consolidate lay out of dialogue</p>
Language	<p>Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns, prepositions) Precise use of ambitious vocabulary (Magpie from reading) Personification Metaphor Onomatopoeia Alliteration-consonance-repeated consonants within words and assonance-repeated vowel sounds within words Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns, prepositions) Personification Metaphor Precise use of ambitious vocabulary (Magpie from reading) Onomatopoeia Alliteration-consonance-repeated consonants within words and assonance-repeated vowel sounds within words Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns) Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Use of technical and subject specific vocabulary Signposts/connectives (See Connectives/Signposts document) for: Generalisation: Most, Many, Typically, Usually Time: First, After that, Later, Finally Cause and Effect: Because, This causes, Due to, resulting in, As a result of</p>	<p>Consolidate national assessment criteria: Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns Relative pronouns Modal verbs Determiners Use of ambitious and precise vocabulary (magpie from reading)</p>
Punctuation	<p>Revise Y3/4+ Secure use of full stops and capital letters for sentence demarcation Secure use of capital letters for proper nouns Secure use of question and exclamation marks Secure use of commas after fronted adverbials Speech punctuation around and within including split speech Comma to separate stage direction clause after speech</p>	<p>Revise Y3/4+ Secure use of full stops and capital letters for sentence demarcation Secure use of capital letters for proper nouns Secure use of question and exclamation marks Secure use of commas after fronted adverbials Speech punctuation around and within including split speech Comma to separate stage direction clause after speech</p>	<p>Y3/4+ Secure use of full stops and capital letters, capital letters for proper nouns, question and exclamation marks Secure use of commas after fronted adverbials and parenthesis Commas to separate clauses in complex sentences (if subordinate clause comes before main clause) Introduce: Use of dashes, brackets and commas for parenthesis</p>	<p>Consolidate national assessment criteria: Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Indicate parenthesis using brackets, commas or dashes.</p>

	Commas for parenthesis (relative clauses) Commas to separate clauses in complex sentences Dashes – for emphasis and parenthesis	Commas for parenthesis (relative clauses) Commas to separate clauses in complex sentences Dashes – for emphasis and parenthesis	Use of colon to separate 2 main clauses e.g. The beaches are spectacular: you can sunbathe, swim and snorkel. Colon to introduce a list	Use punctuation to ensure meaning is clear, particularly commas for clarity.
Terminology to consolidate	Statement, question, command, exclamation, question mark, exclamation mark, inverted commas, direct speech, inverted commas, bullet points, apostrophe for contraction/possession, commas, parenthesis, brackets, dash, singular/plural, suffix/prefix, word family, root words, consonant/vowel, adjective, noun, noun phrase, verb, adverb, verb tenses, connective, preposition, determiner, possessive pronouns, subordinate clause, relative clause, subordinating conjunction, coordinating conjunction, adverbial, fronted adverbial			
Terminology to introduce	Relative clause, relative pronoun, modal verb, adverbs for possibility, parenthesis, brackets, dash, determiner, cohesion, ambiguity, metaphor, personification, onomatopoeia, rhetorical question, present and past progressive, colon for list, indirect speech			
Spoken Language	<p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions)</p> <p>Oral descriptions using sentence stems and images e.g. describing a spooky wood</p> <p>Presentation of chosen sections of writing to class or other audience</p>	<p>Storytelling using class story map and own plan</p> <p>Generating ideas through discussion (listening, responding, asking questions)</p> <p>Drama, role play, discussion within Reading as a Reader</p> <p>Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</p> <p>Oral rehearsal of sentences using stems</p> <p>Presentation of writing to class or other audience</p>	<p>Using text map to oral rehearse text type</p> <p>Drama, role-play and discussion within Reading as a Reader</p> <p>Short oral explanations to warm-up the language (use sentence stems to scaffold oral compositions) e.g. Why are bananas curly?, How do teachers work?</p>	<p>Whole class discussions to generate and organise content.</p> <p>Short burst oral 5 sentence stories – One day, After a while, Unfortunately, Luckily, Finally</p> <p>Present favourite section to class or parallel class</p>

Transcription

<p>Handwriting</p>	<p>Practice of all four joins for consistency and quality as well as speed. All children should be using a neat continuous cursive style (intervention for those who are not)</p> <p>Consolidate all 4 joins: Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>	<p>Practice of all four joins for consistency and quality as well as speed. All children should be using a neat continuous cursive style (intervention for those who are not)</p> <p>Consolidate all 4 joins: Diagonal joins to letters without ascenders e.g. ai, ar, us Horizontal joins to letters without ascenders e.g. ou, vi, wi Diagonal joins to letters with ascenders e.g. at, il, eb, ud Horizontal joins to letters with ascenders e.g. ol, wh, ot</p>
<p>Spelling</p>	<p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists Use of spelling journals for etymology Dictations <u>Revision of Year 4 spelling patters and rules</u> Revision of Y4 Spelling List (February, fruit, group, guide, heart, history, increase, interest, knowledge) Revise contractions from Year 2 Possessive apostrophe with plurals Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt '-sion' (division, confusion) Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' <u>Appendix 1 words</u> Dictionary, embarrass, equipped, exaggerate, existence, familiar, forty, government, harass</p>	<p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists Use of spelling journals for etymology Dictations <u>Revision of Year 4 spelling patters and rules</u> Revision of Y4 Spelling List (length, material, mention, natural, notice, often, ordinary, peculiar) Suffix '-ous' (poisonous, outrageous) Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem <u>Teaching of Year 5 spelling patterns and rules</u> Plurals (adding '-s', '-es' and '-ies') (revision) Apostrophe for contraction and possession (revision) Words with 'silent' letters <u>Appendix 1 words</u> Identify, immediate, interfere, language, lightning, mischievous, necessary, nuisance, occur</p>
<p>Spelling ongoing</p>	<p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first three or four letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	