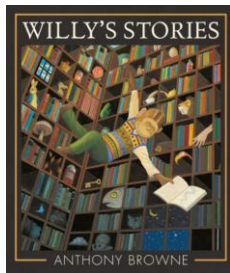
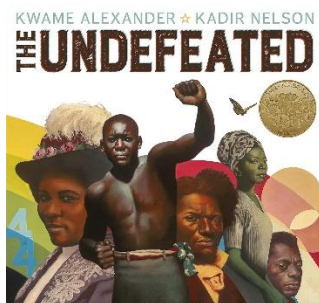
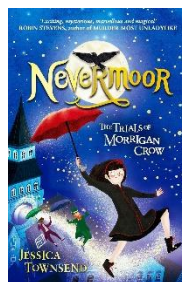
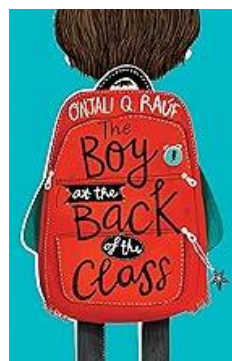
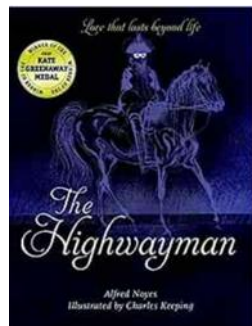
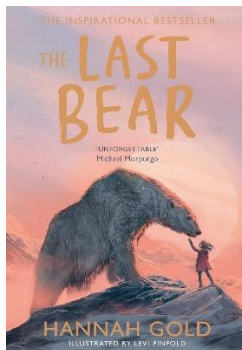
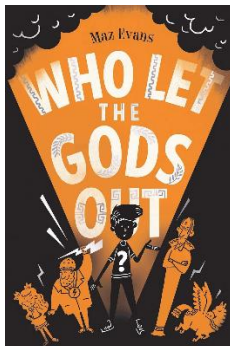


	<div>Autumn Term</div> <div>Non- negotiables:</div> <div><ul style="list-style-type: none">Correctly punctuate every sentence.Use neatly joined handwriting.Use figurative language for description.Use parenthesis to add additional information, punctuated with commas, brackets and dashes.Use modal verbs.Use adverbials of time, place and number.</div>	<div>Spring Term</div> <div>Non-negotiables from Term 1. All these aspects will be corrected by adults:</div> <div><ul style="list-style-type: none">Correctly punctuate every sentence.Use neatly joined handwriting.Use figurative language for description.Use parenthesis to add additional information, punctuated with commas and brackets.Use modal verbs.Use adverbials of time, place and number.Punctuate direct speech correctly.Use direct speech to advance the action.Correctly use perfect progressive tense.</div>	<div>Summer Term</div> <div>Non-negotiables from Term 1 and 2. All these aspects will be corrected by adults:</div> <div><ul style="list-style-type: none">Correctly punctuate every sentence.Use neatly joined handwriting.Use figurative language for description.Use parenthesis to add additional information, punctuated with commas and brackets.Use modal verbs.Use adverbials of time, place and number.Punctuate direct speech correctly.Use direct speech to advance the action.Correctly use perfect progressive tense.Use possessive plural and singular apostrophes.Use standard English in formal writing.Use cohesive paragraphs.</div>			
NC Terminology for pupils	Year 5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Overview	<div>Autumn 1</div> <div>Willy’s Stories (Anthony Browne)</div> <div></div> <div><div>Narrative Outcomes:</div><div><div><div>1.</div><div>Setting description.</div></div><div><div>2.</div><div>Write own page for Willy’s Stories to add to a class book.</div></div></div></div> <div><div>The Undefeated (Kwame Alexander)</div><div></div><div><div>Poetry Outcomes:</div><div>Poem celebrating black history.</div></div></div>	<div>Autumn 2</div> <div>Cross curricular writing</div> <div></div> <div><div>Non-chronological report Outcomes:</div><div>Non-chronological report on Mayans</div></div> <div><div>John Lewis Christmas Advert</div><div></div><div><div>Narrative Outcomes:</div><div>Write narrative for advert or innovate.</div></div></div>	<div>Spring 1</div> <div>Nevermoor (Jessica Townsend)</div> <div></div> <div><div>Narrative Outcomes:</div><div><div><div>1.</div><div>Internal monologue</div></div><div><div>2.</div><div>Create new trial</div></div></div></div>	<div>Spring 2</div> <div>The Boy At the Back of the Class (Onjali Rauf)</div> <div></div> <div><div>Recount Outcomes:</div><div>Diary entry</div></div> <div><div>The Highwayman (Alfred Noyes)</div><div></div><div><div>Discussion Outcomes:</div></div></div>	<div>Summer 1</div> <div>The Last Bear (Hannah Gold)</div> <div></div> <div><div>Narrative Outcomes:</div><div>Alternative ending/write from a different character’s perspective</div></div> <div><div>Explanation Outcomes:</div><div>Year 6 – How to pass your SATs Year 5 – What causes climate change?</div></div>	<div>Summer 2</div> <div>Who Let the God’s Out? (Maz Evans)</div> <div></div> <div><div>Narrative Outcomes:</div><div>Greek God visits Bingham Primary School</div></div> <div><div>Write about real life</div><div></div><div><div>Non-chronological report Outcomes:</div><div>Non-chronological report on topic of child’s choosing</div></div></div>

				Was the Highwayman a hero or a villain?		
CIT stages of writing	<div> <div>1. Engage with a stimulus</div> <div>2. Examine real life and model texts of that genre</div> <div>3. Learn the features of and language type of the genre</div> <div>4. Practice the composite aspects of the text (such as intro, middle, conclusion)</div> <div>5. Plan effectively</div> <div>6. Complete an extended piece of writing drawing on modelling and real-life examples</div> <div>7. Edit the writing based on previous learning and feedback</div> <div>8. Publish a final piece</div> </div>					
Week 1	GPS Capital letters and full stops Transcription All children to write grammatically correct sentences with accurate punctuation. Composition Genre/purpose/audience/register Unpick model text (setting description). Explore vocabulary.	GPS Commas to change meaning Transcription Use commas to clarify meaning or avoid ambiguity in writing. Composition Genre/purpose/audience/register Unpick model text (historical non-chronological report). Explore vocabulary. Identify organisational features.	GPS Speech punctuation Transcription Correctly punctuate direct speech that advances the action. Composition Genre/purpose/audience/register Unpick model text (internal monologue). Explore vocabulary.	GPS Identify verb forms Transcription Identify and use specified verb forms. Composition Genre/purpose/audience/register Unpick model text (diary entry). Explore vocabulary. Focus on how atmosphere is created.	GPS Subordinate clauses Transcription Apply previous three weeks GPS content independently. Composition Genre/purpose/audience/register Unpick model text (narrative). Explore vocabulary. Focus on describing characters, settings and atmosphere.	GPS Identify the verb form Transcription Identify and use specified verb form. Composition Genre/purpose/audience/register Unpick model text (narrative). Explore vocabulary. Focus on describing characters, settings and atmosphere and using direct speech to advance action.
Week 2	GPS Relative pronouns Transcription Use relative pronouns in sentences. Composition Shared plan, shared write and shared edit a setting description.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Shared plan, shared write and shared edit a non-chronological report – must be a different topic to what the independent write will be.	GPS Adjective or adverb? Transcription Identify and use specified adjectives and adverbs. Composition Shared plan, shared write and shared edit an internal monologue (different character).	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Shared plan, shared write and shared edit a diary entry.	GPS Apostrophes for plural possession Transcription Use apostrophes to indicate plural possession. Composition Shared plan, shared write and shared edit a narrative.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Shared plan, shared write and shared edit a narrative that focuses on describing characters, settings and atmosphere and using direct speech to advance action.
Week 3	GPS Commas to show parenthesis Transcription Add additional information to sentences punctuated with commas. Composition Plan, write and edit own setting description. Publish final draft.	GPS Dashes for parenthesis Transcription Use dashes to punctuate additional information in sentences. Composition Plan, write and edit non-chronological report. Publish final draft.	GPS Relative clauses Transcription Use relative clauses to add additional information to sentences. Composition Plan, write and edit an internal monologue. Publish final draft.	GPS Past perfect progressive Transcription Use past perfect progressive tense in writing. Composition Plan, write and edit a diary entry. Publish final draft.	GPS Speech punctuation Transcription Correctly punctuate direct speech that advances the action. Composition Plan, write and edit a narrative. Publish final draft.	GPS Missing apostrophes Transcription Composition Plan, write and edit a narrative that focuses on describing characters, settings and atmosphere and using direct speech to advance action. Publish final draft.
Week 4	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently.	GPS Modal verbs Transcription Use model verbs to show a degree of possibility.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently.	GPS Present perfect progressive Transcription Use present perfect progressive tense in writing.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently.	GPS Standard English Transcription Identify and use Standard and non-standard English.

	Composition Use same stimulus for second piece of narrative writing. Shared plan, shared write and shared edit an additional page for 'Willy's Stories'.	Composition Genre/purpose/audience/register Unpick model text (Christmas advert). Explore vocabulary.	Composition Genre/purpose/audience/register Unpick model text (narrative with direct speech that advances the action). Explore vocabulary.	Composition Genre/purpose/audience/register Unpick model text (balanced argument). Explore vocabulary.	Composition Genre/purpose/audience/register Unpick model text (explanation). Explore vocabulary.	Composition Genre/purpose/audience/register Unpick model text (non-chronological report). Explore vocabulary. Identify organisational features.
Week 5	GPS Relative clauses Transcription Correctly punctuate relative clause in own sentences. Composition Plan, write and edit own page for 'Willy's Stories'. Publish final draft.	GPS Suffixes –ate, -ise and -ify Transcription Use suffixes within writing. Composition Shared plan, shared write and shared edit a Christmas advert.	GPS Word classes Transcription Identify and use specified word classes. Composition Shared plan, shared write and shared edit a narrative that uses direct speech to advance the action.	GPS Word classes Transcription Identify and use specified word classes. Composition Shared plan, shared write and shared edit a balanced argument.	GPS Clauses Transcription Identify and use clauses in writing. Composition Shared plan, shared write and shared edit an explanation.	GPS Missing punctuation Transcription Identify missing punctuation and use correctly in own writing. Composition Shared plan, shared write and shared edit a non-chronological report.
Week 6	GPS Using brackets Transcription Add additional information to sentences using brackets. Composition Identify features of poetry and replicate in shared poem, then own.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Plan, write and edit Christmas advert. Publish final draft.	GPS 'de-', 'dis-' and 'mis-' prefixes Transcription Use prefixes within writing. Composition Plan, write and edit a narrative that uses direct speech to advance the action. Publish final draft.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Plan, write and edit a balanced argument. Publish final draft.	GPS Apostrophes for possession Transcription Use apostrophes to indicate possession. Composition Plan, write and edit an explanation. Publish final draft.	GPS Mixed skills (previous three weeks) Transcription Apply previous three weeks GPS content independently. Composition Plan, write and edit a non-chronological report. Publish final draft.
Assessment	GATEKEEPER ASSESSMENT Do children know how to: - Correctly punctuate every sentence. - Use neatly joined handwriting. - Use figurative language for description. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use parenthesis to add additional information, punctuated with commas, brackets and dashes. - Use modal verbs. - Use adverbials of time, place and number. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Punctuate direct speech correctly. - Use direct speech to advance the action. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Correctly use perfect progressive tense. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use possessive plural and singular apostrophes. If not, these pupils must have support identified to narrow these gaps.	GATEKEEPER ASSESSMENT Do children know how to: - Use standard English in formal writing. - Use cohesive paragraphs.
Spelling Week 1	Ambitious Synonyms: Adjectives aggressive hostile awkward obstinate desperate frantic disastrous calamitous marvellous spectacular	Words ending in -able applicable tolerable operable considerable dependable comfortable reasonable perishable breakable fashionable	Adding suffixes beginning with vowel letters to words ending in -fer referring referred referral reference referee preferring preferred preference transferring transference	Words with endings which sound like /shuhl/ after a vowel letter official special artificial social racial crucial facial beneficial superficial antisocial	Word families based on common words, showing how words are related in form and meaning programme telegram hologram diagram grammar grammatical parallelogram monogram programmer program	Synonyms & Antonyms bellowed screeched squealed shrieked squawked whispered murmured breathed sighed muttered

Bingham Primary School - Year 5 and 6 (A) English Sequence



Spelling Week 2	Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy advice advise device devise licence license practice practise prophecy prophesy	Words ending in -able adorable valuable advisable believable desirable excitable knowledgeable likeable changeable noticeable	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) siege niece grief chief fiend shriek believe achieve convenience mischievous	Words with endings which sound like /shuhl/ after a consonant letter partial confidential essential substantial torrential sequential potential spatial martial influential	Words that can be nouns and verbs challenge protest broadcast benefit charge function influence interest object damage	Synonyms & Antonyms immense vast gigantic gargantuan mammoth miniature minuscule insignificant microscopic petite
Spelling Week 3	Adjectives ending in -ant into nouns ending in -ance/ -ancy observant observance expectant expectancy hesitant hesitancy tolerant tolerance relevant relevance	Words ending in -ably adorably valuably believably considerably tolerably changeably noticeably dependably comfortably reasonably	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) deceive conceive receive perceive ceiling receipt protein caffeine seize neither	Words with a 'soft c' spelt /ce/ cemetery certificate celebrate necessary deceased December sacrifice hindrance nuisance prejudice	Words that can be nouns and verbs produce present reason silence support transport surprise scratch freeze balance	Synonyms & Antonyms ecstatic jovial exultant elated delighted despondent forlorn dejected woeful dismal
Spelling Week 4	Adjectives ending in -ent into nouns ending in -ence/ -ency innocent innocence decent decency excellent excellence confident confidence existent existence	Word families based on common words, showing how words are related in form and meaning temperature temper temperament tempered variety vary variation varied variable variance	Word families based on common words, showing how words are related in form and meaning commit committee transmit submit commitment emit permit intermittent omit unremitting	Word families based on common words, showing how words are related in form and meaning accommodate accompany access accuse accost accrue accuracy accomplish accumulate accentuate	Words with a long /o/ sound spelt 'ou' or 'ow' shoulder smoulder mould poultry soul shallow window blown known thrown	Synonyms & Antonyms deafening piercing blaring ear-piercing raucous silent tranquil inaudible unobtrusive peaceful
Spelling Week 5	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. co-operate co-ordinate co-own co-author re-enter re-educate re-examine re-evaluate re-energise re-elect	Word families based on common words, showing how words are related in form and meaning suggest digest congestion gesture gestation lightning daylight enlighten twilight limelight	Word families based on common words, showing how words are related in form and meaning interrupt interfere intercept interject intertwine interim internal intersperse interloper interest	Word families based on common words, showing how words are related in form and meaning signature assign design designate significant resignation resign insignificant assignment signal	Words ending in -ible possible horrible terrible visible incredible sensible forcible legible responsible reversible	Synonyms & Antonyms scorching searing sizzling blistering sweltering chilly frozen arctic bitter wintry
Spelling Week 6	Hyphens: To join compound adjectives to avoid ambiguity	Creating diminutives using prefixes micro or mini-	Statutory Spelling Challenge Words attached	Statutory Spelling Challenge Words foreign	Words ending in -ibly possibly	Synonyms & Antonyms ambled



	man-eating little-used rock-bottom wide-eyed pig-headed tight-fisted cold-hearted stone-faced green-eyed short-tempered	minibus miniskirt minicam minibeast minicab minimum microscope microchip microphone microwave	available average competition conscience controversy correspond embarrass especially exaggerate	apparent appreciate persuade individual language sufficient determined explanation pronunciation	horribly terribly visibly incredibly sensibly forcibly legibly responsibly reversibly	tottered strolled staggered sauntered sprinted raced darted dashed galloped
Handwriting	Handwriting to be taught daily using spellings, HFW and dictation.					