



## Medium Term Planning- Writing (2021-2022) - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATs	Summer 2
Purpose	To entertain	To entertain To express	To influence	To inform	To entertain	To guide
Form	-Classic poetry (WW1) - Contemporary narrative	- Recount diary - (Nazi Soldier) - Historical narrative	- Recount (newspaper) - Persuasion arguments	- non-chronological report - Discussion Texts	- Form poetry (rap) - horror story	- transition
Text	- Skellig	- Once	- Kensuke's Kingdom	- Holes	- Coraline	- Unforgotten Coat
Paragraph and sentences	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Using relative clauses beginning	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Using a wide range of devices to build cohesion within and across paragraphs - Using expanded noun phrases to convey complicated information concisely - Devices to build cohesion, including adverbials of time, place and number	- Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	- Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader - Using expanded noun phrases to convey complicated information concisely	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (horror) - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Devices to build cohesion, including adverbials of time, place and number	- Précising longer passages - Devices to build cohesion, including adverbials of time, place and number

	with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		- Using expanded noun phrases to convey complicated information concisely			
<b>Vocabulary and punctuation</b>	<ul style="list-style-type: none"> <li>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- Use of ellipsis</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>- Differences in informal and formal language</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>- Differences in informal and formal language</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility</li> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Using passive verbs to affect the presentation of information in a sentence</li> <li>- Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing</li> <li>- Punctuating bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> <li>- Use of ellipsis</li> <li>- Using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Using a colon to introduce a list</li> <li>- Punctuating bullet points consistently</li> </ul>
<b>Contexts</b>	<ul style="list-style-type: none"> <li>- Humans and animals (S)</li> <li>- WW1 (H)</li> </ul>	<ul style="list-style-type: none"> <li>- Living things and their habitats (S)</li> <li>- WW2 (H)</li> </ul>	<ul style="list-style-type: none"> <li>- Light (S)</li> <li>- Amazon (G)</li> </ul>	<ul style="list-style-type: none"> <li>- evolution and inheritance (S)</li> <li>- Australia (G)</li> </ul>	<ul style="list-style-type: none"> <li>- Electricity (S)</li> <li>- How has communication changed over time? (H)</li> </ul>	<ul style="list-style-type: none"> <li>- Living things and their habitats (S)</li> <li>- How is our world changing? Polar regions (G)</li> </ul>

## Spellings:

The following spelling strategies need to be taught across the year during your word and sentence work activities. Children need to be taught the 'rules' for these spellings, which should be identified on planning.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt -cious or -tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>-ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> - e.g. <i>vice - vicious, grace - gracious, space - spacious, malice - malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial, financial, commercial, provincial</i> (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>-ation</b> endings are often a clue.</p> <p>Use <b>-ent</b> and <b>-ence/-ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p>
<p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings.</p> <p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration),</p> <p>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>

Adding suffixes beginning with vowel letters to words ending in -fer	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	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.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English - it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought / rough, tough, enough / cough / though, although, dough / through / thorough, borough / plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound - which could not be spelt <b>c</b>.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane). isle: an island.</p> <p>aloud: out loud. allowed: permitted.</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>). effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).</p> <p>altar: a table-like piece of furniture in a church. alter: to change.</p> <p>ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).</p> <p>bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.</p> <p>cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun <i>series</i> - a succession of things one after the other.</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word <i>complete</i> - to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i> guest: visitor</p> <p>heard: past tense of the verb <i>hear</i> herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i> lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon / mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>) passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before proceed: go on</p>
Homophones and other words that are often confused (continued)	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).	principal: adjective - most important (e.g. <i>principal ballerina</i> ) noun - important person (e.g. <i>principal of a college</i> ) principle: basic truth or belief

	<p>desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	<p>profit: money that is made in selling things prophet: someone who foretells the future</p> <p>stationary: not moving stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you steel: metal</p> <p>wary: cautious weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i> whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
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## Word list - years 5 and 6

accommodate	communicate	definite	individual	persuade	shoulder
accompany	community		interfere	physical	signature
according	competition	desperate	interrupt	prejudice	sincere(ly)
achieve	conscience*	determined	language	privilege	soldier
aggressive	conscious*	develop	leisure	profession	stomach
amateur	controversy	dictionary	lightning	programme	
ancient	convenience	disastrous	marvellous	pronunciation	sufficient
apparent	correspond	embarrass	mischievous	queue	suggest
appreciate	frequently	environment	muscle	recognise	symbol
attached	government	equip (-ped, -ment)	necessary	recommend	system
available	guarantee	especially	neighbour	relevant	temperature
average	harass	exaggerate	nuisance	restaurant	thorough
awkward	hindrance	excellent	occupy	rhyme	twelfth
bargain	identity	existence	occur	rhythm	variety
bruise	immediate(ly)	explanation	opportunity	sacrifice	vegetable
category	criticise (critic + ise)	familiar	parliament	secretary	vehicle
cemetery		foreign			yacht
committee	curiosity	forty			

