



Medium Term Planning- Writing (2021-2022) - Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	To inform	To entertain	To guide	To influence	To entertain	To entertain To express
Form	- non-chronological reports - Recount newspapers	- Imagery poetry - Adventure story	- instructions - explanation leaflet	- Discussion (balanced) - Arguments (persuasion)	- Classic narrative poetry - Historical narrative	- Diary - Horror/mystery
Text	- Beowulf	- Garbage King	- Girl of Ink and Stars	- Cosmic	- Street Child	- Room 13
Paragraph and sentences	- Using further organisational and presentational devices to structure text and to guide the reader - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Using passive verbs to affect the presentation of information in a sentence	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Using expanded noun phrases to convey complicated information concisely - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	- 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 expanded noun phrases to convey complicated information concisely	- 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	- Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - 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 with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Devices to build cohesion, including adverbials of time, place and number
Vocabulary and	- Ensuring the consistent and	- Ensuring the consistent and	- Ensuring the consistent and	- Using modal verbs or adverbs to	- Further cohesive devices such as	- Further cohesive devices such as

punctuation	correct use of tense throughout a piece of writing - Differences in informal and formal language - Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing	correct use of tense throughout a piece of writing - Differences in informal and formal language - Using commas to indicate parenthesis, clarify meaning or avoid ambiguity in writing	correct use of tense throughout a piece of writing - Differences in informal and formal language - Using semicolons to mark boundaries between independent clauses - Punctuating bullet points consistently	indicate degrees of possibility - Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing	grammatical connections and adverbials - Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing	grammatical connections and adverbials - Use of ellipsis - Using semicolons to mark boundaries between independent clauses - Using a colon to introduce a list
Contexts	- Properties and changes of materials (S) - Vikings (H)	- Properties and changes of materials (S) - Are we damaging our world? Energy (G)	- Humans and animals (S) - Mayans (H)	- Earth and space (S) - Where does all our stuff come from? (G)	- Forces (S) - Victorians (Queen Victoria) (H)	- Living things and their habitats (S) - How will our world look in the future (G)

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 /fəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /f/ sound is usually spelt as c - e.g. <i>vice - vicious, grace - gracious, space - spacious, malice - malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /fəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: <i>initial, financial, commercial, provincial</i> (the spelling of the last	official, special, artificial, partial, confidential, essential

	three is clearly related to <i>finance, commerce and province</i>).	
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<p>Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue.</p> <p>Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, 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 -able/-ably endings are far more common than the -ible/-ibly endings.</p> <p>As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able 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 -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can 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 r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer 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 ei is /i:/.</p> <p>Exceptions: <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	ough 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 gh 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	In the pairs of words opposite, nouns end -ce and verbs end -se . <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 c .	advice/advise, device/devise, licence/license, practice/practise, prophecy/prophecy

	<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>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)	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).</p> <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. <i>to draft in extra help</i>) draught: a current of air.</p>	<p>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> <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>

Word list - years 5 and 6

accommodate	communicate	definite	individual	persuade	shoulder
accompany	community	desperate	interfere	physical	signature
according	competition	determined	interrupt	prejudice	sincere(ly)
achieve	conscience*	develop	language	privilege	soldier
aggressive	conscious*	dictionary	leisure	profession	stomach
amateur			lightning	programme	

ancient	controversy	disastrous	marvellous	pronunciation	sufficient
apparent		embarrass	mischievous	queue	suggest
appreciate	convenience	environment	muscle	recognise	symbol
attached	correspond	equip (-ped, -ment)	necessary	recommend	system
available		especially	neighbour	relevant	temperature
average	frequently	exaggerate	nuisance	restaurant	thorough
awkward	government	excellent	occupy	rhyme	twelfth
bargain	guarantee	existence	occur	rhythm	variety
bruise	harass	explanation	opportunity	sacrifice	vegetable
category	hindrance	familiar	parliament	secretary	vehicle
cemetery	identity	foreign			yacht
committee	immediate(ly)	forty			
	criticise (critic + ise)				
	curiosity				