

**Lower Heath CE Primary School**  
**NEW CURRICULUM SPAG PROGRAMME – Medium Term Plan 2019-20**

| YEAR  | AUTUMN   |  | SPRING  |   | SUMMER  |  |
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|   | Term 1   | Term 2   | Term 1  | Term 2  | Term 1  | Term 2   |
| <b>R</b><br><b>SPAG</b><br>In addition to<br>Letters and<br>Sounds                | Sequencing stories:<br>* Using language from a story<br>* writing lists<br>* acting out stories<br>*Write labels recount of the trip | Retell a story:<br>* Write cards/letters<br>* describe a setting<br>*Continue a rhyming string<br>*acting out stories and using story language | Write words with the sounds in the correct place:<br>* Match CVC words to their picture | Applying phase 3 sounds to reading and writing: *Sequencing of nonfiction texts<br>*Uses nonfiction books to find information<br>* Nonfiction writing - fact file, instructions | Applying phase 3 sounds to reading and writing.   | Attempting to write complete sentences spelling some irregular common words.     |
| <b>1</b><br><b>SPELLING</b><br>In addition to<br>Phase 5<br>Letters and<br>Sounds | n sound before k.<br>k for /k/ sound instead of c as in skin.  | Spelling strategies -<br>Compound words.<br>Division of syllables.<br>(Non-statutory)<br>Alphabetical order                                    | v sound at the end of words.<br>plurals –s and -es                                      | -ed, -ing, -er to change <i>regular verbs</i> .   | prefix –un (non-statutory) Vowels and consonants.<br>-er and –est added to adjectives where no change is needed to the root word.     | Recap/consolidation of all objectives and common exception words.                |
|   | bank, tank, junk, think, pink, stink<br><br>skin, skunk, kit, kick, kipper, Kent   | football, greenhouse, bedroom, farmyard, playground, sunset<br><br>rabbit, pocket, thunder, carrot   | love, live, have, cave, give<br><br>cats, dogs, rocks, boxes, churches, foxes           | looked, walked, played, jumped kicking, hunting, fighting, washing<br><br>walker, teacher, buzzer, jumper   | unfair, uneven, unhappy, unkind, untie<br><br>longer, quicker, slower, shorter, fresher.<br><br>fastest, slowest, shortest, quickest. | said, says, the, was, has, you, are, were, they (see Spelling Appendix for more) |

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| <p><b>1</b><br/><b>SPAG</b></p>   | <p>Full stops Capital letters Finger spaces.</p> <p>Joining clauses with 'and'</p> <p>Lower case letter formation.</p> <p>Time adverbs (first, next, after that...).</p>  | <p>Full stops Capital letters Finger spaces.</p> <p>Sequencing short sentences.</p> <p>Using personal pronoun 'I'.</p> <p>Capital letters for names.</p> <p>Using story language (once upon a time...).</p>  | <p>Full stops Capital letters Finger spaces.</p> <p>Capital letters for days, places and names.</p> <p>Using story language (once upon a time...).</p> <p>Use of adjectives.</p> <p>Conjunctions – and, but, so and because.</p> <p>Letter formation – capital and lower case.</p>   | <p>Full stops Capital letters Finger spaces.</p> <p>Capital letters for names.</p> <p>Use more ambitious vocab.</p> <p>Time adverbs.</p> <p>Conjunctions – and, but, so, because.</p> <p>Commas in a list.</p> <p>Using story language (once upon a time...).</p>   | <p>Full stops Capital letters Finger spaces.</p> <p>Commas to separate items in a list.</p> <p>Use 'and' 'because' 'so'.</p> <p>Use of question marks.</p> <p>Use of exclamation marks.</p> <p>Commas in a list.</p>  | <p>Full stops Capital letters Finger spaces.</p> <p>Use of question marks.</p> <p>Use of exclamation marks.</p> <p>Joining clauses with 'and', so, but, because.</p> <p>Commas in a list.</p> <p>Using story language (once upon a time...).</p>           |
| <p><b>2</b><br/><b>SPELLING</b><br/><b>New curriculum requirements AND Phase 6 Letters and Sounds</b></p> | <p>Revisit Phase 5 including dge, soft c and /u/ sound spelt o as in other.</p> <p>badge, fudge, wedge, hedge, ledge.</p> <p>city, circle, circus, cinema, ice, race</p> <p>other, mother, Monday, brother, month</p> | <p>Past tense – what is it? Suffix – ed added to regular and irregular verbs. irregular past tense verbs. -ing to verbs<br/><i>EXCEPTION: x is never doubled</i></p> <p>yesterday, last week, last year.</p> <p>landed, lifted, kicked, played. skipped, stopped, lived, liked, cried, tried. ran, swam, was, went, flew, caught.</p> <p>jumping, kicking, playing, flying</p> | <p>Recap from Year 1 add-er and –est to adjectives and verbs, and teach rules for irregular root words. Proof-reading. Apostrophes for contraction and possession.</p> <p>rider, ruler, whiter, safer<br/>funnier, copier, luckier, hairier<br/>madder, hotter, wetter<br/>bluest, nicest<br/>happiest, grumpiest<br/>reddest, saddest, slimmest.</p> <p>can't, won't, didn't, I'm, she's, you're.</p> | <p>plurals –s and –es le, el, al and il endings. special w (wa for or sound and wo for er sound) -ly ending</p> <p>Recap plurals from Year 1 plus irregular plurals such a fish, sheep, mice, knives, leaves, people, children.</p> <p>little, kettle, table, bottle, middle camel, towel, fuel, squirrel, tunnel animal, metal, pedal,</p> | <p>-y endings<br/>-ness suffix<br/>-ment suffix<br/>-ful suffix<br/>-less suffix<br/>-tion ending</p> <p>funny, sunny, stinky, fussy, fizzy noisy, shiny.</p> <p>sadness, shyness, likeness, happiness, silliness.</p> <p>enjoyment, department, amusement, employment.</p> | <p>Dictionary skills<br/>-en endings<br/>their, there and they're homophones</p> <p>lighten, frighten, darken, shorten<br/>flatten, widen, forgotten</p> <p>here/hear, see/sea, bear/bare, blue/blew, to/too/two, won/one, no/know, are/our, hour/our.</p> |

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|                   |   | clapping, hopping, nodding, beginning. loving, having, giving, liking  | brother's, mother's, man's, girl's  | hospital<br>evil, pencil, nostril, fossil.<br><br>worm, work, worship, word, world<br>walk, war, warm, towards, water<br><br>safely, quickly, slowly, friendly  | thankful, helpful, joyful, useful.<br><br>fearless, helpless, hopeless, harmless.<br><br>station, fiction, motion, emotion, nation, potion.  |  |
| <b>2<br/>SPAG</b> | Beginning to use a wider range of time conjunctions to start sentences. Use adverbs to begin sentences Use coordinating conjunctions<br>Recognise and begin to use a range of sentence forms, ie statement, question, exclamation and command. To embed use of capital letters and full stops consistently. Experiment with a range of punctuation including ! and ?. | To use expanded noun phrases consistently.<br><br>Recognise and use a range of sentence forms, ie statement, question, exclamation and command.<br><br>Use coordinating conjunctions.<br><br>To be able to use subordinating conjunctions to show time and place.<br><br>Starting to use commas for subordination.<br><br>Develop the use of paragraphs. | Develop use of expanded noun phrases.<br><br>Recognise and use a range of sentence forms, ie statement, question, exclamation and command.<br><br>Developing use of a range of punctuation including ? and ! Use co-ordinating conjunctions.<br><br>Showing an awareness of speech.<br><br>To use tense accurately. | Use adventurous vocabulary.<br><br>Use a variety of sentence openers.<br><br>Use Subordinating conjunctions.<br><br>Use of commas in a list accurately.<br><br>Use commas for subordination.<br><br>Develop use of Speech and accurately punctuate. | Use adventurous vocabulary.<br><br>Use a range of sentence forms, Statements, questions and exclamations.<br><br>Apostrophe for contraction and attempts at possession.<br><br>Begin to punctuate speech with some accuracy.<br><br>Paragraphs to group information.<br><br>Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question mark, and use commas for subordination. | Use vocabulary for effect.<br><br>Uses varied sentence openers.<br><br>Use a range of coordinating and subordinating conjunctions.<br><br>Use of literary devices including similes and alliteration.<br><br>Use of adverbs to add detail to verbs.<br><br>Use of paragraphs to structure writing.<br><br>Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question mark, and use commas for subordination. |

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| <b>3<br/>SPELLING</b> | <p>Revisit Year 2 Spelling rules:<br/>past tense both regular and irregular.<br/>Suffixes –er, -est, -ness, -ful, -ment and –less.<br/>/j/ sound spelt g and dge.<br/>-tion endings<br/>Revisit Year 2 skills and strategies:<br/>Dictionary skills<br/>Proof-reading.</p> | <p>/ai/ sound spelt ey, ei or eigh.<br/>/i/ sound spelt y.<br/>/u/ sound spelt ou.<br/>Homophones.</p>   | <p>/k/ sound spelt ch.<br/>/sh/ sound spelt ch.<br/>/g/ sound spelt gue.<br/>/k/ sound spelt que.<br/>/s/ sound spelt sc.</p>  | <p>Spelling Strategies:<br/>Mnemonics<br/>Revisit compound words<br/>Division of syllables<br/>'Spell Speak'</p>                             | <p>Prefixes un-, dis-, mis- (non-statutory) Recap apostrophes for contractions.<br/>Apostrophe for possession with plurals.</p>   | <p>Revisit soft c from Year 2 with words from Y3/4 word list.<br/>Thesaurus and dictionary skills.</p>  |
|                       | <p>business<br/>imagine, strange, knowledge<br/>position, mention,</p>   | <p>they, grey<br/>weigh, weight, rein<br/>eight, eighty, eighteen, eighth<br/>gym, pyjamas, myth, touch, trouble,<br/><br/>ball/bawl, fair/fare, mail/male, plain/plane, brake/break, berry/bury, hare/hair, flower/flour, heel, heal/he'll.</p> | <p>chemist, chemical, Christ, Christmas, school, headache<br/><br/>chef, machine, chalet, Charlotte<br/><br/>plague, league, fatigue, colleague, tongue.<br/>cheque, boutique, antique, unique<br/><br/>science, scene, scientist, scissors, discipline, fascinate, crescent</p> | <p>Sep-tem-ber, rem-em-ber<br/><br/>bis-cu-it, bus-i-ness, fri-end</p>   | <p>unfriendly, unreliable, uneasy, unexplained.<br/>disappear, disapply, disappoint, disagree, disobey.<br/>misunderstand, misbehave, mislay, misspell.<br/><br/>would've, should've, aren't, she'd, we'll<br/>girls', boys', parents', babies'</p> | <p>bicycle, centre, century, certain, circle, decide, exercise, experience, notice, medicine, recent, sentence.</p>                             |
| <b>3<br/>SPAG</b>     | <p>Beginning to use a wider range of time conjunctions to start sentences.<br/><br/>Beginning to open sentences using simple prepositional clauses,</p>  | <p>Present perfect form of verbs instead of simple past.<br/><br/>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p>  | <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.<br/><br/>Apostrophe used for possession of plurals.</p>   | <p>Distinguish between word families and understand the purpose of each in a sentence.<br/><br/>Use paragraphs to group related material</p> | <p>Consistent accurate use of first and third person.<br/><br/>Apostrophes for contractions and plural possessions used increasingly</p>  | <p>Accurately demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> |

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|                                     | <p>Beginning to open sentences using simple adjectival clauses.</p> <p>Inverted commas are used to punctuate direct speech.</p> <p>Uses varied sentence openers.</p> <p>Uses an increasing range of subordinating conjunctions.</p> <p>Use of adverbs to add detail.</p> <p>Uses ! and ? accurately.</p> <p>Use speech marks accurately.</p> <p>Beginning to use commas to mark relative clauses.</p> <p>Use some literary devices for effect e.g similes, alliteration</p> | <p>Organise paragraphs around a theme.</p> <p>Use subheadings</p> <p>'A' or 'an' is used correctly.</p> <p>To use impersonal language where appropriate.</p> <p>Beginning to use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use a range of sentence forms accurately, ie statement, question, exclamation and command.</p> | <p>Begin to use semi colon to separate clauses.</p> <p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> | <p>Using organisational and presentational devices to structure text and to guide the reader.</p> <p>Sophisticated use of conjunctions, adverbs and compound prepositions.</p> <p>Developing consistent accurate use of first and third person.</p> <p>Uses varied sentence openers.</p> <p>Apostrophe used for possession of plurals.</p> <p>Use a range of sentence forms accurately, ie statement, question, exclamation and command.</p> | <p>accurately.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a wider range of time conjunctions to start sentences.</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> | <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Apostrophe used for possession of plurals.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>Use an ellipsis to create suspense.</p> <p>Begin to use commas to follow a fronted adverbial or prepositional fronted clause.</p> |
| <p><b>4</b><br/><b>SPELLING</b></p> | <p>Revisit Year 3 Spelling patterns and rules:<br/>Prefixes<br/>Contractions</p>  | <p>Prefixes in-, il-, im, ir-, re-, sub-, inter-, super-, anti- and auto-.<br/>Homophones.</p>  | <p>-sure and -ture endings.<br/>-ous endings and all rules.</p>  | <p>Suffix -ly and all rules.</p>   | <p>Suffix -ation.<br/>-tion, -sion, -ssion and cian endings.</p>  |   |

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|               | Revise spelling strategies:<br>division of syllables<br>mnemonics |  |  |   |  |  |
|               |   | <p>incorrect, inactive, illegal, illegible, immature, impossible, impatient, irregular, irrelevant, irresponsible, redo, refresh, return, reappear, subdivide, subheading, submarine, interact, intercity, international, supermarket, superman, superstar, antiseptic, antisocial, anticlockwise, automatic, autograph</p> <p>accept/except, affect/effect, grate/great, groan/grown, not/knot, main/mane, meet/meat, mist/misled, past/passed, piece/peace, reign/rain/rein, whose/who's, weather/whether.</p> | <p>measure, treasure, pleasure, enclosure, creature, furniture, picture, nature</p> <p>poisonous, dangerous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</p> | <p>sadly, completely, usually, finally, happily, grumpily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically</p> | <p>information, adoration, sensation, preparation, admiration, invention, injection, action, hesitation, expression, discussion, confession, permission, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p> |  |
| <b>4 SPAG</b> | To understand how paragraphs are used to order and build up       | Use an extending range of sentences with more than one clause  | Use paragraphing to order and build up ideas   | Demarcate speech – using a comma after the reporting clause;  | Determiners.<br>Use an extending   | Begins to use conversational dialogue for characterisation and |

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|                   | <p>ideas.</p> <p>To be able to identify how a range of punctuation is used by writers to achieve effect Makes choices about how to open a sentence for effect, ie fronted adverbials etc. Uses a range of subordinate conjunctions. Use a range of punctuation accurately including: Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis. Uses commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Recognises how punctuation changes the meaning of sentences.</p> | <p>by using a wider range of conjunctions, including when, if, because, although.</p> <p>Makes choices about how to open a sentence for effect, ie fronted adverbials etc.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials with accurate punctuation.</p> | <p>Use a range of sentence openers and make informed choices on which opener to use for effect. Uses a range of subordinate conjunctions.</p> <p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis. Use commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of powerful verbs.</p> | <p>end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Adverbial phrases are used with increased accuracy, using correct punctuation.</p> <p>Formal and informal language choices are made where appropriate.</p> <p>Use commas to follow prepositional fronted clause</p> <p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of subordinate conjunctions.</p> <p>Indicating possession by using apostrophes.</p> | <p>range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Use commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> | <p>behaviours and begin to use dialogue to develop the plot. Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Use a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to use a range of devices to build cohesion across a sustained piece of writing.</p> |
| <b>5 SPELLING</b> | <p>Revisit Year 4 Spelling patterns and rules: Prefixes<br/>-ous endings.<br/>-tion, -sion, -ssion, -cian endings.</p>  | <p>Silent letters<br/>-cial and -tial endings and all rules.</p>   | <p>-cious and -tious endings<br/>Dictionary Skills</p>  | <p>-able and -ible endings and all rules.</p>  | <p>-ough endings</p>   | <p>Homophones and confusing words</p>   |

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|               |   | doubt, island, lamb, solemn, climb, thistle, whistle, knight<br><br>official, special, artificial, confidential, partial, essential<br>initial<br>financial, commercial  | vicious, precious, delicious, suspicious, malicious<br>cautious, ambitious, fictitious  | readable, adorable, considerable, loveable, tolerable, changeable<br>edible, flexible, legible, forcible<br>dependable, comfortable, understandable, reliable, horrible, terrible, sensible, incredible.   | ought, bought, thought, fought<br><br>rough, tough, enough<br><br>cough<br><br>though, although, dough<br><br>through<br><br>thorough, borough<br><br>plough   | guessed/guest, advice/advise, licence/license, practice/practise, morning/mourning, profit/prophet, stationery/stationary, wary/weary, aloud/allowed, desert/dessert, draft/draught,   |
| <b>5 SPAG</b> | <p>Beginning to use a wide range of devices to build cohesion. Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns.</p> <p>Tense changes are appropriate and accurate.</p> <p>Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool. Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.</p> | <p>To use brackets for extra information. Colon used to introduce a list. Develop consistency in the subject/ verb agreement. Develop the use of relative clauses with who, which, where, when, whose and that.</p> <p>Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool.</p> <p>Use of adverbial phrases is consistent.</p> <p>Use a range of subordinating and</p> | <p>Use varied sentence structures to create effect.</p> <p>Use of metaphors for effect.</p> <p>Developing use of brackets, dashes or commas to indicate parenthesis. Investigate word order in sentences and the effect it has on sentences.</p> <p>Accurate use of homophones.</p> <p>Consistency in dialogue to give information on characters.</p> | <p>To use a wide range of devices to build cohesion across a sustained piece of writing.</p> <p>Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns with consistency.</p> <p>Tense changes are appropriate and accurate.</p> <p>Simple, complex and compound sentences are used securely to create effect.</p> <p>Accurate use of ellipses and dashes.</p> | <p>Accurate use of simple, complex and compound sentences are used securely to create effect.</p> <p>Using organisational and presentational devices to structure text and to guide the reader.</p> <p>using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause<br/>Using hyphens to avoid ambiguity<br/>Accurate use of ellipsis<br/>Use semicolons, colons or dashes to</p> | <p>Use a wide range of devices to build cohesion across a sustained piece of writing. Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns. Tense changes are appropriate and accurate.</p> <p>Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.</p> <p>Use relative clauses with who, which, where, when, whose and that.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> |

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|                   | Beginning to use relative clause.<br>Beginning to use brackets, dashes or commas to indicate parenthesis.<br>Beginning to use commas to clarify meaning or avoid ambiguity. | coordinating conjunctions.<br><br>Use of metaphors for effect. Securing the use of prefixes and suffixes.  | Speech demarcation is accurate.<br><br>To use personification, similes and metaphors to add well-chosen details               | Consistency in standard English e.g verb inflections instead of local form<br><br>Cohesion between paragraphs inc linking closing paragraph to opening paragraph.<br>Hybrid texts are used. | mark boundaries between independent clauses.  | Use commas and hyphens to clarify meaning or avoid ambiguity.  |
| <b>6 SPELLING</b> | /ee/ sound spelt ei after c.<br>Hyphens used to join a prefix to a root word.   | -ant, -ance and -ancy, -ent, -ency and -ency endings and all rules   | Adding suffixes to root words ending in r.  | REVISION IN PREPARATION FOR SPaG TEST.  | REVISION IN PREPARATION FOR SPaG TEST.  | Transition spelling – looking towards KS3.   |
|                   | caffeine, protein, seize<br>deceive, conceive,<br>receive, perceive,<br>ceiling<br><br>co-ordinate, re-enter,<br>co-operate, co-own.  | observant, observance<br>expectant, expectance,<br>expectancy<br>hesitant, hesitance,<br>hesitancy<br>tolerant, tolerance<br>substance<br>innocent, innocence<br>decent, decency<br>frequent, frequency<br>confident, confidence<br>assistant, assistance<br>obedient, obedience<br>independent,<br>independence | The r is not doubled if the -fer is no longer stressed:<br>transferred<br>referee, reference,<br>preference,<br>transference. |   |   |  |
| <b>6 SPAG</b>     | Purposeful use of a variety of sentence structures including relative clauses, main clause and subordinate clauses.<br>Recognise the subject,                               | Rhetorical questions are used to engage reader. Use conditional and modal verbs.<br>Highlight the use of relative pronouns.<br>Recognise determiners.  | Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of   | Using passive and modal verbs mostly appropriately.<br>Recognise the present perfect, past progressive.<br>Recognise the active   | Selecting verb forms for meaning and effect.<br>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly | Parenthesis is used for asides as well as to add additional information, both in fiction and Nonfiction. Or – explain technical words. |

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|  | <p>verb and object. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Creating atmosphere, and integrating dialogue to convey character and advance action and engage audience in writing.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> | <p>Recognise possessive pronoun. Recognise the coordinating and subordinating conjunctions. Recognise the subjunctive form. Recognise the difference between subordinating conjunction and preposition.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> | <p>semicolons, dashes, colons and hyphens. Highlight the use of prepositions.</p> <p>Recognise how commas can change the meaning within a sentence. Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>Use of stylistic devices is clear: simile, metaphor, personification and alliteration.</p> | <p>and passive voice. Recognise noun and verb phrases. Write contractions has not –hasn't. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> | <p>correctly, and making some correct use of semicolons, dashes, colons and hyphens. Highlight the use of prepositions.</p> <p>Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> | <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> |
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