

Writing - Transcription	Writing - Handwriting	Writing - Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see <a href="#">English Appendix 1</a>)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific little</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</li> <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 the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>indicate grammatical and other features by:</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>



# St Edward's English Curriculum Map 2019 - 2020

## Year 6 - Writing



### Spelling - years 5 and 6

Revise work done in previous years

New work for years 5 and 6

Spelling/grammar	Spelling/grammar	Example words
Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. 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> <b>Exception:</b> <i>anxious.</i>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	<b>-cial</b> is common after a vowel letter and <b>-tial</b> after a consonant letter, but there are some exceptions. <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> ).	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use <b>-ant</b> and <b>-ance/-ancy</b> if there is a related word with a /æ/ or /e/ sound in the right position; <b>-ation</b> endings are often a clue.  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 /ε/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observat <u>ion</u> ), expectant (expectat <u>ion</u> ), hesitant, hesitancy (hesitat <u>ion</u> ), tolerant, tolerance (tolerat <u>ion</u> ), substance (substant <u>ial</u> ) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confident <u>ial</u> ) assistant, assistance, obedient, obedien <u>ce</u> , independ <u>ent</u> , independ <u>ence</u>

Spelling/grammar	Spelling/grammar	Example words
Words ending in -able and -ible Words ending in -ably and -ibly	<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), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) 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 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

Spelling/grammar	Spelling/grammar	Example words
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 of the word)	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

<i>Spelling/grammar</i>	<i>Spelling/grammar</i>	<i>Example words</i>
<p>Homophones and other words that are often confused</p>	<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 c.</p> <p><u>More examples:</u>  aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  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>).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> - a succession of things one after the other.  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>).  descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).  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>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent  guessed: past tense of the verb <i>guess</i>  guest: visitor  heard: past tense of the verb <i>hear</i>  herd: a group of animals  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>)  morning: before noon  mourning: grieving for someone who has died  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>)  precede: go in front of or before  proceed: go on  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  profit: money that is made in selling things  prophet: someone who foretells the future</p>

### Year 5 & 6: Detail of content to be introduced (grammar)

<b>Word</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]  <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]  How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun  Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>
<b>Text</b>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]  Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b>  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity  Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]  Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> of bullet points to list information  How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, relative clause parenthesis, bracket, dash, cohesion, ambiguity</p>

	Autumn - English	Autumn – BIG Writing	Spring - English	Spring – BIG Writing	Summer - English	Summer – BIG Writing
<b>Year 6</b>	<p><b>NARRATIVE</b> – Fantasy World Charlie and the Chocolate Factory– <b>3 weeks</b></p> <p><b>POETRY</b> – Imagery/Personification –<b>4 weeks</b></p> <p><b>BIOGRAPHY/AUTOBIOGRAPHY</b>– <b>3 weeks</b></p> <p><b>NARRATIVE</b> – Suspense writing– <b>3 weeks</b></p>	<p><b>NARRATIVE</b> – 1<sup>st</sup> half term</p> <p><b>PERSUASION</b>– 2<sup>ND</sup> half term</p>	<p><b>ARGUMENT</b> – Balanced discussion <b>UNIT – 3 weeks</b></p> <p><b>NARRATIVE</b> – Planning own stories <b>FILM UNIT –3 weeks</b></p> <p><b>ADVERTISEMENT</b> – Persuasion <b>UNIT - 2 weeks</b> <b>SATs preparation – 4 weeks</b></p>	<p><b>POETRY</b>– 1<sup>st</sup> half term <b>BALANCED ARGUMENT</b> – 2<sup>nd</sup> half term</p>	<p><b>SATs preparation –5 weeks plus 1 week of SATs week</b></p> <p><i>Transition unit for the last half term</i></p>	<p><b>DIARY ENTRY</b>– 1<sup>st</sup> half term</p> <p><b>ADVERTISING</b> – 2<sup>nd</sup> half term</p>

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