"With God all things are possible" Matthew19vs26

We raise aspirations and encourage perseverance to reach goals in life and learning.

SPAG Objectives Year 5	Spelling Objectives (covered by CUSP)
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - Linking ideas across paragraphs using adverbials of time ,place and number or tense choices - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - direct speech - relative clauses Handwriting scheme (letterjoin) - write legibly, fluently and with increasing speed	- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] - Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Spell many common exception words

Terminology for pupils:
Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

SPAG Objectives Year 6	Spelling Objectives (covered by CUSP)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in –enter] - Use of the passive to affect the presentation of information in a sentence - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? - The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Layout devices - Punctuation for effect - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity - Rhetorical questions	- How words are related by meaning as synonyms and antonyms - Synonyms and Antonyms - Spell many common exception words, Spell some words with silent letters

Handwriting scheme (letterjoin)
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting
- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use
- when given choices and deciding whether or not to join specific letters

Terminology for pupils:
Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Autumn term: Ancient Egyptians / Tomorrow's World						
Flexible first few days	**Non fiction** **Explanatory texts** **1 x 2 weeks**	**Narrative:** **Dialogue in narrative 1 x 3 weeks**	**Poetry** **Poems which explore form 1 x 1 week**	**Narrative** **Extended third person narrative (adventure story) 1 x 3 weeks**	**Non fiction** **Autobiography 1 x 2 weeks**	**Flexible block 1 week (assessment)**
Link to curriculum	Ancient Egyptians	Ancient Egyptians	No link	Tomorrow's World	Tomorrow's World or someone inspiring to the class	
Texts to use	Information text that is well presented on topic. Eg You wouldn't want to... series Link below gives some further examples Children's Books: Ancient Egypt Topic (booksfortopics.com)	Use either an adventure story or Egyptian myths to expands into a narrative (eg Marcia Williams book) Link below gives a range of texts Children's Books: Ancient Egypt Topic (booksfortopics.com)	To consider using National Poetry Day resources (2022: The environment) Lessons – Poetry Class (poetrysociety.org.uk) Alternatively: A kick in the head Paul B Janeczko – a guide to poetic forms	Stormbreaker – Alex Rider / Artemis Fowl Eion Colfer	Eg Tim Berners-Lee Adad Lovelace (little people / big dreams series) Malala Yousafazi	
P & G	Ready to learn (Y4 objectives) Pronouns Expanding Noun Phrases	Ready to learn (Y4 objectives) Plural and Possessive apostrophes Apostrophes for omission	Recap word classes Noun, verb, adjective, adverb Y6: antonyms & synonyms	Y5: relative clauses Y5: parenthesis Y6: use of the colon / semi colon, Alan Peat sentences	Ready to learn Y4 objective: indirect speech Y6: active and passive	

	Fronted Adverbials and use of commas Y6: Use of bullet points, commas, colons and semi colons in lists	Direct Speech			Y6: use of the colon / semi colon / dash	
			Spring term: Stargazer / Hola Mexico			
Non fiction: **Discursive writing and speeches** **1 x 2 weeks**	**Non fiction** **Formal letter of application** **1 x 2 weeks**	**Fiction** **Extended third person narrative (adventure)** **1 x 3 weeks**	**Non fiction** **Explanatory texts** **1 x 2 weeks**	**Poetry:** **Poems which explore form x 1**	**Flexible Block 1 week (assessment)**	
Topic based: to hold a class debate, link to environment, new year & making a change	Stargazers – to use a text to inspire and write to become an astronaut / join ISS	Hola Mexico	Hola Mexico	Text based		
Use example videos of debating / speeches	Possible texts to inspire Book Lists for Topics - Space (KS2) (booksfortopics.com)	Middleworld J&P Voelkel	How the world came to be – use creation Myths to explain Example texts: Children's Books: Maya Civilization (booksfortopics.com)	Use a Kick in the Head (previously mentioned) Or identify main theme and how it is reflected in the poem's form: eg animals / happy/funny / weather		
Y5: modal verbs Y6: subjunctive form Y6: formal and informal	Y6: subjunctive form Y6: formal and informal Y6: use of the colon / semi colon / dash in sentences	Y6: verb tenses perfect form (past present and future)	Y6: hyphens to avoid ambiguity Y5: use of commas to avoid ambiguity	Revision: prefixes and suffixes		

Poetry: **Shakespeare sonnets x 1**	**Non fiction:** **Discursive writing and speeches** **1 x 2 weeks**	**Non Fiction** **Formal letters of application** **1 x 2 weeks**	**Fiction** **Dialogue in Narrative** **1 x 3 weeks**	**Non fiction** **Autobiography** **1 x 2 weeks**	**Poetry:** **Shakespeare sonnets x 1**	**Flexible Block 1 week (assessment)**
Link to Shakespeare Day (23rd April)	Off with her Head	Off with her head	ID	ID	Tudor England	
	Children's Books: Tudors Topic (booksfortopics.com)	Use texts (see examples listed previously) to apply to work at Court.	Alone on a wide sea, Michael Morpurgo	Possibly use Me and My Cat? by Satoshi Kitamura or start of Bill's New Frick by Anne Fine to plan an autobiography as if woken up and are someone else…		
Synonyms / Antonyms Revision: based on gaps identified in cohort	Revision: verb tenses Revision: word classes		Year 5: focus on cohesion	Year 5: Adverbs	Word origins / root words Prefixes / Suffixes	

Teacher to check P&G coverage

To include spelling and handwriting tasks and block in over the year (teacher to do)

Reading task linked to text being studied each week, 1 session per week specifically focused on class text. Teacher to identify class text for each topic (use book list from Cornerstones / Books for Topics.com