



Medium Term Planning - Writing - 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			
Vocabulary and punctuation	<ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Use of ellipsis - Using semicolons, colons or dashes to mark boundaries between independent clauses - Differences in informal and formal language 	<ul style="list-style-type: none"> - Ensuring the consistent and correct use of tense throughout a piece of writing - Using modal verbs or adverbs to indicate degrees of possibility - Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing - Using semicolons, colons or dashes to mark boundaries between independent clauses - Differences in informal and formal language 	<ul style="list-style-type: none"> - Ensuring the consistent and correct use of tense throughout a piece of writing - Using modal verbs or adverbs to indicate degrees of possibility - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using passive verbs to affect the presentation of information in a sentence - Using brackets, dashes, commas and hyphens to indicate parenthesis, clarify meaning or avoid ambiguity in writing - Punctuating bullet points consistently 	<ul style="list-style-type: none"> - Using the perfect form of verbs to mark relationships of time and cause - Use of ellipsis - Using semicolons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> - Using a colon to introduce a list - Punctuating bullet points consistently
Contexts	<ul style="list-style-type: none"> - Humans (S) - WW1 (H) 	<ul style="list-style-type: none"> - Electricity (S) - WW2 (H) 	<ul style="list-style-type: none"> - Light (S) - Amazon (G) 	<ul style="list-style-type: none"> - Evolution and inheritance (S) - Australia (G) 	<ul style="list-style-type: none"> - Living things (1): classification (S) - Unheard Histories? (H) 	<ul style="list-style-type: none"> - Living things (2): habitats(S) - What is life like in the Alps (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 /ʃəs/ spelt -cious or -tious	<p>Not many common words end like this.</p> <p>If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. <i>vice - vicious, grace - gracious, space - spacious, malice - malicious.</i></p> <p>Exception: <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>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: <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 -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 <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 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	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	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. <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>).	advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy 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
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 profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc.

	<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>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

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