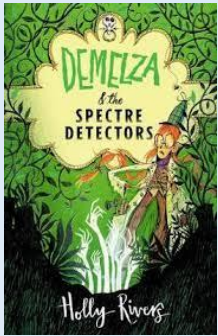
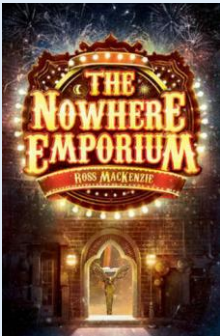
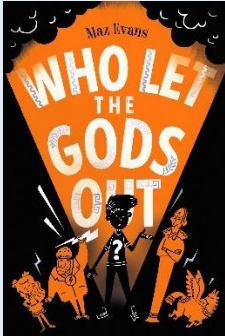
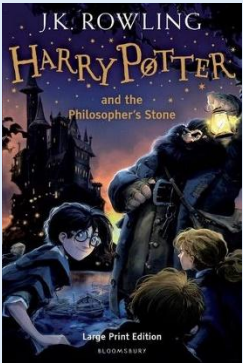
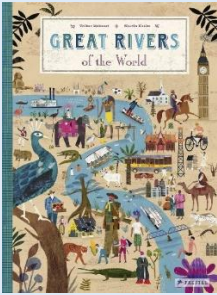
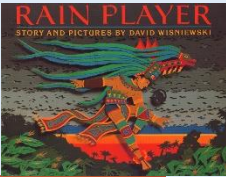
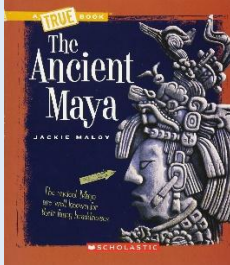
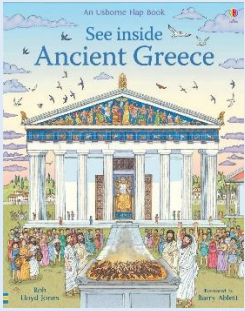
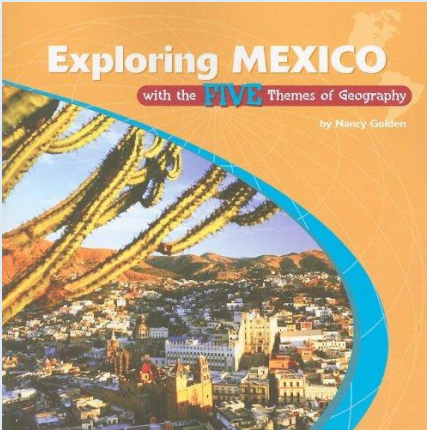
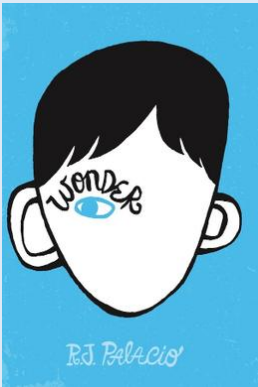
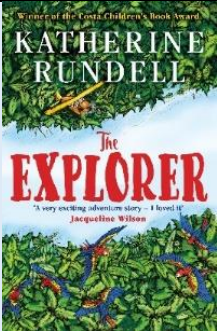
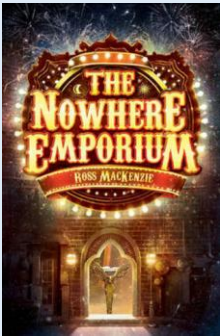
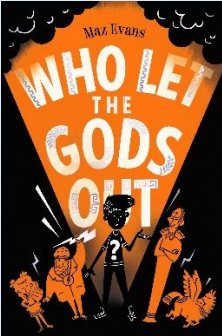
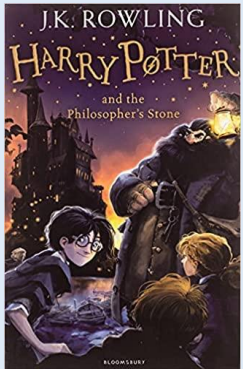
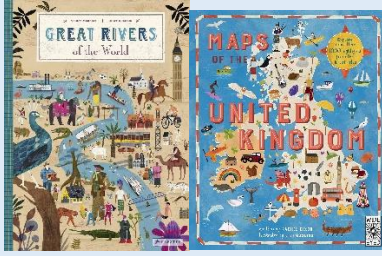
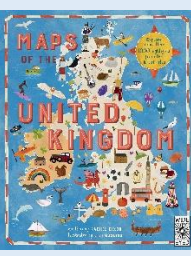
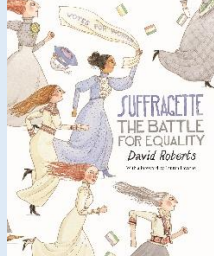
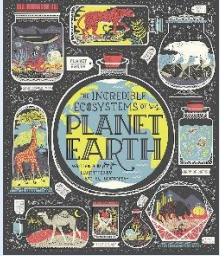
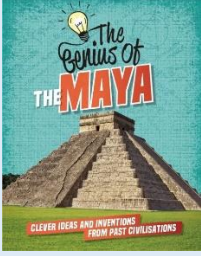
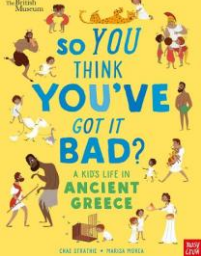


Hill View Academy English Curriculum Long Term Plan

Year 5



Topics	Malham Cove – A Limestone Landscape	The Suffragettes	Rainforests (London residential)	The Mayans	Ancient Greeks	Mexico
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Key Text						
Supplementary texts				 		
Storytime						
Reading for Pleasure Texts	Class library	Class library	Class library	Class library	Class library	Class library
Rhymes and Poems	The Kingfisher by Robert MacFarlane		The Rhythm of Life by Michael Rosen		Let No One Steal Your Dreams by Paul Cookson	

Non-Fiction Text	 					
Writing Text Type	Fiction: - Diary entry Non-fiction: - Persuasive letter - Fact file	Fiction: - Diary entry - Narrative Snowman Non-fiction: - Newspaper report	Fiction: - Setting description Non-fiction - Non-chronological report - Instructions	Fiction: - Narrative (story) Non-fiction: - Letter to raise an issue Poetry: - Mayan poetry	Fiction: - Diary entry - Blog post Non-fiction: - Biography	Fiction: - Dialogue to advance the action - Narrative (story) Non-fiction: - Information Text
RAFT	Diary Entry: R – to record information that has happened to an individual A – Closed audience, usually just the writer F – past tense, first person, time conjunctions, thoughts and opinions, events organised into paragraphs, cohesion T – informal tone Persuasive letter R - To persuade and express a clear point of view. A - A specific person or a group of people F - Opinionated phrases, rhetorical questions, emotive language, facts and evidence, modal verbs. Structural features: Greeting, introduction, main body, conclusion, sign-off. T – Formal, polite, respectful, confident. Fact File: R - To inform the reader about a specific subject. A – Anyone interested in learning about the subject being discussed. F - present tense, formal factual language, paragraphs, diagrams, pictures, captions or labelled illustrations.	Diary entry: R – to record information that has happened to an individual A – Closed audience, usually just the writer F – past tense, first person, time conjunctions, thoughts and opinions, events organised into paragraphs, cohesion T – informal tone Newspaper report: R – to inform a large-scale audience of an event that has occurred A – Large audience, ranging from adults to children F – direct and reported speech, cohesion, headline, subheading, puns, parenthesis, formality T – formal tone. Narrative (The Snowman) R – To entertain the reader. A – Children aged 5 – 11 F - Detailed description, expanded noun phrases, varied sentence lengths, fronted adverbials, figurative language, powerful verbs. T - Informal tone, thrilling, adventurous and magical.	Setting Description: R – to describe and explain a setting to entertain. A – Adults and children for entertainment F – tense (present or past), third person, expanded noun phrases, paragraphs, cohesion, dashes, relative clauses. T – informal and formal in some parts. Non-chronological report: R – to give information and key facts about a topic. A – large audience ranging from adults to children F – Headings, subheadings, adverbs, fronted adverbials, facts, semi-colons, colons. Instructions: R – To inform or to instruct. A – Those who require instruction – e.g. baking a cake. F – Title, list of ingredients, list of equipment, chronological steps, imperative verbs, time connectives, adverbs, prepositions. T – A clear tone, can be formal or informal, respectful, direct.	Narrative (story): R – To entertain A – Adults and children for entertainment. F – tense (present or past), expanded noun phrases, paragraphs, cohesion, dialogue and speech, relative clauses, modal verbs, commas for clarity, colons, semi-colons. T – Informal and formal tone in some parts. Letter to raise an issue: R – To raise an issue to a key person and perhaps persuade them to have a certain view. A – A person/ company that can deal with the issue. F – paragraphs, sign off (yours sincerely, yours faithfully, rhetorical questions, emotive language. T – formal language. Mayan poetry: R - A - F - T -	Diary entry: R – to record information that has happened to an individual A – Closed audience, usually just the writer F – past tense, first person, time conjunctions, thoughts and opinions, events organised into paragraphs, cohesion T – informal tone Blog Post: R – To inform or entertain the reader about a topic of interest (e.g. a hobby, school trip or recent event). A - A large audience ranging from children to adults; depending on the context and topic. F - First person pronouns, past and present tense, expanded noun phrases, adverbials, questions and exclamations. A range of punctuation – depends on formality. T – Depending on topic; it is likely to be more informally written. Biography: R – To inform the reader about a person’s life, what they did and why they are important. Share key events and achievements. A – Audience can range from children to adults – it is usually an audience who has an interest in the subject.	Setting Description: R – to describe and explain a setting to entertain. A – Adults and children for entertainment F – tense (present or past), third person, expanded noun phrases, paragraphs, cohesion, dashes, relative clauses. T – informal and formal in some parts. Narrative/ dialogue to advance the action (story): R – To entertain A – Adults and children for entertainment. F – tense (present or past), expanded noun phrases, paragraphs, cohesion, dialogue and speech, relative clauses, modal verbs, commas for clarity, colons, semi-colons. T – Informal and formal tone in some parts.

	T - informative, formal and factual.				F – Title, introduction, chronological structure, subheadings, conclusion, third language, past tense, time conjunctions, technical/ topic specific vocabulary, complex sentences. T – Formal tone, objective and factual.	
Generating ideas Creating information	Diary Entry: Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match, or a historical event for two contrasting audiences such as a close friend and an unknown reader. Persuasive Letter: Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.	Diary Entry: Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match, or a historical event for two contrasting audiences such as a close friend and an unknown reader. Newspaper Report: Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information.	Setting Description: Plan and tell stories to explore narrative viewpoint, (e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. Non-chronological report: Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary, and presentation. Create plans for information texts drawing on knowledge of text types	Narrative (story): Plan and tell stories to explore narrative viewpoint, (e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. Letter to raise an issue: Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate	Diary Entry: Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match, or a historical event for two contrasting audiences such as a close friend and an unknown reader. Blog post: Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense e.g. ‘As he was running away he noticed...’, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match, or a historical event for two contrasting audiences such as a close friend and an unknown reader.	Setting Description: Plan and tell stories to explore narrative viewpoint, (e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. 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	Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information. Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. Fact file: Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary, and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Create an information text with a variety of elements, e.g.	Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types Narrative (Snowman): Plan and tell stories to explore narrative viewpoint, (e.g.)re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear	to decide form and style for different elements. In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. Create multi-layered texts, including use of hyperlinks, linked web pages. Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. Instructions: Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.	Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information. Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.	Biography: Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary, and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. In exploring persuasive texts, and those presenting a particular argument (begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. Create multi-layered texts, including use of hyperlinks, linked web pages. Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.
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	labelled explanatory diagram, reporting chart, recount. Create multi-layered texts, including use of hyperlinks, linked web pages. Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.				
Spelling	<u>Diary Entry:</u> Awkward, convenience, criticise, especially, exaggerate, identity, harass, frequently, nuisance, occur, opportunity, physical, privilege, sincere, suggest, recognise. <u>Persuasive Letter:</u> Achieve, appreciate, available, convenience, definite, determined, especially, guarantee, individual, opportunity, persuade, recommend, relevant, recognise. <u>Fact File:</u> Aggressive, ancient, attached, available, cemetery, conscious, existence, lightning, physical, stomach, twelfth, variety.	<u>Diary Entry:</u> Government, individual, parliament, system, profession, opportunity, identity, hindrance, especially, achieve, communicate. <u>NPR:</u> Determined, disastrous, correspond, convenience, government, harass, persuade, parliament, recommend, system, secretary. <u>Snowman Narrative:</u> Ancient, appreciate, attached, communicate, curiosity, desperate, determined, environment, foreign, explanation, immediately, leisure, lightning, marvellous, mischievous, neighbour, temperature.	<u>Setting Description:</u> Vegetable, ancient, attached, lightening, excellent, soldier, temperature, recognise, neighbour, frequently, bruise. <u>NCR:</u> Apparent, profession, temperature, recommend, government, communicate, nuisance, desperate. <u>Instructions:</u> According, achieve, available, average, equipment, guarantee, suggest, temperature, thorough.	<u>Narrative (story):</u> Accommodate, curiosity, disastrous, lightning, neighbour, sacrifice, existence. <u>Letter to raise an issue:</u> According, amateur, apparent, available, category, excellent, especially, frequently, guarantee, necessary, thorough, signature, variety.	<u>Diary Entry:</u> Aggressive, amateur, appreciate, awkward, desperate, embarrass, exaggerate, familiar, guarantee, relevant. <u>Blog Post:</u> Average, awkward, category, embarrass, mischievous, occupy, opportunity, recognise, persuade. <u>Biography:</u> Achieve, ancient, apparent, available, community, conscience, determined, develop, individual, influence, parliament, profession, responsible.	<u>Setting Description:</u> Ancient, atmosphere, awkward, cemetery, community, environment, <u>Narrative:</u> Ancient, bruise, cemetery, curiosity, familiar, lightning, marvellous, mischievous, individual, rhythm, symbol
Punctuation and Grammar	<u>Diary Entry:</u> <u>Spelling:</u> Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words.	<u>Diary Entry:</u> <u>Spelling:</u> Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words.	<u>Setting Description:</u> <u>Spelling:</u> Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. <u>Vocabulary:</u>	<u>Narrative (story):</u> <u>Spelling:</u> Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. <u>Vocabulary:</u>	<u>Diary Entry:</u> <u>Grammar:</u> Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we	Setting description: <u>Spelling:</u> Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able.

	Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. <u>Persuasive Letter:</u> Spelling: Use prefixes and suffixes with or without related spelling	Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. Newspaper Report: Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able.	Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. <u>NCR:</u> Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar:	Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. <u>Letter of complaint:</u> Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar:	may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. <u>Blog Post:</u> Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. 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New suffixes include -ible and -able.
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Use a wide range of devices to build cohesion between paragraphs. Snowman Narrative: Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary:	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. <u>Instructions:</u> Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Convert nouns into adjectives or into verbs using suffixes, including but not limited to -ate, -ise, -ify. Use prefixes to generate new verbs, including dis-, re-, mis-, over- re-.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. Use devices to build cohesion including adverbials of place, time and number. Use the perfect form of verbs to represent time: she has gone on holiday, showing that she is not back yet. Punctuation: Commas for clarity. Commas to avoid ambiguity. Dashes, brackets and commas to indicate parenthesis. Use colons, semi-colons and dashes to mark boundaries between independent clauses. Use a wide range of devices to build cohesion between paragraphs. Biography: Spelling: Use prefixes and suffixes with or without related spelling changes. New suffixes include -ible and -able. Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be,	Use a thesaurus to include varied vocabulary to replace bland words. Vocabulary: Use expanded noun phrases such as a tiny, terrified kitten. Grammar: Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Use modal verbs to show degrees of possibilities – there might be, we may be, sometimes, possibly, occasionally. 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	Use dictionaries to check the spelling and meaning of words and use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Continue to investigate, define and spell words from the statutory word-lists for years 3 and 4 and years 5 and 6. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.
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