# Writing Units Year 1 – Cycle 2

| | Autumn 1<br>**Trust & Collaboration**<br>***GEOGRAPHY - GATEWAY UNIT – LOCAL STUDY***<br>*How are we stronger together*<br>**How can I map a simple journey?** | Autumn 2<br>**Perseverance**<br>**GEOGRAPHY**<br>*What matters most, the journey or the destination?*<br>**How is life on the other side of the world different?** | |
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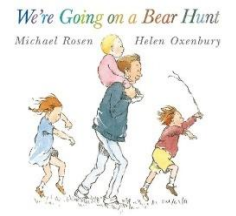
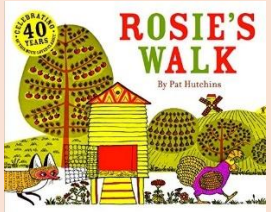
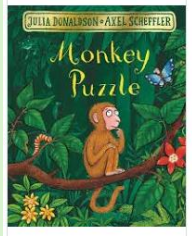
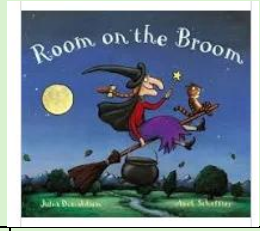
| **Link Text** |   |  |  |
| **Writing** | **Drawing club to bridge the transition moving into Grammarsaurus PVPG and Sentence Builder Unit** | **PVPG**<br><br>**Transcription Focus**<br>• Lists<br>• Captions<br>• Labels<br><br>➢ **Julia Donaldson Transcription Units**<br>• Monkey Puzzle<br>• Room on the Broom | **PVPG Application Guide – Toys in Space**<br>**Recount – Postcards/Letters**<br>**3 Weeks**<br>• Address<br>• Date<br>• Salutation<br>• Brief introduction<br>• Chronological order<br>• First Person<br>• Past Tense<br>• Facts and Opinions<br>• Rhetorical questions<br>• Sign off<br>• Co-ordinating conjunctions<br>• Expanded noun phrases<br>• Adverbials of time<br>• Adverbials of place<br>• Commas in a list<br>• Exclamation mark |
| **Common exception words** | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our | | |

| Spring 1<br>**HONESTY**<br>**HISTORY**<br>*How are there two sides to every story?*<br>**How old is really old?**<br>**What was it like to live in the stone age?** | | | Spring 2<br>**Justice**<br>**HISTORY**<br>*Who holds the power?*<br>**What was it like to be a child in the Victorian times?** | |
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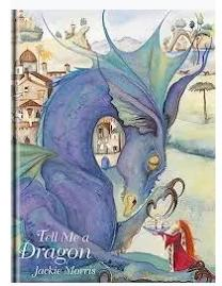
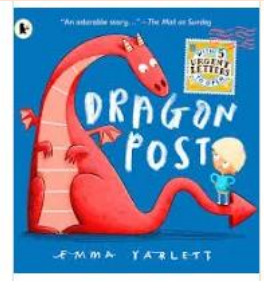
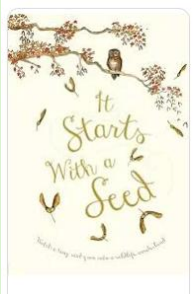
| **Link Text** |   | |  | |
| **Writing** | **PVPG Application Unit – Non-chronological Report - Dragons**<br>• Heading<br>• Brief introduction<br>• Sub headings<br>• Technical vocabulary<br>• Pictures and captions<br>• 3rd person – formal<br>• Statements giving factual information<br>• Expanded noun phrases<br>• Adverbs/adverbials of place<br>• Question marks | **PVPG Application Unit Recount – Letter Me and my dragon**<br>• Address<br>• Date<br>• Salutation<br>• Brief introduction<br>• Chronological order<br>• First person<br>• Past tense<br>• Facts and opinions<br>• Rhetorical questions<br>• Sign off<br>• Co-ordinating conjunctions<br>• Expanded noun phrases<br>• Adverbs/adverbials of time<br>• Adverbs/adverbials of place | **Persuasive Advert Join the bobbies**<br>• Deals and Bargains<br>• Direct address (can add flattery<br>• Facts and statistics<br>• Opinion (can be expert opinion)<br>• Rhetorical Questions<br>• Emotive/exaggerated language<br>• Triples/the rule of three<br>• Personal pronouns<br>• Expanded noun phrases<br>• Co-ordinating conjunctions<br>• Question marks<br>• Exclamation marks | **Instructions – How to Grow a Plant**<br>• Title statement<br>• List of equipment or materials<br>• Sequence, chronological steps<br>• Diagrams or illustrations<br>• Present tense<br>• Commands<br>• Detailed information<br>• Co-ordinating conjunctions<br>• Expanded noun phrases<br>• The imperative<br>• Positional language<br>• Question marks |
| **Common exception words** | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our | | | |

| Summer 1 | | | Summer 2 | |
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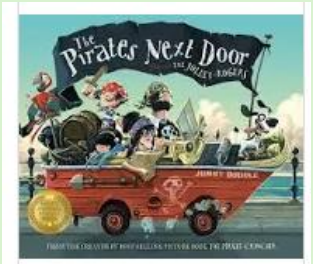
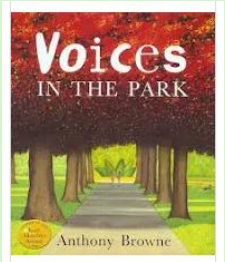
| **Kindness**<br>**HISTORY**<br>*How does kindness shape our future?*<br>**Why must we seek out the unheard voices from the past?** | | | **Wisdom**<br>**GEOGRAPHY/HISTORY**<br>What have we learned from the past?<br>**How do we predict the weather?**<br><br>**X2 weeks out for HALW and Fly Up Transition Days** | |
| **Link Text** | | |   | |
| **Writing** | **Narrative – Kind, Brave Mother Seacole**<br>***A repetitive story***<br><br>• Repetition<br>• 3rd person<br>• Past tense<br>• Adverbials of time<br>• Adverbial of place<br>• Coordinating conjunctions<br>• Expanded noun phrases<br>• Exclamation marks | **At The Park Poetry – Acrostics and Sound Poems**<br><br>• Nouns<br>• Adjectives<br>• Verbs | **Persuasive Advert Join Our Pirate Crew**<br><br>• Deals and Bargains<br>• Direct address (can add flattery<br>• Facts and statistics<br>• Opinion (can be expert opinion)<br>• Rhetorical Questions<br>• Emotive/exaggerated language<br>• Triples/the rule of three<br>• Personal pronouns<br>• Expanded noun phrases<br>• Co-ordinating conjunctions<br>• Question marks<br>• Exclamation marks | **Recount – Diary In the Park**<br><br>• Date<br>• Salutation<br>• Chronological order<br>• First person<br>• Past tense<br>• Facts and opinions<br>• Rhetorical questions<br>• Sign off<br>• Co-ordinating conjunctions<br>• Expanded noun phrases<br>• Adverbs/adverbials of time<br>• Adverbs/adverbials of place<br>• Capital letter for proper nouns<br>• Question marks |
| **Common exception words** | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our | | | |

# Writing Units - Year 2/3/4 Cycle 2

| | Autumn 1<br>**Trust & Collaboration**<br>***GEOGRAPHY - GATEWAY UNIT – LOCAL STUDY***<br>*How are we stronger together*<br>**How do we protect the lungs of our world?** | | Autumn 2<br>**Perseverance**<br>**GEOGRAPHY**<br>*What matters most, the journey or the destination?*<br>**What challenges did the location, climate and terrain present for Shackleton's expedition to the Antarctic??** | |
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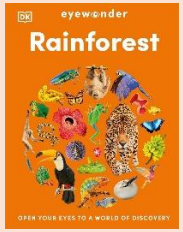
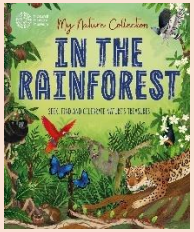
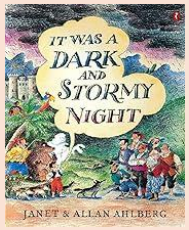
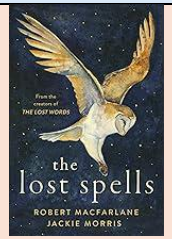
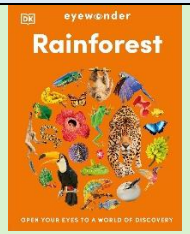
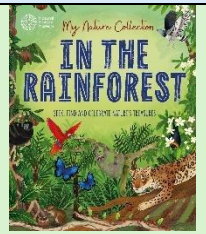
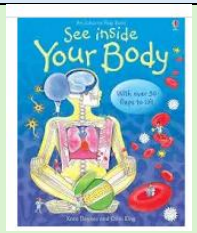
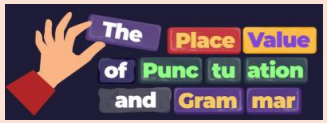
| **Link Text** |     | |    | |
| **Writing**<br><br>Black – Y2<br>Purple – Y3<br>Green – Y4 | **PVPG x 4 weeks**<br>  | **Sentence Builder Unit x2 weeks** | **Setting Description Jungles/Rainforests**<br>• Introduction<br>• Paragraphs pan the setting<br>• Third Person<br>• Rhetorical Questions<br>• Conclusion including a cliffhanger<br>• Expanded noun phrases, sounds, sights and smells<br>• Adverbials of manner – including similes<br>• Adverbials of place<br>• Commas in lists<br>• Apostrophes for possessions<br>• Apostrophes for omission<br>• Capital letter for proper nouns<br>• Question marks<br>• Figurative language<br>• Short sentences for effect<br>• Participial phrases (ing and ed openers)<br>• Commas for fronted adverbials<br>• Ellipses | **PVPG Application Unit Non-Chronological Report**<br>**The Human Skeleton and Muscle System (Science unit this half term)**<br>• Heading & subheading<br>• Brief introduction<br>• Technical vocabulary<br>• Pictures and captions<br>• Third person – formal<br>• Statements giving factual information<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Expanded noun phrases<br>• Present progressive<br>• Statements<br>• Questions<br>• Commands/imperative<br>• Capital letter for proper nouns<br>• Commas for lists<br>• Present perfect tense<br>• Commas for lists<br>• Apostrophes for possession<br>• Commas for fronted adverbials |

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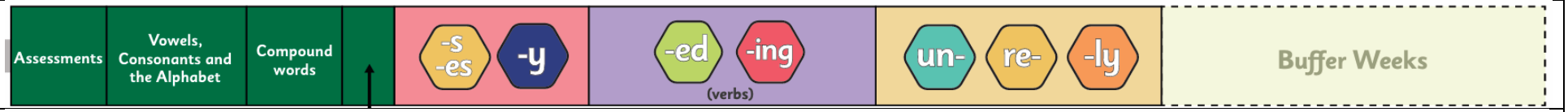
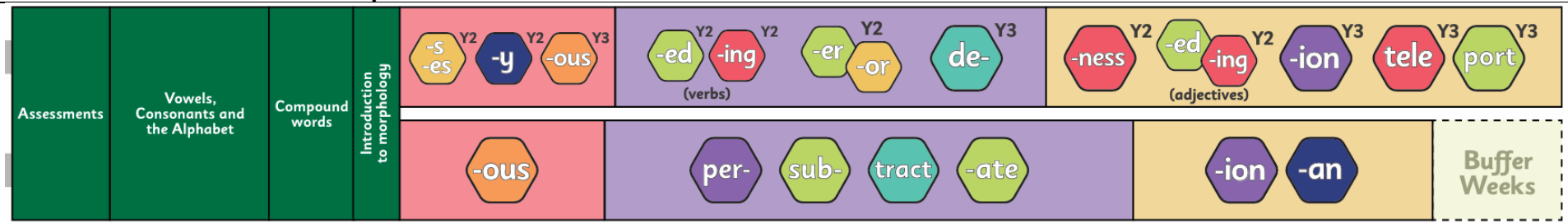
| **Spelling Y2** |  |
| **Spelling Y3/4** |  |
| **Y2 Common exceptio n words** | door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas |

| Spring 1<br>**HONESTY**<br>**HISTORY**<br>*How are there two sides to every story?*<br>**How can ancient civilisations define itself through beliefs?** | | | Spring 2<br>**Justice**<br>**HISTORY**<br>*Who holds the power?*<br>**What powers underpinned the mighty civilisation of Ancient Greece?** | |
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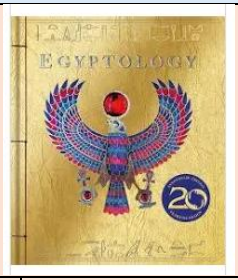
| **Link Text** |  | | | |
| **Writing**<br><br>Black – Y2<br>Purple – Y3<br>Green – Y4 | **PVPG Application Unit**<br>**Recount – Letter**<br>**Mabel's Egyptian Adventure**<br>• Address<br>• Date<br>• Salutation<br>• Brief introduction<br>• Chronological order<br>• First Person<br>• Past Tense<br>• Facts and Opinions<br>• Rhetorical questions<br>• Sign off<br>• Co-ordinating conjunctions<br>• Expanded noun phrases<br>• Adverbials of time<br>• Adverbials of place<br>• Commas in a list<br>• Exclamation mark<br>• Apostrophes for omission<br>• Apostrophes for possession<br>• Commas for fronted adverbials | **Instructions**<br>**How to mummify your best friend**<br>• Title statement<br>• List of equipment or materials<br>• Sequenced, chronological steps<br>• Diagrams or illustrations<br>• Present tense<br>• Commands<br>• Detailed information<br>• Coordinating conjunctions<br>• Subordinating conjunctions<br>• Direct address using 'you'<br>• Adverbials of time<br>• Adverbials of manner<br>• Adverbials of place<br>• Question marks<br>• Commas in lists<br>• Apostrophes for omission<br>• Apostrophes for possession<br>• Commas for fronted adverbials | **Narrative**<br>**Land of Whale Songs**<br>• 3rd Person<br>• Past Tense<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Adverbials of time<br>• Adverbials of manner<br>• Adverbials of place<br>• Expanded noun phrases<br>• TiPToP Paragraphing | **Non-Chronological Report**<br>**Ancient Greek Mythological Beasts**<br>• Heading & subheading<br>• Brief introduction<br>• Technical vocabulary<br>• Pictures and captions<br>• Third person – formal<br>• Statements giving factual information<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Expanded noun phrases<br>• Present progressive<br>• Statements<br>• Questions<br>• Commands/imperative<br>• Capital letter for proper nouns<br>• Commas for lists<br>• Present perfect tense<br>• Commas for lists<br>• Apostrophes for possession<br>• Commas for fronted adverbials |

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| **Spelling Y2** | -er -est -er -or<br>-ful -ly (revisit from Autumn if needed)<br>-less -ful -less -ly<br>super sur- under over<br>Buffer Weeks |
| **Spelling Y3/4** | -s -es Y2 -y Y2 -ous Y3 -ous Y4<br>-ful Y2 -ly Y2<br>-ly Y2 -ment Y2 -ion Y3<br>-er -or Y2<br>-ic -al -able -ible<br>kilo gram milli cent<br>-ive -ty<br>Matrix application<br>Buffer Weeks |
| **Y2 Common exception words** | door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas |

| Summer 1 | | | Summer 2 | |
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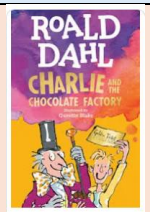
| **Kindness**<br>**GEOGRAPHY**<br>*How does kindness shape our future?*<br>**How do humans manage environmental challenge?** | | | **Wisdom**<br>**HISTORY**<br>What have we learned from the past?<br>**What causes the rise and fall of a civilisation?**<br>*X2 weeks out for HALW and Fly Up Transition Days* | |
| **Link Texts** |  | | | |
| **Writing**<br><br>Black – Y2<br>Purple – Y3<br>Green – Y4 | **Setting Description**<br>**Wonka World**<br><br>• Introduction<br>• Paragraphs pan the setting<br>• Third Person<br>• Rhetorical Questions<br>• Conclusion including a cliffhanger<br>• Expanded noun phrases, sounds, sights and smells<br>• Adverbials of manner – including similes<br>• Adverbials of place<br>• Commas in lists<br>• Apostrophes for possessions<br>• Apostrophes for omission<br>• Capital letter for proper nouns<br>• Question marks<br>• Figurative language<br>• Short sentences for effect<br>• Participial phrases (ing and ed openers)<br>• Commas for fronted adverbials<br>• Ellipses | **Recount – Diary**<br>**Charlie & The chocolate Factory**<br><br>• Date<br>• Salutation<br>• Chronological order<br>• Past tense<br>• First person - informal<br>• Facts and opinions<br>• Rhetorical questions<br>• Sign off<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Adverbs/adverbials of time<br>• Adverbs/adverbials of place<br>• Expanded noun phrases<br>• Exclamation marks<br>• Commas for lists<br>• Apostrophes for possessions<br>• Apostrophes for omission<br>• Commas for fronted adverbials | **Persuasive Advert**<br>**Visit Your Locality**<br>• Deals and bargains<br>• Direct address (can add flattery)<br>• Alliteration and assonance<br>• Facts and statistics<br>• Opinion (can be expert opinion)<br>• Repetition<br>• Rhetorical Questions<br>• Emotive/exaggerated language<br>• Triples/the rule of three<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Expanded noun phrases<br>• Commands<br>• Question marks<br>• Adverbs<br>• Personal pronouns<br>• Commas for lists<br>• Apostrophes for possession | **Poetry**<br>**Kennings and Rhyming Poetry**<br><br> |

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| **Spelling Y2** | -ness; -ed, -ing (adjectives); -ment; Matrix application; Buffer Weeks |
| **Spelling Y3/4** | inter- Y3, ject Y3, struct Y3, spect Y3; -ed Y3, -ing Y3 (stressed vowels); -ness Y2, tele Y3, port Y3, tract Y4; kilo Y4, gram Y4, milli Y4, cent Y4<br>act, rupt; -en, -ise, fy fic fice, en- em-; -hood, -ship; aud, phone; Matrix application; Buffer Weeks |
| **Y2 Common exception words** | door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas |

# Writing Units - Year 5/6 – Cycle 2

| | Autumn 1<br>**Trust & Collaboration**<br>***GEOGRAPHY - GATEWAY UNIT – LOCAL STUDY***<br>*How are we stronger together*<br>**How do scars on the landscape tell us about ancient settlements** | | Autumn 2<br>**Perseverance**<br>**HISTORY**<br>*What matters most, the journey or the destination?*<br>**What was it like to be an evacuee in WWII?** | |
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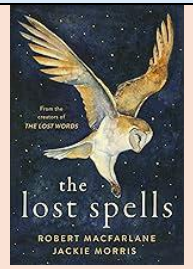
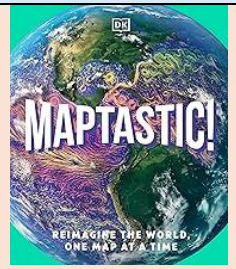
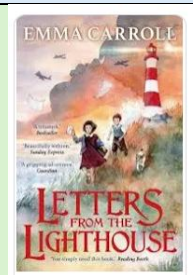
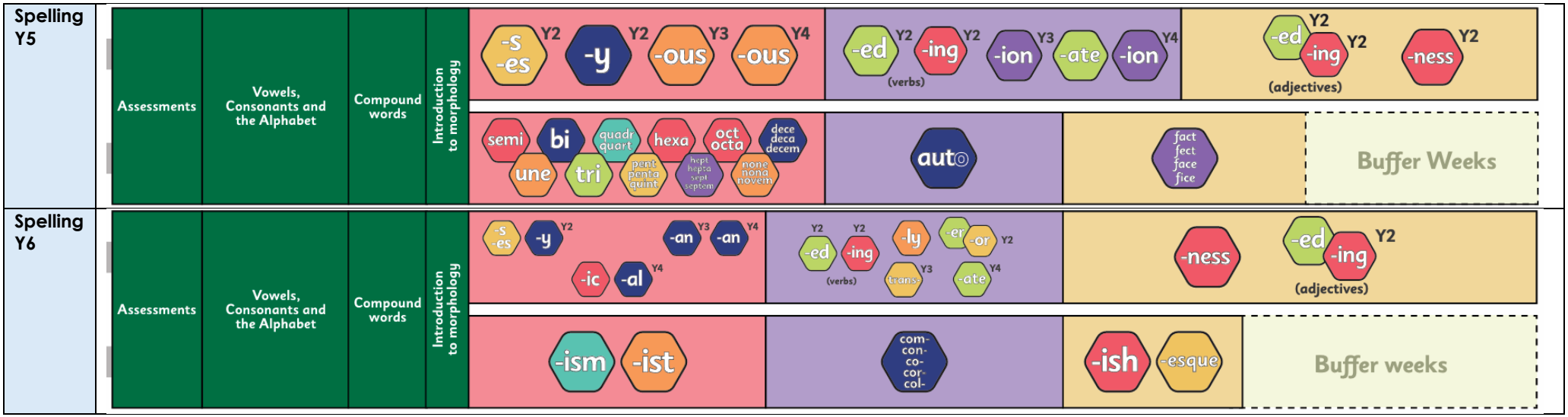
| **Link Texts** |   | |  | |
| **Writing**<br><br>Black – Y5<br>Purple – Y6 | **PVPG x4 Weeks**<br> | **Sentence Builder Unit x 2 Weeks** | **Recount Diary**<br>The evacuee's journey<br><br>• Date<br>• Salutation<br>• Chronological order<br>• Past tense<br>• First person<br>• Facts and opinions<br>• Rhetorical questions<br>• Sign off<br>• Subordinating conjunctions<br>• Adverbs/adverbials of time<br>• Adverbs/adverbials of place/prepositional phrases<br>• Expanded noun phrases<br>• Commas for fronted adverbials<br>• Active Voice<br>• Subjunctive Mood | **Setting Descriptions**<br>Wartime<br><br>• Introduction<br>• Paragraphs<br>• pan the setting<br>• Figurative language<br>• Short sentences for effect<br>• Rhetorical questions<br>• Conclusion including a cliff hanger<br>• Expanded noun phrases: sights, sounds and smells<br>• Adverbials of manner including similes<br>• Participial phrases (-ing and -ed openers)<br>• Relative clauses<br>• Adverbials of place<br>• Apostrophes for possession<br>• Colons<br>• Semi-colons<br>• Parentheses<br>• Ellipses |


Spelling Y5
Assessments
Vowels, Consonants and the Alphabet
Compound words
Introduction to morphology
-s -es Y2
-y Y2
-ous Y3
-ous Y4
-ed Y2
-ing Y2
(verbs)
-ion Y3
-ate
-ion Y4
-ed Y2
-ing Y2
(adjectives)
-ness Y2
semi
bi
quadr quart
hexa
oct octa
dece deca decem
une
tri
pent penta quint
hept hepta sept septem
none nona novem
auto
fact fect face fice
Buffer Weeks
Spelling Y6
Assessments
Vowels, Consonants and the Alphabet
Compound words
Introduction to morphology
-s -es
-y Y2
-an Y3
-an Y4
-ic
-al Y4
Y2 -ed
Y2 -ing
(verbs)
-ly
-er
-or Y2
trans- Y3
-ate Y4
-ness
-ed
-ing Y2
(adjectives)
-ism
-ist
com- con- co- cor- col-
-ish
-esque
Buffer weeks

| | Spring 1<br>**HONESTY**<br>**GEOGRAPHY**<br>*How are there two sides to every story?*<br>**How can mankind strike a balance between tourism and conservation?** | | Spring 2<br>**Justice**<br>**HISTORY**<br>*Who holds the power?*<br>**How did a defining moment in our history start with defeat and end with a triumph?** | |
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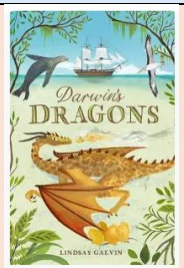
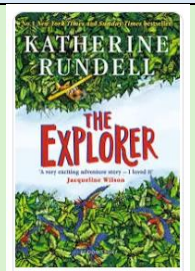
| **Link Texts** |  | |  | |
| **Writing**<br><br>Black – Y5<br>Purple – Y6 | **Recount Diary**<br>Charles Darwin – A new discovery<br><br>• Date<br>• Salutation<br>• Chronological order<br>• Past tense<br>• First person<br>• Facts and opinions<br>• Rhetorical questions<br>• Sign off<br>• Subordinating conjunctions<br>• Adverbs/adverbials of time<br>• Adverbs/adverbials of place/prepositional phrases<br>• Expanded noun phrases<br>• Commas for fronted adverbials<br>• Active Voice<br>• Subjunctive Mood<br>• Conjunctive adverbs<br>• Relative Clauses | **Non- Chronological Report**<br>The Galapagos Flying Lizard<br><br>• Heading & subheadings<br>• Brief introduction<br>• Technical vocabulary<br>• Pictures and captions<br>• Third person – formal<br>• Statements giving factual information<br>• Subordinating conjunctions<br>• Relative Clauses<br>• Conjunctive adverbs<br>• Commas for lists<br>• Apostrophes for possession<br>• Parenthesis<br>• Semi-colons<br>• Colons | **Narrative Unit**<br>The Survivors<br><br>• Paragraphs<br>• Dialogue<br>• Passive<br>• Informal speech<br>• Formal speech<br>• Subjunctive forms<br>• Cohesive devices<br>• Adverbials<br>• Ellipsis<br>• Dash to mark independent clauses<br>• Colons and semi-colons for lists<br>• Hyphens | **Instructions**<br>How to survive an air raid an air raid<br><br>• Title statement<br>• List of equipment or materials<br>• Sequence,<br>• Chronological steps<br>• Diagrams or illustrations<br>• Present tense<br>• Imperative verbs (commands)<br>• Detailed information<br>• Co-ordinating conjunctions<br>• Subordinating conjunctions<br>• Expanded noun phrases<br>• Commands,<br>• Using the imperative<br>• Adverbs of manner<br>• Adverbs of time<br>• Commas in a list<br>• Parentheses<br>• Apostrophes for possession<br>• Apostrophes for omission<br>• Commas for fronted adverbials<br>• Colons |

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|---|---|---|---|---|
| **Spelling Y5** | dis- dif- di- Y3; in- im- il- ir- Y3 | inter- Y3; ject Y3 | -ful; -ly; -er; -or Y2; -al; -ise; fy fie fre Y4 | en- em-; -hood; -ship Y4 |
| | -ant; -ance; -ent; -ence | pro-; form | cess ceed cede cease | -dom; Buffer Weeks |
| **Spelling Y6** | inter- Y3; ject Y3; struct Y3; spect Y3; -ary Y5; -ery Y5 | trans- Y3; port Y3; -ant Y5; -ance Y5; -ent Y5; -ence Y5 | -less Y2; -ed; -ing Y3 (stressed vowels) | -ing Y2 (verbs); -ion Y3; -ion Y4; dis- dif- di- Y3 |
| | post; fore; fract frag frage | fer; -age | ceive cept | Matrix application; Buffer weeks |

| | Summer 1<br>**Kindness**<br>**GEOGRAPHY**<br>*How does kindness shape our future?*<br>**What drives the Ebb and Flow of Human Migration across the globe?**<br>**SATs** | | Summer 2<br>**Wisdom**<br>**HISTORY**<br>What have we learned from the past?<br>**How can the power of the common man change the course of history?**<br>***X2 weeks out for HALW and Fly Up Transition Days*** | |
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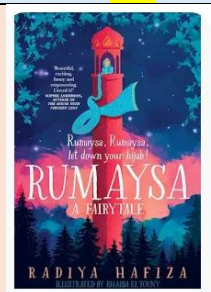
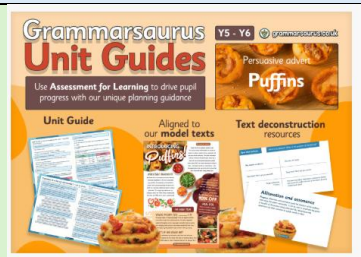
| **Link Texts** |  | |  | |
| **Writing**<br><br>Black – Y5<br>Purple – Y6 | **Characterising Speech**<br>Raysha Vs Aashman<br><br>• Each character shows emotions<br>• Each character performs actions<br>• The audience reacts to each character<br>• Short sentences for effect<br>• Colloquial language (non-Standard English)<br>• Discourse markers<br>• Expanded noun phrases<br>• Adverbials of manner<br>• Participial phrases & clauses (-ing and -ed openers)<br>• Relative clauses<br>• Adverbials of place<br>• Inverted commas<br>• Parentheses<br>• Ellipses to show stammer, pause or incomplete thought<br>• Hyphens to show stutter | **Poetry**<br>Personal Poetry – Y5 (Y6 SATs +<br><br>• Use short lines<br>• Rhyme and not rhyme<br>• Have a rhythm/sound like a song<br>• Create pictures Describe things using interesting words<br>• Play with words<br>• Make you feel something •<br>• Not always make sense<br>• Metaphor | **Persuasive Advert**<br>Puffins (link to HALW DT cooking)<br><br>• Deals and bargains<br>• Direct address (can add flattery)<br>• Alliteration and assonance<br>• Facts and statistics<br>• Opinion (can be expert opinion)<br>• Repetition<br>• Rhetorical Questions<br>• Emotive/exaggerated language<br>• Triples/the rule of three<br>• Modal verbs<br>• Adverbs for possibility/degree<br>• Personal pronouns<br>• Subordinating conjunctions<br>• Expanded noun phrases<br>• Conjunctive adverbs<br>• Commands<br>• Commas for lists<br>• Hyphens<br>• Semi-colons<br>• Colons | **Recounts**<br>Pupil Reports<br><br>End of Year Performance/Showcase – Drama |

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|---|---|
| **Spelling 5** | -ment Y2, -ly Y2, -ful Y2, pre- Y3, kilo Y4, gram Y4, milli Y4, cent Y4<br>fact fect face fice Y5, -ous Y3, -ous Y4, -able -ible Y4, -ive, -ty Y4<br>duct duce, temp tempore, therm<br>-ary, -ery, ab- a-, ad- a- a-<br>-tude, vert verse, -ably -ibly<br>Buffer Weeks |
| **Spelling 6** | -ful Y2, -ly Y2, -ion Y3, -ion Y4, -ise Y4, -al Y4, fact fect face fice Y5<br>magn<br>Matrix application<br>**CONSOLIDATION** |