**Year 6 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Tomorrow’s World | | | | | | | | **Autumn 2**  Theme: A Child’s War | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | **::Screen Shot 2019-08-22 at 18.42.43.png**  Stormbreaker by Antony Horowitz | | | | ::Screen Shot 2019-08-22 at 18.43.06.png  The London Eye Mystery by Siobhan Dowd | | | | ::Screen Shot 2019-08-22 at 18.56.00.png  Rose Blanche by Ian McEwan | | | | | ::Screen Shot 2019-08-22 at 18.56.28.png  Extracts from The Boy in Striped Pyjamas by John Boyne | | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | | | | * 1:1 and small group interventions for new arrivals | | | | | | | |
| **Spelling** | | ***RWI Spelling Units 1, 2 and 3***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling and understand that the * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Words containing the letter-string ough * Homophones and other words that are often confused * Common Exception Words | | | | | | | | ***RWI Spelling Units 4, 5 and 6***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling and understand that the * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Adding suffixes beginning with vowel letters to words ending in –fer * Homophones and other words that are often confused * Common Exception Words | | | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. * Adding suffixes beginning with vowel letters to words ending in –fer * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. * Adding suffixes beginning with vowel letters to words ending in –fer * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | |
| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * recommending books that they have read to their peers, giving reasons for their choices * making comparisons within and across books   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | | | | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * making comparisons within and across books   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * provide reasoned justifications for their views. | | | | | | | |
| **Spoken Language** | | ∙ listen and respond appropriately to adults and their peers  ∙ ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | ∙ listen and respond appropriately to adults and their peers  ∙ ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing | | | | | | | | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing | | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using expanded noun phrases to convey complicated information concisely * learning the grammar for years 6   ***Learning the grammar for year 6:***   * using commas to clarify meaning or avoid ambiguity in writing * using semi-colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].   ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | | | ***Develop their understanding of the concepts:***   * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * learning the grammar for years 6   ***Learning the grammar for year 6:***   * understand 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]   * Understand 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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] * Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].   ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | | | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Darwin’s Delight | | | | | | | **Spring 2**  Theme: Hola Mexico! | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | | **Week 19** | **Week 20** | **Week 21** | **Week 22** | **Week 23** | **Week 24** | **Week 25** | **Week 26** | **Week 27** |
| **Text / Focus** | | ::Screen Shot 2019-08-22 at 18.43.32.png  Dark Sky Park by Phillip Gross | | | **::Screen Shot 2019-08-22 at 18.43.51.png**  Moth by Isabel Thomas | | | | ::Screen Shot 2019-08-22 at 18.44.14.png  Holes by Louis Sachar | | | | | |
| **Phonics** | | 1:1 and small group interventions for new arrivals | | | | | | | * 1:1 and small group interventions for new arrivals | | | | | |
| **Spelling** | | ***RWI Spelling Units 7, 8 and 9***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Use of the hyphen * Words with the /i:/ sound spelt ei after c * Words with ‘silent’ letters ***k, g, l, n*** * Common Exception Words | | | | | | | ***RWI Spelling Units 10, 11 and 12***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Words ending in –able and –ible * Homophones and other words that are often confused * Common Exception Words | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. * Adding suffixes beginning with vowel letters to words ending in –fer * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. * Adding suffixes beginning with vowel letters to words ending in –fer * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | |
| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * identifying how language, structure and presentation contribute to meaning * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions * recommending books that they have read to their peers, giving reasons for their choices   ***Understand what they read by:***   * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * provide reasoned justifications for their views. | | | | | |
| **Spoken Language** | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary   ***Draft and write by:***   * 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 [for example, headings, bullet points, underlining]   ***Evaluate and edit by:***   * proof-read for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | | | | | | ***Plan their writing by:***   * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using the perfect form of verbs to mark relationships of time and cause * learning the grammar for years 6   ***Learning the grammar for year 6:***   * 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 [for example, headings, sub-headings, columns, bullets, or tables, to structure text]   ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | | ***Develop their understanding of the concepts:***   * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * learning the grammar for years 6   ***Learning the grammar for year 6:***   * Punctuation of bullet points to list information * How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]   ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Blood Heart | | | | | **Summer 2**  Theme: ID | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-22 at 18.44.38.png  Pig Heart Boy by Malorie Blackman | | | | | ::Screen Shot 2019-08-22 at 18.45.03.png  Rooftoppers by Kathryn Rundell | | | | | ::Screen Shot 2019-08-22 at 18.54.33.pngPoetry Focus- James Berry What do we do with variation? | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | * 1:1 and small group interventions for new arrivals | | | | | | |
| **Spelling** | | ***RWI Spelling Review all Spellings***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Endings which sound like /ʃəs/ spelt –cious or –tious * Endings which sound like /ʃəl/ -cial, -tial * Words ending in –ant, –ance/–ancy, –ent, –ence/–ency * Words ending in –able and –ible Words ending in –ably and –ibly * Adding suffixes beginning with vowel letters to words ending in –fer * Use of the hyphen * Words with the /i:/ sound spelt ei after c * Words containing the letter-string ough * Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) * Homophones and other words that are often confused * Common Exception Words | | | | | ***RWI Spelling Review all Spellings***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Endings which sound like /ʃəs/ spelt –cious or –tious * Endings which sound like /ʃəl/ -cial, -tial * Words ending in –ant, –ance/–ancy, –ent, –ence/–ency * Words ending in –able and –ible Words ending in –ably and –ibly * Adding suffixes beginning with vowel letters to words ending in –fer * Use of the hyphen * Words with the /i:/ sound spelt ei after c * Words containing the letter-string ough * Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) * Homophones and other words that are often confused * Common Exception Words | | | | | | |
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| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * recommending books that they have read to their peers, giving reasons for their choices   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * learning a wider range of poetry by heart * preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * provide reasoned justifications for their views. | | | | | | |
| **Spoken Language** | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors | | | | | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages  using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * learning the grammar for years 6   ***Learning the grammar for year 6:***  *REVIEW YEAR 6 OBJECTIVES*  ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | ***Develop their understanding of the concepts:***   * learning the grammar for years 6   ***Learning the grammar for year 6:***  *REVIEW YEAR 6 OBJECTIVES*  ***Use and understand the grammatical terminology in discussing their writing:***  subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | **Linked to spellings, writing**  ***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 * choosing the writing implement that is best suited for a task. | | | | | | |