

Year 1 spellings- light blue

Year 2 spellings- light green

Y3 spellings- pink

Y4 spellings- yellow

Year 5 spellings- red

Year 6 spellings- grey

Text Types	Theme	Features	Technical Skills/Success Criteria	Vocabulary at Expected Standard Y1-Y6 Spellings
Term 1				
'Recipe Book' Identifying Genres				
Diary Letter Explode a scene	Carrie's War	Letter-Address, Date, Yours Sincerely, Dear Diary-past tense, time connectives, c order and personal feelings	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. 	<p>Letter/Diary- upset, miserable, unfair, Mr Evans is harsh, discipline, help out in shop, Druid's bottom, uneasy, rationing, not permitted to walk on carpet, uncomfortable, always being watched, thinking of you, war time effort, father fighting in the war.</p> <p>Safe, miss, visit, afraid, annoy. sister Cried, national, their, they're</p>
Non-Chronological Report/	Britain since the 1930s	Title, introduction, paragraphs, sub-headings, technical vocabulary, present tense, third-person, labelled diagrams	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p> <ul style="list-style-type: none"> -Drawing independently on what they have read as models for their own writing 	<p>WW2-, Evacuation, Neville Chamberlin, Nazi, Wireless, rationing, ration card, shelter, shortage of food, evacuated, D Day, Hitler's racial ideology</p> <p>1950s- NHS, New layouts for schools and playgrounds, Elvis's first album, Harold Wilson: We have never had it so good, Coronation of queen, television</p> <p>1960s-miniskirts, The Beatles, swinging sixties, teenagers had a voice, modern artists on the rise, moon landing, inventions, England world cup, Kennedy assassination</p> <p>1970s-immigration, transport, Jaws, discos</p>
Diary Entry	A day in the life of a child during WW2	First person, time connectives, past-tense, chronological order, personal emotions, informal language	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, exclamation marks and ellipsis, speech marks. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p>	<p>WW2- shelter, sirens, echoing, churning, flashback, Horrifying, Destruction, Evacuation, Neville Chamberlin, Nazi, Adolf Hitler, Blackout, Announcement, Wireless, rationing, ration card, shelter, shortage of food, evacuated, soldiers, Feelings: starving, hungry, Claustrophobic, Frightened, isolated, anxious, proud of</p> <p>Afraid Everybody, terrify, travel, dropping, saddest</p>

			<ul style="list-style-type: none"> -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary 	
Description	Journey on the sea	Power of three, short snappy sentences, repetition, vivid and precise language (nouns and verbs), noun phrases, the five senses and personification, third person.	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use verb tenses consistently and correctly throughout their writing -Use the range of punctuation: dashes, brackets, hyphens, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p> <ul style="list-style-type: none"> -Drawing independently on what they have read as models for their own writing 	<p>Rowing boat, yacht, cruise liner, sailed, serene, blazed, lunged, thrashed, weather, rocking, marine, anchor, cabin cruiser, drift, dock, sloop, stern, voyage</p> <p>Search, early, tragically, safely, secretly, mistrust</p> <p>Realisation, experience, crescent, hazardous, Y4 adverbs</p>
Descriptive non chronological report	Magic- Witches, Warlocks and Wizards		<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p> <ul style="list-style-type: none"> -Drawing independently on what they have read as models for their own writing 	<p>Supernatural, magic, unusual, potion, poison, sinister, sly, ancient, concoction, formula, Scented, Caramelized, Boil, Ignite, mysterious, chants, soul, sizzling. Cloaks, robes, pointy hats, live in the clouds in timeless zone, never ages, is 163 years old, enchanting castle, bubbling boiling cauldron, collects ancient feathers, owns the statue of truth. Knows secrets of the forbidden forests, has a pet dragon under the stairs, owns the wand of wonders, has written spell books for Hogwarts, enjoys butter beer, afraid of dementors, can hypnotize, can transform into an animal, turns into a werewolf at midnight, holds the key to the fountain of life.</p> <p>Impress, express, spectacles, horoscope, wonder</p> <p>Witch, immortal, peculiar,</p> <p>Eternity, profession</p>

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Term 2

<p>Narrative</p>	<p>Monster In School</p>	<p>Beginning, Middle and End Speech/Dialogue Action Verbs Adjectives</p>	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting Greater Depth -Drawing independently on what they have read as models for their own writing</p>	<p>Slimey, gooey, disgusting, powerful, sucking, ooze, yuck, splat, terrified, scared, shook, fainted, protected, ran, jumped, scurried, locked themselves, vacuum cleaner, fought, action plan, brave, confronted, battle, monster’s weakness. Knock, gnaw, surprise Collision, explosion, radiation, superpower, creature calamitous</p>
<p>Letter of Complaint Emotional Letter Information</p>	<p>Journey to Jo burg</p>	<p>Letter-Address, Date, Yours Sincerely, Dear Information-Facts/Figures/Sub Headings/Paragraphs</p>	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting Greater Depth -Drawing independently on what they have read as models for their own writing</p>	<p>Entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest, My Dear Sweet children, don’t worry, everything will be alright, we will get through this, look after each other, go to school, learn your abc, reading and writing is important, take care of baby, ask auntie for help, the eldest is now mammie, visit you soon Segregation-separate, discriminate, poor facilities, clear signs, boundaries, difference, denied, poor, poverty, unfairness, inequality Social, re-examine, re-evaluate, re-educate, tolerant, tolerance, innocent, innocence</p>
<p>Report with persuasive element</p>	<p>Theme Park</p>	<p>Title, introduction, paragraphs, sub-headings, technical vocabulary, present tense, third-person, labelled diagrams</p>	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time) within and across paragraphs -Punctuation: dashes, apostrophe for possession, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p>	<p>Persuasive language Don’t you want to have the time of your life? Are you fed up of being overcharged? Bright, Colourful, elegant, magnificent, sparkling, shiny, glamorous, easy, Modern, Outstanding, Powerful, Amusing, Charming, Comfortable, Trustworthy, Tremendous Rides: Terrific twister, dodgems, fairground, feel on top of the world on the big wheel, prepare for a spooky encounter in the ghost train, how about some good old-fashioned twirling teacups-gentle ride. Soak up the atmosphere as you journey</p>

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		Persuasive language	<p>Greater Depth</p> <ul style="list-style-type: none"> -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary 	<p>through the theme park on our luxury train ride, prepare to be dazzled by the helter skelter,</p> <p>Good: endless choice, good quality, excellent service, highest standards, cream buns, sizzling hot dogs, finger licking delicious burgers, chips special-fries n' wedges with chunky chips and cheese, freshest</p> <p>Exaggeration, joyous, various</p>
Balanced Argument	Current topical event Or Should animals be kept in zoos?	For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Conjunctions within and across paragraphs -Punctuation: dashes, contractions, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p> <ul style="list-style-type: none"> -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary 	<p>Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though. However, many would argue, X Committee says, the figures show, To contradict, Although, research shows that.</p>
Term 3				
Persuasive leaflet	Advertising a place to tourists.	Catchy title, sub-headings, Direct quotes, persuasive language, powerful adjectives, alliteration	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks, commas for lists <p>Working at Expected</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time) within and across paragraphs -Punctuation: dashes, apostrophe for possession, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>Greater Depth</p> <ul style="list-style-type: none"> -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary 	<p>Extraordinary, astonishing, incredible, tantalising, startling, unmissable, unique, phenomenal...</p> <p>Don't you think that...?</p> <p>Isn't it time to...?</p> <p>Have you ever thought about...?</p> <p>Why not...?</p> <p>Need a...?</p> <p>Fancy...?</p>

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<p>Description</p>	<p>Mythical dragon.</p>	<p>Dragon Words Adjectives and Adverbs to describe: Appearance Habitat What it eats Other information/Protects</p>	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, hyphens, exclamation marks and colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting Greater Depth -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Fearsome, frown, scale, wings, roar, fire, nostrils, claws, sharp, dangerous, electrifying, glistened, leathery, spikes, armour, brutal, menacing merciless, slavering, snaring, grotesque, agile, razor, glowing, piercing, glare, bulged.</p> <p>Habitat cave, forest, se, clouds, mountains, valleys, dungeons, forest</p> <p>What it eats: eagles, eggs, bats, water of life, consumes upto ten gigantic birds of prey a day, magical plants, unicorn horns, little beasts, pythons, feeds on clouds, is a predator, carnivore, omnivore</p>
<p>Description</p>	<p>Secret Garden</p>	<p>Adjectives Garden Words Alliteration Prepositions</p>	<p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, hyphens, exclamation marks and colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting Greater Depth -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Abundance of flowers, bushes, evergreen trees, herbs, plants, passage, tree house, well, silvery stream, names of different flowers, golden, assorted, gorgeous, beautiful, serene, peaceful. Go over, behind the, above the, over the bridge, Next to..</p> <p>Miniature, pleasure, enclosure spacious</p>
<p>Story or Recount</p>	<p>Who done it? Lady Montague murder.</p>	<p>Setting/Beginning Character Description Problem End: Cliff Hanger Action is advanced through dialogue</p>	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary that reflect what the writing requires -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing</p>	<p>Mansion, lady of the manor, butler, maid, guests, reporters, jewellery, grandest, poison, knife, suspicious, whodunit, strange, odd, weird, shocking, screamed, turned pale, was sweating when questioned, detectives, police, questioning, dead body, the library, dinner party, firstly, secondly, thirdly, after that, a few minutes later, moments late, suddenly, meanwhile, a few seconds later, after that. Clue.</p> <p>Suspicious, atrocious, crystal, guest, anxious, conscious</p>

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		Character is conveyed through dialogue	-Punctuation: dashes, contractions, hyphens, exclamation marks and ellipsis, speech marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting	
Debate Write Up	Well Being	Rehtorical question Points for and Againts	In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action Greater Depth -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	Look after, exaggeration, fake, honest, overwhelmed, feel depressed, upset, miserable, are anxious, worried, face difficulties, attention seeking, enjoy the crowd, need to be more resilient, misunderstood. Y5 Modal verbs-could, should, will, must, can., could Certainly, frequently
Poetry	Spider and The Fly	Free-verse (has no rules) Figurative language (simile, oxymoron, idiom, hyperbole, alliteration, personification, pun, onomatopoeia and metaphor), the 5 senses, First or third person.	Working Towards: -In non-narrative writing, use simple devices to structure the writing and support the reader. -Use capital letters, question marks, commas for lists and apostrophes for contraction Working at Expected -Select vocabulary that reflect what the writing requires -Use verb tenses consistently and correctly throughout their writing -Punctuation- commas and full stops, dashes -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting Greater Depth -Drawing independently on what they have read as models for their own writing -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	Prey, predator, suspicious, hunted, creature, hunt, stench, foul, instinct, dinner, flatter, entice, hypnotize, persuade, coerce, food, meal, deceive/d, sweet-talk, compliment, confuse, blur, alarmed, panicked, calm, surrender, yield, manipulate, mistook, misunderstand unusual, scheme,
Dialogue/Description	Conversation between superheroes-action develops through dialogue	Setting Verbs instead of said Punctuation: commas and speech marks Action is advanced	Working Towards: -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary that reflect what the writing requires -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	Nemesis, villain, justice, rogue, sidekick, battle, indestructible, invisibility, courage, sinister, defeat, victory, investigate, responsibility. Verbs instead of said: cried, snapped, stated, retorted, offered, replied, whispered, accused, challenged, agreed

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		through dialogue Character is conveyed through dialogue Informal language	-Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, exclamation marks and ellipsis, speech marks. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action Greater Depth -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	Setting: Top of skyscraper, in laboratory, secret hideout, headquarters
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OTHER POSSIBLE UNITS

Story Opener	Herrick Fantasy Forest	Adjectives, similes, adverbs, personification, figurative language, description through dialogue	Working Towards: -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary that reflect what the writing requires -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, hyphens, exclamation marks and ellipsis, speech marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action Greater Depth -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register	Portal, surrounding, beautiful, mesmerising. Enchanting, florescent, illuminating, slightly ajar, cautiously, experience, impression, surrounding sounds, instantly, shudders, adventure, dangerous.
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			-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	
Letters	Agony Aunt	Past-tense, address, greetings (dear sir/madam, yours faithfully), emotive language, Problems Solutions	<p>Working Towards: -Use capital letters, full stops, question marks</p> <p>Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time) within and across paragraphs -Punctuation: apostrophe for possession, exclamation marks -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p>Greater Depth -Distinguish between the language of speech and writing and choose the appropriate register</p>	Advice, support, anonymous, empathetic, understanding, motivated, knowledge, companion, food for thought, anticipate, endeavour, persevere
Newspaper report	Gorilla Escape	Newspaper name, Catchy Headline: rhyme /pun/wordplay/alliteration etc), five Ws, subheadings, past tense, third person, direct and reported speech, picture with captions,	<p>Working Towards: -Use capital letters, full stops, question marks</p> <p>Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, hyphens, exclamation marks, speech marks. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p>Greater Depth -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	Silverback, Zoologist, Sanctuary, Enclosure, Customers, Visitors, Panic-stricken, alpha-male, aggression, Rival, threat, Scientist, Primates, Primatologist, Panic, triggered 5WIn the early hours, yesterday, it has been reported, shocking discovery, empty cage, rickety cage, broke free from repression, managed to sabotage, got away, escaped Witnesses: panic stricken, chaotic, nightmare, shocking, terrified, I fought it, I managed to get away, protected my family Comments: experts say, author of Godly Gorillas shared/warned, Jane Goodman commented,
Book Reviews	Journey to Jo'Burg The Swap	Information about the book (author, title, pages, date published) Summary Critical assessment: likes/dislikes with reasons.	<p>Working Towards: -Use capital letters, full stops, question marks, commas for lists</p> <p>Working at Expected -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs -Punctuation: dashes, apostrophe for possession, exclamation marks, colons -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p>	Gripping, author, plot, character, setting, moving, recommend, favourite, rating, factual, nonfactual, illustrator, entertaining, moment, factual Liked/Disliked, author, illustrator, genre, similar to, very different, unique, better than, what I would change, If you like realistic stories, then this is a book for you, For those who enjoy x fiction, it is worth.., This worthy of being remembered as a contemporary classic because, I recommend: Cool, exciting, page turner, cliff hanger, on edge, couldn't wait to read,

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		<p>Thoughts and opinions Comparisons Suggestions Why you would recommend/not recommend</p>	<p>Greater Depth -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>shocked, surprised when..., Don't recommend: confusing, dull, boring, wordy, too many characters, long chapters, unclear plot, unnecessary chapters, couldn't sustain my attention, don't understand why the character, it just didn't make sense, I questioned why..., not the author's best, a better read would be etc</p>
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