

Year 1 spellings- light blue

Year 2 spellings- light green

Y3 spellings- pink

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Text Types	Theme	Features	Technical Skills/Success Criteria	Vocabulary at Expected Standard Y1-Y6 Spellings
Term 1				
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 	Rowing boat , yacht, cruise liner , sailed, serene, blazed, lunged, thrashed, weather , rocking, marine, anchor, cabin cruiser, drift, dock, sloop, stern, voyage
Dialogue/Description	Conversation between superheroes-action develops through dialogue	Setting Verbs instead of said Punctuation: commas and speech marks Action is advanced through dialogue Character is conveyed through dialogue 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 -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, exclamation marks and ellipsis, speech marks. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <p>In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action</p> <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>Nemesis, villain, justice, rogue, sidekick, battle, indestructible, invisibility, courage, sinister, defeat, victory, investigate, responsibility.</p> <p>Verbs instead of said: cried, snapped, stated, retorted, offered, replied, whispered, accused, challenged, agreed</p> <p>Setting: Top of skyscraper, in laboratory, secret hideout, headquarters</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> <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>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>
Story Opener	Herrick Fantasy Forest	Adjectives, similes, adverbs, personification, figurative language, description through dialogue	<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 -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 <p>In narratives, describe settings, characters</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <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 	<p>Portal, surrounding, beautiful, mesmerising. Enchanting, florescent, illuminating, slightly ajar, cautiously, experience, impression, surrounding sounds, instantly, shudders, adventure, dangerous.</p>

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			-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	
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>
Letters	Agony Aunt	Past-tense, address, greetings (dear sir/madam, yours faithfully), emotive language, Problems Solutions	<p>Working Towards:</p> <ul style="list-style-type: none"> -Use capital letters, full stops, question marks <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: apostrophe for possession, exclamation marks -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 	<p>Advice, support, anonymous, empathetic, understanding, motivated, knowledge, companion, food for thought, anticipate, endeavour, persevere</p>
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<p>Newspaper report</p>	<p>Gorilla Escape</p>	<p>Newspaper name, Catchy Headline: rhyme /pun/wordplay/alliteration etc), five Ws, subheadings, past tense, third person, direct and reported speech, picture with captions,</p>	<p>Working Towards: -Use capital letters, full stops, question marks 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 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>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,</p>
<p>Descriptive non chronological report</p>	<p>Magic-Witches, Warlocks and Wizards</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>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>Poetry</p>	<p>Spider and The Fly</p>	<p>Free-verse (has no rules) Figurative language (simile, oxymoron, idiom, hyperbole, alliteration, personification,</p>	<p>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</p>	<p>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,</p>

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		<p>pun, onomatopoeia and metaphor), the 5 senses, First or third person.</p>	<p>-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</p>	
<p>Balanced Argument</p>	<p>Should under 16's use the internet? Or a current topical event Or Should animals be kept in zoos?</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</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 -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 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</p>	<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

<p>Persuasive leaflet</p>	<p>Advertising a place to tourists.</p>	<p>Catchy title, sub-headings, Direct quotes, persuasive language, powerful adjectives, alliteration</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 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>Extraordinary, astonishing, incredible, tantalising, startling, unmissable, unique, phenomenal... Don't you think that...? Isn't it time to...? Have you ever thought about...? Why not...? Need a...? 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>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>Persuasive language</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 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>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</p> <p>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 through the theme park on our luxury train ride, prepare to be dazzled by the helter skeltor,</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>Story</p>	<p>Who done it? Lady Montague murder.</p>	<p>Setting/Beginning Character Description Problem</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</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</p>

		<p>End: Cliff Hanger Action is advanced through dialogue Character is conveyed through dialogue</p>	<p>-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 -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>that, a few minutes later, moments late, suddenly, meanwhile, a few seconds later, after that. Clue.</p>
<p>Book Reviews</p>	<p>Journey to Jo'Burg The Swap</p>	<p>Information about the book (author, title, pages, date published) Summary Critical assessment: likes/dislikes with reasons. Thoughts and opinions Comparisons Suggestions Why you would recommend/not recommend</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) 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 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>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, 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>