

## English Overview KS2

### Overarching Concepts in KS2

Learning to write is one of the most important things that children do at primary school. Almost all other areas of the curriculum are assessed through writing, so strong writing is one of the keys to academic success. Good writing also gives children a voice to share their ideas with the world.

The National Curriculum divides writing into two broad areas: transcription and comprehension. Transcription covers the technical aspects of writing: [handwriting](#), [spelling](#), [grammar & punctuation](#), and so on. Composition is about sharing their ideas and thinking about the purpose for their writing. Learning to write can be a tricky business, because good writing involves balancing all these different parts.

#### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### Language

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Year 3

| Year 3                            |  |   |   |
|-----------------------------------|--|---|---|
|                                   | Autumn   | Spring  | Summer  |
| <b>Genre/text type</b>            | Shape poems<br>Story with a familiar setting<br>Openings and endings<br>Instructions | Sequel to a traditional tale<br>Fables<br>Diary | Language play<br>Opening chapter of an extended mystery story<br>Adventures and mysteries<br>Non-chronological report |
| Our teaching and learning process |  |   |   |
| <b>Imitate</b>                    | <b>Innovate</b>  | <b>Invent</b>                                   | <b>Independent</b>  |

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| <p><b>Identify language patterns, grammatical structures and imitate:</b></p> <ul style="list-style-type: none"> <li>• Learn text orally</li> <li>• Dramatic presentation</li> <li>• Discuss the text</li> <li>• Map story</li> <li>• Vocab games (jumpstart)</li> <li>• Mini white board work</li> <li>• 'Hug the text', word sentence replacement</li> </ul> | <p><b>Children to innovate on the pattern through shared writing and then write their own version through:</b></p> <ul style="list-style-type: none"> <li>• 'Hug the text' (sentences or whole paragraphs)</li> <li>• Base innovation on pattern identified during imitation</li> <li>• Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>  | <p><b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b></p> | <p><b>Independent writing using alternative prompt</b></p> <ul style="list-style-type: none"> <li>• Photo/picture prompt</li> <li>• Real life writing</li> <li>• Literacy shed (video)</li> </ul> <p><b>Writing Purpose:</b><br/>Where will your writing go?<br/>What will you do with your writing?</p> <p>RE – charity – reading authors – guest visitors</p> |
| <p><b>Knowledge</b></p> <p><b>(Grammar/ punctuation)</b></p>   | <p><b>Word</b><br/>Formation of nouns using a range of <u>prefixes</u> [for example super-, anti-, auto-]<br/>Use of the forms a or an according to whether the next word begins with a <u>consonant</u> or a <u>vowel</u> [for example, a rock, an open box]<br/><u>Word families</u> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Sentence</b><br/>Expressing time, place and cause using <u>conjunctions</u> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <u>prepositions</u> [for example, before, after, during, in, because of]<br/><u>Clause, Subordinate clause</u></p> <p><b>Text</b><br/>Introduction to paragraphs as a way to group related material<br/>Headings and sub-headings to aid presentation<br/>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p><b>Punctuation</b><br/>Introduction to <u>inverted commas</u> to punctuate <u>direct speech</u></p> |  |   |
| <p><b>Skills</b></p> <p><b>Children will:</b></p>  | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording their ideas.</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> </li> </ul>  |  |   |

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|  | <ul style="list-style-type: none"> <li>○ organising paragraphs around a theme. <b>To build cohesion within paragraphs and understand when a new paragraph must begin.</b></li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices (for example, headings and sub-headings).</li> </ul> <ul style="list-style-type: none"> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of <a href="#">pronouns</a> in <a href="#">sentences</a>.</li> </ul> </li> <li>● proof-read for spelling and punctuation errors. <b>To be able to use a dictionary accurately based on known spellings.</b></li> <li>● To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul> |
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| <b>Spelling</b> | <p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>● spell further homophones</li> <li>● spell words that are often misspelt (English Appendix 1)</li> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> <li>● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul> |
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| <b>Handwriting</b> | <p><b>Handwriting (Using Nelson Handwriting scheme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> |
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| <b>Year 4</b> |  |  |  |
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|                        | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>  |
|------------------------|---|--|--|
| <b>Genre/text type</b> | Poems on a theme<br>Traditional tales and fables<br>Fantasy settings<br>Reports | Playscripts<br>Persuasive Writing<br>Myths and Legends | Performance Poetry<br>Stories on a theme<br>Narratives of Liberation |

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| <b>Our teaching and learning process</b> |                 |               |                    |
| <b>Imitate</b>                           | <b>Innovate</b> | <b>Invent</b> | <b>Independent</b> |

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| <p><b>Identify language patterns, grammatical structures and imitate:</b></p> <ul style="list-style-type: none"> <li>• Learn text orally</li> <li>• Dramatic presentation</li> <li>• Discuss the text</li> <li>• Map story</li> <li>• Vocab games (jumpstart)</li> <li>• Mini white board work</li> <li>• 'Hug the text', word sentence replacement</li> </ul> | <p><b>Children to innovate on the pattern through shared writing and then write their own version through:</b></p> <ul style="list-style-type: none"> <li>• 'Hug the text' (sentences or whole paragraphs)</li> <li>• Base innovation on pattern identified during imitation</li> <li>• Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>  | <p><b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b></p> | <p><b>Independent writing using alternative prompt</b></p> <ul style="list-style-type: none"> <li>• Photo/picture prompt</li> <li>• Real life writing</li> <li>• Literacy shed (video)</li> </ul> <p><b>Writing Purpose:</b><br/>Where will your writing go?<br/>What will you do with your writing?</p> <p>RE – charity – reading authors – guest visitors</p> |
| <p><b>Knowledge</b></p> <p><b>(Grammar/ punctuation)</b></p>   | <p><b>Word</b><br/>The grammatical difference between plural and <u>possessive</u> –s<br/>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p><b>Sentence</b><br/>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)<br/>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p><b>Text</b><br/>Use of paragraphs to organise ideas around a theme Appropriate choice of <u>pronoun</u> or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Determiner</u></p> <p><b>Punctuation</b><br/>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]<br/>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]<br/>Use of commas after fronted <u>adverbials</u></p> |  |   |
| <p><b>Skills</b></p>   | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording their ideas.</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> </li> </ul>   |  |   |

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|                    | <ul style="list-style-type: none"> <li>○ organising paragraphs around a theme</li> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices (for example, headings and sub-headings).</li> </ul> <ul style="list-style-type: none"> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of <a href="#">pronouns</a> in <a href="#">sentences</a>.</li> </ul> </li> <li>● proof-read for spelling and punctuation errors.</li> <li>● To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul> |
| <b>Spelling</b>    | <p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>● spell further homophones</li> <li>● spell words that are often misspelt (English Appendix 1)</li> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> <li>● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>  |
| <b>Handwriting</b> | <p><b>Handwriting (Using Nelson Handwriting scheme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>  |

| Year 5                                   |   |   |   |
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|  | Autumn  | Spring  | Summer  |
| <b>Genre/text type</b>                   | Poems using metaphors and similes<br>New scene in a story<br>New chapter in the style of an author<br>Recount to a friend | Narrative poems<br>Fables (own version)<br>Persuasive arguments<br>Instructions | Myths<br>Writing from another character's point of view<br>Non-chronological report |
| <b>Our teaching and learning process</b> |   |   |   |
| <b>Imitate</b>                           | <b>Innovate</b>   | <b>Invent</b>   | <b>Independent</b>  |

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| <p><b>Identify language patterns, grammatical structures and imitate:</b></p> <ul style="list-style-type: none"> <li>• Learn text orally</li> <li>• Dramatic presentation</li> <li>• Discuss the text</li> <li>• Map story</li> <li>• Vocab games (jumpstart)</li> <li>• Mini white board work</li> <li>• 'Hug the text', word sentence replacement</li> </ul> | <p><b>Children to innovate on the pattern through shared writing and then write their own version through:</b></p> <ul style="list-style-type: none"> <li>• 'Hug the text' (sentences or whole paragraphs)</li> <li>• Base innovation on pattern identified during imitation</li> <li>• Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>  | <p><b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b></p> | <p><b>Independent writing using alternative prompt</b></p> <ul style="list-style-type: none"> <li>• Photo/picture prompt</li> <li>• Real life writing</li> <li>• Literacy shed (video)</li> </ul> <p><b>Writing Purpose:</b><br/>Where will your writing go?<br/>What will you do with your writing?</p> <p>RE – charity – reading authors – guest visitors</p> |
| <p><b>Knowledge</b></p> <p><b>(Grammar/ punctuation)</b></p>   | <p>In Year 5, children will learn to use more complex word forms and clauses, to use uncommon punctuation, and to build cohesion by linking ideas across a text. This includes:</p> <p>converting nouns or adjectives into verbs using suffixes like <i>-ate, -ise, -ify</i></p> <p>using brackets, dashes, or commas to indicate parentheses</p> <p>linking ideas across paragraphs using adverbials of time, place, and number.</p> <p><b>Word</b><br/>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]<br/>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><b>Sentence</b><br/><u>Relative clauses</u> beginning with who, which, where, when, whose, that, or an omitted <u>relative pronoun</u><br/>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or <u>modal verbs</u> [for example, might, should, will, must]</p> <p><b>Text</b><br/>Devices to build <u>cohesion</u> within a paragraph [for example, then, after that, this, firstly]<br/>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p><b>Punctuation</b><br/><u>Brackets, dashes or commas</u> to indicate <u>parenthesis</u><br/>Use of commas to clarify meaning or avoid <u>ambiguity</u></p> |  |   |
| <p><b>Skills</b></p>   | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> </li> </ul>   |  |   |

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| <p><b>In Yr5 children will:</b></p> | <ul style="list-style-type: none"> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ using a wide range of devices to build <u>cohesion</u> within and across <u>paragraphs</u></li> <li>○ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, <u>bullet points</u>, and underlining).</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of <u>tense</u> throughout a piece of writing</li> <li>○ ensuring correct <u>subject and verb agreement</u> when using <u>singular</u> and <u>plural</u>, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> </li> <li>• proof-read for spelling and punctuation errors.</li> <li>• To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul> |
| <p><b>Spelling</b></p>              | <p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b><br/>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>   |
| <p><b>Handwriting</b></p>           | <p><b>Handwriting (Using Nelson Handwriting scheme)</b><br/>Pupils should be taught to:<br/>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>   |

| Year 6                 |  |  |  |
|------------------------|--|--|--|
|                        | Autumn   | Spring   | Summer   |
| <b>Genre/text type</b> | Poems using personification<br><br>Narrative: Fantasy<br><br>Biographical and autobiographical writing | Poems in different forms<br>Persuade and inform<br>Narrative: Traditional tale | Discussion and journalism<br>Narrative defeating the monster |

| Concepts (Teaching and learning process)   |   |  |   |
|--|---|--|---|
| Imitate  | Innovate  | Invent   | Independent /Assessed Write   |
| <p><b>Identify language patterns, grammatical structures and imitate:</b></p> <ul style="list-style-type: none"> <li>• Learn text orally</li> <li>• Dramatic presentation</li> <li>• Discuss the text</li> <li>• Map story</li> <li>• Vocab games (jumpstart)</li> <li>• Mini white board work</li> <li>• 'Hug the text', word sentence replacement</li> </ul> | <p><b>Children to innovate on the pattern through shared writing and then write their own version through:</b></p> <ul style="list-style-type: none"> <li>• 'Hug the text' (sentences or whole paragraphs)</li> <li>• Base innovation on pattern identified during imitation</li> <li>• Grammatical features and language patterns to reflect model text (paragraphs around a theme)</li> </ul>   | <p><b>Children basing grammatical structures, developed vocabulary and language patterns on model text, write their own version:</b></p> | <p><b>Independent writing using alternative prompt</b></p> <ul style="list-style-type: none"> <li>• Photo/picture prompt</li> <li>• Real life writing</li> <li>• Literacy shed (video)</li> </ul> <p><b>Writing Purpose:</b><br/>Where will your writing go?<br/>What will you do with your writing?</p> <p>RE – charity – reading authors – guest visitors</p> |
| <p><b>Knowledge (Grammar/ punctuation)</b></p>   | <p><b>Word</b><br/>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]<br/>How words are related by meaning as <u>synonyms and antonyms</u> [for example, big, large, little].</p> <p><b>Sentence</b><br/>Use of the <u>passive</u> 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)].<br/>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]<br/><u>Subject, object</u></p> <p><b>Text</b><br/>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 <u>ellipsis</u><br/>Layout devices [for example, headings, sub-headings, columns, <u>bullets</u>, or tables, to structure text]</p> <p><b>Punctuation</b><br/>Use of the <u>semi-colon, colon</u> and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]<br/>Use of the colon to introduce a list and use of semi-colons within lists<br/>Punctuation of bullet points to list information<br/>How <u>hyphens</u> can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> |  |   |
| <p><b>Skills</b></p>   | <p>Children will be able to:</p>  |  |   |



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|                    | <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ using a wide range of devices to build <a href="#">cohesion</a> within and across <a href="#">paragraphs</a></li> <li>○ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, <a href="#">bullet points</a>, and underlining).</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of <a href="#">tense</a> throughout a piece of writing</li> <li>○ ensuring correct <a href="#">subject and verb agreement</a> when using <a href="#">singular</a> and <a href="#">plural</a>, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul> </li> <li>• proof-read for spelling and punctuation errors.</li> <li>• To apply learnt skills to essay writing and use essay writing to re-visit prior learning across the curriculum</li> </ul> |
| <b>Spelling</b>    | <p><b>Spelling (see English Appendix 1 &amp; No-nonsense spelling programme)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul>   |
| <b>Handwriting</b> | <p><b>Handwriting (Using Nelson Handwriting scheme)</b></p> <p>In Year 6, the National Curriculum expectations for handwriting are similar to what they are in Year 5. Children will build upon their learning by continuing to develop fluent, joined-up writing. This includes:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>   |