

**Richard Avenue Primary School**  
**English Planning Year 6**

Week One	Lesson	Week Two	Lesson
Monday	Sentence Starter Reading ~ question stems	Monday	Sentence Starter Reading ~ question stems
Tuesday	Sentence Starter Reading ~ reading response (novel)	Tuesday	Sentence Starter Reading ~ reading response (novel)
Wednesday	Sentence Starter Grammar	Wednesday	Sentence Starter Grammar
Thursday	Sentence Starter Writing ~ Features and Planning (marking ladder)	Thursday	Sentence Starter Writing ~ Evaluating /Editing and Improving
Friday	Sentence Starter Writing ~ Writing and Evaluating	Friday	Sentence Starter Writing ~ Final Published Piece

Category	Archaic Language	Non-Linear Sequences	Narrative Complexity	Symbolic Texts	Resistant Texts	Our Picks
<b>Explanation</b>	<i>The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.</i>	<i>Books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.</i>	<i>Unreliable narrators – multiple narrators, non-human narrators, etc., sometimes narrate books. Some books have multiple intertwined and apparently (for a time) unrelated plot lines.</i>	<i>Texts which happen on an allegorical or symbolic level. Not reflected in lexiles; critical forms of text complexity.</i>	<i>Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category.</i>	<i>Selection of quality texts that fit well into the year group's topic or are recommended reads by the teacher or pupils.</i>
<b>Year 6</b>	Wolves of Willoughby Chase	Holes	A Pebble in my Pocket	<i>Skellig</i>	The Arrival	The Raven
	The Highwayman			* The Highwayman-complex so would fit here too.		<i>Treasure Island</i>

### Text Types Examples

- Non-Narrative: Non-Chronological Report, Explanation, Persuasion, Discussion, Instructional, Recount
- Narrative: Adventure, Mystery, Fairy Tale, Myths & Legends, Stories from Other Cultures, Non-linear stories Contemporary Fiction, Dilemma Stories, Dialogue/Plays, Science Fiction, Historical Fiction
- Poetry: Visual Poems, Free Verse, Poet Study, Narrative – poetic stories

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
<p>Give / explain the meaning of words in context.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction.</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text.</p> <p>Predict what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding.</li> <li>• Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing.</li> <li>• Give and explain the meaning of words in context.</li> <li>• Skim and scan a text finding evidence quickly.</li> <li>• Retrieve and record information accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the use of features when writing in different formalities and for different purposes and audiences.</li> <li>• Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different.</li> <li>• Identify the main ideas within paragraphs and produce a succinct summary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</li> <li>• Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>• Write effectively for each purpose and selected audience, showing good awareness of the reader</li> <li>• Draw on their knowledge of etymology and morphology to support spelling</li> <li>• To use a range of clause structure in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>• Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</li> <li>• Evaluate, draft and re-draft</li> </ul>
	<ul style="list-style-type: none"> <li>• Read aloud with intonation that shows understanding.</li> <li>• Evaluate the effectiveness of dialogue and its purpose within different texts.</li> <li>• Identify techniques and explain how writers create specific atmospheres.</li> <li>• Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences.</li> <li>• Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader.</li> <li>• Predict what might happen from what is stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s).</li> <li>• Explain how meaning is enhanced through choice of words and phrases.</li> <li>• Explain how language choices, sentence structure and grammar will change to change the atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dialogue in narrative to convey character and advance the action</li> <li>• Describe settings and characters building a distinct atmosphere</li> <li>• Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>• Consciously control the structure of sentences</li> </ul>

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
<p>Make comparisons within the text.</p> <p>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</p> <p>Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.</li> <li>Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph.</li> <li>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>Identify and explain persuasive techniques including stylistic and vocabulary choices.</li> <li>Provide explanations of inferred meanings drawing on evidence across the text.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.</li> <li>Independently make structured responses by stating the point, finding evidence and explaining ideas.</li> <li>Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.</li> <li>Evaluate the impact of combining text types and the purpose of doing so.</li> </ul>	<ul style="list-style-type: none"> <li>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at key stage 2 mostly correctly</li> <li>Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul>	<ul style="list-style-type: none"> <li>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes</li> <li>Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</li> </ul>
<p>Identify / explain how meaning is enhanced through choice of words and phrases.</p>	<ul style="list-style-type: none"> <li>Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition.</li> <li>Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text.</li> <li>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</li> <li>Efficiently skim and scan a text finding evidence at speed.</li> <li>Identify strategies writers use to demonstrate shifts in time.</li> </ul>	<ul style="list-style-type: none"> <li>Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> <li>Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>To use the subjunctive form.</li> </ul>	<ul style="list-style-type: none"> <li>Use a non-linear structure to show assured and conscious control of formality for different shifts of time</li> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Choose to combine different text types and associated language features for effect and specific purpose</li> </ul>

Reading		Writing & Grammar		
Question Stems	Reading Response EXP	Reading Response GDS	Writing & Grammar EXP	Writing & Grammar GDS
Mixed - revision	<ul style="list-style-type: none"> <li>Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read.</li> <li>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>Justify views about texts, offering coherent evidence to support it.</li> <li>Efficiently skim read a text for the main idea.</li> <li>Efficiently scan a text for specific words and phrases.</li> <li>Retrieve, record and re-cast information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary.</li> <li>Identify and discuss the tone and register in what is read with reference to the text to justify opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious</li> <li>Maintain legibility in joined handwriting when writing at speed</li> <li>Write a recount in a specific form with a clear audience ensuring formality is appropriate</li> <li>To use a range of clause structures within sentences.</li> <li>To use colons and semi-colons accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
	<ul style="list-style-type: none"> <li>Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year.</li> <li>Summarise main ideas, identifying key details and using quotations for illustration.</li> <li>Explain how meaning is enhanced through choice of words and phrases.</li> <li>Explain the meaning of words and phrases in context including archaic language and figurative language.</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use implied and multi-layered meaning to predict what might happen.</li> <li>Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Use the range of punctuation taught at key stage 2 mostly correctly</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>

**KS2 English – Weekly Spelling Lists (Black – example words – you can replace these with other examples to fit with your novel, topic or text type).**

**Y3/4 Spelling List Y5/6 Spelling List** These words have to be taught.

A1 W1	W2	W3	W4	W5	W6
Topic Words x 10	<p>Unstressed Vowels (links to Y4)</p> <p><i>A Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.</i></p> <p><i>B Adding an affix can result in an unstressed vowel as it changes the 'beat' (frighten/frightening).</i></p> <p><i>C Many words with unstressed vowels contain the 'en', 'er' patterns</i></p>	<p>Unstressed Vowels</p> <p><i>A Vowels are sometimes said quickly or quietly, or the 'beat' falls elsewhere so they are not heard.</i></p> <p><i>B Adding an affix can result in an unstressed vowel as it changes the 'beat' (frighten/frightening).</i></p> <p><i>C Many words with unstressed vowels contain the 'en', 'er' patterns.</i></p>	<p>Unstressed Consonants</p> <p><i>Note: these consonants (in bold) are not heard regardless of pronunciation</i></p>	<p>Hyphens and Compound Words</p> <p><i>A The compound adjectives are two or more words that together describe a noun.</i></p> <p><i>B When they come directly before a noun they usually have a hyphen.</i></p> <p><i>C The hyphen shows that together the words make one adjective describing the noun</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
	<p>Accommodate, bruise, category, definite, desperate, dictionary, embarrass, chocolate Wednesday parliament history describe different prosperous memorable stationary generously, frightening fattening deafening difference reference</p>	<p>exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable, animal voluntary separate predict describe, miniature literature offering memorably ponderous interest desperate conference preference deference</p>	<p>handsome handkerchief government environment castle raspberry sign cupboard February wrapper answer doubt crumb thumb</p>	<p>long-term fire-proof hot-water free-range part-time well-known well-behaved brightly-lit cold-blooded six-foot-tall dark-brown bright-red well-written up-to-date man-eating</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

A2 W1	W2	W3	W4	W5	W6
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<p>Topic Words x 10</p>	<p>Roots and Affixes</p> <p><i>Building multisyllabic words using word families and affixes.</i></p> <p><i>Words can be given to show how to build up new words to be learnt.</i></p> <p><i>(links to Y3 grammar)</i></p>	<p>Roots and Affixes</p> <p><i>Building multisyllabic words using word families and affixes.</i></p> <p><i>Words can be given to show how to build up new words to be learnt.</i></p> <p><i>OR</i></p> <p><i>Children can be given the root words and then locate/ create a list for the word families.</i></p>	<p>Roots and Affixes</p> <p><i>Building multisyllabic words using word families and affixes.</i></p> <p><i>Children can be given the root words and then locate/ create a list for the word families.</i></p>	<p>Roots and Affixes</p> <p><i>Building multisyllabic words using word families and affixes.</i></p> <p><i>Children can be given the root words and then locate/ create a list for the word families.</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
	<p>form inform information transformed performance trust trusting distrusting trustworthy untrustworthy part impartial particle participate participation</p>	<p>joy joyful enjoying enjoyment enjoyable agree disagree disagreeing disagreement disagreeable appear appearance reappearance disappearing disappearance</p>	<p>cover uncover uncovering discovery undiscovered act reacted reacting reaction overreaction light delight delighted delightful delightfully child childhood childlike childish childishly act actor reaction activity inactivity sign signal signature significant insignificant</p>	<p>assist assists assisting assistant assistance light lighten lightening enlighten enlightening press express expression expressive expressively take taken mistaken unmistakable unmistakably help helping helpful unhelpful unhelpfully claim claiming exclaimed disclaiming reclaimable</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

<b>Sp1 W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>W6</b>
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Topic Words x 10	Y5/6 Spelling List  'c' makes 's' sound before 'i', 'e' and 'y' (taught in Y3 and links to Y2) & 'y' makes the 'i' as in 'bin' sound (revision from Y3/4)	Y5/6 Spelling List  Mixed spelling rules/revision	Y5/6 Spelling List  Mixed spelling rules/revision	Y5/6 Spelling List  Mixed spelling rules/revision	Y5/6 Spelling List  Mixed spelling rules/revision
	Cemetery, convenience, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice  Physical, symbol, system	Amateur, average, awkward, bargain, controversy, curiosity, develop, forty, guarantee, harass,	Hindrance, identity, individual, interfere, interrupt, language, leisure, lightning, muscle, neighbour	Persuade, programme, queue, recognise, relevant, restaurant, rhythm, shoulder, signature	Stomach, temperature, twelfth, vegetable, vehicle, yacht, familiar, symbol, conscience, conscious, temperature

<b>Sp2 W1</b>	<b>W2</b>	<b>W3</b>	<b>W4</b>	<b>W5</b>	<b>W6</b>
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Topic Words x 10	Y5/6 Spelling List  Double consonants Revision (links to Y4)	Y5/6 Spelling List  Mixed spelling rules/ revision	Suffix 'en', 'ify', 'ate'  <i>A The suffix 'en' changes adjectives to verbs (dark – darken). B The suffix 'ify' changes nouns to verbs (class – classify). C The suffix 'ate' changes nouns to verbs (captive – captivate).</i>	Suffix 'ness'  <i>A Add 'ness' to adjectives to form the noun. B Add 'ness' to adjectives ending in 'e' to form the noun. C For adjectives ending 'y', change the 'y' to an 'i' and add 'ness' to form the noun</i>	Suffix 'ity'  <i>A For adjectives with short vowels before the final consonant, just add 'ity' to form the noun. B For adjectives ending in 'e' (long vowels), drop the 'e' and add 'ity' to form the noun (pure – purity). C For adjectives ending 'le', drop the 'le' and add 'ility' (visible – visibility).</i>
	Accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, community	Correspond, immediate, occupy, occur, opportunity, recommend, suggest, beginning, preferred, occurrence	darken weaken lighten soften roughen classify electrify dignify notify justify captivate dedicate stimulate notate evacuate	madness cleverness illness coldness truthfulness awareness gentleness likeness politeness rudeness happiness cleanliness tidiness loneliness chubbiness	fatality elasticity rigidity normality brutality insanity fertility agility mobility purity capability credibility visibility portability durability

Su1 W1	W2	W3	W4	W5	W6
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<p>Topic Words x 10</p>	<p>Letter strings 'ial', 'ious'</p> <p><i>A 'ial' can make one syllable with the sound 'shul' (when it follows a 'c' or 't').</i>  <i>B 'ial' can make two syllables with the 'i' sounding long 'e'.</i>  <i>C 'ious' can make the sound 'shus' or 'uss'.</i></p>	<p>Hyphens to join prefixes</p> <p><i>A 'non' means 'not'. When added as a prefix it will give the word the opposite meaning.</i>  <i>B 'ill' means 'bad' or 'badly'. It means the opposite of 'good' or 'done well'.</i>  <i>C The hyphen can be used to separate the vowels between prefix and the root word.</i></p>	<p>Hyphens for clarity with homophones</p> <p><i>A The prefix 're' means 'again'. Think of 'repeat'.</i>  <i>B The prefix 're' creates many homophones or near homophones with other words.</i>  <i>C The hyphen can be used to avoid confusion.</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
	<p>artificial partial initial  social superficial  material menial trivial  jovial industrial  cautious previous  delicious obvious  furious</p>	<p>non-stick non-slip non-drip non-stop non-fiction  ill-natured ill-tempered  ill-timed ill-gotten ill-used  re-enter re-employ pre-arrange co-own co-operate</p>	<p>re-act re-press re-sign  re-form re-cover  react repress resign  reform recover  re-sent resent re-serve  reserve</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

Su2 W1	W2	W3	W4	W5	W6
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<p>Topic Words x 10</p>	<p>Latin prefixes ‘uni’, ‘bi’, ‘tri’</p> <p><i>A The prefix ‘uni’ comes from Latin meaning ‘one’.</i>  <i>B The prefix ‘bi’ comes from Latin meaning ‘two’ or ‘twice’.</i>  <i>C The prefix ‘tri’ comes from Latin meaning ‘three’</i></p>	<p>Latin prefixes ‘circ’, ‘tele’, ‘trans’</p> <p><i>A The prefix ‘circ’ comes from Latin meaning ‘round’.</i>  <i>B The prefix ‘tele’ comes from Latin meaning ‘distant’ or ‘far off’.</i>  <i>C The prefix ‘trans’ comes from Latin meaning ‘across’.</i></p>	<p>Latin prefixes ‘min’, ‘magn’, ‘multi’</p> <p><i>A The prefix ‘min’ comes from Latin meaning ‘small’ or ‘less’.</i>  <i>B The prefix ‘magn’ comes from Latin meaning ‘great’ or ‘large’.</i>  <i>C The prefix ‘multi’ comes from Latin meaning ‘many’ or ‘much’</i></p>	<p>Latin roots ‘tract’, ‘struct’, ‘port’</p> <p><i>A ‘tract’ comes from Latin and means ‘pull’.</i>  <i>B ‘struct’ comes from Latin and means ‘build’.</i>  <i>C ‘port’ comes from Latin and means ‘carry’ or ‘across’.</i></p>	<p>Use the words from the Tier Two List that have been used in writing.</p>
	<p>uniform unicorn  unicycle union  university  biplane biped bicycle  binary binoculars  triangle triplets tricycle  tripod trio</p>	<p>circulation  circumference circle  circular circus  telegraph telephone  television telescope  telepathy  translate transfer  transmit transport  transplant</p>	<p>minimum minute  miniskirt minor  miniscule  magnate magnificent  magnify magnitude  magnum  multilateral multimedia  multiplication  multistorey multitude</p>	<p>tractor subtract  attraction retraction  distraction  structure unstructured  construction  deconstruction  infrastructure  porter exporting  portable transported  transportation</p>	<p>Generate a list of spellings that have been used and/or have been misspelt.</p>

### Term 1

- 1 Style for speed: crossbar join from t: *th, ti, tr, ta, tt*
- 2 Style for speed: looping from g: *gl, gi, gr, ga, gg*
- 3 Style for speed: looping from j and y: *je, jo, ye, yr, yo*
- 4 Style for speed: looping from f
- 5 Style for speed: different joins to s
- 6 Style for speed: looping from b
- 7 Style for speed: joining from v, w, x and z
- 8 Handwriting for different purposes: abbreviations
- 9 Spacing between words
- 10 End-of-term check

### Term 2

- 11 Improving handwriting: the importance of consistent sizing
- 12 Improving handwriting: the importance of proportion
- 13 Improving handwriting: the importance of spacing
- 14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
- 15 Improving handwriting: the importance of closed and open letters
- 16 Improving handwriting: pen breaks in longer words
- 17 Handwriting for different purposes: annotations
- 18 Handwriting for different purposes
- 19 Choice of handwriting tools
- 20 End-of-term check

### Term 3

- 21 Handwriting for different purposes: fast-joined and print letters
- 22 Handwriting for different purposes: note making
- 23 Handwriting for different purposes: neat writing
- 24 Handwriting for different purposes: print letters for personal details
- 25 Different styles of writing
- 26 Handwriting for different purposes: presentation
- 27 Handwriting for different purposes: decorated capitals
- 28 Handwriting for different purposes: layout
- 29 Assessment
- 30 Handwriting for different purposes: handwriting patterns