

Tilstock CE Primary School
NEW CURRICULUM SPAG PROGRAMME – Medium Term Plan 2019-20

YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
R SPAG In addition to Letters and Sounds	Sequencing stories: * Using language from a story * writing lists * acting out stories *Write labels recount of the trip	Retell a story: * Write cards/letters * describe a setting *Continue a rhyming string *acting out stories and using story language	Write words with the sounds in the correct place: * Match CVC words to their picture	Applying phase 3 sounds to reading and writing: *Sequencing of nonfiction texts *Uses nonfiction books to find information * Nonfiction writing - fact file, instructions	Applying phase 3 sounds to reading and writing.	Attempting to write complete sentences spelling some irregular common words.
1 SPELLING In addition to Phase 5 Letters and Sounds	n sound before k. k for /k/ sound instead of c as in skin.	Spelling strategies - Compound words. Division of syllables. (Non-statutory) Alphabetical order	v sound at the end of words. plurals –s and -es	-ed, -ing, -er to change <i>regular verbs</i> .	prefix –un (non-statutory) Vowels and consonants. -er and –est added to adjectives where no change is needed to the root word.	Recap/consolidation of all objectives and common exception words.
	bank, tank, junk, think, pink, stink skin, skunk, kit, kick, kipper, Kent	football, greenhouse, bedroom, farmyard, playground, sunset rabbit, pocket, thunder, carrot	love, live, have, cave, give cats, dogs, rocks, boxes, churches, foxes	looked, walked, played, jumped kicking, hunting, fighting, washing walker, teacher, buzzer, jumper	unfair, uneven, unhappy, unkind, untie longer, quicker, slower, shorter, fresher. fastest, slowest, shortest, quickest.	said, says, the, was, has, you, are, were, they (see Spelling Appendix for more)

<p>1 SPAG</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Joining clauses with 'and'</p> <p>Lower case letter formation.</p> <p>Time adverbs (first, next, after that...).</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Sequencing short sentences.</p> <p>Using personal pronoun 'I'.</p> <p>Capital letters for names.</p> <p>Using story language (once upon a time...).</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Capital letters for days, places and names.</p> <p>Using story language (once upon a time...).</p> <p>Use of adjectives.</p> <p>Conjunctions – and, but, so and because.</p> <p>Letter formation – capital and lower case.</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Capital letters for names.</p> <p>Use more ambitious vocab.</p> <p>Time adverbs.</p> <p>Conjunctions – and, but, so, because.</p> <p>Commas in a list.</p> <p>Using story language (once upon a time...).</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Commas to separate items in a list.</p> <p>Use 'and' 'because' 'so'.</p> <p>Use of question marks.</p> <p>Use of exclamation marks.</p> <p>Commas in a list.</p>	<p>Full stops Capital letters Finger spaces.</p> <p>Use of question marks.</p> <p>Use of exclamation marks.</p> <p>Joining clauses with 'and', so, but, because.</p> <p>Commas in a list.</p> <p>Using story language (once upon a time...).</p>
<p>2 SPELLING New curriculum requirements AND Phase 6 Letters and Sounds</p>	<p>Revisit Phase 5 including dge, soft c and /u/ sound spelt o as in other.</p> <p>badge, fudge, wedge, hedge, ledge.</p> <p>city, circle, circus, cinema, ice, race</p> <p>other, mother, Monday, brother, month</p>	<p>Past tense – what is it?.</p> <p>Suffix – ed added to regular and irregular verbs.</p> <p>irregular past tense verbs.</p> <p>-ing to verbs</p> <p><i>EXCEPTION: x is never doubled</i></p> <p>yesterday, last week, last year.</p> <p>landed, lifted, kicked, played.</p> <p>skipped, stopped, lived, liked, cried, tried.</p> <p>ran, swam, was, went, flew, caught.</p> <p>jumping, kicking, playing, flying</p>	<p>Recap from Year 1 add-er and –est to adjectives and verbs, and teach rules for irregular root words.</p> <p>Proof-reading.</p> <p>Apostrophes for contraction and possession.</p> <p>rider, ruler, whiter, safer</p> <p>funnier, copier, luckier, hairier</p> <p>madder, hotter, wetter</p> <p>bluest, nicest</p> <p>happiest, grumpiest</p> <p>reddest, saddest, slimmest.</p> <p>can't, won't, didn't, I'm, she's, you're.</p>	<p>plurals –s and –es le, el, al and il endings.</p> <p>special w (wa for or sound and wo for er sound)</p> <p>-ly ending</p> <p>Recap plurals from Year 1 plus irregular plurals such a fish, sheep, mice, knives, leaves, people, children.</p> <p>little, kettle, table, bottle, middle camel, towel, fuel, squirrel, tunnel</p>	<p>-y endings</p> <p>-ness suffix</p> <p>-ment suffix</p> <p>-ful suffix</p> <p>-less suffix</p> <p>-tion ending</p> <p>funny, sunny, stinky, fussy, fizzy</p> <p>noisy, shiny.</p> <p>sadness, shyness, likeness, happiness, silliness.</p> <p>enjoyment, department, amusement, employment.</p>	<p>Dictionary skills</p> <p>-en endings</p> <p>their, there and they're</p> <p>homophones</p> <p>lighten, frighten, darken, shorten</p> <p>flatten, widen, forgotten</p> <p>here/hear, see/sea, bear/bare, blue/blew, to/too/two, won/one, no/know, are/our, hour/our.</p>

		clapping, hopping, nodding, beginning. loving, having, giving, liking	brother's, mother's, man's, girl's	animal, metal, pedal, hospital evil, pencil, nostril, fossil. worm, work, worship, word, world walk, war, warm, towards, water safely, quickly, slowly, friendly	thankful, helpful, joyful, useful. fearless, helpless, hopeless, harmless. station, fiction, motion, emotion, nation, potion.	
2 SPAG	Beginning to use a wider range of time conjunctions to start sentences. Use adverbs to begin sentences Use coordinating conjunctions Recognise and begin to use a range of sentence forms, ie statement, question, exclamation and command. To embed use of capital letters and full stops consistently. Experiment with a range of punctuation including ! and ?.	To use expanded noun phrases consistently. Recognise and use a range of sentence forms, ie statement, question, exclamation and command. Use coordinating conjunctions. To be able to use subordinating conjunctions to show time and place. Starting to use commas for subordination. Develop the use of paragraphs.	Develop use of expanded noun phrases. Recognise and use a range of sentence forms, ie statement, question, exclamation and command. Developing use of a range of punctuation including ? and ! Use co-ordinating conjunctions. Showing an awareness of speech. To use tense accurately.	Use adventurous vocabulary. Use a variety of sentence openers. Use Subordinating conjunctions. Use of commas in a list accurately. Use commas for subordination. Develop use of Speech and accurately punctuate.	Use adventurous vocabulary. Use a range of sentence forms, Statements, questions and exclamations. Apostrophe for contraction and attempts at possession. Begin to punctuate speech with some accuracy. Paragraphs to group information. Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question mark,	Use vocabulary for effect. Uses varied sentence openers. Use a range of coordinating and subordinating conjunctions. Use of literary devices including similes and alliteration. Use of adverbs to add detail to verbs. Use of paragraphs to structure writing. Use a range of punctuation accurately including full stops, commas in a list, exclamation marks and question mark, and use

					and use commas for subordination.	commas for subordination.
3 SPELLING	<p>Revisit Year 2 Spelling rules: past tense both regular and irregular. Suffixes –er, -est, -ness, -ful, -ment and –less. /j/ sound spelt g and dge. -tion endings Revisit Year 2 skills and strategies: Dictionary skills Proof-reading.</p>	<p>/ai/ sound spelt ey, ei or eigh. /i/ sound spelt y. /u/ sound spelt ou. Homophones.</p>	<p>/k/ sound spelt ch. /sh/ sound spelt ch. /g/ sound spelt gue. /k/ sound spelt que. /s/ sound spelt sc.</p>	<p>Spelling Strategies: Mnemonics Revisit compound words Division of syllables 'Spell Speak'</p>	<p>Prefixes un-, dis-, mis- . (non-statutory) Recap apostrophes for contractions. Apostrophe for possession with plurals.</p>	<p>Revisit soft c from Year 2 with words from Y3/4 word list. Thesaurus and dictionary skills.</p>
	<p>business imagine, strange, knowledge position, mention,</p>	<p>they, grey weigh, weight, rein eight, eighty, eighteen, eighth gym, pyjamas, myth, touch, trouble, ball/bawl, fair/fare, mail/male, plain/plane, brake/break, berry/bury, hare/hair, flower/flour, heel, heal/he'll.</p>	<p>chemist, chemical, Christ, Christmas, school, headache chef, machine, chalet, Charlotte plague, league, fatigue, colleague, tongue. cheque, boutique, antique, unique science, scene, scientist, scissors, discipline, fascinate, crescent</p>	<p>Sep-tem-ber, rem-em-ber bis-cu-it, bus-i-ness, fri-end</p>	<p>unfriendly, unreliable, uneasy, unexplained. disappear, disapply, disappoint, disagree, disobey. misunderstand, misbehave, mislay, misspell. would've, should've, aren't, she'd, we'll girls', boys', parents', babies'</p>	<p>bicycle, centre, century, certain, circle, decide, exercise, experience, notice, medicine, recent, sentence.</p>

<p>3 SPAG</p>	<p>Beginning to use a wider range of time conjunctions to start sentences.</p> <p>Beginning to open sentences using simple prepositional clauses,</p> <p>Beginning to open sentences using simple adjectival clauses.</p> <p>Inverted commas are used to punctuate direct speech.</p> <p>Uses varied sentence openers.</p> <p>Uses an increasing range of subordinating conjunctions.</p> <p>Use of adverbs to add detail.</p> <p>Uses ! and ? accurately.</p> <p>Use speech marks accurately.</p> <p>Beginning to use commas to mark relative clauses.</p>	<p>Present perfect form of verbs instead of simple past.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Organise paragraphs around a theme.</p> <p>Use subheadings</p> <p>'A' or 'an' is used correctly.</p> <p>To use impersonal language where appropriate.</p> <p>Beginning to use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use a range of sentence forms accurately, ie statement, question,</p>	<p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Apostrophe used for possession of plurals.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p>	<p>Distinguish between word families and understand the purpose of each in a sentence.</p> <p>Use paragraphs to group related material</p> <p>Using organisational and presentational devices to structure text and to guide the reader.</p> <p>Sophisticated use of conjunctions, adverbs and compound prepositions.</p> <p>Developing consistent accurate use of first and third person.</p> <p>Uses varied sentence openers.</p> <p>Apostrophe used for possession of plurals.</p> <p>Use a range of sentence forms accurately, ie statement, question, exclamation and command.</p>	<p>Consistent accurate use of first and third person.</p> <p>Apostrophes for contractions and plural possessions used increasingly accurately.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a wider range of time conjunctions to start sentences.</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Demarcates speech – using a comma after</p>	<p>Accurately demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Apostrophe used for possession of plurals.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>Use an ellipsis to create suspense.</p> <p>Begin to use commas to follow a fronted adverbial or prepositional fronted clause.</p>
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	Use some literary devices for effect e.g similes, alliteration	exclamation and command.			the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.	
4 SPELLING	<p>Revisit Year 3 Spelling patterns and rules: Prefixes Contractions</p> <p>Revise spelling strategies: division of syllables mnemonics</p>	<p>Prefixes in-, il-, im, ir-, re-, sub-, inter-, super-, anti- and auto-.</p> <p>Homophones.</p>	<p>-sure and -ture endings.</p> <p>-ous endings and all rules.</p>	Suffix -ly and all rules.	<p>Suffix -ation. -tion, -sion, -ssion and cian endings.</p>	
		<p>incorrect, inactive, illegal, illegible immature, impossible, impatient irregular, irrelevant, irresponsible redo, refresh, return, reappear subdivide, subheading, submarine interact, intercity, international supermarket, superman, superstar antiseptic, antisocial, anticlockwise automatic, autograph</p> <p>accept/except, affect/effect, grate/great, groan/grown, not/knot, main/mane, meet/meat, mist/missed,</p>	<p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature</p> <p>poisonous, dangerous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>	<p>sadly, completely, usually, finally happily, grumpily, angrily gently, simply, humbly, nobly basically, frantically, dramatically</p>	<p>information, adoration, sensation, preparation, admiration, invention, injection, action, hesitation, expression, discussion, confession, permission, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	

		past/passed, piece/peace, reign/rain/rein, whose/who's, weather/whether.				
4 SPAG	<p>To understand how paragraphs are used to order and build up ideas.</p> <p>To be able to identify how a range of punctuation is used by writers to achieve effect Makes choices about how to open a sentence for effect, ie fronted adverbials etc. Uses a range of subordinate conjunctions. Use a range of punctuation accurately including: Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis. Uses commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Recognises how punctuation changes the meaning of sentences.</p>	<p>Use an extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Makes choices about how to open a sentence for effect, ie fronted adverbials etc.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials with accurate punctuation.</p>	<p>Use paragraphing to order and build up ideas</p> <p>Use a range of sentence openers and make informed choices on which opener to use for effect. Uses a range of subordinate conjunctions.</p> <p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis. Use commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of powerful verbs.</p>	<p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Adverbial phrases are used with increased accuracy, using correct punctuation.</p> <p>Formal and informal language choices are made where appropriate.</p> <p>Use commas to follow prepositional fronted clause</p> <p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of subordinate conjunctions.</p> <p>Indicating possession by using apostrophes.</p>	<p>Determiners.</p> <p>Use an extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Use commas after fronted adverbials.</p> <p>Indicating possession by using the possessive</p>	<p>Begins to use conversational dialogue for characterisation and behaviours and begin to use dialogue to develop the plot. Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Use a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to use a range of devices to build cohesion across a sustained piece of writing.</p>

					apostrophe with plural nouns.	
5 SPELLING	Revisit Year 4 Spelling patterns and rules: Prefixes -ous endings. -tion, -sion, -ssion, -cian endings.	Silent letters -cial and -tial endings and all rules.	-cious and -tious endings Dictionary Skills	-able and -ible endings and all rules.	-ough endings	Homophones and confusing words
		doubt, island, lamb, solemn, climb, thistle, whistle, knight official, special, artificial, confidential, partial, essential initial financial, commercial	vicious, precious, delicious, suspicious, malicious cautious, ambitious, fictitious	readable, adorable, considerable, loveable, tolerable, changeable edible, flexible, legible, forcible dependable, comfortable, understandable, reliable, horrible, terrible, sensible, incredible.	ought, bought, thought, fought rough, tough, enough cough though, although, dough through thorough, borough plough	guessed/guest, advice/advise, licence/license, practice/practise, morning/mourning, profit/prophet, stationery/stationary, wary/weary, aloud/allowed, desert/dessert, draft/draught,
5 SPAG	Beginning to use a wide range of devices to build cohesion. Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns. Tense changes are appropriate and accurate.	To use brackets for extra information. Colon used to introduce a list. Develop consistency in the subject/ verb agreement. Develop the use of relative clauses with who, which, where, when, whose and that. Uses conversational dialogue for	Use varied sentence structures to create effect. Use of metaphors for effect. Developing use of brackets, dashes or commas to indicate parenthesis. Investigate word order in sentences	To use a wide range of devices to build cohesion across a sustained piece of writing. Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns with consistency.	Accurate use of simple, complex and compound sentences are used securely to create effect. Using organisational and presentational devices to structure text and to guide the reader. using passive verbs to affect the presentation	Use a wide range of devices to build cohesion across a sustained piece of writing. Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns. Tense changes are appropriate and accurate. Vocabulary is appropriately used for clarity, emphasis,

	<p>Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool. Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader. Beginning to use relative clause. Beginning to use brackets, dashes or commas to indicate parenthesis. Beginning to use commas to clarify meaning or avoid ambiguity.</p>	<p>characterisation and behaviours; dialogue specifically used as a plot development tool.</p> <p>Use of adverbial phrases is consistent.</p> <p>Use a range of subordinating and coordinating conjunctions.</p> <p>Use of metaphors for effect. Securing the use of prefixes and suffixes.</p>	<p>and the effect it has on sentences.</p> <p>Accurate use of homophones.</p> <p>Consistency in dialogue to give information on characters.</p> <p>Speech demarcation is accurate.</p> <p>To use personification, similes and metaphors to add well-chosen details</p>	<p>Tense changes are appropriate and accurate.</p> <p>Simple, complex and compound sentences are used securely to create effect.</p> <p>Accurate use of ellipses and dashes.</p> <p>Consistency in standard English e.g verb inflections instead of local form</p> <p>Cohesion between paragraphs inc linking closing paragraph to opening paragraph. Hybrid texts are used.</p>	<p>of information in a sentence using the perfect form of verbs to mark relationships of time and cause Using hyphens to avoid ambiguity Accurate use of ellipsis Use semicolons, colons or dashes to mark boundaries between independent clauses.</p>	<p>technical accuracy and to engage the reader.</p> <p>Use relative clauses with who, which, where, when, whose and that.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use commas and hyphens to clarify meaning or avoid ambiguity.</p>
6 SPELLING	<p>/ee/ sound spelt ei after c. Hyphens used to join a prefix to a root word.</p>	<p>-ant, -ance and -ancy, -ent, -ency and -ency endings and all rules</p>	<p>Adding suffixes to root words ending in r.</p>	<p>REVISION IN PREPARATION FOR SPaG TEST.</p>	<p>REVISION IN PREPARATION FOR SPaG TEST.</p>	<p>Transition spelling – looking towards KS3.</p>
	<p>caffeine, protein, seize deceive, conceive, receive, perceive, ceiling</p> <p>co-ordinate, re-enter, co-operate, co-own.</p>	<p>observant, observance expectant, expectance, expectancy hesitant, hesitance, hesitancy tolerant, tolerance substance innocent, innocence decent, decency frequent, frequency confident, confidence assistant, assistance</p>	<p>The r is not doubled if the -fer is no longer stressed: transferred referee, reference, preference, transference.</p>			

		obedient, obedience independent, independence				
6 SPAG	<p>Purposeful use of a variety of sentence structures including relative clauses, main clause and subordinate clauses. Recognise the subject, verb and object. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Creating atmosphere, and integrating dialogue to convey character and advance action and engage audience in writing.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>Rhetorical questions are used to engage reader. Use conditional and modal verbs. Highlight the use of relative pronouns. Recognise determiners. Recognise possessive pronoun. Recognise the coordinating and subordinating conjunctions. Recognise the subjunctive form. Recognise the difference between subordinating conjunction and preposition.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens. Highlight the use of prepositions.</p> <p>Recognise how commas can change the meaning within a sentence. Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>Use of stylistic devices is clear: simile, metaphor, personification and alliteration.</p>	<p>Using passive and modal verbs mostly appropriately. Recognise the present perfect, past progressive. Recognise the active and passive voice. Recognise noun and verb phrases. Write contractions has not –hasn't. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>Selecting verb forms for meaning and effect. Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens. Highlight the use of prepositions.</p> <p>Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>Parenthesis is used for asides as well as to add additional information, both in fiction and Nonfiction. Or – explain technical words.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>