

ENGLISH – YEAR 6		
Texts:	Autumn 1	Autumn 2
<b>The Sweep's Boy</b>  <b>The Highwayman</b>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write a diary entry with a very distinct atmosphere e.g. suspense, panic, humour.</li> <li>• Persuasion - Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</li> <li>• The Place Value of Grammar and Punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry - Recognise themes in the poem such as love, loss and heroism.</li> <li>• Explore and explain imagery including metaphor and personification.</li> <li>• Interpret poems explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Understand terms which describe different kinds of poems and identify typical features. Comment on poem's structures and how these influence meaning.</li> <li>• Analyse how messages, moods, feelings and attitudes are conveyed in poetry.</li> <li>• Plan and write an alternative ending to a narrative poem in the style of the poet.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write a recount in a specific form with a clear audience ensuring formality is appropriate.</li> <li>• Integrate dialogue in narrative to convey character and advance the action.</li> <li>• Describe settings and characters building a distinct atmosphere.</li> <li>• Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader.</li> <li>• Write effectively for each purpose and selection audience, showing good awareness of the reader.</li> <li>• Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader. Use verb tenses consistently and correctly throughout writing.</li> <li>• Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• Draw on their knowledge of etymology and morphology to support spelling.</li> <li>• Spell most words correctly, adding prefixes and suffices appropriately, spelling the correct form of homophones and spelling all common exception words correctly.</li> </ul>	
	Greater Depth	Greater Depth



	<ul style="list-style-type: none"><li>• Independently change the atmosphere of the diary entry with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</li><li>• Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</li></ul>	<ul style="list-style-type: none"><li>• Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</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>• Consciously control the structure of sentences.</li><li>• Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately.</li><li>• Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity.</li><li>• Evaluate, draft and re-draft.</li></ul>	