

ENGLISH – YEAR 6		
Texts:	Spring 1	Spring 2
<b>Kensuke's Kingdom</b>	<ul style="list-style-type: none"> <li>Discussion - Write a discussion text in a specific form with a specific audience. Use the subjunctive mood to establish formality and an authoritative voice.</li> <li>Narrative - Plan and write a story with two narrators to tell the story from different perspectives.</li> <li>Non-chronological report - Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative - Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</li> <li>Recount - Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. newspaper article.</li> </ul>
<b>The Giant's Necklace</b>	<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> </ul> <p>Write an effective discussion text effectively for a specific audience, selecting language that shows good awareness of the reader.</p> <ul style="list-style-type: none"> <li>Write a report with a distinct form &amp; specific audience (e.g. webpage), selecting correct vocabulary &amp; grammatical structures that reflect the level of formality required.</li> <li>Use layout devices such as headings, sub-headings, bullets and tables to structure texts.</li> <li>Use the range of punctuation taught at KS2 mostly correctly.</li> <li>Use verb tenses consistently and correctly throughout their 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>Spell correctly most words from the Y5/6 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 with mostly appropriate vocabulary.</li> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul>	
	<b>Greater Depth</b>	<b>Greater Depth</b>



	<ul style="list-style-type: none"><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.</li><li>Independently change the formality of the two narrators so that they contrast.</li><li>Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</li></ul>	<ul style="list-style-type: none"><li>Independently use a non-linear structure to show control of formality for different shifts of time.</li><li>Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article.</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>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes.</li><li>Distinguish between the language of speech and writing and choose the appropriate register.</li><li>Choose and combine different text types and associated language features for effect and specific purpose.</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>Independently enhance the effectiveness of writing through reading, evaluating and redrafting.</li></ul>	

#### English Martyrs' Primary School – English Curriculum