

ENGLISH – YEAR 6		
<b>Texts:</b>  <b>Goodnight Mr Tom</b>	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Narrative - Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</li> <li>• Explanation - Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasion - Construct an effective persuasive advert using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</li> <li>• Non-fiction (choice) - Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</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>• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>• Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and an appropriate style.</li> <li>• Use the range of punctuation taught at KS2 mostly correctly.</li> <li>• Use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• Select vocabulary and grammatical structures that reflect what the writing requires, doing this using mostly appropriate vocabulary.</li> <li>• Spell most words from the Y5/6 spelling list correctly, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul>	
	Greater Depth	Greater Depth
	<ul style="list-style-type: none"> <li>• Independently include dialogue to show shifts of formality; develop character and move the action forward.</li> <li>• Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</li> </ul>	<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 and an informal speech with formal features.</li> </ul>



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|  | <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>• 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><li>• Use a range of punctuation taught at Key Stage 2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.</li></ul> |
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