

| Class 6 - Year A | | | | | |
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| Fiction texts | Rags to riches Street Child and the OceanMaker | Poetry Topic based theme | Cogheart Adventure story | Room 13 (+ Alma video) Suspense writing | Rock, Paper, Scissors |
| Independent and purposeful writing opportunities | The children will write a short narrative focussing on setting descriptions. | The children will write a free verse poem about a Victorian scene. | The children will write an adventure story based on a time focussing on action. | The children will write a narrative focussing on suspense techniques. | The children will write a short story focussing on dialogue. |
| Non-fiction texts | Persuasive writing Speeches | Instructions and Explanations Wallace and Gromit's Cracking Contraptions | Discussion Should we have zoos? | Journalistic writing Fairy tale news | Letter writing Formal and informal writing |
| Independent and purposeful writing opportunities | The children will write a house captain speech. | The children will write instructions and explanation texts about new contraptions. | The children will research and write a discussion text about zoos. | The children will create a newspaper article based on a Fairy tale. | The children will write letters and diary entries as Howard Carter and Lord Carnarvon. |
| Class 6 - Year B | | | | | |
| Fiction texts | Time travel story The Gas Mask | Poetry Topic based theme | Warning tale Alien landing story | Room 13 + Alma Suspense writing | Rock, Paper, Scissors |
| Independent and purposeful writing opportunities | The children will write a time travel story focussing on settings. | The children will create a free verse poem about the Blitz. | The children will write a sequel to this story focussing on action. | The children will write a narrative focussing on suspense techniques. | The children will write a short story focussing on dialogue. |
| Non-fiction texts | Persuasive writing Speeches | Instructions and Explanations Wallace and Gromit's Cracking Contraptions | Information texts Planets and aliens | Journalistic writing Fairy tale news | Letter writing Formal and informal writing |
| Independent and purposeful writing opportunities | The children will write a house captain speech. | The children will write instructions and explanation texts about new contraptions. | The children will write an information text about invented planets. | The children will create a newspaper article based on a Fairy tale. | The children will write letters and diaries as Frederick Catherwood. |
| Spoken language | <ul style="list-style-type: none"> ● Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <ul style="list-style-type: none"> ● Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. <ul style="list-style-type: none"> ● Ask specific reasoned questions to improve his/her understanding. ● Identify and discuss themes and conventions in and across a wide range of writing with reasoning. ● Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. ● Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none"> ● Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. <ul style="list-style-type: none"> ● Pronounce mathematical vocabulary correctly and confidently. ● Use the whole number system, including saying, reading and writing numbers accurately. ● Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. | | | | |

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| | <ul style="list-style-type: none"> ● Describe positions on the full coordinate grid (all four quadrants). ● Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ● Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time. |
| Spelling | <ul style="list-style-type: none"> ● Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. <ul style="list-style-type: none"> ● Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. ● Distinguish between homophones and other words which are often confused with reference to (English Appendix 1). <ul style="list-style-type: none"> ● Use dictionaries to check the spelling and meaning of words. ● Spell most of the year 5 and 6 words correctly (English Appendix 1). ● Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. ● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> ● Use a thesaurus with confidence. |
| Handwriting | <ul style="list-style-type: none"> ● Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. <ul style="list-style-type: none"> ● Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. |
| Composition | <ul style="list-style-type: none"> ● Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). <ul style="list-style-type: none"> ● Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. ● Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. ● Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). <ul style="list-style-type: none"> ● Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). <ul style="list-style-type: none"> ● Draft and write narratives, describing settings, characters and atmosphere. <ul style="list-style-type: none"> ● Integrate dialogue to convey character and advance the action. ● Draft and write by accurately précising longer passages. ● Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. ● Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. <ul style="list-style-type: none"> ● Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. ● Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). <ul style="list-style-type: none"> ● Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. ● Distinguish between the language of speech and writing and choosing the appropriate register. <ul style="list-style-type: none"> ● Proof-read for spelling errors linked to spelling statements for year 6. ● Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. |

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| | <ul style="list-style-type: none">• Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Terminology | Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |