|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 6 | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | |
| **Books** | **F**  The Wild Robot: Now a major DreamWorks animation!: Amazon.co.uk: Brown,  Peter: 9781848127272: BooksThe Wild Robot | **NF**  Nelson Mandela ...Nelson Mandela | **O**  Pie Corbet: What Am I? | **F**  Greek Myths for Young Children (Usborne ...Various Greek myths/short stories | **NF**  Santa Strategy: Christmas Flight | **O**  Advertisements | **F**  The Animals of Farthing Wood: a classic ...The Animals of Farthing Wood | **NF**  When the Sky Falls: The bestselling ...When the sky falls | **O**  Artemis Fowl: 1: Amazon.co.uk: Colfer ...Artemis Fowl | **F**  Kensuke's Kingdom (Modern Classics ...Kensuke’s Kingdom | **NF**  Pie Corbet: Dragons  How To Train Your Dragon: Book 1 ...How to train your dragon | **O**  The Highwayman - Scholastic ShopThe Highwayman | **F**  Smith (A Puffin Book): Amazon.co.uk ...Smith – Leon Garfield | **NF**  Tsunamis (Rosen Verified: Natural ...Tsunamis | **O**  Flannan Isle  The Mystery of Flannan Isle PowerPoint ... | **F**  Flannan Isle  The Mystery of Flannan Isle PowerPoint ... | **NF**  Should children be given the vote? | **O**  Shakespeare  Emma Roberts (9781913520465/Hardback ... |
| **Writing**  **Outcome** | **Science Fiction** | **Biographies** | **Poem** | **Myths Legends Fables** | **Instructions** | **Persuasive advert** | **Stories with Dilemmas** | **Recount** | **Prose** | **Adventure** | **Non-Chronological report** | **Narrative Poem** | **Historical fiction** | **Explanation text** | **Poem** | **Mystery** | **Discussion/Persuasion** | **Playscript** |
| **Year 6** | * Use expanded noun phrases * Use brackets, dashes or commas to indicate parenthesis * Recognise vocabulary and structures for formal speech * Use passive verbs * Use language carefully to   influence the reader’s opinion of a character, place or  situation   * Use paragraphs to vary pace and emphasis * Give clues to the reader about when the story takes place * use further prefixes and suffixes and understand the guidance for adding them | * Use devices to build cohesion within a paragraph * Link ideas using tense choices * Recognise vocabulary and structures for formal speech and writing, including subjunctive forms * Use a wider range of devices to build cohesion * Variety of verb forms used correctly and consistently including the present perfect form * Use colons or dashes to mark boundaries between independent clauses * Write in consistent tense using a range of verb forms * Include the 5Ws – who, what, where, when, why and how –and conclude with a clear summary * Use real life facts, including dates and place names * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] | * Articulate and justify answers * Give well structured descriptions, explanations * Identify and discuss themes and conventions * Prepare poems for   performance   * Learn poetry by heart * Draw inferences * Make authorial choices, selecting from a range of forms, to suit the purpose * Make effective language choices, drawing on a   range of descriptive techniques   * Perform own   compositions  using appropriate  intonation, volume and movement | • Use devices to build  cohesion within a paragraph  • Develop and keep characters  consistent through vivid  description  • Use language carefully to  influence the reader’s  opinion of character, place  or situation  • Use dialogue to explain the  plot, reveal new  information, show character  or relationships or to convey  mood   * Use passive verbs   • Enhance meaning through  selecting appropriate  grammar and vocabulary  • Use a wider range of devices  to build cohesion  (adverbials and  conjunctions)  • Use semi-colons, colons or  dashes to mark boundaries  between independent   * clauses use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. | * accurately punctuated sentences with full stops and used capital letters for all proper nouns (names, places, days, months etc.). * organisational choices for the impact of the reader * numbered bullets to make the order clear. * Imperatives * Modal verbs   • Punctuate bullet points consistently   * Use persuasive language   e.g. quotes, slogans, rhetorical questions  • Directly appeal to the reader   * use dictionaries to check the spelling and meaning of words | * Organise paragraphs   around a theme  • Use expanded noun  phrases to convey  complicated  information concisely  • Use relative clauses  to add detail and  description   * Use modal verbs to indicate   degrees of possibility  • Use devices to build cohesion  within a paragraph  • Choose the appropriate register  • Enhance meaning through  selecting appropriate grammar  and vocabulary  • Use a wider range of devices to  build cohesion  • Use a colon to introduce a list and  use semi-colons within lists  • Use a colon to introduce a list | * Use expanded noun phrases   to convey complicated  information concisely  • Describe settings, characters  And atmosphere  • Integrate dialogue to convey  character and advance the  action   * Use language carefully to   influence the reader’s  opinion of a character, place  or situation  • Use dialogue to explain the  plot, reveal new  information, show character  or relationships or convey  mood.  • Use emotive language  including use of modals and  adverbs for possibility (e.g.  surely, every right-thinking  person would)  • Support points using  persuasive examples and  provide evidence  • Create authority through a  formal style where | • Use passive verbs  • Link ideas across paragraphs  using a wider range of  cohesive devices  • Use clear organisational  features  • Enhance meaning through  selecting appropriate  grammar and vocabulary  • Use modal verbs and  adverbs to indicate degrees  of possibility  • Use brackets, dashes or  commas to indicate  parenthesis  • Use concise word choices  • Clarify technical vocabulary  • Adapt formality to suit  purpose and audience  • Provide well-developed  factual information for the  reader   * use a thesaurus * using commas to clarify meaning or avoid ambiguity in writing * continue to distinguish between homophones and other words which are often confused | * A strong plot as well as fantastical elements * Very clear and detailed description to help the reader imagine * Use imagery for description * Vary story structure: start with a   flashback or dramatic event, use 2  narrators to tell a story from different  perspectives  • Use paragraphs to vary pace and  Emphasis   * use he first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | * Use expanded noun phrases.   to convey complicated  information concisely  • Select appropriate grammar  and vocabulary  • Integrate dialogue to convey  character and advance the  action  • Use a wide range of devices  to build cohesion  • Use semi-colons, colons or  dashes to mark boundaries  between independent  clauses  • Use powerful and varied  verbs for action  • Use paragraphs to vary pace  and emphasis  • Combine action, dialogue and  description | * Use precise word choices   • Select language to appeal to the reader  • Clarify technical vocabulary  • Use a formal tone  • Adapt formality to suit purpose and  audience  • Use fronted adverbials e.g. also,  additionally, usually, commonly  • Provide well-developed factual  information for the reader  • Manipulate style for specific purpose and  audience (hybrid texts)  • Include a summarising statement | * Evaluate authors’   language choice   * Explain and   discuss  understanding of  reading   * Note and develop   initial ideas,  drawing on  reading and   * researchDescribe settings,   characters and  atmosphere   * Use   organisational  and  presentational  devices to  structure text   * Propose changes   to vocabulary,  grammar and  punctuation to  enhance effects  and clarify  meaning   * Experiment with   personification to  create effective  imagery | * Re-telling with a flashback which could begin with the final event fictional but use real event * Historical setting * Accurate historical detail * Give clues to the reader about when the story takes place- archaic   language might be appropriate  • Use paragraphs to vary pace and  emphasis  • Use dialogue to explain the plot, reveal  new information, show character or  relationships or to convey mood   * Use language carefully to influence the   reader’s opinion of a character, place or  situation | * Link ideas across paragraphs   using a wider range of  cohesive devices (e.g.  repetition, adverbials,  ellipsis)  • Choose the appropriate  register  • Use semi-colons, colons or dashes to mark boundaries  between independent  clauses   * Clarify technical   vocabulary  • Use a formal tone  • Adapt formality to suit purpose and audience  • Use fronted adverbials   * using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * using hyphens to avoid ambiguity | * Participate in   discussions and  performances   * Gain, maintain   and monitor the  interest of the  listener(s)   * Prepare poems for   performance   * Make effective   language choices,  drawing on a  range of  descriptive  techniques   * Identify and   discuss themes  and conventions   * Enhance meaning   through selecting  appropriate  grammar and  vocabulary   * Make effective   language choices,  drawing on a  range of  descriptive  techniques   * Identify the   audience for an  purpose of  writing   * Enhance meaning   through selecting  appropriate  grammar and  vocabulary | • Link ideas across paragraphs  using adverbials of time,  place and number  • Use of inverted commas and  other punctuation to  punctuate direct speech  • Use consistent and correct  tense  • Use passive verbs  • Link ideas across paragraphs  using a wider range of  cohesive devices  • Integrate dialogue to convey  character and advance the  action  • Use small details for  characters to amuse,  entertain or create drama  • Engage reader through  selecting effective grammar  and vocabulary   * Manipulate tense and verb   forms  • Use paragraphs to vary pace  and emphasis | * Link ideas using tense   choices   * Recognise vocabulary and structures for formal speech and   writing, including subjunctive forms  • Use a wider range of devices to build cohesion  • Use a colon to introduce a list and  use semi-colons within lists  • Punctuate bullet points  Consistently  Adapt formality to suit  purpose and audience  • Clarify technical vocabulary   * Create authority through a   formal style where  appropriate | * identifying the   audience for and  purpose of the  writing, selecting  the appropriate  form and using  other similar  writing as models  for their own   * noting and   developing initial  ideas, drawing on  reading and  research where  necessary   * draft and write by   selecting appropriate  grammar and  vocabulary,  understanding how such  choices can change and  enhance meaning,   * proofread for spelling   and punctuation  errors evaluate by  assessing the  effectiveness of their own writing  proposing changes to vocabulary, grammar and punctuation to  enhance effects and clarify meaning |