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| 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: DragonsHow 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 IsleThe Mystery of Flannan Isle PowerPoint ... | **F**Flannan IsleThe Mystery of Flannan Isle PowerPoint ... | **NF**Should children be given the vote? | **O**ShakespeareEmma 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 orsituation* 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

compositionsusing appropriateintonation, volume and movement | • Use devices to buildcohesion within a paragraph• Develop and keep charactersconsistent through vividdescription• Use language carefully toinfluence the reader’sopinion of character, placeor situation• Use dialogue to explain theplot, reveal newinformation, show characteror relationships or to conveymood* Use passive verbs

• Enhance meaning throughselecting appropriategrammar and vocabulary• Use a wider range of devicesto build cohesion(adverbials andconjunctions)• Use semi-colons, colons ordashes to mark boundariesbetween 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 nounphrases to conveycomplicatedinformation concisely• Use relative clausesto add detail anddescription* Use modal verbs to indicate

degrees of possibility• Use devices to build cohesionwithin a paragraph• Choose the appropriate register• Enhance meaning throughselecting appropriate grammarand vocabulary• Use a wider range of devices tobuild cohesion• Use a colon to introduce a list anduse semi-colons within lists• Use a colon to introduce a list | * Use expanded noun phrases

to convey complicatedinformation concisely • Describe settings, charactersAnd atmosphere• Integrate dialogue to conveycharacter and advance theaction* Use language carefully to

influence the reader’sopinion of a character, placeor situation • Use dialogue to explain theplot, reveal newinformation, show characteror relationships or conveymood.• Use emotive languageincluding use of modals andadverbs for possibility (e.g.surely, every right-thinkingperson would)• Support points usingpersuasive examples andprovide evidence• Create authority through aformal style where | • Use passive verbs• Link ideas across paragraphsusing a wider range ofcohesive devices• Use clear organisationalfeatures• Enhance meaning throughselecting appropriategrammar and vocabulary• Use modal verbs andadverbs to indicate degreesof possibility• Use brackets, dashes orcommas to indicateparenthesis• Use concise word choices• Clarify technical vocabulary• Adapt formality to suitpurpose and audience• Provide well-developedfactual information for thereader* 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 2narrators to tell a story from differentperspectives• Use paragraphs to vary pace andEmphasis* 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 complicatedinformation concisely• Select appropriate grammarand vocabulary• Integrate dialogue to conveycharacter and advance theaction• Use a wide range of devicesto build cohesion• Use semi-colons, colons ordashes to mark boundariesbetween independentclauses• Use powerful and variedverbs for action• Use paragraphs to vary paceand emphasis• Combine action, dialogue anddescription | * Use precise word choices

• Select language to appeal to the reader• Clarify technical vocabulary• Use a formal tone• Adapt formality to suit purpose andaudience• Use fronted adverbials e.g. also,additionally, usually, commonly• Provide well-developed factualinformation for the reader• Manipulate style for specific purpose andaudience (hybrid texts)• Include a summarising statement | * Evaluate authors’

language choice* Explain and

discussunderstanding ofreading* Note and develop

initial ideas,drawing onreading and* researchDescribe settings,

characters andatmosphere* Use

organisationalandpresentationaldevices tostructure text* Propose changes

to vocabulary,grammar andpunctuation toenhance effectsand clarifymeaning* Experiment with

personification tocreate effectiveimagery | * 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 andemphasis• Use dialogue to explain the plot, revealnew information, show character orrelationships or to convey mood* Use language carefully to influence the

reader’s opinion of a character, place orsituation | * Link ideas across paragraphs

using a wider range ofcohesive devices (e.g.repetition, adverbials,ellipsis)• Choose the appropriateregister• Use semi-colons, colons or dashes to mark boundariesbetween independentclauses* 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 andperformances* Gain, maintain

and monitor theinterest of thelistener(s)* Prepare poems for

performance* Make effective

language choices,drawing on arange ofdescriptivetechniques* Identify and

discuss themesand conventions* Enhance meaning

through selectingappropriategrammar andvocabulary* Make effective

language choices,drawing on arange ofdescriptivetechniques* Identify the

audience for anpurpose ofwriting* Enhance meaning

through selectingappropriategrammar andvocabulary | • Link ideas across paragraphsusing adverbials of time,place and number• Use of inverted commas andother punctuation topunctuate direct speech• Use consistent and correcttense• Use passive verbs• Link ideas across paragraphsusing a wider range ofcohesive devices• Integrate dialogue to conveycharacter and advance theaction• Use small details forcharacters to amuse,entertain or create drama• Engage reader throughselecting effective grammarand vocabulary* Manipulate tense and verb

forms• Use paragraphs to vary paceand 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 anduse semi-colons within lists• Punctuate bullet pointsConsistentlyAdapt formality to suitpurpose and audience • Clarify technical vocabulary* Create authority through a

formal style whereappropriate | * identifying the

audience for andpurpose of thewriting, selectingthe appropriateform and usingother similarwriting as modelsfor their own* noting and

developing initialideas, drawing onreading andresearch wherenecessary* draft and write by

selecting appropriategrammar andvocabulary,understanding how suchchoices can change andenhance meaning,* proofread for spelling

and punctuationerrors evaluate byassessing theeffectiveness of their own writingproposing changes to vocabulary, grammar and punctuation toenhance effects and clarify meaning |