

Year 6		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		NF	N	N	NF	NF	N	NF	N	NF	P	NF	NF
		LETTERS FROM THE LIGHTHOUSE	ROSE BLANCHE	A MONSTER CALLS	LETTER TO SCROOGE	ANCIENT GREECE	THE NOWHERE EMPORIUM	GOLDLOCKS	PAPERMAN	ORIGIN OF THE SPECIES	MOTH	SCOTT OF THE ANTARCTIC	EMPEROR PENGUINS
WRITING COMPOSITION	Plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.		✓	✓			✓		✓				
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.		✓	✓			✓		✓				
	Draft and write by precisising longer passages.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	✓			✓	✓		✓		✓		✓	✓
	Evaluate and edit by assessing the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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, distinguishing between the language of speech and writing and choosing the appropriate register.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Covered via our choral speaking curriculum.											
WORD	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]					✓		✓		✓			
	How words are related by meaning as synonyms and antonyms [for example, big, large, little].			✓	✓				✓		✓		

SENTENCE	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].							✓	✓				
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	✓		✓	✓	✓		✓	✓	✓			
TEXT	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		✓	✓		✓	✓	✓		✓		✓	✓
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					✓		✓		✓		✓	✓
PUNCTUATION	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	✓		✓	✓	✓		✓	✓	✓			
	Use of the colon to introduce a list and use of semi-colons within lists	✓			✓	✓		✓		✓			
	Punctuation of bullet points to list information					✓		✓					
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	✓		✓		✓		✓					