

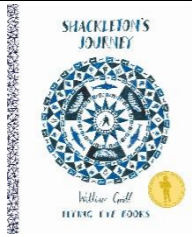
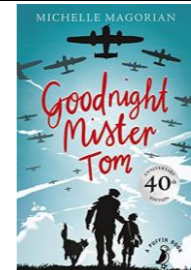
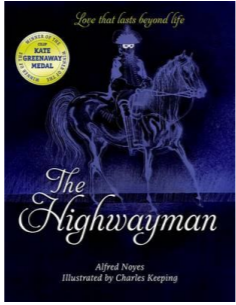



Year 6			Autumn Term			
Text	Wonder 			Skellig 		
Writing Outcomes	Persuasive letter	Recount- diary	Narrative- write a new ending	Setting description	Non-chronological report	Balanced argument
Vocabulary, Grammar and Punctuation Outcomes	-Indicating degrees of possibility using adverbs or modal verbs -Devices to build cohesion within a paragraph	-Devices to build cohesion within a paragraph -Linking ideas across paragraphs using adverbials of time, place and number -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - <i>Informal language</i>	-Use of inverted commas and other punctuation to indicate direct speech -Using expanded noun phrases to convey complicated information concisely	-Using expanded noun phrases to convey complicated information concisely - <i>Metaphors, similes and personification</i> -Dashes to indicate parenthesis - <i>Short sentences for impact</i>	-Use of the colon to introduce a list and use of semi-colons within lists -Punctuation of bullet points to list information -Apostrophes to mark plural possession -Brackets to indicate parenthesis -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	-Indicating degrees of possibility using adverbs or modal verbs -Extending the range of sentences with more than one clause by using a wider range of conjunctions -Devices to build cohesion within a paragraph) -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Linking ideas across paragraphs using a wider range of cohesive devices
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 6					
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 6					
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document					
Timescale	6 weeks			6 weeks		

Year 6			Spring Term			
Text	Shackleton' Journey 	Goodnight Mr Tom 				
Writing Outcomes	Instructions	Narrative- write part of the story	Newspaper report	Recount Diary	Persuasive letter (Should Tom kidnap Will?)	Biography (Will)
Vocabulary, Grammar and Punctuation Outcomes	<ul style="list-style-type: none"> -Linking ideas across paragraphs using adverbials of time, place and number or tense choices -Using fronted adverbials, using commas after fronted adverbials -How the grammatical patterns in a sentence indicate its function as a command -Use of the colon to introduce a list and use of semi-colons within lists -Punctuation of bullet points to list information -Use of commas to clarify meaning or avoid ambiguity -Brackets for parenthesis -Layout devices (headings, subheadings, bullets) 	<ul style="list-style-type: none"> -Using expanded noun phrases to convey complicated information concisely -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Commas and dashes to indicate parenthesis -Linking ideas across paragraphs using adverbials of place -Use of paragraphs to organise ideas around a theme -Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Using passive verbs to affect the presentation of information in a sentence (understanding the active voice) -Use of the semi-colon, colon and dash to mark boundaries between independent clauses -Linking ideas across paragraphs using a wider range of cohesive devices -Layout devices (columns) -Use of inverted commas and other punctuation to indicate direct speech -Reported speech 	<ul style="list-style-type: none"> -Using passive verbs to affect the presentation of information in a sentence -Informal language -Use of the semi-colon to mark boundaries between independent clauses -Linking ideas across paragraphs using adverbials of time, place and number -Ellipsis -How the grammatical patterns in a sentence indicate its function as an exclamation -Exclamation marks -Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> -Linking ideas across paragraphs using a wider range of cohesive devices (repetition of word or phrase, grammatical connections) -Indicating degrees of possibility using adverbs or modal verbs - How the grammatical patterns in a sentence indicate its function as an command -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> -Layout devices (subheadings) -Using fronted adverbials, using commas after fronted adverbials -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Apostrophes to mark plural possession -Brackets, dashes or commas to indicate parenthesis -How hyphens can be used to avoid ambiguity
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 6					
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 6					
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document					
Timescale	6 weeks			6 weeks		

Year 6			Summer Term			
Text	Poetry: The Highwayman 			Running on Empty 		
Writing Outcomes	Historical context, characters and setting Response to poetry Description	Characters Narrative- from characters perspective	Language and Rhythm Compose own verses of poetry	Report <i>(Newspaper or police)</i>	Balanced argument <i>(Should they tell Aunt Josephine? In the form of a letter)</i>	Narrative <i>(Writing the ending to the story)</i>
Vocabulary, Grammar and Punctuation Outcomes	-Look at unfamiliar language and investigate word meanings -Using expanded noun phrases to convey complicated information concisely -Dashes to indicate parenthesis <i>-Similes and metaphors</i>	-1 st person -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Use of the semi-colon, colon and dash to mark the boundary between independent clauses -Using expanded noun phrases to convey complicated information concisely -Integrating dialogue to convey character and advance the action	-Look at language and experiment with writing in the same style	- <i>Reported speech</i> -Layout devices -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Using passive verbs to affect the presentation of information in a sentence -Linking ideas across paragraphs using a wider range of cohesive devices -Linking ideas across paragraphs using adverbials of time, place and number -Use of commas to clarify meaning or avoid ambiguity -How hyphens can be used to avoid ambiguity	- Linking ideas across paragraphs using a wider range of cohesive devices (adverbials, grammatical connections, repetition of word or phrase) -How the grammatical patterns in a sentence indicate its function as an exclamation or command -Exclamation marks -Use of the semi-colon, colon and dash to mark the boundary between independent clauses -Punctuation of bullet points to list information	-Ellipsis -Use of inverted commas and other punctuation to indicate direct speech -Using expanded noun phrases to convey complicated information concisely -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Using the perfect form of verbs to mark relationships of time and cause
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 6					
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 6					
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document					
Timescale	6 weeks			6 weeks		