

Year group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Type (guidelines)	Extended narrative writing - diary (3 weeks)	Persuasive writing Arguments/Debates (2 weeks)	Instructions (2 weeks)	Newspaper reports (2 weeks)	Biographies/ Autobiographies (2 weeks)	Advertisements (2 weeks) SATs Practice (2 weeks) SATS week
	Poetry – Figurative language (2-3 weeks) SATs practice (1 week)	Non-chronological reports (3 weeks) SATs Practice (1 week)	Explanations (2 weeks) SATs Practice (1 week)	Poems Learn by heart and perform a significant poem. (2 weeks) SATs Practice (2 weeks)	Letter writing – Formal and informal (2 weeks) SATs practice (3 weeks)	Shakespeare (3-4 weeks)
Recommended Text	The Arrival by Shaun Tan Eye of the Wolf by Daniel Pennac Out of the Ashes by Michael Morpurgo Krindlekrax by Philip Pullman What's the Big Idea? By Anita Ganeri The Sea by James Reeves Ted Hughes collections Aliens stole my underpants by Brian Moses		How to train your dragon by Pie Corbett The Greek News (Walker) by Anton Powell and Philip Steele, The Egyptian Echo (Usborne) by Paul Dowswell. Half-caste and Other Poems by John Agard The Works KS2 Chosen by Pie Corbett Tom's Midnight Garden by Phillipa Pearce Stig of the Dump by Clive King		Midsummer night's dream by William Shakespeare, Coming to England by Floella Benjamin, War Boy by Michael Foreman Number of guides/leaflets for places of interest. Macbeth by William Shakespeare, Twelfth night by William Shakespeare. Selection of historical links for biographies – William Wallace etc.	
Suggested Outcome	A short story conveying the genre (fantasy etc.) or opening chapter. Read a particular poet's work and write own based on structure and imagery identified. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness		A list of instructions based around fantasy such as capturing a creature or ghost hunting. An explanation of a favourite sport or activity. A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints. Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. Performing poetry orally using poetry from a range of texts using physical and emotional expression.		A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique A series of live debates on various subjects. Children work in groups/pairs/ individually to prepare and present points of views Read, write and perform free verse. Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, E.g. police description, school report, newspaper obituary.	

<p>Punctuation Grammatical Terminology <i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use of the colon to introduce a list/summary and fact etc.</p> <p>Adverbial phrases</p> <p>Determiners – definite and indefinite</p> <p>Inverted commas – reported speech</p> <p>Apostrophes – omission and possession</p> <p>Synonym and antonym.</p> <p>Subject Verb object.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>Formal and informal language and its differences</p> <p>Punctuation of bullet points to list information</p> <p>Persuasive language – Subordinating connectives</p> <p>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],</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Standard and non-standard English</p>	<p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>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],</p>	<p>The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech</p> <p>Passive voice vs active voice</p> <p>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...]</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing and letter writing.</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>Subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points.</p>
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<p>Punctuation Grammatical Terminology <i>Next steps covered in grammar.</i></p>	<p>I know what synonyms (big/large) and antonyms (big/small) are and can give examples of each</p> <p>I use the colon to introduce a list</p> <p>I can link ideas across paragraphs using further adverbials (e.g. on the other hand, in contrast) and ellipsis. (ITP15)</p> <p>I change the order of sentences to affect the presentation of information</p>	<p>I recognize the difference between vocabulary typical of informed speech and formal writing e.g. 'ask for' vs 'request'.</p> <p>I always use the correct tense throughout my writing</p> <p>I use standard and non-standard forms of English appropriately</p> <p>I always use the right verbs when writing in singular and plural e.g. He is, They are.</p> <p>I use a semi-colon to separate items consisting of more than one word</p>	<p>I use the semi-colon, colon and dash to mark the boundary between independent clauses (ITP16)</p>	<p>I change the order of sentences to affect the presentation of information</p> <p>I can link ideas across paragraphs using further adverbials (e.g. on the other hand, in contrast) and ellipsis. (ITP15)</p>	<p>I use standard and non-standard forms of English appropriately</p> <p>I use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).</p> <p>I use the semi-colon, colon and dash to mark the boundary between independent clauses (ITP16)</p> <p>I use full range of punctuation to demarcate sentences (including apostrophes and ellipsis)</p>	<p>I use full range of punctuation to demarcate sentences (including apostrophes and ellipsis)</p> <p>I use standard and non-standard forms of English appropriately</p>
<p>Next Steps Covered</p>	<p>I create vivid imagery through expressive and figurative language that fits with the mood/atmosphere of the text.</p> <p>I choose appropriate connectives or key vocabulary to build cohesion within and across my paragraphs</p> <p>I consider how authors develop characters and settings within narratives that I have read, listened to or seen performed</p>	<p>I decide when to use formal or informal and personal or impersonal language best</p> <p>I choose appropriate connectives or key vocabulary to build cohesion within and across my paragraphs</p> <p>I use conditional structures to persuade, e.g. if...then, could, would</p> <p>I use expanded noun phrases to convey complicated information concisely</p>	<p>My writing is well paced and makes sense: events are clearly and logically related. (ITP16)</p> <p>I experiment with different story openings e.g. dialogue or narrator synopsis</p> <p>I am developing my 'narrative voice' e.g. gives indication of character's thoughts/feelings</p> <p>I choose the correct homophone when writing e.g. practice/practise</p>	<p>I can create detailed settings, characters and plot using a wide range of vocabulary and grammar. (ITP15)</p> <p>I confidently describe settings, characters and atmosphere within narrative. (ITP16)</p>	<p>I make precise choices for vocabulary, punctuation, sentence length and complexity to enhance my writing.</p> <p>I vary the length and focus of my sentences to change meaning.</p> <p>I identify the audience and purpose of my writing so that I select the best model to use</p>	<p>I proofread for spelling and punctuation errors</p> <p>I make precise choices for vocabulary, punctuation, sentence length and complexity to enhance my writing.</p> <p>I vary the length and focus of my sentences to change meaning.</p> <p>I confidently describe settings, characters and atmosphere within narrative. (ITP16)</p>

	<p>I can include dialogue to convey character description and advance the action.</p> <p>I can summarize longer passages e.g. writing a blurb or abstract</p> <p>I plan quickly and effectively</p> <p>My openings and endings are well-structured and relates well the rest of the plot.</p>	<p>I use devices such as headings, sub-headings, columns, bullets or tables to structure texts effectively.</p> <p>My writing flows between dialogue, action and description appropriately.</p> <p>I use a thesaurus effectively to support me when I am writing (ITP16)</p>				<p>I can create detailed settings, characters and plot using a wide range of vocabulary and grammar. (ITP15)</p> <p>I experiment with different story openings e.g. dialogue or narrator synopsis</p> <p>I am developing my 'narrative voice' e.g. gives indication of character's thoughts/feelings</p>
Presentation	<p>I begin to develop my own legible, joined handwriting style (ITP16)</p> <p>I choose the writing implement that is best suited for a task (ITP16)</p> <p>I choose how to present information best to aid understanding e.g. bullet lists, captions, etc. (ITP15)</p>					