

Year group	6			
Term	Spring 1		Spring 2	
Genre	News Report		Quest to Escape a Disaster Tale	Non-Chronological Report
Text	Tabloid: Extreme Eating Competition	Broadsheet: Assassination of MLK	The Man in the White Shirt	
Audience and Purpose	To inform	To inform	To entertain	To inform
Links to previous year groups and current topic	Builds on news report in Year 5.			Linked to Science topic. Independent piece: Adaptation. Most: Non-chronological report GD: in style of scientific journal
Grammar, punctuation and composition.	<p>Write effectively for a <b>range</b> of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> <li>-Use paragraphs to organise ideas</li> <li>-In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, subheadings, bullet points.</li> <li>-Select vocabulary and grammatical structures that reflect what the writing requires, doing this <b>mostly</b> appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)</li> <li>-Use a <b>range</b> of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>-Use verb tenses consistently and correctly throughout their writing.</li> <li>-Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full stops,</li> </ul>	<p>Write effectively for a <b>range</b> of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> <li>-Use paragraphs to organise ideas</li> <li>-In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, subheadings, bullet points.</li> <li>-Select vocabulary and grammatical structures that reflect what the writing requires, doing this <b>mostly</b> appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)</li> <li>-Use a <b>range</b> of devices to build cohesion (e.g. conjunctions,</li> </ul>	<p>Write effectively for a <b>range</b> of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> <li>-Use paragraphs to organise ideas</li> <li>-In narratives, describe setting, characters and atmosphere.</li> <li>-Integrate dialogue in narratives to convey character and advance the action</li> <li>-Select vocabulary and grammatical structures that reflect what the writing requires, doing this <b>mostly</b> appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using</li> </ul>	<p>Write effectively for a <b>range</b> of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> <li>-Use paragraphs to organise ideas</li> <li>-In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, subheadings, bullet points.</li> <li>-Select vocabulary and grammatical structures that reflect what the writing requires, doing this <b>mostly</b> appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how</li> </ul>

	<p>exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.</p> <ul style="list-style-type: none"> <li>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech</li> <li>apostrophes for singular and plural possession</li> <li>commas for clarity, after fronted adverbials</li> <li>punctuation for parenthesis</li> <li>dashes for independent clauses</li> <li>hyphens to avoid ambiguity</li> <li>-Spell Year 3 and 4 words correctly</li> <li>-Spell Year 5 and 6 words correctly</li> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this</li> </ul> <p>- <b>hyperbole</b> to emphasise a point or idea (tabloid only)</p> <p>- Co-ordinating conjunction '<b>yet</b>' to suggest something the reader would not have expected based on the preceding point.</p> <p>- <b>Dashes</b> to include additional information in the middle of a sentence to give great clarity.</p> <p>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</p> <p>- Starting with the present participle '<b>-ing</b>' to emphasise or intensify an action.</p> <p>- Subordinating conjunction '<b>as</b>' to describe simultaneous actions.</p> <p>- A range of ways to say '<b>said</b>' to convey information about a character, their mood or feeling.</p> <p>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</p>	<p>adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <ul style="list-style-type: none"> <li>-Use verb tenses consistently and correctly throughout their writing.</li> <li>-Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full stops, commas in a list, apostrophes for singular, plural and irregular plural possession.</li> <li>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech</li> <li>apostrophes for singular and plural possession</li> <li>commas for clarity, after fronted adverbials</li> <li>punctuation for parenthesis</li> <li>semi-colons for independent clauses and lists</li> <li>dashes for independent clauses and lists</li> <li>colons for independent clauses and lists</li> <li>hyphens to avoid ambiguity</li> <li>-Spell Year 3 and 4 words correctly</li> <li>-Spell Year 5 and 6 words correctly</li> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this</li> </ul> <p>- Co-ordinating conjunction '<b>yet</b>' to suggest something the reader</p>	<p>modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> <li>-Use <b>a range</b> of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>-Use verb tenses consistently and correctly throughout their writing.</li> <li>-Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.</li> <li>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech</li> <li>apostrophes for singular and plural possession</li> <li>commas for clarity, after fronted adverbials</li> <li>punctuation for parenthesis</li> <li>semi-colons for independent clauses and lists</li> <li>dashes for independent clauses and lists</li> <li>colons for independent clauses and lists</li> <li>hyphens to avoid ambiguity</li> <li>-Spell Year 3 and 4 words correctly</li> <li>-Spell Year 5 and 6 words correctly</li> <li>-Distinguish between the language of speech and writing</li> </ul>	<p>information is presented, using modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> <li>-Use <b>a range</b> of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>-Use verb tenses consistently and correctly throughout their writing.</li> <li>-Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.</li> <li>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech</li> <li>apostrophes for singular and plural possession</li> <li>commas for clarity, after fronted adverbials</li> <li>punctuation for parenthesis</li> <li>semi-colons for independent clauses 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	<p>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</p>	<p>would not have expected based on the preceding point.</p> <ul style="list-style-type: none"> <li>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</li> <li>- Starting with the past participle '<b>ed</b>' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</li> <li>- <b>Repeating words or phrases</b> for emphasis to stress points or ideas.</li> <li>- Subordinating conjunction '<b>as</b>' to describe simultaneous actions.</li> <li>- A range of ways to say '<b>said</b>' to convey information about a character, their mood or feeling.</li> <li>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</li> <li>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</li> </ul>	<p>and choose the appropriate register</p> <ul style="list-style-type: none"> <li>- <b>hyperbole</b> to emphasise a point or idea</li> <li>- '<b>as if</b>' to create a comparison or to add detail and emphasis to a feeling.</li> <li>- Co-ordinating conjunction '<b>yet</b>' to suggest something the reader would not have expected based on the preceding point.</li> <li>- <b>Dash</b> to express an afterthought.</li> <li>- Sub-ordinating conjunction '<b>if</b>' to show possibility.</li> <li>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</li> <li>- <b>Ellipsis</b> to show an interruption of action or speech.</li> <li>- <b>Metaphors</b> to create a poetic effect in stories to engage the reader.</li> <li>- <b>Personification</b> to bring writing to life by giving objects/animals human characteristics.</li> <li>- Starting with the present participle '<b>-ing</b>' to emphasise or intensify an action.</li> <li>- Starting with the past participle '<b>-ed</b>' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</li> <li>- <b>Repeating words or phrases</b> for emphasis to stress points or ideas or to suggest urgency.</li> <li>- Subordinating conjunction '<b>as</b>' to describe simultaneous actions.</li> </ul>	<p>hyphens to avoid ambiguity</p> <ul style="list-style-type: none"> <li>- Spell Year 3 and 4 words correctly</li> <li>- Spell Year 5 and 6 words correctly</li> <li>- Distinguish between the language of speech and writing and choose the appropriate register</li> <li>- Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this</li> <li>- '<b>as if</b>' to create a comparison or to add detail.</li> <li>- Co-ordinating conjunction '<b>yet</b>' to suggest something the reader would not have expected based on the preceding point.</li> <li>- <b>Dashes</b> to include additional information in the middle of a sentence to give great clarity.</li> <li>- Sub-ordinating conjunction '<b>if</b>' to show possibility.</li> <li>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</li> <li>- Starting with the present participle '<b>-ing</b>' to emphasise or intensify an action.</li> <li>- Starting with the past participle '<b>-ed</b>' to explain why a character/subject</li> </ul>
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Handwriting				
Spelling	See Read Write Inc. plan			