

Year group	6			
Term	Autumn 1		Autumn 2	
Genre	Conquering the Monster Tale	Diaries	Persuasive speech	Tale of Fear
Text	WWII: German in the Woods	Model: The Day War Broke Out Independent: As an evacuee	Children must be evacuated.	A Monster Calls (Patrick Ness)
Audience and Purpose	To entertain	To inform	To persuade. Formal.	To entertain
Links to previous year groups and current topic	Builds on previous three years of Conquering the Monster tale. Linked to WW2 topic.	Builds on diaries in previous years. Linked to WW2 topic.	Builds on persuasive writing in previous years. More formal.	Builds on Tale of Fear in Year 4
Grammar, punctuation and composition.	<ul style="list-style-type: none"> <li>-Write effectively for <b>a 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)</li> <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 modal verbs to suggest degrees of possibility)</li> <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> </ul>	<ul style="list-style-type: none"> <li>-Write effectively for <b>a 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)</li> <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 modal verbs to suggest degrees of possibility)</li> <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> </ul>	<ul style="list-style-type: none"> <li>Write effectively for <b>a 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)</li> <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 <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,</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for <b>a 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)</li> <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</li> </ul>

	<p>-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.</p> <p>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech apostrophes for singular and plural possession commas for clarity, after fronted adverbials punctuation for parenthesis hyphens to avoid ambiguity</p> <p>-Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly</p> <p>- <b>hyperbole</b> to emphasise a point or idea</p> <p>- <b>'as if'</b> to create a comparison or to add detail and emphasis to a feeling.</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>Dash</b> to express an afterthought.</p> <p>- Sub-ordinating conjunction <b>'if'</b> to show possibility.</p> <p>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</p> <p>- <b>Ellipsis</b> to show an interruption of action or speech.</p> <p>- <b>Metaphors</b> to create a poetic effect in stories to engage the reader.</p> <p>- <b>Personification</b> to bring writing to life by giving objects/animals human characteristics.</p>	<p>-Use verb tenses consistently and correctly throughout their writing.</p> <p>-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.</p> <p>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech apostrophes for singular and plural possession commas for clarity, after fronted adverbials punctuation for parenthesis semi-colons for independent clauses and lists dashes for independent clauses colons for independent clauses and lists hyphens to avoid ambiguity</p> <p>-Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly</p> <p>- <b>hyperbole</b> to emphasise a point or idea.</p> <p>- <b>'as if'</b> to create a comparison or to add detail and emphasis to a feeling.</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>Dash</b> to express an afterthought.</p> <p>- Sub-ordinating conjunction <b>'if'</b> to show possibility.</p> <p>- <b>Embedded clause or phrase</b> to add more detail to a sentence.</p>	<p>commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.</p> <p>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech apostrophes for singular and plural possession commas for clarity, after fronted adverbials punctuation for parenthesis semi-colons for independent clauses and lists dashes for independent clauses colons for independent clauses and lists hyphens to avoid ambiguity</p> <p>-Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly</p> <p>- <b>hyperbole</b> to emphasise a point or idea.</p> <p>- <b>'as if'</b> to create a comparison or to add detail and emphasis to a feeling.</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>Dash</b> to express an afterthought.</p> <p>- Sub-ordinating conjunction <b>'if'</b> to show possibility.</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>- Starting with the past participle <b>'-ed'</b> to explain why a character/subject behaves in a certain way, highlight and emphasising it.</p> <p>- <b>Repeating words or phrases</b> for emphasis to stress points or ideas or to suggest urgency.</p>	<p>information is presented, using modal verbs to suggest degrees of possibility)</p> <p>-Use <b>a range</b> of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>-Use verb tenses consistently and correctly throughout their writing.</p> <p>-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.</p> <p>-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech apostrophes for singular and plural possession commas for clarity, after fronted adverbials punctuation for parenthesis</p>
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Handwriting				
Spelling	See Read Write Inc. plan			