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> <li>-Write effectively for a range 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 mostly 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 range 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</li> </ul>	<ul> <li>-Write effectively for a range 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 mostly 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 range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and</li> </ul>	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) -Use paragraphs to organise ideas -In non-narrative writing, use simple devices to structure the writing and support the reader e.g. headings, subheadings, bullet points. -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) -Use <b>a range</b> of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing. -Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full	Write effectively for <b>a</b> range 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) -Use paragraphs to organise ideas -In narratives, describe setting, characters and atmosphere. -Integrate dialogue in narratives to convey character and advance the action -Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how

-Use the full range of KS1 and Year 3	-Use verb tenses consistently and	commas in a list, apostrophes for	information is presented,
and 4 punctuation correctly: capital letter, full stops, question marks,	correctly throughout their writing. -Use the full range of KS1 and Year 3	contractions, apostrophes for singular, plural and irregular plural possession.	using modal verbs to suggest degrees of
exclamation marks, commas in a list,	and 4 punctuation correctly: capital	-Use the range of punctuation taught at	possibility)
apostrophes for contractions,	letter, full stops, question marks,	KS2:	-Use <b>a range</b> of devices to
apostrophes for singular, plural and	exclamation marks, commas in a list,	inverted commas and other punctuation	build cohesion (e.g.
irregular plural possession.	apostrophes for contractions,	for direct speech	conjunctions, adverbials
-Use the range of punctuation taught	apostrophes for singular, plural and	apostrophes for singular and plural	of time and place,
at KS2:	irregular plural possession.	possession	pronouns, synonyms)
inverted commas and other	-Use the range of punctuation taught	commas for clarity, after fronted	within and across
punctuation for direct speech	at KS2:	adverbials	paragraphs
apostrophes for singular and plural	inverted commas and other	punctuation for parenthesis	-Use verb tenses
possession	punctuation for direct speech	semi-colons for independent clauses and	
commas for clarity, after fronted	apostrophes for singular and plural	lists	consistently and correctly throughout their writing.
adverbials	possession	dashes for independent clauses	-Use the full range of KS1
punctuation for parenthesis	commas for clarity, after fronted	colons for independent clauses and lists	and Year 3 and 4
hyphens to avoid ambiguity	adverbials	hyphens to avoid ambiguity	punctuation correctly:
-Spell Year 3 and 4 words correctly	punctuation for parenthesis	-Spell Year 3 and 4 words correctly	capital letter, full stops,
-Spell Year 5 and 6 words correctly	semi-colons for independent clauses	-Spell Year 5 and 6 words correctly	question marks,
	and lists		exclamation marks,
- <b>hyperbole</b> to emphasise a point or	dashes for independent clauses	- <b>hyperbole</b> to emphasise a point or idea.	commas in a list,
idea	colons for independent clauses and	- 'as if' to create a comparison or to add	apostrophes for
- 'as if' to create a comparison or to	lists	detail and emphasis to a feeling.	contractions, apostrophes
add detail and emphasis to a feeling.	hyphens to avoid ambiguity	- Co-ordinating conjunction <b>'yet'</b> to suggest	for singular, plural and
- Co-ordinating conjunction <b>'yet'</b> to	-Spell Year 3 and 4 words correctly	something the reader would not have	irregular plural
suggest something the reader would	-Spell Year 5 and 6 words correctly	expected based on the preceding point.	possession.
not have expected based on the		<ul> <li>Dash to express an afterthought.</li> </ul>	-Use the range of
preceding point.	<ul> <li>hyperbole to emphasise a point or</li> </ul>	<ul> <li>Sub-ordinating conjunction 'if' to show</li> </ul>	punctuation taught at
- <b>Dash</b> to express an afterthought.	idea.	possibility.	KS2:
- Sub-ordinating conjunction <b>'if'</b> to	- <b>'as if'</b> to create a comparison or to	- <b>Embedded clause or phrase</b> to add more	inverted commas and
show possibility.	add detail and emphasis to a feeling.	detail to a sentence.	other punctuation for
- <b>Embedded clause or phrase</b> to add	- Co-ordinating conjunction <b>'yet'</b> to	- Starting with the present participle <b>'-ing'</b>	direct speech
more detail to a sentence.	suggest something the reader would	to emphasise or intensify an action.	apostrophes for singular
- Ellipsis to show an interruption of	not have expected based on the	- Starting with the past participle <b>'-ed'</b> to	and plural possession
action or speech.	preceding point.	explain why a character/subject behaves in	commas for clarity, after
- Metaphors to create a poetic effect in	- <b>Dash</b> to express an afterthought.	a certain way, highlight and emphasising	fronted adverbials
stories to engage the reader.	- Sub-ordinating conjunction <b>'if'</b> to	it.	punctuation for
- <b>Personification</b> to bring writing to life	show possibility.	- Repeating words or phrases for emphasis	parenthesis
by giving objects/animals human	- Embedded clause or phrase to add	to stress points or ideas or to suggest	
characteristics.	more detail to a sentence.	urgency.	

- Starting with the present participle '-	- Metaphors to create a poetic effect	- Subordinating conjunction <b>'as'</b> to describe	semi-colons for
ing' to emphasise or intensify an	in stories to engage the reader.	simultaneous actions.	independent clauses and
action.	<ul> <li>Personification to bring writing to</li> </ul>	- Short sentences to create an uncluttered	lists
- Starting with the past participle <b>'-ed'</b>	life by giving objects/animals human	statement of fact to be stark and to the	dashes for independent
to explain why a character/subject	characteristics.	point.	clauses
behaves in a certain way, highlight and	- Starting with the present participle	- <b>Repeated use of questions</b> to add weight	colons for independent
emphasising it.	<b>'-ing'</b> to emphasise or intensify an	to an argument in order to persuade.	clauses and lists
- Repeating words or phrases for	action.	- Adverbs of manner to set the tone/mood	hyphens to avoid
emphasis to stress points or ideas or to	- Starting with the past participle '-	of the sentence.	ambiguity
suggest urgency.	<b>ed'</b> to explain why a	- A varied range of time/place adverbials	-Spell Year 3 and 4 words
- Subordinating conjunction <b>'as'</b> to	character/subject behaves in a	to move action forward and create a	correctly
describe simultaneous actions.	certain way, highlight and	sequence of linked events.	-Spell Year 5 and 6 words
- Short sentences to open to create	emphasising it.		correctly
immediacy/drama and engage the	- Repeating words or phrases for		
reader.	emphasis to stress points or ideas or		- <b>hyperbole</b> to emphasise
- Short sentences one after another to	to suggest urgency.		a point or idea
create pace.	- Subordinating conjunction <b>'as'</b> to		- <b>'as if'</b> to create a
- Similes to enhance and embellish	describe simultaneous actions.		comparison or to add
description by creating an analogy.	- Similes to enhance and embellish		detail and emphasis to a
- Repeated use of questions to create	description by creating an analogy.		feeling.
intrigue, tension and suspense.	- Adverbs of manner to set the		- Co-ordinating
- A range of ways to say <b>'said'</b> to	tone/mood of the sentence.		conjunction <b>'yet'</b> to
convey information about a character,	- A varied <b>range of time/place</b>		suggest something the
their mood or feeling.	adverbials to move action forward		reader would not have
- Adverbs of manner to set the	and create a sequence of linked		expected based on the
tone/mood of the sentence.	events.		preceding point.
<ul> <li>A varied range of time/place</li> </ul>			- <b>Dash</b> to express an
adverbials to move action forward and			afterthought.
create a sequence of linked events.			- Sub-ordinating
			conjunction <b>'if'</b> to show
			possibility.
			- Embedded clause or
			phrase to add more detail
			to a sentence.
			- <b>Ellipsis</b> to show an
			interruption of action or
			speech.
			- Metaphors to create a
			poetic effect in stories to
			engage the reader.

		- Personification to bring
		writing to life by giving
		objects/animals human
		characteristics.
		- Starting with the present
		participle <b>'-ing'</b> to
		emphasise or intensify an
		action.
		- Starting with the past
		participle <b>'-ed'</b> to explain
		why a character/subject
		behaves in a certain way,
		highlight and emphasising
		it.
		- Repeating words or
		phrases for emphasis to
		stress points or ideas or to
		suggest urgency.
		- Subordinating
		conjunction <b>'as'</b> to
		describe simultaneous
		actions.
		- Short sentences to open
		to create
		immediacy/drama and
		engage the reader.
		- Short sentences one
		after another to create
		pace.
		- Similes to enhance and
		embellish description by
		creating an analogy.
		- Repeated use of
		questions to create
		intrigue, tension and
		suspense.
		- A range of ways to say
		'said' to convey
		information about a
L		injointation about a

	character, their mood or feeling. - <b>Adverbs of manner</b> to set the tone/mood of the sentence. - A varied <b>range of</b> <b>time/place adverbials</b> to move action forward and create a sequence of linked events.	2
Handwriting		
Spelling	See Read Write Inc. plan	