

Year group	6			
Term	Summer 1		Summer 2	
Genre	Rags To Riches	Letters	Informative booklet	Poetry
Text	Edward Tulane	Application letters	About school for prospective parents	If
Audience and Purpose	To entertain	To inform	To inform	Perform to partner class
Links to previous year groups and current topic	Build on Rags to Riches take in Year 4	Builds on letters in previous years.	Links to informative leaflet in previous year.	Builds on poetry work in previous years.
Grammar, punctuation and composition.	<p>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)</p> <ul style="list-style-type: none"> -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 information is presented, using modal verbs to suggest degrees of possibility) -Use a range 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 stops, question marks, exclamation marks, 	<p>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)</p> <ul style="list-style-type: none"> -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 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) -Use a range 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 stops, question marks, exclamation marks, commas in a list, apostrophes for 	<p>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)</p> <ul style="list-style-type: none"> -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 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) -Use a range 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. 	

<p>commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession. -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 -Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly -Distinguish between the language of speech and writing and choose the appropriate register</p> <p>- hyperbole to emphasise a point or idea. - 'as if' to create a comparison or to add detail and emphasis to a feeling. - Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point. - Dash to express an afterthought. - Sub-ordinating conjunction 'if' to show possibility. - Embedded clause or phrase to add more detail to a sentence. - Ellipsis 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.</p>	<p>contractions, apostrophes for singular, plural and irregular plural possession. -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 -Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this</p> <p>- hyperbole to emphasise a point or idea. - 'as if' to create a comparison or to add detail and emphasis to a feeling. - Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point. - Dashes to include additional information in the middle of a sentence to give great clarity. - Sub-ordinating conjunction 'if' to show possibility. - Embedded clause or phrase to add more detail to a sentence. - Starting with the present participle '-ing' to emphasise or intensify an action.</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. -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 -Spell Year 3 and 4 words correctly -Spell Year 5 and 6 words correctly -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this</p> <p>- hyperbole to emphasise a point or idea. - 'as if' to create a comparison or to add detail and emphasis to a feeling. - Co-ordinating conjunction 'yet' to suggest something the reader would</p>	
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	<ul style="list-style-type: none"> - Starting with the present participle '-ing' to emphasise or intensify an action. - Starting with the past participle '-ed' 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 'as' 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 character, their mood or feeling. - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	<ul style="list-style-type: none"> - Starting with the past participle '-ed' 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 'as' to describe simultaneous actions. - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	<p>not have expected based on the preceding point.</p> <ul style="list-style-type: none"> - Dashes to include additional information in the middle of a sentence to give great clarity. - Sub-ordinating conjunction 'if' to show possibility. - Embedded clause or phrase to add more detail to a sentence. - Starting with the present participle '-ing' to emphasise or intensify an action. - Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it. - Subordinating conjunction 'as' to describe simultaneous actions. - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	
Handwriting				
Spelling	See Read Write Inc. plan			