





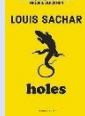
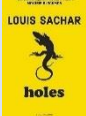
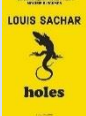

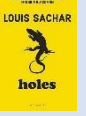
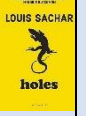
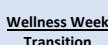


Year 6 Summer														
														
Grammar and Punctuation	<p>Writing (Composition): Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning, writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that, relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Writing Transcription (Spelling): Use dictionaries to</p>			<p>Writing (Composition): : Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning, considering how authors have developed characters and settings in what they have read, listened to or seen performed, describing settings, characters and atmosphere to convey character and advance the action, précising longer passages, using a wide range of devices to build cohesion within and</p>				<p>Writing (Composition): Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative, learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, punctuating bullet points consistently, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register, proof-read for spelling and punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, punctuating bullet points consistently, use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p> <p>Writing Transcription (Spelling): Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, use dictionaries to check the spelling and meaning</p>			<p>Writing (Composition): Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précising longer passages.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must], devices to build cohesion within a paragraph [for example, then, after that, this, firstly], linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before], brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity, the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter], the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?], 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], and ellipsis.</p> <p>Writing Transcription (Spelling): Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning, perform their own compositions, using appropriate</p>			Wellness Week Transition

	<p>check the spelling and meaning of words, use the first three or four letters of a word to check spelling, meaning or both in a dictionary, use a thesaurus.</p>	<p>across paragraphs.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms , using passive verbs to affect the presentation of information in a sentence, using expanded noun phrases to convey complicated information concisely, using modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that, relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Writing Transcription (Spelling): Use dictionaries to check the spelling and meaning of words, use the first three or four letters</p>				<p>of words, use the first three or four letters of a word to check spelling, meaning or both in a dictionary, use a thesaurus</p>	<p>intonation, volume, and movement so that meaning is clear, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précisising longer passages</p>	
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			of a word to check spelling, meaning or both in a dictionary, use a thesaurus.										
Alan Peat	Tell: show 3 examples; sentences						'Irony' sentences		DeDe sentences				
Spelling Shed.	Week 1: Words with the suffix '- ably'	Week 3: Words with the suffix '- ibly'	Week 4: Words ending in '- ent' and '- ence'	Week 5: Words ending in '- er', '-or' and '-ar'			Week 7: Adjectives used to describe settings		Week 10: Grammar Vocabulary 1				
	Week 2: Words with the suffix '- ible'						Week 8: Adjectives used to describe feelings		Week 11: Grammar Vocabulary 2				
							Week 8: Adjectives to describe characters		Week 12: Mathematical Vocabulary				
VIPERS	Holes by Louis Sachar												
Class reading books													
Writing outcomes	Outcomes: Vocabulary analysis, setting description, poster, playscript Main outcome: narrative retelling		Main outcome: Journal entry				Outcomes: Analysing character emotions, creating atmosphere in settings, informal letters, formal interview transcript. Outcome: Newspaper report			Outcomes: Diary entries, formal letters, dialogue to move a narrative forward, setting description. Final outcome: Narrative			Wellness Week Transition
Writing Sequence	Lesson 1. LO: To use a range of modal verbs to explore possibilities	Lesson 1. LO: To independently plan to create a third person narrative.	Lesson 1.				Lesson 1. LO: To analyse character emotions in a text, using evidence to support inference.	Lesson 1. LO: To plan a newspaper report.	Lesson 1. LO: To independently write a newspaper report.	Lesson 1. LO: To write a diary entry that draws on the emotions of a scene.	Lesson 1. LO: To write a narrative piece that uses a range of devices to engage the reader.	Lesson 1. LO: To independently write a narrative piece.	
	Lesson 2. LO: To be able to identify verbs for different thoughts and feelings	Lesson 2. LO: To independently write a narrative, using a range of devices to create an engaging story.	Lesson 2.				Lesson 2. LO: To describe the setting in a story using a range of figurative devices.	Lesson 2. LO: To write a newspaper report that uses appropriate vocabulary and grammatical structures.	Lesson 2. LO: To independently write a newspaper report, using dialogue to advance action.	Lesson 2. LO: To use appropriate language to write a formal letter.	Lesson 2. LO: To write a narrative piece that uses dialogue to advance action.	Lesson 2. LO: To independently write a narrative piece.	
	Lesson 3. LO: To convey an emotional scene by considering the effect of alternative adjectives	Lesson 3. LO: To independently write a narrative, using a range of devices to create an engaging story.	Lesson 3.				Lesson 3. LO: To use precise vocabulary and expanded noun phrases	Lesson 3. LO: To write a newspaper report that ensures cohesion between sentences.	Lesson 3. LO: To independently write a newspaper report, ensuring cohesion between sentences.	Lesson 3. LO: To use drama to record dialogue that advances action.	Lesson 3. LO: To write a narrative piece that uses a range of punctuation.	Lesson 3. LO: To independently write a narrative piece.	
	Lesson 4. LO: To describe a setting using expanded noun phrases	Lesson 4. LO: To independently write a narrative, using a range of devices to create an engaging story.	Lesson 4.				Lesson 4. LO: To select appropriate vocabulary and grammatical structures to create an informal letter.	Lesson 4. LO: To edit and peer assess writing.	Lesson 4. LO: To edit and peer assess writing.	Lesson 4. LO: To create a setting description that uses figurative language.	Lesson 4. LO: To edit and peer assess writing.	Lesson 4. LO: To independently peer assess and edit writing.	
		Lesson 5.	Lesson 5.				Lesson 5. LO: To make notes, picking out	Lesson 5. LO: To independently plan a newspaper report.	Lesson 5. LO: To independently write a newspaper report.	Lesson 5. LO: To plan a narrative.	Lesson 5. LO: To independently plan a narrative.	Lesson 5. LO: To independently write a narrative piece.	

	<p>Lesson 5. LO: To be able to infer and imagine what is being said in the form of a script with two parts</p>	<p>LO: To independently edit and improve writing using cohesive devices.</p> <p>Lesson 5. LO: To independently write a narrative, using a range of devices to create an engaging story.</p>					<p>key information to use in a newspaper report.</p>							
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