












Year 6-Summer

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4 - Week 6</u>	<u>Week 7</u>	<u>Week 8</u>	<u>Week 9</u>	<u>Week 10</u>	<u>Week 11</u>	<u>Week 12</u>	<u>Week 13</u>
				<u>Standalone units for moderation SATS (week 5)</u>							<u>Wellness Week</u>
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, précis 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 check the spelling and meaning of words, use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus.</p>			<p><u>Standalone units for moderation</u></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 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>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 (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, précis 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</p>			Wellness Week

			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 of words, use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus	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		
Alan Peat	Tell: show 3 examples; sentences Imagine 3 examples sentences Some; others sentences		'Irony' sentences O. (I.) sentences When; when; when; then sentences.	De:de sentences Emotion-consequence sentences 3 bad dash sentences		
Spelling Spelling Shed.	Week 1: Words with the suffix '-ible' Week 2: Words with the suffix '-ibly' Week 3: Words ending in '-ent' and '-ence'	Week 4: Words ending in '-er', '-or' and '-ar' Week 5: Adverbs synonymous with determination Week 6: Adjectives used to describe settings.	Week 7: Adjectives used to describe settings. Week 8: Adjectives used to describe feelings. Week 9: Grammar Vocabulary 1	Week 10 Grammar Vocabulary 2 Week 11: Mathematical Vocabulary Week 12: Mathematical Vocabulary		
VIPERS	Holes by Louis Sachar					
Class reading books	The Final Year Matt Goodfellow					
Writing outcomes	Outcomes: Letters, character descriptions, playscript, reports Main outcome: narrative retelling (longer story built around a man's journey to another country)	Standalone units for moderation	Outcomes: Analysing character emotions, creating atmosphere in settings, informal letters, formal interview transcript. Final outcome: Newspaper report	Outcomes: Diary entries, formal letters, dialogue to move a narrative forward, setting description. Final outcome: Narrative	Wellness Week	
Writing Sequence	Lesson 1. LO: To use a range of modal verbs to explore possibilities Lesson 2. LO: To be able to identify verbs for different thoughts and feelings Lesson 3. LO:) To convey an emotional scene by considering the effect of alternative adjectives Lesson 4. LO: To be able to infer and imagine	Lesson 1. Bank Holiday Lesson 2. LO: To independently write a narrative, using a range of devices to create an engaging story. Lesson 3. LO: To independently write a narrative, using a range of devices to create an engaging story. Lesson 4. LO: To independently edit and improve writing	Lesson 1. LO: To analyse character emotions in a text, using evidence to support inference. Lesson 2. LO: To describe the setting in a story using a range of figurative devices. Lesson 3. LO: To use precise vocabulary and expanded noun phrases Lesson 4. LO: To select appropriate vocabulary and grammatical structures to create an informal letter. Lesson 5. LO: To make notes, picking out key information to use in a newspaper report.	Lesson 1. LO: To plan a newspaper report. Lesson 2. LO: To write a newspaper report that uses appropriate vocabulary and grammatical structures. Lesson 3. LO: To rite a newspaper report that ensures cohesion between sentences. Lesson 4. LO: To independently plan a newspaper report. Lesson 5. INSET Day	Lesson 1. LO: To write a diary entry that draws on the emotions of a scene. Lesson 2. LO: To use appropriate language to write a formal letter. Lesson 3. LO: To use drama to record dialogue that advances action. Lesson 4. LO: To create a setting description that uses figurative language. Lesson 5. LO: To plan a narrative.	Transition Week Lesson 1. LO: To independently write a narrative piece. Lesson 2. LO: To independently write a narrative piece. Lesson 3. LO: To independently write a narrative piece. Lesson 4. LO: To independently peer assess and edit writing. Lesson 5. LO: To independently write a narrative piece.

	<p>what is being said in the form of a script with two parts</p> <p>Lesson 5. LO: To write a report using an appropriate tone</p>		<p>using cohesive devices.</p> <p>Lesson 5. LO: To independently write a narrative, using a range of devices to create an engaging story.</p>								
--	---	--	---	--	--	--	--	--	--	--	--