		Year 6- Autumn											
AN RAGIES A	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
							CORRISTMAS	CBRISTMAS CAROL	CHRISTIANS CAROL CROL		IPPOIL Press		NIGHTMAIL
Grammar and Punctuation	drawing on selecting app vocabulary, choices can meaning, us to build coh- paragraphs, organisation devices to st reader, assee their own ar proposing cf grammar an effects and o consistent a throughout ensuring cor agreement v plural, distin language of	developing init research wherr propriate gram understanding change and em sion within ar using further nal and present using the effect do thers' writ nanges to voca do punctuation clarify meaning nd correct use a piece of writ rect subject ar when using sin guishing betw speech and wr	e necessary, mmar and g how such shance ge of skills nd across tational nd guide the triveness of ing, isbulary, to enhance g, ensuring of tense ing, nd verb gular and reen the riting and	 Writing (Composition): Noting and developing initial ideas, drawing on reading and research where necessary, using a wide range of devices to build cohesion within and across paragraphs, assessing the effectiveness of their own and others' 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. Vocabulary, Grammar & Punctuation: Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision], use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision], verb prefixes [for example, dis-, de-, mis-, over- and re-], relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, indicating degrees of 			research where nec build cohesion withi effectiveness of thei correct subject and and plural, distingui and writing and cho Vocabulary, Gramm Use of inverted com direct speech [LKS2 and progressive form [for example, He ha went out to play] [K example, dis-, de-, beginning with who an omitted relative possibility using adv modal verbs [for exa brackets, dashes or the passive to affect	writing, ensuring een using singular language of speech ite register. ctuation to indicate ne present perfect of the simple past contrasted with He verb prefixes [for -], relative clauses en, whose, that, or ; degrees of perhaps, surely] or id, will, must], e parenthesis, use of of information in a	Writing (Comp Assessing the e writing, propos punctuation to perform their of intonation, vol clear, in narrat atmosphere ar and advance til Vocabulary, G Recognising vo for formal speer relative clause whose, that, o degrees of pos surely] or mod must], devices example, then paragraphs usi place [for exar secondly] or te	Writing (Composition): Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix, use dictionaries to check the spelling and meaning of words. Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are			
	choosing the appropriate register, proofread for spelling and punctuation errors. Vocabulary, Grammar & Punctuation: Use a thesaurus, recognising vocabulary and structures that are appropriate for formal speech and writing, differences in informal and formal language, synonyms and antonyms, brackets, apostrophe for possession, active and passive voice. complex sentences, relative clauses,			possibility using a surely] or modal should, will, must to indicate paren affect the presen sentence [for exa the greenhouse vas difference betwe informal speech a formal speech an of question tags: the use of subjum	verbs [for exam t], brackets, das thesis, use of th tation of inform imple, I broke th versus The wind broken (by me)] en structures ta d writing [for ex- He's your friend	ple, might, hes or commas the passive to hation in a the window in ow in the l, the ppropriate for kample, the use d, isn't he?, or	sentence [for examp greenhouse versus] broken (by me]], the of informal speech a speech and writing He's your friend, isn such as If I were or V writing and speech] headings, sub-headi structure text], use mark the boundary example, It's raining	The window in the e difference betwee and structures appr for example, the us 't he?, or the use of Vere they to come , layout devices [fo ngs, columns, bulle of the semi-colon, between independit	greenhouse was en structures typical opriate for formal se of question tags: f subjunctive forms in some very formal r example, ts, or tables, to colon and dash to	before], brack parenthesis, u: ambiguity, the informal speec speech and wr for – request; structures typi appropriate fo the use of que linking ideas au cohesive devic grammatical co	appropriate for formal speech and writing, including subjunctive forms, Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must], devices to build cohesion within		

	pronouns, conjunctions, speech punctuation, dashes. Writing Transcription (Spelling): Spell some words with 'silent' letters, continue to distinguish between homophones and other words which are often confused, use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	Were they to come in some very formal writing and speech], layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text], use of the semi- colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Writing Transcription: Use further prefixes and suffixes and understand the guidance for adding them, use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English, use dictionaries to check the spelling and meaning of word	Writing Transcription: Use further prefixes and suffixes and understand the guidance for adding them, use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English, use dictionaries to check the spelling and meaning of word.	adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Writing Transcription: 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.	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 typical of informal speech and vocabulary typical of informal speech and writing [for example, find out – discover; ask for – request; go in – enter], 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 Writing Transcription: Using expanded noun phrases to convey complicated information concisely, selecting appropriate grammar and vocabulary, understanding how such choices can
Alan Peat	Tell: 3 examples sentences	De:de sentences	Tell: show three examples; sentences	Some; others sentence	change and enhance meaning
Spelling Spelling Shed.	Week 1- Challenge Words Week 2- Challenge Words	Week 4 - Challenge Words	Week 7 - Challenge Words Week 8 - Challenge Words	Week 10 - Challenge Words Week 11 - Words with the short vowel sound /i/ spelled 'y'.	Week 13 – Adding the prefix '-over'

	Week 3 -Challenge Words			Week 5 – C	hallenge Words		Week 9 - Challenge Words			Week 12: Words with the long vowel sound /igh/ Spelled 'Y'.			
				Week 6- Challenge words			Week's endlenge						
VIPERS	Autumn 1: 'Twelve Minutes to Midnight' by Christopher Edge					Autumn 2: 'A Christr	mas Carol' by Charles Di	ickens					
									lancens				
VIPERS Sequence	See separat	e Reading VIP	VIPERS document.										
Class reading books	Twelve Minutes to Midnight' by Christopher Edge												
Writing outcomes	Outcomes: Diary entry, setting description, balanced argument. Main outcome: Non-chronological report (assessed piece).			Outcomes: Interview transcript, character description, setting description. Main outcome: Re-writing a scene (assessed piece).			Outcomes: Character analysis, language analysis, character description, setting description, Main outcome: Ddescriptive passage (AP)			Outcomes: Formal letters, diary entries, balanced arguments, speeches Main Outcome: News report.			Main Outcome: Poem with similar structure.
Writing Sequence	INSET. Lesson 1. LO: To take notes from a range of sources. Lesson 2. LO: To use expanded noun phrases to describe in a diary entry. Lesson 3. LO: To use a range of sentence structure s to create a setting descriptio n. Lesson 4. LO: To develop a consisten t supporte	Lesson 1. To independ ently record key informati on to form a plan for a non- chronolog ical report. Lesson 2. To use notes to write in full sentences to form a non- chronolog ical report. Lesson 3. To use notes to write in full sentences to form a non- chronolog ical report. Lesson 3. To use notes to write in full sentences to form a non- chronolog ical report. Lesson 3. To use notes to write in full sentences to form a non- chronolog ical report. Lesson 4. LO: To	Lesson 1. To independ ently record key informati on to form a plan for a non- chronolo gical report. Lesson 2. To independ ently use notes to write in full sentence s to form a non- chronolo gical report. Lesson 3. To independ ently use notes to write in full sentence s to form a non- chronolo gical report.	Lesson 1. To write a formal manuscri pt. Lesson 2. To write a characte r descripti on. Lesson 3. To write a setting descripti on using a range of figurativ e devices. Lesson 4. To re- write a scene in the third person.	Lesson 1. To use a range of sentence structures to describe a setting or character. Lesson 2. To use conjunctions and relative clauses in writing. Lesson 3. To use relative clauses to add detail to a sentence. Lesson 4. To use short sentences for greater Lesson 5. To edit and peer assess writing.	Lesson1. To plan a rewrite of 'The Robbery' scene from Oliver Twist. (AP) Lesson 2. To re-write 'The Robbery' Scene from Oliver Twist. (AP) Lesson 3. To re-write 'The Robbery' scene from Oliver Twist. (AP) Lesson4. To edit and peer assess writing. (AP) Lesson 5. To re-write 'The Robbery' scene from Oliver Twist.	Lesson 1. LO: To begin to analyse the character of Scrooge. Lesson 2. LO: To use information from a text to make inferences about a character. Lesson 3. LO: To analyse how Dickens uses language for effect. Lesson 4. LO: To analyse how Dickens uses language for effect. Lesson 5. LO: To develop understanding of a character through drama.	Letter 1. LO: To use varied sentence openers to describe a character. Lesson 2. LO: To use figurative language when describing a setting. Lesson 3. LO: To plan a descriptive passage. Lesson 4. LO: To write a descriptive passage. Lesson 5. LO: To write a descriptive passage.	Lesson 1. LO: To independent ly plan a descriptive passage. Lesson 2. LO: To independent ly write a descriptive passage. Lesson 3. LO: To independent ly write a descriptive passage. Lesson 4. LO: To edit and peer assess writing. Lesson 5. LO: To independent ly write a descriptive passage.	Lesson 1. LO: To use imperative verbs to create laws Lesson 2. LO: To write formally with historical language Lesson 3. LO: To use bullet points to take notes, summarise sentences and extract relevant information. Lesson 4. LO: To use the subjunctive mod to create a formal speech.	Assessment Week Lesson 1. LO: To write a diary entry inferring feelings whilst recalling historical events. Lesson 2. CELT Writing for Pleasure Day.	Lesson 1. LO To write formally using the passive voice. Lesson 2. To write a balanced argument, using appropriate language for offering an opinion. Lesson 3. To plan a newspaper report in the style of the time. Lesson 4. To write a newspaper report in the style of the time. Lesson 5. To edit and peer assess writing.	Lesson 1. To understand different poetic terms and use them appropriately. Lesson 2. To identify how the content of the poem can be performed. Lesson 3. To plan a new poem building on an existing structure. Lesson 4. To write a new poem using a plan.

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evidence.	work.	report.					
	Lesson 5.	Lesson 4.					
	То	To edit					
	independ	and peer					
	ently	assess					
	record	writing.					
	key						
	informati	Lesson 5.					
	on to	То					
	form a	independ					
	plan for a	ently use					
	non-	notes					
	chronolog	from a					
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	report.	chronolo					
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		report.					