





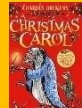








Year 6- Autumn													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
													
Grammar and Punctuation	<p>Writing (Composition): Noting and developing initial ideas, drawing on research where necessary, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, using a wide range of skills to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and guide the reader, assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring 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, proofread for spelling and punctuation errors.</p> <p>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,</p>			<p>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.</p> <p>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 possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must], brackets, dashes or commas to indicate parenthesis, use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)], 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?, or the use of subjunctive forms such as If I were or</p>			<p>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.</p> <p>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 possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must], brackets, dashes or commas to indicate parenthesis, use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)], 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?, or the use of subjunctive forms such as If I were or 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].</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</p>			<p>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.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are 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</p>

	<p>pronouns, conjunctions, speech punctuation, dashes.</p> <p>Writing Transcription (Spelling):</p> <p>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.</p>	<p>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]</p> <p>Writing Transcription:</p> <p>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</p>	<p>Writing Transcription:</p> <p>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.</p>	<p>adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Writing Transcription:</p> <p>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, précisising longer passages.</p>	<p>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], 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:</p> <p>Using expanded noun phrases to convey complicated information concisely, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
Alan Peat	Tell: 3 examples sentences	De:de sentences	Tell: show three examples; sentences	Some; others sentence	
Spelling Spelling Shed.	<p>Week 1- Challenge Words</p> <p>Week 2- Challenge Words</p>	Week 4 - Challenge Words	<p>Week 7 - Challenge Words</p> <p>Week 8 - Challenge Words</p>	<p>Week 10 - Challenge Words</p> <p>Week 11 - Words with the short vowel sound /i/ spelled 'y'.</p>	Week 13 – Adding the prefix '-over'

[illegible]