

Assessing the effectiveness of their

proposing changes to grammar and

vocabulary to improve consistency,

pronouns in sentences, proof-read

own and others' writing and

including the accurate use of

suggesting improvements,

perhaps, surely] or modal verbs [for example,

might, should, will, must], brackets, dashes or

commas to indicate parenthesis, use of the

information in a sentence [for example, I

broke the window in the greenhouse versus

relative pronoun, indicating degrees of

possibility using adverbs [for example,

passive to affect the presentation of

Vear 6- Autumn

Grammar and Punctuation Plan their writing by: Discussing writing similar to that which they are planning tow many and grammar, discussing and recording ideas Draft and write by: Draft and write by: Composition and order or understand and learn from its structure, vocabulary and and an increasing range of services to build cohesion within and increasing range of services containing dislague, progressively building a varied and infly vocabulary and an an increasing range of services containing services and increasing range of services containing dislague, progressively building a varied and infly vocabulary and an an increasing range of services containing services of the increasing range of services containing dislague, progressively building a varied and infly vocabulary and an an increasing range of services containing services of the increasing range of services containing services of the increasing range of services containing the progressive when the increasing range of services containing the progressive when the ingrange of services to build cohesion visiting 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 (LKSZ) and services of the increasing services 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 (LKSZ) exception, level the present perfect and promount, indicating degrees of possibility using adverted to the simple and punctuation to indicate direct speech (LKSZ). See Revision, level prefers and promount, indicating degrees of possibility using adverball of time for example, seeding of the grample, which, which, which, when, when the promount, indicating degrees of proceable in the simple and punctuation to indicate	1			Year 6- Autumn											
Grammar and Punctuation Writing (Composition): Writing (Composition): Writing (Composition): Writing (Composition): Noting and developing initial ideas, drawing on reading and research where necessary, using a wide range of severes to their own and others' writing and greater of which they are planning to write ange of severes to which they are planning to write and elean from its structure, sociability and across paragraphs, assessing the effectiveness of their own and others' writing and greater of their own and others' writing and greater of their own and others' writing and greater of their own and other writing and proposing changes to vocabulary, agramar and punctual or developing initial ideas, drawing on reading and research where necessary, using a wide cange of severes to their own and others' writing and private of their own and other writing and private of their own and others' writing and private of their own and other's writing and private of their own and other signal private of their own and other writing and private of their own and other proposing changes to vocabulary, agramar and punctual or and private of their own and other writing and private of their own and other wri			Week	Week 2		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Punctuation Plan their writing by: Plan their writing and choesion 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. Posablary, Grammar & Punctuation: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: Place Value of Punctuation in indicate direct speech [LKS2] Revision], use of the present perfect and an united relative pronoun, indicating degrees o				France Ch	1 may 19				CAROL	CAROL	CBRISTIMAS CAROL	arrent l	ET MATTIN	FIRST AND ASSESSMENT OF THE PROPERTY OF THE PR	NIGHTMAIL
Punctuation Plan their writing by: Plan their writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas Prantand write by: Praft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple porganisational devices (for example, headings and progressive form of verbs instead of the simple past estings, characters and plot, in non-narrative material, using simple paragraphs around a simple past estings, characters and plot, in non-narrative material, using simple past for example, headings and recording initial ideas, drawing on reading and reseasch, using and developing initial ideas, drawing on reading and reseasch 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 wreth 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], verb prefixes [for example, perhaps, cover- and re-], relative clauses beginning with who, which, where, when whose, when, whose, that, or an omitted relative pronoun, indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, perhaps, surely] or modal verbs [for example, perhaps, surely] or modal verbs [for example, perhaps, surely or modal	_	Grammar and	Writing (Composition):		Writing (Composi	ition):		Writing (Composit	ion):		Writing (Composi	tion):		Writing
theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and evices [for example, head seen her before], sentence [for example, leadshes or commas to indicate parenthesis, use of the passive to affect the presentation of information in a sentence [for example, head seen her before], sentence [for example, head seen her before], sentence [for example, be had seen her before], sentence [for example, head seen her before], sentence [for example, before], sentence [for example, head seen her before], sentenc			Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence			Noting and development of the state of the s	poing initial idea or the where neces or the where neces or the wide or aphs, assessing neir own and ot the wide of speech appropriate regunar & Punctual or the wide of the w	essary, using a hesion within the hers' writing, a agreement istinguishing and writing ister. ation: irammar unit longside:	Noting and develop research where ne- build cohesion with effectiveness of the correct subject and and plural, distingt, and writing and ch- Vocabulary, Grami Use of inverted cor direct speech [LKS2 and progressive for [for example, He has went out to play] [i example, dis—, de— beginning with wh- an omitted relative possibility using ad	ping initial ideas, di cessary, using a wi. nin and across para eir own and others l verb agreement v. boosing the appropi mar & Punctuation mas and other pu. Revision], use of rms of verbs instea as gone out to play ACS1/LKS2 Revision], mis—, over— and r o, which, where, w. verbs [for example	de range of devices to graphs, assessing the 'writing, ensuring when using singular e language of speech riate register. It: Inctuation to indicate the present perfect d of the simple past contrasted with He J, verb prefixes [for e—], relative clauses hen, whose, that, or ng degrees of the prefixes [or the prefixes of the prefixes	Assessing the effe proposing change to enhance effect compositions, usin movement so that settings, characte to convey charact passages. Vocabulary, Gram Recognising vocat for formal speech relative clauses be whose, that, or ar degrees of possibi surely] or modal v must], devices to example, then, aff	(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 &		
example, us-, us-, over-and re-, or informal spectra float structures appropriate for oriental supervision appropriate for oriental spectra float structures appropriate float structures appropriate float spectra float structures appropriate float structures appropriate float structures appropria			organising theme, in settings, on non-narra simple org example, subheadin	g paragraphs a narratives, cr characters and tive material, ganisational d headings and ngs]	around a reating d plot, in , using levices [for	Revision] , use of t progressive forms simple past [for ex- play contrasted w [KS1/LKS2 Revisio example, dis-, de- relative clauses be	the present per s of verbs instea xample, He has vith He went out n], verb prefixe –, mis–, over– a eginning with w	fect and d of the gone out to t to play] s [for nd re–], ho, which,	modal verbs (for ex- brackets, dashes or the passive to affer sentence (for exam greenhouse versus broken (by me)], th of informal speech speech and writing	ample, might, sho commas to indica the presentation ple, I broke the wi The window in the e difference betwo and structures apg [for example, the	uld, will, must], te parenthesis, use of of information in a ndow in the e greenhouse was een structures typical propriate for formal use of question tags:	paragraphs using [for example, nea tense choices [for brackets, dashes c commas to clarify between vocabula appropriate for fo out – discover; asl	adverbials of time [rby] and number [for example, he had so or commas to indica meaning or avoid a lay typical of inform rmal speech and w s for – request; go i	for example, later], place or example, secondly] or een her before], ate parenthesis, use of ambiguity, the difference hal speech and vocabulary riting [for example, find n – enter], the difference	Punctuation: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, Indicating degrees

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]

boundary between independent clauses [for example, It's

, use of the semi-colon, colon and dash to mark the

raining; I'm fed up].

Writing Transcription:

of possibility using

example, perhaps,

verbs [for example,

might, should, will,

must], devices to

build cohesion

surely] or modal

adverbs [for

appropriate for formal speech and writing [for example, the

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:

use of question tags: He's your friend, isn't he?], linking ideas

	The more, the more sentences	Noun, which/who/when sentences			
Alan Peat	Some; others sentences	De:de sentences	Tell: show three examples; sentences	Some; others sentence	such choices can change and enhance meaning
	terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 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.				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
	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, using commas to clarify meaning or avoid ambiguity in writing, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, use and understand the grammatical terminology in English Appendix 2				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
	term. This runs alongside: 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 the perfect form of verbs to mark relationships of time and cause, using expanded noun	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			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
	appropriate intonation and controlling the tone and volume so that the meaning is clear. Vocabulary, Grammar & Punctuation: Place Value of Punctuation and Grammar unit for the first half	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, subheadings, 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]	of some words needs to be learnt specifically, as listed in English, use dictionaries to check the spelling and meaning of word.	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.	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],
	for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using	The window in the greenhouse was broken (by me)], the difference between structures typical of informal speech and structures	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	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	within a paragraph [for example, then, after that, this,

Spelling Spelling Shed.		Week 1- Challenge Words			hallenge Words		Week 7 - Challenge Words			Week 10 - Challenge Words			Week 13 – Adding the prefix '-over'
	Week 2-	Challenge Wor	ras	week 5 – 0	Challenge Words		Week 8 - Challenge Words			Week 11 - Words with the short vowel sound /i/ spelled 'y'.			
	Week 3 -Challenge Words			Week 6- Challenge words			Week 9 - Challenge Words			Week 12: Words with the long vowel sound /igh/ Spelled 'y'.			
VIPERS	Autumn	1: 'Another Tw	vist in the Tale	by Catherine Bruton			Autumn 2: 'A Christmas Carol' by Charles Dickens						
Class reading books	'Twelve Minutes to Midnight' by Christopher Edge												
Writing outcomes	Outcome	es:		Outcomes:			Outcomes: Character analysis, language analysis, character description, setting description,			Outcomes: Formal letters, diary entries, balanced arguments, speeches			Main Outcome: Poem with similar
		n role, includin		Diary entry	, character description	n, setting							structure.
		lialogue, persu chronological		description	n, forming opinions for	debate,	Main outcome: Ddescripti	ve passage (assessed p	iece)	Main Outcome: News report.			
	Main out	come: Report		informal le	etter								
	(assesse		e). Main outcome: Alternative ending narrative			g narrative							
Writing Sequence		Lesson 1.	Lesson 1.	(assessed p	Lesson 1.	Lesson1.	Lesson 1. LO: To begin	Letter 1. LO: To	Lesson	Lesson 1. LO: To use	Assessment	Lesson 1. LO	Lesson 1. To
	Lesson	LO:To	LO: To	1.	LO: To plan the	LO: To	to analyse the character	use varied	1. LO:	imperative verbs to	Week	To write	understand
	1. LO: To	write to inform	independ ently	LO: To write a	next chapter of the book, using	independe ntly plan	of Scrooge.	sentence openers to describe a	To indepe	create laws	Lesson 1. LO:	formally using the passive	different poetic terms and use them
	make	and	examine	diary	prediction to	an	Lesson 2. LO: To use	character.	ndently	Lesson 2. LO: To write	To write a	voice.	appropriately.
	predict	persuade	several	entry in	inform writing.	alternative	information from a text		plan a	formally with historical	diary entry		
	ions	Lesson 2.	pieces of evidence	role.	Lesson 2.	ending to the text.	to make inferences about a character.	Lesson 2. LO: To use figurative	descrip tive	language	inferring feelings whilst	Lesson 2. To write a	Lesson 2. To identify how the content of
	Lesson	LO:To	to assist	Lesson	LO: To write the	(AP)	about a character.	language when	passag	Lesson 3. LO: To use	recalling	balanced	the poem can be
	2.	explore	in	2.	next chapter of	, ,	Lesson 3. LO: To analyse	describing a	e.	bullet points to take	historical	argument,	performed.
	LO: To	and use	planning	LO: To	the book, using a	Lesson 2.	how Dickens uses	setting.		notes, summarise	events.	using	
	make inferen	literary language	a report.	write a characte	range of figurative	LO: To independe	language for effect.	Lesson 3. LO: To	Lesson 2. LO:	sentences and extract relevant information.	Lesson 2.	appropriate language for	Lesson 3. To plan a new poem building
	ces and	laliguage	Lesson 2.	r	language.	ntly write	Lesson 4. LO: To analyse	plan a descriptive	To	relevant information.	CELT Writing	offering an	on an existing
	make	Lesson 3.	LO: To	descripti		an	how Dickens uses	passage.	indepe	Lesson 4. LO: To use the	for Pleasure	opinion.	structure.
	compa	LO: To	independ	on.	Lesson 3.	alternative	language for effect.		ndently	subjunctive mood to	Day.		
	risons	examine several	ently use notes to	Lesson	LO: To write the next chapter of	ending to a narrative	Lesson 5. LO: To develop	Lesson 4. LO: To write a	write a descrip	create a formal speech.		Lesson 3. To plan a	Lesson 4. To write a new poem using a
	Lesson	pieces of	write in	3.	the book, using a	piece. (AP)	understanding of a	descriptive	tive			newspaper	plan.
	3.	evidence	full	LO: To	range of sentence		character through	passage.	passag			report in the	
	LO: To	and .	sentence	write a	structures.	Lesson 3.	drama.		e.			style of the	
	write an	present this in a	s to form a report.	setting descripti	Lesson 4.	LO: To independe		Lesson 5. LO: To write a	Lesson			time.	
	imagin	formal	a . epoit.	on using	LO: To write the	ntly write		descriptive	3. LO:				
	ed	report.	Lesson 3.	a range	next chapter of	an		passage.	То			Lesson 4. To	
	conver	Loss 4	LO: To	of	the book, using a	alternative			indepe			write a	
	sation	Lesson 4. LO: To	independ ently use	figurativ e	range of sentence structures, using	ending to a narrative			ndently write a			newspaper report in the	
	Lesson	begin	notes to	devices.	a range of	piece. (AP			descrip			style of the	
	4.	writing	write in		sentence				tive			times.	
	LO: To	an	full	Lesson	structures.	Lesson 4.			passag			Lessen 5 T-	
	create questio	explanati on or a	sentence s to form	4. LO: To	Lesson 5.	LO: To independe			e.			Lesson 5. To edit and peer	
	ns and	report	a report.	form	LO: To edit and	ntly write			Lesson			assess	
	find		ļ .	opinions	peer assess	an			4. LO:			writing.	
	solutio	Lesson 5.	Lesson 4.	and	writing.	alternative			To edit				
	ns to a proble	LO:To conclude	LO: To edit and	express them in		ending to a narrative			and peer				
	m.	a report.	peer	anem m		piece. (AP			peer				

	asses	ss a			assess		
Lesson	writin	ng. debate.	Lesson 5.		writing.		
5.			INSET Day				
LO: To	Lesso	on 5. Lesson			Lesson		
write	LO: T	o 5.			5. LO:		
in role.	inder	pend LO: To			To		
	ently				indepe		
	write	a informal			ndently		
	repo	rt. letter.			write a		
					descrip		
					tive		
					passag		
					e.		