
















Year 6- Autumn

	<u>Week 1</u> 	<u>Week 2</u> 	<u>Week 3</u> 	<u>Week 4</u> 	<u>Week 5</u> 	<u>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> 		
Grammar and Punctuation	<p>Writing (Composition):</p> <p>Plan their writing by:</p> <p>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</p> <p>Draft and write by:</p> <p>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 organisational devices [for example, headings and subheadings]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read</p>			<p>Writing (Composition):</p> <p>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:</p> <p>Place Value of Punctuation and Grammar unit for the first half term. This runs alongside:</p> <p>Use of inverted commas and other punctuation to indicate direct speech [KS2 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):</p> <p>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:</p> <p>Use of inverted commas and other punctuation to indicate direct speech [KS2 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, 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 wide 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 (Composition):</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, precisising longer passages.</p> <p>Vocabulary, Grammar & Punctuation:</p> <p>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 wide 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 (Composition):</p> <p>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:</p> <p>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</p>		
	<p>Writing Transcription:</p>			<p>Writing Transcription:</p>			<p>Writing Transcription:</p>			<p>Writing Transcription:</p>			<p>Writing Transcription:</p>		

	<p>for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, Grammar & Punctuation:</p> <p>Place Value of Punctuation and Grammar unit for the first half term. This runs alongside:</p> <p>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 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 accurately and appropriately in discussing their writing and reading.</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>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 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>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>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>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], 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	<p>Some; others sentences</p> <p>The more, the more sentences</p>	<p>De:de sentences</p> <p>Noun, which/who/when sentences</p>	<p>Tell: show three examples; sentences</p>	<p>Some; others sentence</p>	

Spelling Spelling Shed.	Week 1- Challenge Words Week 2- Challenge Words Week 3 -Challenge Words	Week 4 - Challenge Words Week 5 – Challenge Words Week 6- Challenge words	Week 7 - Challenge Words Week 8 - Challenge Words Week 9 - Challenge Words	Week 10 - Challenge Words Week 11 - Words with the short vowel sound /i/ spelled 'y'. Week 12: Words with the long vowel sound /igh/ Spelled 'y'.	Week 13 – Adding the prefix '-over'								
VIPERS	Autumn 1: 'Another Twist 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	Outcomes: Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports Main outcome: Report (assessed piece).		Outcomes: Diary entry, character description, setting description, forming opinions for debate, informal letter Main outcome: Alternative ending narrative (assessed piece).		Outcomes: Character analysis, language analysis, character description, setting description, Main outcome: Ddescriptive passage (assessed piece)			Outcomes: Formal letters, diary entries, balanced arguments, speeches Main Outcome: News report.			Main Outcome: Poem with similar structure.		
Writing Sequence	Lesson 1. LO: To make predictions Lesson 2. LO: To make inferences and make comparisons Lesson 3. LO: To write an imagined conversation Lesson 4. LO: To create questions and find solutions to a problem.	Lesson 1. LO: To write to inform and persuade Lesson 2. LO: To explore and use literary language Lesson 3. LO: To examine several pieces of evidence and present this in a formal report. Lesson 4. LO: To begin writing an explanation or a report Lesson 5. LO: To conclude a report.	Lesson 1. LO: To independently examine several pieces of evidence to assist in planning a report. Lesson 2. LO: To independently use notes to write in full sentences to form a report. Lesson 3. LO: To independently use notes to write in full sentences to form a report. Lesson 4. LO: To edit and peer	Lesson 1. LO: To write a diary entry in role. Lesson 2. LO: To write a character description. Lesson 3. LO: To write a setting description using a range of figurative devices. Lesson 4. LO: To form opinions and express them in	Lesson 1. LO: To plan the next chapter of the book, using prediction to inform writing. Lesson 2. LO: To write the next chapter of the book, using a range of figurative language. Lesson 3. LO: To write the next chapter of the book, using a range of sentence structures. Lesson 4. LO: To write the next chapter of the book, using a range of sentence structures, using a range of figurative structures. Lesson 5. LO: To edit and peer assess writing.	Lesson 1. LO: To independently plan an alternative ending to the text. (AP) Lesson 2. LO: To independently write an alternative ending to a narrative piece. (AP) Lesson 3. LO: To independently write an alternative ending to a narrative piece. (AP) Lesson 4. LO: To independently write an alternative ending to a narrative piece. (AP)	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 independently plan a descriptive passage. Lesson 2. LO: To independently write a descriptive passage. Lesson 3. LO: To independently write a descriptive passage. Lesson 4. LO: To edit and peer	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 mood 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 times. 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.

	Lesson 5. LO: To write in role.		assess writing. Lesson 5. LO: To independently write a report.	a debate. Lesson 5. LO: To write an informal letter.		Lesson 5. INSET Day			assess writing. Lesson 5. LO: To independently write a descriptive passage.				
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