












Year 6-Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 and 9	Week 10	Week 11	Week 12
									Assessment Week		
Grammar and Punctuation	<p>Writing (Composition): Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, assessing the effectiveness of their own and others' writing, proof-reading for spelling and punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Relative clauses, how words are related by meaning as synonyms and antonyms, use of the passive to affect the presentation of information in a sentence,</p>	<p>Writing (Composition): Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, using a wide range of devices to build cohesion within and across paragraphs, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Vocabulary, Grammar & Punctuation: Devices to build cohesion within a paragraph, brackets, dashes or commas to indicate parenthesis, use of the passive to affect the presentation of information in a sentence, layout devices, how hyphens can be used to avoid ambiguity, use of hyphenated adjectives.</p> <p>Writing Transcription (Spelling): Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Writing (Composition): Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing.</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, learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, sing brackets, dashes or commas to indicate parenthesis, using semicolons, colons or dashes to mark boundaries between independent clauses, use and understand the grammatical terminology in English appendix 2 accurately and</p>	<p>Writing (Composition): Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing</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,</p>	Assessment Week		<p>Writing (Composition): Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Vocabulary, Grammar & Punctuation: Recognising vocabulary and structures that are appropriate for poetry, using passive verbs to affect the presentation of information, using expanded noun phrases to convey complicated information concisely, learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, sing brackets, dashes or commas to indicate parenthesis, using semicolons, 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>indicating degrees of possibility using adverbs, use of commas to clarify meaning or avoid ambiguity, use of the colon to introduce a list and use of semi-colons within lists</p> <p>Writing Transcription (Spelling): Identify antonyms, use further prefixes and suffixes and understand the guidance for adding them</p>		<p>appropriately in discussing their writing and reading.</p> <p>Writing Transcription (Spelling): 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, use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus</p>	<p>learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, sing hphens to avoid ambiguity, sing brackets, dashes or commas to indicate parenthesis, using semicolons, 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): 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, use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus.</p>		<p>Writing Transcription (Spelling): 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, use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus</p>
Alan Peat	Some: others sentence	When; when; when, then sentences Tell: show 3 examples sentences Noun, which/who/where sentences	Emotion – consequence sentence Some; others sentences (O)(I) sentences	De:De sentences The more, the more sentences 3 bad dash sentences	<u>Assessment Week</u>	
Spelling Spelling Shed.	<p>Week 1- Adding the prefix '-over'.</p> <p>Week 2- Words with the suffix '-ful'</p>	<p>Week 3 - Words that can be nouns and verbs.</p> <p>Week 4 - Words with an /oa/ sound spelled 'ou' or 'ow'</p>	<p>Week 5 – Words with a 'soft c' spelled 'ce'</p> <p>Week 6- Words with the prefixes 'dis-', 'un-', 'over.' -' and 'im-'</p> <p>Week 7 - Words with the /f/- sound spelled 'ph'</p> <p>Week 8 - Words with origins in other countries and languages</p>	<p>Week 9 - Words with unstressed vowel sounds</p> <p>Week 10 - Words with 'cial'/shuhl/ after a vowel</p> <p>Week 11 - Words with 'tial'/shul/</p> <p>Week 12- Words with the suffix '- ably'</p>		
VIPERS	<p>Spring 1: When the Sky Falls by Phil Earle</p> <p>A variety of non-fiction texts from Literacy Shed</p>		<p>Spring 2: When the Sky Falls by Phil Earle & Between the Lines Lit Shed +</p> <p>A variety of non-fiction texts from Literacy Shed</p>			
Class reading books	<p>'The Midnight Guardians' by Ross Montgomery</p>					
Writing outcomes	<p>Main Outcome: Non-chronological report (AP)</p>	<p>Outcomes: Language for debate, diary entry, job advertisements, news article, vocabulary analysis</p> <p>Main outcome: Formal letter (AP)</p>	<p>Outcomes: Character comparisons, formal language, informal letter, vocabulary analysis</p> <p>Main outcome: Narrative (AP)</p>	<p>Outcomes: Whole Narrative Piece</p> <p>Main Outcome: Whole Narrative (AP)</p>	<u>Assessment Week</u>	<p>Main outcome: Narrative poem</p>

