

Year 6-Spring















Week 10
Assessment Week





Gramm ar and Punctua tion

(Compositio n): Selecting appropriate grammar and vocabulary, understandir g how such choices can change and enhance meaning. assessing the effectiveness of their own and others' writing, proofreading for spelling and punctuation

Writing

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

sentence

in a

errors

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.

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.

Writing Transcription (Spelling):
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

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

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

Vocabulary, Grammar & Punctuation:

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

Vocabulary, Grammar & Punctuation:

throughout a piece of writing

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,

Assessment Week

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.

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.

	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 semicolons within lists Writing Transcriptio n (Spelling): Identify antonyms, use further prefixes and suffixes and understand the guidance for adding them			appropriately in discussing their writing and reading. 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			learning the grammar for years 5 and 6, using commas to clarify meaning or avoid ambiguity in writing, sing 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 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.				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		
Alan Peat	Some: others sentence	Tell: show 3 examples sentences			Emotion – consequence sentence Some; others sentences (O)(I) sentences			De:De sentences The more, the more sentences 3 bad dash sentences					
Spelling Spelling Shed.	Week 1- Adding the prefix '-over'. Week 2- Words with the suffix '- ful'		rds that can be nouns and verbs. rds with an /oa/ sound spelled	Week 5 – Words with a 'soft c' spelled 'ce' Week 6- Words with the prefixes 'dis-', 'un-', 'over' and 'im-' Week 7 - Words with the /f/- sound spelled 'ph' Week 8 - Words with origins in other countries and languages			Week 9 - Words with unstressed vowel sounds Week 10 - Words with 'cial'/shuhl/ after a vowel Week 11 - Words with 'tial'/shuhl/ Week 12- Words with the suffix '- ably'						
VIPERS	Spring 1: When the Sky Falls by Phil Earle A variety of non-fiction texts from Literacy Shed						Spring 2: When the Sky Falls by Phil Earle & Between the Lines Lit Shed + variety of non-fiction texts from Literacy Shed						
Class reading books	'The Midnight Guardians' by Ross Montgomery												
Writing outcom es	Main Outcome: Non- chronological report (AP) Outcomes: Language for debate job advertisements, news article analysis Main outcome: Formal letter (A			vocabulary formal language, informal letter, vocabulary analysis			5,	Outcomes: Whole Narrative Piece Main Outcome: Whole Narrative (AP)			Main outcome: Narrative poem		

Writing	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson 1.	Lesson	Lesson 1.	Lesson 1.	Assessment Week	Lesson 1.	Lesson 1.
Sequenc	LO: To plan a	LO: To	To form	LO: To			1.	LO: To plan a whole	LO: To		LO: To use a	LO: To begin to
e	non-	independe	opinions	investigate	LO: To	LO:	LO: To	narrative piece.	independently		range of	write a sequel in
	chronological	ntly plan a	that are	formal	independe	20.	write a		write a whole		synonyms to	the form of a
	report	non-	supported	language.		T- f	narrativ	Lesson 2.	narrative piece.		make a promise	narrative poem
		chronologi	by	. 00.	ntly plan a	To form character	e using	LO: To write a whole				
	Lesson 2.	cal report.	evidence	Lesson 2.	formal	comparisons	figurati	narrative piece using a	Lesson 2.		Lesson 2.	Lesson 2.
	LO: To use	(AP)	and use	LO: To plan a	letter	using evidence	ve	range of figurative	LO: To		LO: To	LO: To use
	the passive	(*)	them in a	formal letter		from the text.	languag	devices.	independently		interrogate a	poetic devices
	voice to	Lesson 2.	debate.	TOTTIGITICATED			e to	devices.	write a whole		text to identify a	to write the
	convey	LO: To	debate.	Lesson 3.			create	Lesson 3.	narrative piece.		mood or theme	middle of a
					Lesson 2.				narrative piece.		mood or theme	
	information	independe	Lesson 2.	LO: To write a	Lesson 2.		atmosp	LO: To write a whole				narrative poem
	in formal	ntly write	LO: To	formal letter		Lesson 2.	here in	narrative piece using	Lesson 3.		Lesson 3.	
	writing	a non-	write a		LO: To		writing.	direct speech to	LO: To		LO:	Lesson 3.
		chronologi	diary	Lesson 4.	independe	LO: To analyse		advance action.	independently		Lesson 4.	LO: To make
	Lesson 3.	cal report	entry.	LO: To write a	ntly write	how formal	Lesson		write a whole		LO: To identify	specific
	LO: To use	(AP)		formal letter	a formal	language is used	2.		narrative piece.		and use	language
	the passive		Lesson 3.		letter	to target the	LO: To	Lesson 4.			figurative	choices to finish
	voice to	Lesson 3.	LO: To		ictici	reader.	write a	LO: To write a whole	Lesson 4.		language to	writing a
	convey	LO: LO: To	create job	Lesson 5.		reader.	narrativ	narrative piece using	LO: To		describe	narrative poem
	information	independe	advertise	LO: To edit and	Lesson 3.		e using	direct speech to	independently			•
	in formal	ntly write	ments.	peer assess			speech	advance action.	and peer assess,		Lesson 5.	Lesson 4.
	writing	a non-		writing	LO: To		to		edit, and redraft		LO: To use	LO:
	***************************************	chronologi	Lesson 4.	***************************************	independe	Lesson 3.	advanc	Lesson 5.	writing.		similes as	To edit writing
	Lesson 4.	cal report	LO: To		ntly write		e	LO: To independently	witting.		fronted	for use of
	LO: To use	(AP)	write a		a formal	LO: To evaluate	action.	plan a whole narrative	Lesson 5.		adverbials	punctuation
		(AF)	news		letter		action.	piece.	LO: To		auverbiais	pulictuation
	the passive	Lesson 4.	article		ietter	how vocabulary is	Losson	piece.				Lesson 5.
	voice to					used to create	Lesson		independently			
	convey	LO: To edit	that		Lesson 4.	atmosphere.	3.		write a whole			LO: To perform
	information	and peer	includes				LO: To		narrative piece.			our poems for
	in formal	assess	reported		LO: To		write a					an audience
	writing	writing	speech.		independe		narrativ					
		(AP)			ntly and	Lesson 4.	e using					
	Lesson 5.		Lesson 5.		peer	200001111	a range					
	LO: To edit	Lesson 5.	LO: To				of					
	and peer	LO: To	evaluate		assess,	LO: To write an	punctu					
	assess	independe	how		edit, and	informal letter.	ation					
	writing	ntly write	formal		redraft		for					
		a non-	vocabulary		writing		effect.					
		chronologi	can be									
		cal report	used to			Lesson 5.	Lesson					
		(AP)	effectively				4.					
		` '	support an		Lesson 5.	LO: To plan a	LO: To					
			argument.		Lesson 5.		edit					
					_	narrative.	and					
					LO: To		peer					
					independe		assess					
					ntly write		writing.					
					a formal		wiitiig.					
			I		letter		Losson					
							Lesson					
							5.					
							LO: To					
			I				indepe					
							ndently					
							plan a					
							narrativ					
							e.					