

 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	Writing (Composition): Plan their writing by: identifying the audience and purpose for 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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: 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 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-reading for spelling and punctuation errors Vocabulary, Grammar & Punctuation:			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. 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 writing [for example,			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. 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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 adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis			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. 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 a paragraph [for

	Place Value of Punctuation and Grammar unit for this unit. This runs alongside: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 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. Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	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] 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	between independent clauses [for example, It's raining; I'm fed up]. 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.	Writing Transcription: 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.	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 Writing Transcription: Using expanded noun phrases to convey complicated information concisely, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Alan Peat	Some; others sentences The more, the more sentences	De:de sentences Noun, which/who/when sentences	Tell: show three examples; sentences	Some; others sentence	
Spelling Spelling Shed.	Week 1- Challenge Words	Week 4 - Challenge Words	Week 7 - Challenge Words	Week 10 - Challenge Words	Week 13 – Adding the prefix 'over'

	Week 2 - Challenge Words Week 3 -Challenge Words			Week 5 – Challenge Words Week 6- Challenge words			Week 8 - Challenge Words Week 9 - Challenge Words			Week 11 - Words with the short vowel sound /i/ spelled ‘y’. Week 12: Words with the long vowel sound /igh/ Spelled ‘y’.			
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 research and discuss or write about ideas in a report. Lesson 2. LO: To write a descriptive poem. Lesson 3. LO: To summarise and/or make inferences about a text, giving reasons. Lesson 4. LO: To give advice, or write advice to a character in the form of a letter. Lesson 5. LO: To develop characters and role-play	Lesson 1. LO: To explore themes within a text. Lesson 2. LO: To plan a story with a similar theme to what has been read Lesson 3. LO: To use a range of grammatical devices to write a narrative Lesson 4. LO: To write a narrative Lesson 5. LO: To edit an peer assess writing.	Lesson 1. LO: To plan a reimagined narrative from an alternative perspective. (AP) Lesson 2. LO: To write a narrative (AP) Lesson 3. LO: To write a narrative (AP) Lesson 4. LO: To edit and peer assess writing. Lesson 5. LO: To independently write a narrative.	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 a debate. Lesson 5. LO: To write an informal letter.	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.	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 5. INSET Day	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 assess writing. Lesson 5. LO: To independently write a descriptive passage.	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.

	dialogue or create written dialogue.				Lesson 5. LO: To edit and peer assess writing.								
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