	Year 6-Spring										
(ALLAS	Week 1	Week 2	Week 3	Week 4	<u>Week 5</u> London Trip	Week 6	<u>Week 7</u> Assessment Week	Week 8	Week 9	Week 10	Week 11
Grammar and Punctuati on	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. 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, indicating degrees of possibility using adverbs, use of commas to clarify meaning or avoid ambiguity, use	 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. N 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 ry, & on: ow is and , use sise of on o 			using other similar u drawing on reading have developed cha performed, selectin can change and enh atmosphere and int longer passages, us paragraphs, Assessi to vocabulary, gram consistent and corrr Vocabulary, Gram Recognising vocabi including subjunctiv sentence, using exp modal verbs or adv and 6, using comma ambiguity, sing braa or dashes to mark b grammatical termin their writing and re Writing Transcriptic Use further prefixes knowledge of morp words needs to be 1	ence for and purpose of writing as models for th and research where ne tracters and settings in g appropriate grammal hance meaning, in narra egrate dialogue to com- ing a wide range of dev ng the effectiveness of mar and punctuation th ect use of tense throug har & Punctuation: ulary and structures tha- re forms, using passive anded noun phrases to erbs to indicate degree to clarify meaning or ckets, dashes or comma oundaries between in coundaries between in coundaries between in coundaries between in coundaries detween i	If the writing, selecting the a eler own, noting and develop ccessary, in writing narrative what pupils have read, liste r and vocabulary, understan tives, describing settings, cl vey character and advance t ices to build cohesion within their own and others' writin o enhance effects and clarif hout a piece of writing that are appropriate for forma verbs to affect the presenta oconvey complicated inform s of possibility, learning the avoid ambiguity in writing , is to indicate parenthesis, c lependent clauses, use and dix 2 accurately and approp rstand the guidance for add in spelling and understand t to check spelling, meaning	ing initial ideas, is consider how authors ned to or seen ding how such choices naracters and he action précising n and across ng, proposing changes y meaning, ensuring the speech and writing, tion of information in a ation concisely, using grammar for years 5 sing hyphens to avoid sing semicolons, colons understand the iately in discussing ing them, use hat the spelling of some lling and meaning of	Writing (Composition): Identifying the audience for other similar writing as mo- and developing initial ideas research where necessary, consider how authors have settings in what pupils have performed, selecting appro- vocabulary, understanding change and enhance meani describing settings, charact integrate dialogue to conve the action précising longer range of devices to build co paragraphs, Assessing the e and others' writing, propos grammar and punctuation 1 clarify meaning, ensuring th use of tense throughout a p Vocabulary, Grammar & PL Recognising vocabulary and appropriate for formal spee subjunctive forms, using pa presentation of information information concisely, using to indicate degrees of possis grammar for years 5 and 6, meaning or avoid ambiguit to avoid ambiguity, sing bra to indicate parenthesis, usi dashes to mark boundaries clauses, use and understan terminology in English appe appropriately in discussing Writing Transcription (Spell Use further prefixes and su guidance for adding them, morphology and etymology	priate form and using dels for their own, noting, , drawing on reading and in writing narratives developed characters and e read, listened to or seen priate grammar and how such choices can ng, in narratives, ers and atmosphere and y character and advance passages, using a wide thesion within and across iffectiveness of their own ing changes to vocabulary, to enhance effects and the consistent and correct biece of writing unctuation: Is structures that are ech and writing, including sive verbs to affect the n in a sentence, using convey complicated g modal verbs or adverbs bility, learning the using commas to clarify y in writing, sing hyphens tockets, dashes or commas ing semicolons, colons or between independent d the grammatical endix 2 accurately and their writing and reading.	

	Week 4 - Words wit Week 5 – Words wit e Sky Falls by Phil Earle	t can be nouns and v h an /oa/ sound spell th a 'soft c' spelled 'c	led 'ou' or 'ow		-' and 'im-'		over.	The more, the more s	sentences		
Veek 1- Adding he prefix '- wer'. Veek 2- Words vith the suffix -ful' pring 1: When the	Week 4 - Words wit Week 5 – Words wit e Sky Falls by Phil Earle	h an /oa/ sound spell th a 'soft c' spelled 'c	led 'ou' or 'ow		-' and 'im-'	he prefixes 'dis-', 'un-', '	over.				
Veek 2- Words vith the suffix -ful' pring 1: When the	Week 5 – Words wit e Sky Falls by Phil Earle	th a 'soft c' spelled 'c				ith the prefixes 'dis-', 'un-', 'over. Week 9 - Words with un			unstressed vowel sounds		
vith the suffix -ful' pring 1: When the	e Sky Falls by Phil Earle		e´		Week 7 - Words with the /f/- sound spelled 'ph' Week 10 - Words with '			ʻcial'/shuhl/ after a vowel			
		e	h the suffix I'			origins in other countries	h 'tial'/shul/				
variety of non-fic	ction texts from Litera				Spring 2: When the Sky Falls by Phil Earle & Between the Lines Lit Shed +						
A variety of non-fiction texts from Literacy Shed					A variety of non-fiction texts from Literacy Shed						
						is' by Ross Montgomery					
Main Outcome: Ion- hronological eport (AP)	Main outcome: Formal letter (AP)				analysis				Outcomes: Whole Narrative	Main Outcome: Whole Narrative Piece	
esson 1. O: To plan a ion- hronological eport esson 2. O: To use the aassive voice to onvey nformation in ormal writing esson 3. O: To use the bassive voice to onvey nformation in ormal writing	Lesson 1. LO: TO independently plan a non- chronological report. (AP) Lesson 2. LO: TO independently write a non- chronological report (AP) Lesson 3. LO: LO: TO independently write a non- chronological report (AP) Lesson 4. LO: To edit and	Lesson 1. LO: To investigate formal language. Lesson 2. LO: To plan a formal letter Lesson 3. LO: To write a formal letter Lesson 4. LO: To write a formal letter Lesson 5. LO: To edit and peer assess writing.	Lesson 1. LO: TO independently plan a formal letter Lesson 2. LO: TO independently write a formal letter Lesson 3. LO: TO independently write a formal letter Lesson 4. LO: TO independently and peer assess, edit, and redraft writing Lesson 5.	London trip/ activity week.	Lesson 1. LO: To form character comparisons using evidence from the text. Lesson 2. LO: To analyse how formal language is used to target the reader. Lesson 3. LO: To evaluate how vocabulary is used to create atmosphere. Lesson 4. LO: To write an informal letter.	<u>Assessment Week</u>	Lesson 1. LO: To write a narrative using figurative language to create atmosphere in writing. Lesson 2. LO: To write a narrative using speech to advance action. Lesson 3. LO: To write a narrative using a range of punctuation for effect. Lesson 4. LO: To edit and peer assess writing.	Lesson 1. LO: TO independently write a narrative piece. Lesson 2. LO: TO independently write a narrative piece. Lesson 3. LO: TO independently write a narrative piece. Lesson 4. LO: TO independently and peer assess, edit and redraft writing	Lesson 1. LO: To plan a whole narrative piece. Lesson 2. LO: To write a whole narrative piece using a range of figurative devices. Lesson 3. LO: To write a whole narrative piece using direct speech to advance action. Lesson 4. LO: To write a whole narrative piece using direct speech to advance action. Lesson 5. LO: To independently plan	Lesson 1. LO: To independently write a whole narrative piece. Lesson 2. LO: To independently write a whole narrative piece. Lesson 3. LO: To independently write a whole narrative piece. Lesson 4. LO: To independently and peer assess, edit, and redraft writing. Lesson 5. LO: To independently write a whole narrative piece.	
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