

Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Genre, Punctuation &amp; Grammar, Purpose &amp; Audience Progression</b>	<p><b>Descriptive Passage:</b> <a href="#">Flannan Isle Mystery</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Look at Y5 grammar: subordination and relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation taught at key stage 2 correctly</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul> <p><b>Letter:</b> <a href="#">Letter home from a Light house Keeper</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>	<p><b>Mystery and Suspense Story:</b> <a href="#">Haunted House use the Dracula video – Literacy Shed.</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the full range of punctuation including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> <li>To use question tags in informal writing.</li> <li>To use the subjunctive form in formal writing.</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul> <p><b>Recount:</b> <a href="#">police report - Murder Mystery.</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation taught at key stage 2</li> </ul>	<p><b>Non-chronological report:</b> <a href="#">Looking at a Suffragettes</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p><b>Adventure Story:</b> <a href="#">Based on Kensuke Kingdom novel – trapped on a desert island</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation taught at key stage 2 correctly</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>	<p><b>Class discussion / debate:</b> <a href="#">‘Should children be taught at home or in school? Based on Skellig Novel</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use question tags in informal writing.</li> </ul> <p><b>Balanced Arguments:</b> <a href="#">‘Is keeping a secret from your family a good idea?’ based on Skellig.</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the full range of punctuation taught at key stage 2 correctly,</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>	<p><b>Poetry:</b> <a href="#">William Blake – ‘The Schoolboy!’ (this links to Skellig Novel)</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p><b>Information Leaflet:</b> <a href="#">Landmark of London</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use question tags in informal writing.</li> <li>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>	<p><b>Story Writing with historical focus:</b> <a href="#">Based on The Portal. If they travelled through a Portal which historical period would they go back to?</a> <u>Grammar &amp; Punctuation</u></p> <ul style="list-style-type: none"> <li>Including all Y5 grammar: Subordination &amp; relative clauses</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use the full range of punctuation taught at key stage 2.</li> </ul> <p><u>Audience &amp; Purpose</u></p> <ul style="list-style-type: none"> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul> <p><b>Transition Units:</b> <b>Autobiography:</b> <a href="#">about myself – secondary school.</a> <b>Local Poet:</b> <a href="#">Norman Nicholson</a></p>

## Planning, Writing and Editing

- To note down and develop initial ideas, drawing on reading and research where necessary.
- To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- To use a wide range of devices to build cohesion within and across paragraphs.
- To habitually proofread for spelling and punctuation errors.
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

## Handwriting

- To write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;
  - choosing the writing implement that is best suited for a task.
- To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).