

Year 6														
Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2			
Progression of Core Texts		Incredible Edibles (Instructions)	A Straw into Gold (Narrative)	Extreme Animals (Hybrid Text – Information text linked to Science)	Charles Dickens (Hybrid Text)	The Lost Words by Robert McFarlane (Poetry)	A Word in Your Ear by Tony Ross (Narrative)	Women in Science (Formal - Biography)	Ripley's Believe it or Not! Mighty Machines! (Information Text)	Anatomy (Non-Chronological Text – linked to Science)	My Secret War Diary by Flossie Albright (Hybrid Text – Diary Entries)	Chitty Chitty Bang Bang and the Race Against Time (Narrative – writing a chapter for the book where Chitty visits another place in time)	The Chronicles of Harris Burdick by Chris Van Allsburg (Narrative)	I Am Cat by Jackie Morris (Poetry)
Links to Wider Curriculum		Instruction text linked to DT 'Nice to MEAT you!'			Information text linked to Evolution and Inheritance Science unit. Poetry linked to Christmas (use The Lost Words if lots of JWs in the year group)			Biography either linked to artists from 'Art in Architecture' or David Attenborough/Greta Thunberg linked to Blue Planet II.		Information text linked to fairground rides – D&T unit. Non-chronological report linked to Science: Animals, including Humans.		Both texts linked to The Darkest Hour LE, surrounding WW2.		N/A
Independent Purposeful Writing Outcomes		Write a disgusting recipe for a Halloween cookbook. Write a re-telling of a well-known fairy tale but altered in some way.			Write an information text about animals: their evolution and adaptations to their environments. Write a hybrid text focusing on a time in an author's life. Write a poem describing a special place or event.			Write a biography about an influential person in either architectural art or Blue Planet II. Write a story that has extended detail and changes pace.		Write an information text about your fairground ride. Write a page of an information text to contribute to a class book around anatomy.		Write a diary from the perspective of a person in WW2 – evacuee, soldier, Jew etc. Write a chapter of the book where Chitty visits another periods in history.		To write a short story based on a picture that includes a character.
Strategic End Points		Writing to inform and entertain – informal. Begin to build children's understanding of cohesion – adverbials, pronouns. Children should use adverbials of time, place and manner. Recap commas following fronted adverbials and introduce commas for	Characterisation – back story. Traditional Tale Context. Recap knowledge of noun phrases and introduce pre and post modification.	Informal style with technical vocabulary. Children will use pre and post modification within expanded noun phrases. They will convey precise information.	Range from formal/archaic plus informal. Children will use and understand the three different verb forms (simple, progressive, perfect) and begin to demonstrate these independently in their writing. Use semi-colons in lists.	Poetic devices. (Fern – alliteration Otter - kenning Raven – language play) Further development of cohesion; this time looking at repetition of words. Carefully selecting vocabulary choices for effect.	Plot focus – a really satisfying ending. Setting and atmosphere - scary. Modern story context. Introduce semi-colons, colons and dashes to demarcate independent clauses. Children should independently use adverbials throughout their writing.	Formal sentence constructions containing compact information. Children should independently use expanded noun phrases, with pre and post modification, in their writing. Children should be independently use commas for clarity in their writing. Introduction to	Varied layout and organisation with concise information. Children will show use of relative clauses within their independent writing – where? When? The children will use commas for clarity to expand their relative clauses with other embedded	Formal – link back to Extreme Animals. Layout/organisation. Children can independently use non-fiction writing features. All children can write cohesively, using a range of devices, independently	Managing formalities. Link to CD. Children should be independently using brackets, commas and dashes for parenthesis. Teach how to take Standard English verb forms and manipulated them to become informal – show the difference throughout independent	Setting description and atmosphere. Building on character through dialogue. Reapply plot resolution. Modern Day author. Children can use passive voice independently Perfect verb form used independently	Challenges in plot variation. Modal verbs and verbs of possibility understood and used in writing. Children can use colons, semi-colons and dashes in a range of places: within or introduce lists, to join clauses or to mark parenthesis.	Jackie Morris illustrated 'The Lost Words' (revisit). Environmental theme from Lost Words. (Link with Varjak Paw – Y5). Strong imagery – literary language. Use of more complex expanded noun phrases.

	clarity.						passive voice.	clauses with omitted relative pronoun.		writing.				
Termly End Points	By the end of the Autumn Term, the children will have been exposed to a range of varying genres, particularly a variety of non-fiction texts. They will have further developed their knowledge of traditional tales from previous year groups. As well as this, they will have deepened their understanding of types of noun phrases and devices to build cohesion. The children will have been introduced to higher level punctuation in different contexts: semi colons, colons, dashes and hyphens.					By the end of the Spring Term, the children will have a deepened understanding of varying genres, as well as texts with very formal sentence constructions. They will begin to show commas for clarity to separate a range of embedded clauses and adverbials. The children will have some understanding of passive voice. Overall, their writing should read more cohesive with lots of devices used and there should be evidence of more descriptive and technical language to build well-thought-out noun phrases.					By the end of the Summer Term, the children will be competent writers across a range of genres, understanding authorial intent and purpose, with the ability to write formal and informal pieces. They will show sound, independent use of commas for clarity as well as some higher-level punctuation for demarcating clauses. Their work will show a range of tense constructions as well as using a range of cohesive devices within and across paragraphs.			
Grammar and punctuation	<p>Y5 Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). (1)</p> <p>Link ideas across paragraphs, using adverbials of time (e.g. <i>later</i>) and number (e.g. <i>secondly</i>) (1).</p> <p>Use brackets, dashes, or commas to indicate parenthesis. (1)</p> <p>Use commas to clarify meaning or avoid ambiguity (Y5).</p> <p>Y6 Understand how words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>) (1).</p>	<p><i>Revision from previous years to address the Writing objectives re: selection and authorial choice to create settings, character and atmosphere: listing phrases and clauses (compounding, coordinated clauses Y2) (1)</i></p> <p>adverbials (Y3/4);</p> <p>noun phrases – pre- and post-modification (Y2–6) and vocabulary choice (1).</p> <p>Y5 -using commas to clarify meaning or avoid ambiguity in writing (1).</p> <p>Use devices to build cohesion within a</p>	<p>Use expanded noun phrases to convey complicated information concisely (2)</p>	<p>Y5 Use devices to build cohesion within a paragraph (3).</p> <p>Use brackets, dashes or commas to indicate parenthesis (Y5).(2)</p> <p>Use commas to clarify meaning or avoid ambiguity (2)</p> <p>Y6 Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (1).</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (4).</p> <p>Use semi-colons and</p>	<p>The Lost Words:</p> <p>-using expanded noun phrases to convey complicated information concisely (3)</p> <p>-using commas to clarify meaning or avoid ambiguity in writing complex lists (3)</p> <p>-using brackets, dashes, or commas to indicate parenthesis (3) (Y5)</p> <p>-using hyphens to avoid ambiguity (1)</p> <p>using a colon to introduce a list (2)</p> <p>-linking ideas across paragraphs using a wider range of cohesive devices, such</p>	<p>Y5 Use devices to build cohesion within a paragraph (5)</p> <p>Link ideas across paragraphs using adverbials of time and place or tense choices (4)</p> <p>Brackets, dashes or commas to indicate parenthesis (4)</p> <p>Y6 Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase (5), grammatical connections (4)</p> <p>Use semi-colons and dashes to mark the boundary between</p>	<p>Y5 -using commas to clarify meaning or avoid ambiguity in writing (4)</p> <p>using brackets, dashes, or commas to indicate parenthesis. (5)</p> <p>Y6 recognising vocabulary and structures that are appropriate for formal speech and writing (2)</p> <p>-using passive verbs to affect the presentation of information in a sentence (1)</p> <p>-using hyphens to avoid ambiguity (2)</p> <p>-layout devices (e.g. headings, sub-headings,</p>	<p>Y5 -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (1)</p> <p>Y6 -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase (6), grammatical connections (5) and ellipsis (3)</p> <p>-using hyphens to avoid ambiguity (2)</p> <p>-layout devices (e.g. headings, sub-headings,</p>	<p>Y5 -using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (2).</p> <p>Y6 -devices to build cohesion within a paragraph (Y5)</p> <p>Y6 -linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase (7), grammatical connections (for example, the use of adverbials) (6)</p> <p>-layout devices (e.g. headings, subheadings, columns, bullets or tables to structure text)</p>	<p>Y3/4 Use fronted adverbials (revision Y3/4) (7).</p> <p>Use a range of sentence constructions (2).</p> <p>Use Standard English forms for verb inflections instead of local spoken forms (1).</p> <p>Y5 Use apostrophes for contraction (1) and possession (1).</p> <p>Y6 Use brackets, dashes, or commas for parenthesis and to mark boundaries between independent clauses. (6)</p> <p>Understand the difference between structures typical of informal</p>	<p>Y5 Use the perfect form of verbs to mark relationships of time and cause (2).</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose and that</i>, or with an implied (i.e. omitted) relative pronoun (3).</p> <p>Indicate grammatical and other features by using brackets to indicate parenthesis (7).</p> <p>Y6 Recognise vocabulary and structures that are appropriate for formal speech and writing (4).</p> <p>Use passive verbs to affect the presentation of information</p>	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses (4).</p> <p>Use expanded noun phrases to convey complicated information concisely (8)</p> <p>Use the perfect form of verbs to mark relationships of time and cause (3).</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (1).</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (9).</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Understand how words are related by meaning as synonyms (2).</p>	

	<p>Link ideas across paragraphs, using a wider range of cohesive devices: repetition of a word or phrase (1), grammatical connections (e.g. adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) (Y6). (1)</p> <p>Use layout devices (e.g. headings, subheadings, columns, bullets, or tables) to structure text (1).</p> <p>Use dashes to mark the boundary between independent clauses (1)</p>	<p>paragraph (e.g. then, after, that, this, firstly) (2)</p> <p>Y6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase (2), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) (2) and ellipsis (1).</p>		<p>dashes to mark the boundary between independent clauses (1).</p> <p>Use semi-colons within lists (1).</p>	<p>as repetition of a word or phrase (4), grammatical connections (3) and ellipsis (2)</p>	<p>independent clauses) (3).</p> <p>Use expanded noun phrases to add detail (4).</p>	<p>columns, bullets or tables to structure text). (2)</p> <p>Y5/6 -using expanded noun phrases to convey complicated information concisely (5).</p>		<p>(3).</p> <p>Y5/6</p> <p>using expanded noun phrases to convey complicated information concisely (6)</p>	<p>speech and structures appropriate for formal writing (3).</p>	<p>in a sentence (2).</p> <p>Use expanded noun phrases to convey complicated information concisely (7).</p>		
Spelling	No Nonsense Spelling Programme												
Handwriting	Pupils will follow the Letter-join scheme of work for their year group.												