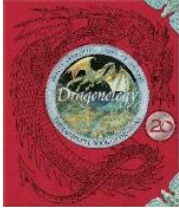

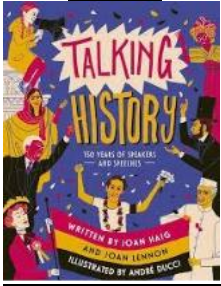

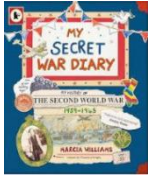



| Year 6 | | | | | | | | | |
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| | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | |
| | | Summer 1 | | Summer 1 | | Summer 2 | | Summer 2 | |
| <p>Progression of Core Texts</p> <p><i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p> | <p>Dragonology By Dugald Steer</p>  <p>(Non-fiction)</p> | <p>Flood By Alvaro F Villa</p>  <p>(Fiction)</p> | <p>Cracking contraptions By Graham Bleathman, Lee Parsons and Derek Smith</p>  <p>(Non-fiction)</p> | <p>Talking History By Joan Haig and Joan Lennon</p>  <p>(Non-fiction)</p> | <p>Hansel and Gretel By Neil Gaiman</p>  <p>(Fiction)</p> | <p>My secret war diary by Flossie Albright By Marcia Williams</p>  <p>(Non-fiction)</p> | <p>Blackberry blue and other fairy tales By Jamila Gavin</p>  <p>(Fiction)</p> | <p>The Sea By James Reeves</p>  <p>(Poetry)</p> | |
| | <p>Big Ideas (audience and purpose and form)</p> | <p>Purpose: To inform</p> | <p>Purpose: to entertain</p> <p>Woodless book</p> | <p>Purpose: to inform</p> | <p>Purpose: to inform</p> | <p>Purpose: to entertain</p> <p>Identifying key plot features and create own story</p> | <p>Purpose: To inform</p> | <p>Purpose: To entertain</p> | <p>Purpose: To entertain</p> |
| <p>Independent purposeful writing outcomes</p> | <p>To write own – ology book about an area of interest.</p> | <p>To write the story of the Flood</p> | <p>To devise and write about your own cracking contraption to create a class Haynes Manual.</p> | <p>To write and deliver a speech about an issue of great importance, including some contextual information for the issue.</p> | <p>Using elements from traditional fairy stories, write a completely new story in this genre.</p> | <p>To write another character's diary related to the second</p> | <p>Using elements from traditional fairy stories, write a completely new story in this</p> | <p>To write your own extended metaphor poem using expanded noun phrases</p> | |

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| | | | | | | World War (or another historical event if sufficiently well known). | genre. | |
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| <p>Grammar and punctuation</p> | <ul style="list-style-type: none"> recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. 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). using the passive to affect the presentation of information in a sentence. layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text). <p>Revisiting learning</p> <ul style="list-style-type: none"> using expanded | <p>using passive verbs to affect the presentation of information in a sentence (Y6).</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely (Y5/6). using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5). <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing (Y5). using hyphens to avoid ambiguity (Y6). | <p>recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. 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) (Y6).</p> <ul style="list-style-type: none"> using the passive to affect the presentation of information in a sentence (Y6). using expanded noun phrases to convey complicated information concisely (Y5). using brackets, dashes or commas to indicate parenth | <p>recognising vocabulary and structures that are typical of informal speech and writing or the use of subjunctive forms (Y6).</p> <ul style="list-style-type: none"> using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5). using commas to clarify meaning or avoid ambiguity in writing (Y5). linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6). layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6) | <p>recognising vocabulary and structures that are appropriate for formal speech and writing (Y6).</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely (Y5/6). using commas to clarify meaning or avoid ambiguity in writing (Y5). using a colon to introduce a list and use of semi-colons within a list (Y6). | <p>recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing subjunctive forms (Y6).</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause (Y5/6). using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degr | <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing (Y6). using expanded noun phrases to convey complicated information concisely (Y5/6). using commas to clarify meaning or avoid ambiguity in writing (Y5). using a colon to introduce a list and use of semi-colons within a list (Y6). | <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely (Y5/6). using commas to clarify meaning or avoid ambiguity in writing (Y5). layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6). choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4). paragraphs to organise ideas around a theme (Y4). |
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| | <p>noun phrases to convey complicated information concisely (Y5).</p> <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis | | <p>esis (Y5).</p> | | | <p>ees of possibility (Y5).</p> <ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis (Y5). • using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6). • linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (Y6). • layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6). | | |
| <p>Spelling</p> | <p>RWI</p> | | | | | | | |

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| Handwriting | Nelson Handwriting Scheme |
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