

Long term plan – English – Year 6

English Unit	Writing /Grammar (focus in bold)	Spelling and Handwriting	Reading	Listening and Speaking
Autumn Term 1 (7 weeks 4 days)				
Narrative Poetry 'The Highwayman' (4 days) Listening and speaking focus and writing toolkit set up	<p>Oral rehearsal and planning</p> <p>Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Vocabulary</p> <p>Y4 Know how to build a rich and varied vocabulary through reading widely.</p> <p>Y4 Know that similes are used to describe more clearly (non-statutory).</p> <p>Y5 Know how to select vocabulary to enhance meaning.</p> <p>Y5 Know that personification is used to add atmosphere to settings or lifelikeness to an object or animal (non-statutory).</p> <p>Noun Phrases</p> <p>Y5 Know how to write noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the blue ball with red stripes... the bouncy ball under the bed.</p>	<p>Week 1</p> <p>Homophones there / their / they're hour / our / are (basic homophones from Yr 2 – 4)</p> <p>3/4 words</p> <p>5/6 words</p> <p>Assessment of handwriting</p> <p>Y5 Know how 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.</p>	<p>Week 1</p> <p>Fluency</p> <p>Shared and guided reading</p> <p>Wider decoding</p> <p>Y3 I know how to read fluently by scanning ahead and seeing the words that should be read together in phrases in sentences.</p> <p>I know that I read with expression by showing feelings with my voice.</p> <p>Grammar for reading</p> <p>Y4 I know how to use the punctuation within and at the end of a sentence to read with understanding, fluency and pace by scanning ahead to spot the punctuation that I am coming to.</p> <p>English lesson</p> <p>Wider decoding</p> <p>Y6 I know how to read fluently by using expression, intonation, emphasis, pauses, pace and changes in volume to entertain the audience.</p> <p>I know how to change my tone so that my voices matches my interpretation of the text.</p>	<p>Introduce listening ladder</p> <p>Y5 Know how to listen carefully, make timely contributions and ask questions in response to others' ideas and views when working as a group.</p> <p>Y6 Know how to show a high level of involvement when listening by summarising what the person speaking has said, predicting and making evaluative comments in our responses.</p> <p>Y6 Know how to make improvements to our listening skills based on feedback.</p> <p>Poetry performance</p> <p>Y5 Know how to combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>Y5 Know how to use feedback from teachers and peers, along with knowledge we have gained from observing other speakers to make improvements to our performances.</p> <p>Y6 Know how to participate confidently in a range of different performances, role play exercises and improvisations.</p> <p>Y6 Know how to select and use appropriate registers depending on the task.</p> <p>Y6 Know how to perform poetry using a range of strategies to entertain</p> <p>Introduce talk tactics (Highwayman discussion)</p>

			<p>Response to text Y6 I know how to read aloud, perform and recite poems and plays with appropriate phrasing, expression, intonation and volume to prompt an emotional response from the audience.</p>	<p>Y6 Know how to support our answers, arguments and opinions by acknowledging an opposing point of view and then providing the counter argument. Y6 Know how to justify using and, but, or, so, for, nor, yet, because, if, as, when, after, before, until, unless, in order to, since (because), as a result, as a consequence, due to, even though, although, whilst (to show contrast).</p>
<p>Setting descriptions 'Tyger' (2.5 weeks)</p>	<p>Oral rehearsal and planning Y6 Know how to consider how authors have developed characters and settings in what they read, listen to or see performed and note down ideas to use when writing narratives. Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document. Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Text structure and paragraphing Y5 Know how to use a wide range of devices to build cohesion within a paragraph.</p> <p>Maintaining coherence Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>Joining ideas to develop sentence structure Y6 Know that relative clauses often use a relative pronoun (which, who, that) to refer back to the noun although this can be omitted. Y6 Know how to use relative clauses to add information about the noun using commas.</p> <p>Vocabulary Y5 Know how to select verbs and adverbs to have a certain effect on the reader. Y5 Know how to edit vocabulary choices based upon the audience and purpose for writing.</p> <p>Noun phrases</p>	<p>Week 2 Past tense words ending in y double consonants irregular</p> <p>Week 3 el, al, le endings w vs wh beginnings qu spellings</p> <p>Week 4 Plurals ed Adding es Words ending in y Words ending with f/fe becoming ves Rule breakers</p>	<p>Week 2 Using background knowledge Y4 I know that all the information I need to understand when I read might not be in the text. Y4 I know how to use background knowledge to help me understand what I read by filling gaps in the text using what I have previously read, done or learnt about.</p> <p>Visualisation Y5 I know that the picture in my head should include information I have inferred. Y5 I know how to use clues in the text to visualise and Y5 I check that my visualisation is correct as I read, changing my mind when I have made a mistake. Y6 I know how to visualise multi-clausal sentences by visualising each clause as I read and connecting</p>	

	<p>Y6 Know how to select vocabulary to expand noun phrases to have a certain effect on the reader e.g. his blood-shot eyes with heavy lids/ his sparkling eyes with long fluttering lashes.</p> <p>Further description</p> <p>Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Punctuation</p> <p>Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p> <p>Using tenses</p> <p>Y3 Know how to use simple past and present tense verbs consistently in our writing.</p> <p>Past tense</p> <p>Y2 Know how to use the simple past tense for actions that have been completed e.g. I ate my tea. He ate his tea. (irregular past tense verbs)</p> <p>Editing</p> <p>Y6 Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p>		<p>information across clauses.</p> <p>Y6 I know how to make a detailed moving picture in my head using similes, metaphors and personification.</p> <p>Week 3</p> <p>Question type 1. Look back and find easy answers (include true or false questions)</p> <p>Wider decoding skills</p> <p>Y5 I know that when I scan to find information the key word may not be in the text so I need to scan for synonyms and related words.</p> <p>Y5 I know how to skim read by noticing key words.</p> <p>Y5 I know that I sometimes need to reread text carefully to understand it fully.</p> <p>Week 4</p> <p>Fluency</p> <p>Y5 I know how to break long polysyllabic words into syllables with speed and read across the entire word.</p>	
<p>Character descriptions 'Tyger' (2.5 weeks)</p>	<p>Oral rehearsal and planning</p> <p>Y6 Know how to consider how authors have developed characters and settings in what they read, listen to or see performed and note down ideas to use when writing narratives.</p>	<p>Week 5</p> <p>/j/ sound spelt 'g'</p> <p>/k/ sound spelt /que/</p> <p>/g/ sound spelt 'gue'</p>	<p>Week 5</p> <p>Understanding unfamiliar vocabulary</p> <p>Y5 I know that how I work out the meaning of words</p>	

	<p>Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document.</p> <p>Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Text structure and paragraphing</p> <p>Y5 Know how to use a wide range of devices to build cohesion within a paragraph.</p> <p>Maintaining coherence</p> <p>Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>Joining ideas to develop sentence structure</p> <p>Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials. (add the fronted adverbial after the relative clause).</p> <p>Y6 Know how to use relative clauses to add information about the noun using commas.</p> <p>Vocabulary</p> <p>Y5 Know how to select verbs and adverbs to have a certain effect on the reader.</p> <p>Y5 Know how to edit vocabulary choices based upon the audience and purpose for writing.</p> <p>Noun phrases</p> <p>Y6 Know how to select vocabulary to expand noun phrases to have a certain effect on the reader e.g. his blood-shot eyes with heavy lids/ his sparkling eyes with long fluttering lashes.</p> <p>Further description</p> <p>Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Punctuation</p> <p>Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p> <p>Y6 Know how to use inverted commas to demarcate speech and commas to separate the reporting clause.</p> <p>Using tenses</p> <p>Y3 Know how to use simple past and present tense verbs consistently in our writing.</p>	<p>Week 6</p> <p>zhuh/ sound</p> <p>/i/ sound spelt 'y'</p> <p>/uh/ sound spelt 'ou'</p> <p>suffix -ly</p> <p>Suffix -ly on words ending with y (so add -ily)</p>	<p>will depend on the word and the sentence it is in.</p> <p>Y5 I know how to identify the strategy I will use for working out the meaning of a word by spotting the clues to its meaning.</p> <p>Y6 I know that words can have synonyms that are close in meaning.</p> <p>Y6 I know how to identify words and phrases that are closest in meaning from a group of words by using context and other clues.</p> <p>Y6 I know that dictionaries can help me clarify the meaning of words I don't know.</p> <p>Y6 I know how to locate a word in a dictionary and find out its meaning.</p> <p>I know how to give a range of words with a similar meaning to a given word.</p> <p>Using background knowledge</p> <p>Background knowledge</p> <p>Y5 I know that there may be gaps in my background knowledge that I need to fill to understand a text.</p> <p>Y5 I know how to fill gaps in my background knowledge using IT resources, non-fiction books and other sources.</p>	
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	<p>Past tense Y2 Know how to use the simple past tense for actions that have been completed e.g. I ate my tea. He ate his tea. (irregular past tense verbs)</p> <p>Editing Y6 Know how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length. Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece. Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural. Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p>		<p>Week 6 Making inferences Y6 I know how to make inferences such as the author's feelings towards a character or what may happen using clues the author has given me. Y6 I know how to justify the full range of inferences such as what is happening, when and where a story is set, what characters are thinking and feeling and their motives, what might happen next and the author's feelings towards a character.</p>	
<p>Biography Walter Tull's Scrapbook (2 weeks)</p>	<p>Oral rehearsal and planning Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary. Y6 Know how to use relative clauses to add information about the noun using commas and brackets. Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document. Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Text structure and paragraphing Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs e.g. Y6 Know how to use a wide range of devices to build cohesion within a paragraph e.g.</p> <p>Joining ideas to develop sentence structure Y4 Know how to use conjunctions to say when, where and how to link information (as, since, while/ whilst, after, before, until, as soon as, whenever, while, where, by).</p>	<p>Week 7 Word endings ous/ dangerous, poisonous, venomous, various, mountainous, scandalous, joyous, hazardous, nervous, famous k sound spelt ch</p> <p>Week 8 Homophones Recap on Year 5 isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed altar/alter, led/lead, steal/steel cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</p>	<p>Week 7 Understanding conjunctions Y6 I know that conjunctions aid cohesion and have different meanings and can explain them. Y6 I know how to understand sentences that include conjunctions by thinking about the meaning of the conjunction and how the clauses relate to each other because of it.</p> <p>Week 8 Making inferences Y6 I know that to make deductive inferences you need to piece together the</p>	

<p>Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although).</p> <p>Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials.</p> <p>Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p>Cohesive devices</p> <p>Y5 Know that cohesion is when the ideas in a text link well together so that the text is easy to understand.</p> <p>Y5 Know how to build cohesion within paragraphs using adverbs e.g. as, then, after that, this, firstly.</p> <p>Y5 Know how to use appropriate determiners pronouns or alternative noun references within and across sentences.</p> <p>Y5 Know how to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly.</p> <p>Y5 Know how to maintain cohesion by having a consistent style and viewpoint.</p> <p>Sentence openers</p> <p>Y5 Know that opening sentences in different ways can create cohesion.</p> <p>Further description</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Punctuation</p> <p>Y6 Know how to use apostrophes for singular and plural possession.</p> <p>Using tenses</p> <p>Y3 Know how to use simple past and present tense verbs consistently in our writing.</p> <p>Y5 Know how to use standard verb forms e.g. We were not we was; I did not I done.</p> <p>Past tense</p> <p>Y2 Know how to use the simple past tense for actions that have been completed e.g. I ate my tea. He ate his tea. (irregular past tense verbs)</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation</p>		<p>clues in the text to reach a correct answer.</p>	
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	<p>could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p>			
Autumn Term 2 (8 weeks)				
Diaries and informal letters (2.5 weeks)	<p>Oral rehearsal and planning</p> <p>Y6 Know how to plan writing by identifying the audience and purpose of writing and then selecting an appropriate form.</p> <p>Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document.</p> <p>Text structure and paragraphing</p> <p>Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs.</p> <p>Y6 Know how to use a wide range of devices to build cohesion within a paragraph.</p> <p>Maintaining coherence</p> <p>Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>Joining ideas to develop sentence structure</p> <p>Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although).</p> <p>Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials.</p> <p>Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using dashes.</p> <p>Cohesive devices</p> <p>Y5 Know how to build cohesion within paragraphs using adverbs e.g. as, then, after that, this, firstly.</p>	<p>Week 9</p> <p>sh sound spelt ch /s/ sound spelt 'sc' Prefixes Re, dis, mis</p> <p>Week 10</p> <p>Prefixes Un, dis, mis In, im, ir, il anti sub counter inter</p> <p>Week 11</p> <p>shun spellings tion cian</p>	<p>Week 9</p> <p>Tracking pronouns and referents</p> <p>Y6 I know that writers use determiners, pronouns and alternative noun references to aid cohesion.</p> <p>Y6 I know how to work out who, what, where or the event a text is referring to using a range of pronouns, determiners and alternative noun references.</p> <p>Visualisation</p> <p>Y6 I know how to visualise multi-clausal sentences by visualising each clause as I read and connecting information across clauses.</p> <p>Y6 I know how to make a detailed moving picture in my head using similes, metaphors and personification.</p>	

	<p>Y5 Know how to use appropriate determiners pronouns or alternative noun references within and across sentences.</p> <p>Y5 Know how to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly.</p> <p>Y5 Know how to link ideas across paragraphs using tense choice e.g. perfect tense, he had seen her before, we have seen her before.</p> <p>Y5 Know how to maintain cohesion by having a consistent style and viewpoint.</p> <p>Sentence openers</p> <p>Y5 Know that opening sentences in different ways can create cohesion.</p> <p>Further description</p> <p>Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Changing sentence structure</p> <p>Y6 Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Writing different sentence types</p> <p>Y6 Know how to write statements, commands, questions and exclamations.</p> <p>Y6 Know that different levels of formality require specific types of sentence structures e.g. passive: formal, question tags: informal.</p> <p>Punctuation</p> <p>Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p> <p>Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses).</p> <p>Y6 Know how to use apostrophes for singular and plural possession.</p> <p>Using tenses</p> <p>Y6 Know that the past progressive tense describes actions or events which happened in the past, over a period of time.</p>		<p>Week 10</p> <p>Activating working memory</p> <p>Y5 I know how to activate my working memory in multi clausal sentences by reading a clause at a time and saying what I now know making connections with what I have read before.</p> <p>I connect the information that I read within paragraphs, across texts and to other books.</p> <p>Y6 I know that to understand what I read I need to make connections across paragraphs and the whole text.</p> <p>Y6 I know how to activate my working memory across paragraphs and texts by making connections to what I have read in the whole text.</p> <p>Week 11</p> <p>Question type 3. Connect important words, phrases and ideas to build meaning</p> <p>Y5 I know how to activate my working memory in multi clausal sentences by reading a clause at a time and saying what I now know making connections with what I have read before.</p>	
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	<p>Y6 Know that the perfect tense describes an action or event that is complete.</p> <p>Present tense</p> <p>Y6 Know how to use the simple present tense for actions that are happening now e.g. I eat my tea. He eats his tea.</p> <p>Y6 Know how to use the progressive tense for ongoing actions e.g. I am eating my tea. They were eating their tea.</p> <p>Past tense</p> <p>Y5 I know how to use the present perfect to write about events in the past that are relevant now e.g. I have eaten my tea. She has seen her before. I have been here before.</p> <p>Y5 Know how to use the past perfect tense to link back to previous events e.g. She had seen her before.</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p>		<p>I connect the information that I read within paragraphs, across texts and to other books.</p> <p>Y6 I know that to understand what I read I need to make connections across paragraphs and the whole text.</p> <p>Y6 I know how to activate my working memory across paragraphs and texts by making connections to what I have read in the whole text</p>	
<p>Newspaper Reports 'The Royal Rebel' (2.5 weeks)</p>	<p>Oral rehearsal and planning</p> <p>Y6 Know how to plan writing by identifying the audience and purpose of writing and then selecting an appropriate form.</p> <p>Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document.</p> <p>Text structure and paragraphing</p>	<p>Week 12</p> <p>shun spellings ssion sion rule breakers</p> <p>Week 13</p> <p>Words containing the letter string '-ough'</p> <p>'off sound, 'ow' sound, uff sound</p>	<p>Week 12</p> <p>Fluency prefixes/suffixes</p> <p>Y6 I know how to apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words and can suggest the meaning of prefixes and suffixes that are new to me.</p>	

<p>Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs.</p> <p>Y6 Know how to use a wide range of devices to build cohesion within a paragraph.</p> <p>Maintaining coherence</p> <p>Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>Joining ideas to develop sentence structure</p> <p>Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although).</p> <p>Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials.</p> <p>Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using brackets.</p> <p>Cohesive devices</p> <p>Y5 Know how to build cohesion within paragraphs using adverbs e.g. as, then, after that, this, firstly.</p> <p>Y5 Know how to use appropriate determiners pronouns or alternative noun references within and across sentences.</p> <p>Y5 Know how to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly.</p> <p>Y5 Know how to link ideas across paragraphs using tense choice e.g. perfect tense, he had seen her before, we have seen her before.</p> <p>Y5 Know how to maintain cohesion by having a consistent style and viewpoint.</p> <p>Further description</p> <p>Y6 Know how to write expanded noun phrases to convey complicated information concisely (sometimes with the use of hyphens to avoid ambiguity) e.g. the bright -blue ball with red stripes.</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Changing sentence structure</p> <p>Y6 Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Writing different sentence types</p> <p>Y6 Know how to write statements, commands, questions and exclamations.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough, plough, bough</p>	<p>Week 13 Summarising and annotating the text</p> <p>Y5 I know that annotating the main ideas in a text can help me to give a summary.</p> <p>I know how to give a summary of more than one paragraph by annotating the main ideas in a text.</p> <p>I know how to match different summary labels to a sequence of paragraphs by identifying the main idea in each paragraph.</p> <p>Y6 I know how to summarise more than one paragraph succinctly by saying my annotations in a small number of my own words.</p> <p>What to do when meaning breaks down-bringing it all together</p>	
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Y6 Know that different levels of formality require specific types of sentence structures e.g. passive: formal, question tags: informal.

Punctuation

Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Y6 Know how to use commas, brackets or dashes to indicate parenthesis.

Y6 Know how to use inverted commas to demarcate speech and commas to separate the reporting clause.

Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses).

Y6 Know how to use apostrophes for singular and plural possession.

Using tenses

Y6 Know that the past progressive tense describes actions or events which happened in the past, over a period of time.

Y6 Know that the perfect tense describes an action or event that is complete.

Y6 Know that the subject is the person, noun phrase, pronoun or thing which does the verb in the clause.

Y6 Know that the object is the person, noun phrase, pronoun or thing that the verb is acting on.

Y6 Know that when a sentence is written in the active form the subject performs the action.

Y6 Know that when a sentence is written in the passive form the subject receives the action.

Y6 Know how to use the passive form to show what was done rather than who did it e.g. The tea was eaten (by the boy). The bag was torn (by the boy).

Present tense

Y6 Know how to use the simple present tense for actions that are happening now e.g. I eat my tea. He eats his tea.

Y6 Know how to use the progressive tense for ongoing actions e.g. I am eating my tea. They were eating their tea.

Past tense

Y5 I know how to use the present perfect to write about events in the past that are relevant now e.g. I have eaten my tea. She has seen her before. I have been here before.

Y5 Know how to use the past perfect tense to link back to previous events e.g. She had seen her before.

	<p>Editing Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length. Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece. Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural. Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly. Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p> <p>Vocabulary Y6 Know how to select vocabulary according to the level of formality required by the text.</p>			
<p>Narrative with dialogue 'The Three brothers' (3 weeks)</p>	<p>Oral rehearsal and planning Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary. Y6 Know how to consider how authors have developed characters and settings in what they read, listen to or see performed and note down ideas to use when writing narratives. Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document. Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Cohesion and planning Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs e.g. Y6 Know how to use a wide range of devices to build cohesion within a paragraph e.g.</p> <p>Maintaining coherence</p>	<p>Week 14 Endings that sound like /ous/ spelt '-cious' or '-tious' vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p> <p>Week 15 The /ʃəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</p> <p>official, special, artificial, partial, confidential, essential</p>	<p>Week 14 Author's choice of language Y5 I know that authors choose words according to the purpose of the text Y5 I know that personification is when you give human qualities to an animal. Y5 I know how to explain why the author has chosen a particular word or phrase by explaining how it enhances meaning and how it will make the reader feel. Y6 I know how to explain why the author has chosen a particular phrase by explaining how</p>	

	<p>Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing. now how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p>Joining ideas to develop sentence structure</p> <p>Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although). Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials. Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p>Cohesive devices</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time, place and number. Y6 Know that ellipsis is when a word or phrases that is expected is missed put and replaced with a ... Y6 Know how to link ideas across paragraphs using a wider range of devices: repetition of a word or phrase e.g. we will fight them, we will fight them, we will fight them; ellipsis to show flash backs and layout devices in non-fiction (headings, sub-headings, columns, bullet points or tables, to structure text).</p> <p>Sentence openers</p> <p>Y6 Know that opening sentences in different ways e.g. delaying the subject and verb or main clause can create tension and affect the pace of a sentence. Y6 Know how to open sentences in different ways to achieve different effects.</p> <p>Vocabulary</p> <p>Y6 Know how to select vocabulary to enhance meaning. Y6 Know how to select vocabulary with precision to provide clarity and variation</p> <p>Noun Phrases</p> <p>Y6 Know how to select vocabulary to expand noun phrases to have a certain effect on the reader e.g. his blood-shot eyes with heavy lids/ his sparkling eyes with long fluttering lashes. Y6 Know how to write expanded noun phrases to convey complicated</p>	<p>Week 16 Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p>	<p>figurative language gives meaning to the text and the effect it has on the reader.</p> <p>Week 15 Question type 5. Notice an author’s choice of language and how it makes the reader think</p> <p>Y5 I know how to explain why the author has chosen a particular word or phrase by explaining how it enhances meaning and how it will make the reader feel. Y6 I know how to explain why the author has chosen a particular phrase by explaining how figurative language gives meaning to the text and the effect it has on the reader.</p> <p>Week 16 Impressions of a character/place</p> <p>Y5 I know that the impression I have of a character or a place are the feelings or opinions I have about them. Y5 I know a range of adjectives to describe an impression I have. Y5 I know how to form an impression of a character or place by thinking about their actions, what they</p>	
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	<p>information concisely (sometimes with the use of hyphens to avoid ambiguity) e.g. the bright -blue ball with red stripes.</p> <p>Further description Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Joining sentences using conjunctions Y6 Know how to use the coordinating conjunctions ‘and’, ‘but’ ‘or’, ‘so’, ‘yet’ and ‘nor’ when writing.</p> <p>Y6 Know how to insert relative clauses using parenthesis e.g. using commas, brackets or dashes.</p> <p>Changing sentence structure Y5 Know how to use sentences of three in a variety of ways. Y6 Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Writing different sentence types Y6 Know how to write statements, commands, questions and exclamations. Y6 Know that different levels of formality require specific types of sentence structures e.g. passive: formal, question tags: informal.</p> <p>Punctuation Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Y6 Know how to use commas, brackets or dashes to indicate parenthesis. Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses). <i>Y6 Know how to use inverted commas to demarcate speech and commas to separate the reporting clause.</i> Y6 Know how to use apostrophes for singular and plural possession.</p> <p>Using tenses Y6 Know how to use the passive form to show what was done rather than who did it e.g. The tea was eaten (by the boy). The bag was torn (by the boy).</p> <p>Past tense</p>		<p>say and the words used to describe them.</p> <p>Y6I know that there can be different impressions of the same character or place.</p> <p>Y6 I know how to justify different impressions of a character using evidence from the text.</p>	
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	<p>Y5 I know how to use the present perfect to write about events in the past that are relevant now e.g. I have eaten my tea. She has seen her before. I have been here before.</p> <p>Y5 Know how to use the past perfect tense to link back to previous events e.g. She had seen her before.</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p>			
Spring Term 1 (6 weeks)				
<p>Non-Chronological reports 'Fantastic Beasts' (3 weeks)</p>	<p>Oral rehearsal and planning</p> <p>Y6 Know how to plan writing by identifying the audience and purpose of writing and then selecting an appropriate form.</p> <p>Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Y6 Know how to orally compose sentences (including dialogue) using carries and rich vocabulary and the range of year 6 sentences outlined in this document.</p> <p>Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so they enhance meaning.</p> <p>Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs e.g.</p> <p>Y6 Know how to use a wide range of devices to build cohesion within a paragraph e.g.</p> <p>Y6 Know how to use layout devices such as headings, sub-headings, columns, bullet points or tables to structure text in non-fiction.</p>	<p>Week 17</p> <p>Words ending '-able/ably', '-ible/ibly'</p> <p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly,</p>	<p>Week 17</p> <p>Question type 4. Know what's in a writer's toolkit and explain what the tools do</p> <p>Finding and recording information non-fiction</p> <p>Y6 I know that the organisational features of non-fiction texts have a purpose and can explain these.</p> <p>Y6 I know how to find and record information from non-fiction texts and present it in different ways e.g. tables.</p> <p>Week 18</p>	

	<p>Maintaining coherence Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>Joining ideas to develop sentence structure Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although). Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials. Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p><i>Y6 Know how to use semi-colons or colons to mark the boundary between independent clauses and link ideas. Know how to use semi-colons or colons to mark the boundary between independent clauses and link ideas.</i></p> <p>Vocabulary Y6 Know how to use more formal vocabulary e.g. go in/ enter; hyphens e.g. man eating. Y6 Know how to select vocabulary with precision to provide clarity and variation. Y6 Know how to select vocabulary according to the level of formality required by the text.</p> <p>Noun phrases Know how to write expanded noun phrases to convey complicated information concisely (sometimes with the use of hyphens to avoid ambiguity) e.g. the bright -blue ball with red stripes.</p> <p>Further description Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Adding further information to sentences using subordination Y6 Know how to use semi-colons or colons to mark the boundary between independent clauses.</p> <p>Changing sentence structure Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Punctuation Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p>	<p>visible/visibly, incredible/incredibly,</p> <p>Week 18 Suffixes ible and ibly</p> <p>Week 19 i before e rule Revise words with the /i:/ sound spelt 'ei' after 'c' deceive, conceive, receive, perceive, ceiling</p>	<p>Finding and recording information non-fiction Y6 I know that the organisational features of non-fiction texts have a purpose and can explain these. Y6 I know how to find and record information from non-fiction texts and present it in different ways e.g. tables.</p> <p>Scanning and skim reading Y6 I know that I can scan the text more quickly to find information by only scanning specific parts of the text. Y6 I know how to skim read by noticing key words (nouns/verbs) and can use them to give a gist of a paragraph. Y6 I know that I reread text carefully to understand it fully.</p> <p>Week 19 Finding and recording information non-fiction Y6 I know that facts are always true and can be proven where as an opinion is what someone thinks or feels Y6 I know how to identify whether a statements is fact or opinion by considering if it could be proven through research e.g. looking in a book.</p>	
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	<p>Y6 Know how to use semi-colons and colons or a dash to separate independent clauses.</p> <p>Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses).</p> <p>Y6 Know how to insert relative clauses using parenthesis e.g. using commas, brackets or dashes.</p> <p>Y6 Know how to punctuate bullet points consistently.</p> <p>Y6 Know how to use hyphens to avoid ambiguity e.g. between two adjectives</p> <p>Using tenses</p> <p>Y6 Know how to use the passive form to show what was done rather than who did it e.g. The tea was eaten (by the boy).The bag was torn (by the boy).</p> <p>Present tense</p> <p>Y6 Know how to use the simple present tense for actions that are happening now e.g. I eat my tea. He eats his tea.</p> <p>Y6 Know how to use the progressive tense for ongoing actions e.g. I am eating my tea. They were eating their tea.</p> <p>Y6 Know how to use the present and past perfect tense to write more formally.</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p>			
<p>Suspense narrative 'Hitler's Canary' (3 weeks)</p>	<p>Oral rehearsal and planning</p> <p>Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Y6 Know how to consider how authors have developed characters and settings in what they read, listen to or see</p>	<p>Week 20 Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p>		

	<p>performed and note down ideas to use when writing narratives.</p> <p>Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document.</p> <p>Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Cohesion and planning</p> <p>Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs e.g.</p> <p>Y6 Know how to use a wide range of devices to build cohesion within a paragraph e.g.</p> <p>Maintaining coherence</p> <p>Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p> <p>now how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p>Joining ideas to develop sentence structure</p> <p>Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although).</p> <p>Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials.</p> <p>Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.</p> <p>Cohesive devices</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time, place and number.</p> <p>Y6 Know that ellipsis is when a word or phrases that is expected is missed put and replaced with a ...</p> <p>Y6 Know how to link ideas across paragraphs using a wider range of devices: repetition of a word or phrase e.g. we will fight them, we will fight them, we will fight them; ellipsis to show flash backs and layout devices in non-fiction (headings, sub-headings, columns, bullet points or tables, to structure text).</p> <p>Sentence openers</p> <p>Y6 Know that opening sentences in different ways e.g. delaying the subject and verb or main clause can create tension and affect the pace of a sentence.</p>	<p>Week 21</p> <p>Recap - Words containing the letter string ‘-ough’</p> <p>‘off sound, ‘ow’ sound, uff sound</p> <p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough, plough, bough</p> <p>Words containing silent letters</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p>Week 22</p> <p>Homophones and near homophones draft/draught, dissent/descent, precede/pro-ceed, wary/weary</p> <p>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</p>		
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<p>Y6 Know how to open sentences in different ways to achieve different effects.</p> <p>Vocabulary</p> <p>Y6 Know how to select vocabulary to enhance meaning.</p> <p>Y6 Know how to select vocabulary with precision to provide clarity and variation.</p> <p>Y6 Know how to use empty or ambiguous words for effect e.g. someone, something.</p> <p>Noun Phrases</p> <p>Y6 Know how to select vocabulary to expand noun phrases to have a certain effect on the reader e.g. his blood-shot eyes with heavy lids/ his sparkling eyes with long fluttering lashes.</p> <p>Further description</p> <p>Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Joining sentences using conjunctions</p> <p>Y6 Know how to use the coordinating conjunctions ‘and’, ‘but’ ‘or’, ‘so’, ‘yet’ and ‘nor’ when writing.</p> <p>Y6 Know how to insert relative clauses using parenthesis e.g. using commas, brackets or dashes.</p> <p>Changing sentence structure</p> <p>Y5 Know how to use sentences of three in a variety of ways.</p> <p>Y6 Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Writing different sentence types</p> <p>Y5 Know how to use different lengths of sentences to create different effects.</p> <p>Y5 Know how to use rhetorical questions to hook the reader in.</p> <p>Y6 Know how to write statements, commands, questions and exclamations.</p> <p>Y6 Know that different levels of formality require specific types of sentence structures e.g. passive: formal, question tags: informal.</p> <p>Punctuation</p> <p>Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>			
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<p>Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p> <p>Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses).</p> <p>Y6 Know how to use inverted commas to demarcate speech and commas to separate the reporting clause.</p> <p>Y6 Know how to use apostrophes for singular and plural possession.</p> <p>Using tenses</p> <p>Y6 Know how to use the passive form to show what was done rather than who did it e.g. The tea was eaten (by the boy). The bag was torn (by the boy).</p> <p>Past tense</p> <p>Y5 I know how to use the present perfect to write about events in the past that are relevant now e.g. I have eaten my tea. She has seen her before. I have been here before.</p> <p>Y5 Know how to use the past perfect tense to link back to previous events e.g. She had seen her before.</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p> <p>Know that ellipsis is when a word or phrase that is expected is missed put and replaced with a ...</p> <p>Know how to link ideas across paragraphs using a wider range of devices: repetition of a word or phrase e.g. we will fight them, we will fight them, we will fight them; ellipsis to show flash backs and layout devices in non-fiction (headings, sub-headings, columns, bullet points or tables, to structure text).</p>			
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Spring Term 2 (7 weeks)				
<p>'Macbeth' (3 weeks) Setting description, letters, character descriptions/ soliloquy (balanced argument) diaries.</p>	<p>Using tenses Y5 Know that modal verbs work with other verbs to describe the possibility of something happening. Y6 Know how to use modal verbs to indicate the degree of possibility (can, might, should, could, would, ought, shall, must). Past tense Y6 Know how to use the present perfect tense with modals e.g. We could have done that earlier. I should have finished.</p>	<p>Week 23 Root word families graph, circ, cent, aud</p> <p>Week 24 Year 5 & 6 Words Revision Science Maths Writing Geograohy History</p> <p>Week 25 Year 5 & 6 Words Revision Occupations Unstressed vowels Music Language of learning Rare GPCs</p>		
<p>Traditional narrative with dialogue and suspense Beowulf (3 weeks)</p>	<p>Oral rehearsal and planning Y6 Know how to plan writing by using similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary. Y6 Know how to consider how authors have developed characters and settings in what they read, listen to or see performed and note down ideas to use when writing narratives. Y6 Know how to orally compose sentences (including dialogue) using varied and rich vocabulary and the range of year six sentence structures outlined in this document. Y6 Know how to draft writing by considering alternative grammar and vocabulary choices and selecting the most appropriate so that they enhance meaning.</p> <p>Cohesion and planning Y6 Know how to use a wider range of cohesive devices to link ideas across paragraphs e.g. Y6 Know how to use a wide range of devices to build cohesion within a paragraph e.g.</p> <p>Maintaining coherence Y6 Know how to use tense, person and punctuation appropriately to aid sense in writing.</p>	<p>Week 26 Year 5 & 6 Words Revision</p> <p>Week 27 Year 5 & 6 Words Revision</p> <p>Week 28 Year 5 & 6 Words Revision</p>		

now how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.

Joining ideas to develop sentence structure

Y6 Know how to write a wider range of sentences with more than one clause using (when, if, because, although).

Y6 Know how to move some subordinate clauses to the beginning of sentences to form fronted adverbials.

Y6 Know how to use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes.

Cohesive devices

Y6 Know how to link ideas across paragraphs using adverbials of time, place and number.

Y6 Know that ellipsis is when a word or phrases that is expected is missed put and replaced with a ...

Y6 Know how to link ideas across paragraphs using a wider range of devices: repetition of a word or phrase e.g. we will fight them, we will fight them, we will fight them; ellipsis to show flash backs and layout devices in non-fiction (headings, sub-headings, columns, bullet points or tables, to structure text).

Sentence openers

Y6 Know that opening sentences in different ways e.g. delaying the subject and verb or main clause can create tension and affect the pace of a sentence.

Y6 Know how to open sentences in different ways to achieve different effects.

Vocabulary

Y6 Know how to select vocabulary to enhance meaning.

Y6 Know how to select vocabulary with precision to provide clarity and variation.

Y6 Know how to use empty or ambiguous words for effect e.g. someone, something.

Noun Phrases

Y6 Know how to select vocabulary to expand noun phrases to have a certain effect on the reader e.g. his blood-shot eyes with heavy lids/ his sparkling eyes with long fluttering lashes.

Further description

	<p>Y6 Know how to add detail using relative clauses e.g. the blue ball that had been a present... the bouncy ball which was punctured...the ball, stuck below the bed.</p> <p>Y6 Know how to link ideas across paragraphs using adverbials of time and place.</p> <p>Joining sentences using conjunctions</p> <p>Y6 Know how to use the coordinating conjunctions ‘and’, ‘but’ ‘or’, ‘so’, ‘yet’ and ‘nor’ when writing.</p> <p>Y6 Know how to insert relative clauses using parenthesis e.g. using commas, brackets or dashes.</p> <p>Changing sentence structure</p> <p>Y5 Know how to use sentences of three in a variety of ways.</p> <p>Y6 Know how to elaborate and expand upon ideas by telling the reader more.</p> <p>Writing different sentence types</p> <p>Y5 Know how to use different lengths of sentences to create different effects.</p> <p>Y5 Know how to use rhetorical questions to hook the reader in.</p> <p>Y6 Know how to write statements, commands, questions and exclamations.</p> <p><i>Y6 Know that different levels of formality require specific types of sentence structures e.g. passive: formal, question tags: informal.</i></p> <p>Punctuation</p> <p>Y6 Know how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Y6 Know how to use commas, brackets or dashes to indicate parenthesis.</p> <p>Y6 Know how to use commas to clarify meaning or avoid ambiguity (to separate clauses).</p> <p>Y6 Know how to use inverted commas to demarcate speech and commas to separate the reporting clause.</p> <p>Y6 Know how to use apostrophes for singular and plural possession.</p> <p>Using tenses</p> <p>Y6 Know how to use the passive form to show what was done rather than who did it e.g. The tea was eaten (by the boy). The bag was torn (by the boy).</p> <p>Past tense</p>			
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	<p>Y5 I know how to use the present perfect to write about events in the past that are relevant now e.g. I have eaten my tea. She has seen her before. I have been here before.</p> <p>Y5 Know how to use the past perfect tense to link back to previous events e.g. She had seen her before.</p> <p>Editing</p> <p>Y6 Know how to assess the effectiveness of their own and others' writing, suggesting where stronger vocabulary and grammar choices could be made and where punctuation could be improved to clarify meaning and enhance effects e.g. sentence length.</p> <p>Y6 Know how to proofread, checking for consistent and correct use of tense throughout the piece.</p> <p>Y6 Know how to proofread, checking for correct subject and verb agreement when using singular and plural.</p> <p>Y6 Know how to edit for cohesion, checking that a consistent style and viewpoint has been maintained and that cohesive devices have been used correctly.</p> <p>Y6 Know how to proofread, checking that the correct level of formality has been used, distinguishing between the language of speech and writing.</p> <p>Know that ellipsis is when a word or phrase that is expected is missed put and replaced with a ...</p> <p>Know how to link ideas across paragraphs using a wider range of devices: repetition of a word or phrase e.g. we will fight them, we will fight them, we will fight them; ellipsis to show flash backs and layout devices in non-fiction (headings, sub-headings, columns, bullet points or tables, to structure text).</p>			
Summer Term 1 (4 weeks)				
'The Happy Prince' diaries, character description, letters, contrasting setting descriptions.		<p>Week 29 Year 5 & 6 Words Revision</p> <p>Week 30 Year 5 & 6 Words Revision</p> <p>Week 31 Year 5 & 6 Words Revision</p> <p>Week 32 Year 5 & 6 Words Revision</p>		

Summer Term 2 (6 weeks)				
Formal letter writing with persuasion (2 weeks)		Writing moderation window Identification of Year 3 & 4 / Year 5 & 6 spellings		
Speech writing (2 weeks)		Writing moderation window Identification of Year 3 & 4 / Year 5 & 6 spellings		
Poetry 'The Final Year'		Writing moderation window Identification of Year 3 & 4 / Year 5 & 6 spellings		