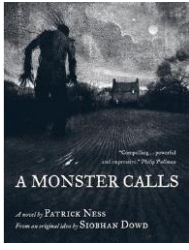
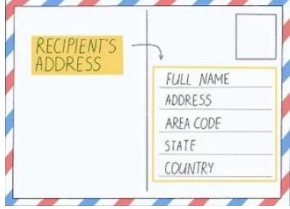
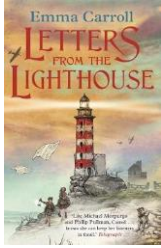
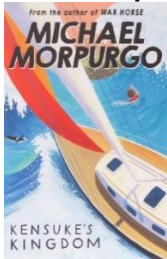
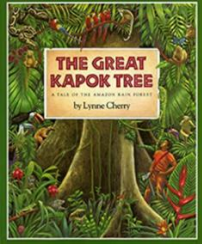


Year 6 Autumn Term

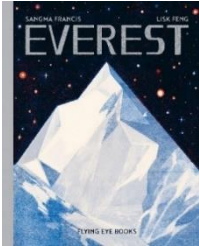
			<div>A Monster Calls</div> <div>Patrick Ness</div> <div></div>	<div>Postcard</div> <div></div>	<div>Letters from the Lighthouse</div> <div>Emma Carroll</div> <div></div>	<div>Kensuke's Kingdom</div> <div>Michael Morpurgo</div> <div></div>
Text Type			Narrative	Non-fiction Post-card	Non Ficion Recount	Narrative
Independent, purposeful writing outcome			Write a story about a child that has to face a fear.	Write a postcard from the big bad wolf in Red Riding Hood or the Three Little Pigs.	Plan and write a recount of the child in Boy in the Striped Pyjamas or the chef/servant. Or recount using German in the Woods video.	Write a story about waking up on an island
National Curriculum Statutory Requirement	Spoken Language	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	√	√	√	√
		Pupils should be taught to use relevant strategies to build their vocabulary.	√	√	√	√
		Pupils should be taught to articulate and justify answers, arguments and opinions.	√	√	√	√
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	√	√	√	√
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	√	√	√	√
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	√	√	√	√
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	√	√	√	√
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	√	√	√	√
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	√	√	√	√
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	√	√	√	√
		Pupils should be taught to select and use appropriate registers for effective communication.	√	√	√	√
	Writing Composition	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	√	√	√	√
		Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	√	√	√	√
		Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	√			√
		Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	√	√	√	√
		Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	√			√
		Pupils should be taught to draft and write by precisising longer passages.	√	√	√	√
		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	√	√	√	√
		Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)		√	√	
		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	√	√	√	√
		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	√	√	√	√
		Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	√	√	√	√
		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	√	√	√	√
		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	√	√	√	√
		Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	√	√	√	√
	Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]		√		
		How words are related by meaning as synonyms and antonyms [for example, big, large, little].				√
	Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].				√
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of 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]	√	√	√	
	Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	√			
		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]				
	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	√	√	√	√
		Use of the colon to introduce a list and use of semi-colons within lists	√		√	√
		Punctuation of bullet points to list information				
		How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	√		√	

Year 6 Spring Term

The Greak Kapok Tree By Lynne Cherry



Everest



Text Type

Persuasive Letter

Setting Description

Non-chronological Report

Independent, purposeful writing outcome

Write a persuasive letter to the main character in the book to persuade him why deforestation should be stopped or reduced.

Plan and write a setting description based around the rainforest.

Write a non-chronological report on one of the other highest peaks in another region.

National Curriculum Statutory Requirement

Spoken Language

Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
Pupils should be taught to use relevant strategies to build their vocabulary.
Pupils should be taught to articulate and justify answers, arguments and opinions.
Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
Pupils should be taught to select and use appropriate registers for effective communication.

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Writing Composition

Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form

Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.

Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Pupils should be taught to draft and write by precisising longer passages

Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.

Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.

Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.

Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

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Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
How words are related by meaning as synonyms and antonyms [for example, big, large, little].

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Sentence

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of 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]

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Text

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

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Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

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Year 6 Summer Term

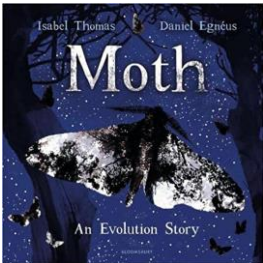
Paperman



The Journey



The Moth



Text Type

Narrative

Diary Entry

Instructions

Narrative

Poem

Independent, purposeful writing outcome

Write a story about 2 people who are brought together by objects such as leaves or coins or an animal such as a dog or a bird.

Write a diary entry from the point of view of one of the characters.

Write instructions on how to build a paper aeroplane.

Write a narrative continuing the story with a flashback to part of the journey or before they left.

Write a narrative poem to show how an animal has survived changes in their environment (either real animal or made up).

National Curriculum Statutory Requirement

Spoken Language

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Pupils should be taught to select and use appropriate registers for effective communication.

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Word

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How words are related by meaning as synonyms and antonyms [for example, big, large, little].

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Sentence

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of 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]

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Text

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

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Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

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