

YEAR 6 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
COMPOSITION	<p>Plan their writing by:</p> <ul style="list-style-type: none"> o identifying the audience for and purpose of the writing , selecting the appropriate form (IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own (USE EXAMPLES) o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING) o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (NARRATIVE SPECIFIC FOCUS) <p>Draft and write by:</p> <ul style="list-style-type: none"> o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP) o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP) o using a wide range of devices to build cohesion within and across paragraphs (VCOP) o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing (AFL) o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL) o ensuring the consistent and correct use of tense throughout a piece of writing (AFL) o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL) <p>Proof-read for spelling and punctuation errors</p>	
TEXT/ VOCAB	<p><i>To use the terms clause and phrase in relation to sentences</i></p> <p>Devises to build cohesion within a paragraph</p>	<p><i>Teach other forms of figurative language - onomatopoeia and personification.</i></p> <p>Devises to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) or tense choices (he had seen her before)</p>
SENTENCE	<p><i>To identify component part of a sentence using the appropriate vocabulary- see Year 6 grammar test</i></p> <p><i>Sentences with varying openers (VCOP)- b) c) j) l) m)</i></p>	<p>Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun</p> <p><i>Sentences with varying openers (VCOP)- b) c) j) l) m)</i></p>
PUNCTUATION	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity
GENRE / TEXT	<ul style="list-style-type: none"> • Yr6 Narrative - The Journey • Yr6 Non-Fiction - Letters from the Lighthouse 	<ul style="list-style-type: none"> • Own Planning - Poetry - World War 1 poems • Yr6 Non-Fiction - Letter to Mr Scrooge
SPELLING	<p><u>YEAR 5 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 	<p><u>Specific Spellings (Appendix):-</u></p> <p>Set 1: Revision from previous years 1</p> <p>Set 2: Revision from previous years 2</p> <p>Set 3: Words ending in 'cious'</p> <p>Set 4: Words ending in 'tious'</p> <p>Set 5: Recommended words 1</p> <p>Set 6: Words ending in 'tial'</p> <p>Set 7: Homophones 1</p> <p>Set 8: Words ending in 'able' 1</p> <p>Set 9: Words ending in 'able' 2</p> <p>Set 10: Revision</p> <p>At least 2 weeks on personal spellings from the back of literacy books.</p>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • 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. 	

YEAR 6 LITERACY- WRITING

	SPRING 1	SPRING 2
COMPOSITION	<p>Plan their writing by:</p> <ul style="list-style-type: none"> o identifying the audience for and purpose of the writing , selecting the appropriate form (IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own (USE EXAMPLES) o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING) o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (NARRATIVE SPECIFIC FOCUS) <p>Draft and write by:</p> <ul style="list-style-type: none"> o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP) o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP) o using a wide range of devices to build cohesion within and across paragraphs (VCOP) o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing (AFL) o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL) o ensuring the consistent and correct use of tense throughout a piece of writing (AFL) o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL) <p>Proof-read for spelling and punctuation errors</p>	
TEXT/ VOCAB	Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) or tense choices (he had seen her before)	Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) or tense choices (he had seen her before) <i>Teach other forms of figurative language - onomatopoeia and personification.</i>
SENTENCE	Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun	Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun
PUNCTUATION	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity
GENRE / TEXT	<ul style="list-style-type: none"> • Yr6 Narrative - Kensuke's Kingdom • Yr6 Narrative - Paperman 	<ul style="list-style-type: none"> • Yr6 Narrative - The Graveyard Book • SATS prep - own planning
SPELLING	<p><u>YEAR 5 SPELLING</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 	<u>Specific Spellings (Appendix):-</u>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • 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. 	

YEAR 6 LITERACY- WRITING

	SUMMER 1	SUMMER 2
COMPOSITION	<p>Plan their writing by:</p> <ul style="list-style-type: none"> o identifying the audience for and purpose of the writing , selecting the appropriate form (IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own (USE EXAMPLES) o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING) o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (NARRATIVE SPECIFIC FOCUS) <p>Draft and write by:</p> <ul style="list-style-type: none"> o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP) o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP) o using a wide range of devices to build cohesion within and across paragraphs (VCOP) o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing (AFL) o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL) o ensuring the consistent and correct use of tense throughout a piece of writing (AFL) o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL) <p>Proof-read for spelling and punctuation errors</p>	
TEXT/ VOCAB	Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) or tense choices (he had seen her before)	
SENTENCE	<p>Indicating of degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will or must)</p> <p><i>p) If, then sentence - To be able to write a sentence which contains two if phrases.</i></p>	<p>Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun</p> <p><i>v) Outside, (inside) sentences - begin to introduce the use of brackets for diary entries to show personal thoughts and humour.</i></p> <p><i>q) Choice sentence - (using a dash) To write a sentence which begins with related words/phrases (adjectives are the easiest) and then finishes with a related question. To refine and expand the word choices.</i></p>
PUNCT UATIO	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity Brackets, dashes or commas to indicate parenthesis
GENRE / TEXT	<ul style="list-style-type: none"> • Own Planning - SATS prep • Yr6 Non-Fiction - Greta 	<ul style="list-style-type: none"> • Yr5 Non-Fiction - Plastic Pollution • Yr6 Poetry - Thinker's Rap: My Puppy Poet and Me
SPELLING	<p><u>YEAR 5 SPELLING</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus 	<u>Specific Spellings (Appendix):-</u>
HAND WRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • 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. 	