

## Year 6 Medium Term Planning

<b>Handwriting:</b>		Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task.						
<b>Spellings</b>		Adding suffixes beginning with vowel letters to words ending in -fer = rules need to be followed Words containing the letter-string 'ough' Homophones and other words (see appendix) Words ending in -ant, -ance, -ancy, -ent, -ence, -ency - rules need to be taught explicitly The /n/ sound spelt kn and gn at the beginning of words: knock, know, knee, gnaw, gnat The /r/ sound spelt wr at the beginning of words: write, written, wrote, wrong, wrap Common exception words						
<b>Speaking and listening</b>		At a level appropriate to Year 6: listen and respond appropriately to adults and their peers. At a level appropriate to Year 6: ask relevant questions to extend their understanding and knowledge. At a level appropriate to Year 6: use relevant strategies to build their vocabulary. At a level appropriate to Year 6: articulate and justify answers, arguments and opinions. At a level appropriate to Year 6: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings At a level appropriate to Year 6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. At a level appropriate to Year 6: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. At a level appropriate to Year 6: speak audibly and fluently with an increasing command of Standard English. At a level appropriate to Year 6: participate in discussions, presentations, performances, role play, improvisations and debates. At a level appropriate to Year 6: gain, maintain and monitor the interest of the listener(s). At a level appropriate to Year 6: consider and evaluate different viewpoints, attending to and building on the contributions of others. At a level appropriate to Year 6: select and use appropriate registers for effective communication.						
Term/ week	Unit and Stimulus/Key texts	Suggested WALTS	Grammar to be covered	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Aut 1 7 wks  1 week assessment	The Graveyard book  Narrative - 3 weeks	Develop the skill of making inferences (ask questions, make predictions and justify using evidence.) 2 days as can then be developed into second as shared read activity	Third person Figurative language Sentence openers - PILE/ Alan Peat Expanded noun phrases Fronted adverbials	Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Question tags: He's your	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Evaluate and edit by ensuring the consistent and	Independently spell more words with 'silent' letters [for example: knight, psalm, solemn]. Confidently distinguishes between a range of homophones and other	Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or	2 types of narrative - 1 familiar setting 2 story continuation

		<p>Understand the effect of language on the reader. (Suspense and creating imagery) 2 days one to look at book and second clip focus on gathering language and have a go.  <a href="http://www.literacyshed.com/francis.html">http://www.literacyshed.com/francis.html</a></p> <p>Know how to assess the effectiveness of their writing.</p> <p>Develop the skill of planning an effective narrative. (using suspense and action)</p> <p>Know how to edit, redraft to enhance writing.</p>	<p><b>Cohesive devices</b>  <b>Semi-colons</b></p>	<p>friend, isn't he?  -I were or Were they  Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].  Use grammatical terminology for Year 6 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.  Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>correct use of tense throughout a piece of writing.  Proof-read for spelling and punctuation errors.  Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.  Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p>	<p>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 four letters of a word to check spelling, meaning or both of these in a dictionary independently  Confidently use a thesaurus in a range of contexts.</p>	<p>textbooks.  Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.  Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.  Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
	<p><b>Diaries -2 weeks</b></p>	<p>Know how to use tenses.</p> <p>Develop the skill of writing from a characters perspective. (use tense lesson to support writing from the characters perspective - use modal verbs)</p> <p>Develop the skill of sequencing events. (2-3 days to gather information - key events)</p> <p>Know how to maintain the characters voice.</p> <p>Understand the formal and informal language.</p>	<p><b>Synonyms and Antonyms</b>  <b>First person</b>  <b>Past tense</b>  <b>Modal verbs</b>  <b>Informal/formal language</b>  <b>Prepositional phrases</b></p>	<p>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg: use of adverbials - on the other hand, in contrast, as a consequence  Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses  Use and understand the grammatical terminology in English Appendix 2 year 6 accurately and appropriately in discussing their writing and reading.  Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg: headings, bullet points, underlining  Evaluate and edit by assessing the effectiveness of their own and others' writing  Proof read for spelling and punctuation errors.  Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives  Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them  Continue to distinguish between homophones and other words which are often confused eg: eye/ I or be/bee  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 of these in a dictionary  Spell some words with silent letters</p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.  Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.  Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>Diaries that are over the week from Bod - Chapter 2</b></p>

					Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural distinguishing between language of speech and writing and choosing the appropriate register.			
	<p><b>Poetry - 1 week</b></p> <p>See example poem - Dark Graveyard</p> <p>Russell Sivey</p> <p>And Nature at dusk</p>	<p>Visit a graveyard</p> <p>Know how to express feelings/emotions.</p> <p>Understand the impact on the reader.</p> <p>Develop the skill of creating imagery.</p>	<p>Figurative language</p> <p>Repetition</p> <p>Impact of language on the reader</p>	<p>Develop their understanding of the concepts set out in the English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p> <p>Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms (big/large/little)</p> <p>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg - adverbials</p> <p>Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives..</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Perform their own compositions, using appropriate intonation; volume and movement so that meaning is clear.</p>	<p>Use further prefixes and suffixes and understanding the guidance for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Confidently distinguishes between a range of homophone and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - as listed in Appendix 1</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart.</p> <p>Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by asking questions to improve their understanding.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Ottava Rima</p> <p>-</p> <p>A rhyming stanza</p>
<p>Aut 7wks</p> <p>1 week assessment and Christmas</p>	<p>Once</p> <p>Diary - 1 week</p>	<p>Read first chapter</p> <p>Understand emotions/actions of a character.</p> <p>Develop the skill of writing an informal diary.</p> <p>Know how to edit and redraft.</p>	<p>Synonyms and Antonyms</p> <p>First person</p> <p>Past tense</p> <p>Modal verbs</p> <p>Informal language</p> <p>Prepositional phrases</p>					<p>Over a few days</p>

<p><b>Narrative - 2 weeks</b></p> <p>Read up to page 16</p>	<p>Understand the use of dialogue to advance action.</p> <p>Know how to apply dialogue to advance action in a narrative.</p> <p>Know how to plan a narrative.</p> <p>Understand how to edit and improve work.</p>	<p>Third person</p> <p>Figurative language</p> <p>Sentence openers - PILE/ Alan Peat</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Cohesive devices</p> <p>Semi-colons</p>					<p>Dialogue and action focus</p>
<p><b>Biography - 1 week</b></p> <p>Read up to page</p>	<p>Know how to research from 1939-45. (Janusz Korczak)</p> <p>Understand how to structure a biography.</p> <p>Know how to write a biography.</p>	<p>Third person</p> <p>Past tense</p> <p>Noun types</p> <p>Conjunctions</p> <p>Refer back to previous teaching</p>					<p>Moments from his life</p>
<p><b>Balanced Argument - 1 week</b></p> <p>Get toward the end</p>	<p>Under how to write statements and use rhetorical questions.</p> <p>Develop the skill of showing the possibility of something.</p> <p>Understand how to develop contrasting views.</p> <p>Know how to use a formal tone.</p> <p>Develop the skill of using cohesive devices across paragraphs.</p>	<p>Present tense</p> <p>Statements</p> <p>Imperative conjunctions</p> <p>Modal verbs</p> <p>Rhetorical questions</p>					<p>Does everyone deserve to have something good in their lives once?</p>
<p><b>Letter - informal - 1 week</b></p>	<p>Understand the format/structure of letters.</p> <p>Know how to use cohesive devices.</p> <p>Understand how to transfer emotions.</p> <p>Develop empathy with characters.</p>	<p>First person</p> <p>Informal language</p> <p>Layout/structure</p>					<p>Letters home - Memory or as if parents are still alive</p>

<p><b>Spr 1</b> Week 1 and 3 days</p>	<p><b>Highwayman</b>  <b>Narrative poetry</b>  <b>Skills:</b> Characters, setting and plot Similes Metaphors Alliteration Sentence variation Ellipsis</p>	<p>Understand the structure and organisation of a narrative poem.</p> <p>Know the different language features used.</p> <p>Develop the skill of setting the scene.</p> <p>Know how to plan a narrative poem.</p> <p>Understand the need for editing and improving.</p> <p>Understand how to evaluate the effectiveness of work.</p>	<p>Develop their understanding of the concepts set out in the English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms (big/large/little) Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg - adverbials Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Use further prefixes and suffixes and understanding the guidance for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Confidently distinguishes between a range of homophone 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 Appendix 1</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart.</p> <p>Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by asking questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Produce a narrative poem</p>
<p><b>Week (s) 2-4</b></p>	<p><b>Highwayman</b>  <b>Newspaper</b>  <b>Skills:</b>  Headlines</p>	<p>Understand how to sequence events.</p> <p>Know how to write a recount</p> <p>Understand how to vary</p>	<p>Develop their understanding of the concepts set out in the English Appendix 2 by using passive verbs to affect the presentation of information in a sentence. Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms (big/large/little) Indicate grammatical and other features by using</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for</p>	<p>Use further prefixes and suffixes and understanding the guidance for adding them</p> <p>Confidently</p>	<p>Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.</p>	<p>Write a report about the events at the inn</p>

	<p>Subheadings Reported speech Dashes Hyphens Past tense Quotation using inverted commas and colons First/third person Proper nouns Formal language Conjunctions</p>	<p>your openers</p> <p>Identify the organisation and structure of newspapers</p> <p>Understand how to use punctuation to mark boundaries in clauses.</p> <p>Know how to create headlines.</p> <p>Know how to use direct and reported speech.</p> <p>Know how to write a newspaper report.</p> <p>Understand how to edit and improve.</p> <p>Develop the skill of evaluating writing.</p>	<p>semi-colons, colons and dashes to mark boundaries between independent clauses</p> <p>Use grammatical terminology for year 6 understanding layout devices eg: headings, sub-headings, columns, bullets or tables to structure text</p>	<p>their own.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by using further organisational and presentational devices and structure text and to guide the reader eg: headings/ bullet points/ underlining</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>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</p>	<p>distinguishes between a range of homophone and other words which are often confused.</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p>	<p>Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p>	
<p><b>Week</b> <b>(s)</b> <b>5</b></p>	<p><b>Highwayman/ The Smugglers/ The Listeners</b></p> <p><b>Comparison/ Persuasion</b></p> <p><b>Skills:</b> Present tense Modal verbs Imperative verbs Conjunctions Rhetorical questions Comparative and superlative</p>	<p>Know how to compare poems.</p> <p>Understand that everyone has a different view.</p> <p>Develop the skill of using persuasive language.</p> <p>Understand how to write persuasion.</p> <p>Develop the skill of evaluating and editing.</p>	<p>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg - adverbials</p> <p>Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</p> <p>Indicate grammatical and other features by using hyphens to avoid ambiguity</p> <p>Use grammatical terminology for year 6 understanding layout devices eg: headings, sub-headings, columns, bullets or tables to structure text</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by using a wide range of devices</p>	<p>Use further prefixes and suffixes and understanding the guidance for adding them</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and</p>	<p>What poem do you prefer and why?</p>

	<p>adjectives Exaggerated language First/second/third person Making opinion appear as fact Formal language Statements Conditionals</p>			<p>to build cohesion within and across paragraphs. Evaluate and edit by assessing the effectiveness of their own and others' writing. Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary Draft and write by précising longer passages</p>		<p>discussing themes and conventions in and across a wide range of writing. Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views.</p>	
<b>Term/ week</b>	<b>Unit and Stimulus/Key texts</b>	<b>WALTS</b>	<b>Vocabulary, Grammar and Punctuation</b>	<b>Composition</b>	<b>Transcription</b>	<b>Reading</b>	<b>Expected end of unit piece</b>
<b>Spr 2</b>	<b>Twelfth Night</b> <b>Informal persuasive</b>	Understand how persuasion can be informal in personal letters.	Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Question	Plan their writing by identifying the audience for and purpose of the writing, selecting the	Independently spell more words with 'silent' letters [for example: knight,	Maintain positive attitudes to reading and understanding of what they read by	Write a persuasive letter from the Duke

<p><b>1</b> <b>Week</b> <b>(s)</b></p> <p><b>1</b></p>	<p><b>Letters</b></p> <p><b>Skills:</b> Layout Structure Informal language Colons Semi-colons Parenthesis Question marks Exclamation Exaggerations Relative clauses Conjunctions Variety in sentences</p>	<p>Understand how to use cohesive devices.</p> <p>Know how to retrieve information from a text.</p> <p>Develop the skill of writing an informal persuasive letter.</p> <p>Understand how to evaluate, edit and improve work.</p>	<p>tags: He's your friend, isn't he? <u>-I were</u> or <u>Were they</u></p> <p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use grammatical terminology for Year 6 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.</p> <p>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Indicate grammatical and other features by using a colon to introduce a list.</p> <p>Indicate grammatical and other features by punctuating bullet points consistently.</p>	<p>appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft and write by precisising longer passages.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>psalm, solemn].</p> <p>Confidently distinguishes between a range of homophones and other words which are often confused.</p> <p>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.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p> <p>Confidently use a thesaurus in a range of contexts.</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Understand what they read by asking questions to improve their understanding.</p> <p>Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Orisno asking for Olivia's hand in marriage.</p>
<p><b>2</b> <b>Week</b> <b>(s)</b></p>	<p><b>Twelfth Night</b></p> <p><b>Narrative</b></p> <p><b>Skills:</b> First/ third person Personification Similes Metaphors Onomatopoeia Noun phrases Different sentence openers</p>	<p>Understand the language of Shakespeare.</p> <p>Understand how to write a summary.</p> <p>Develop the skill of writing a recommendation/ review.</p> <p>Know how to make inferences.</p> <p>Understand how to</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Question tags: He's your friend, isn't he? <u>-I were</u> or <u>Were they</u></p> <p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use grammatical terminology for Year 6 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</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling</p>	<p>Independently spell more words with 'silent' letters [for example: knight, psalm, solemn].</p> <p>Confidently distinguishes between a range of homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of</p>	<p>Write a modern day version of Twelfth night or Romeo and Juliet</p>

	<p>Synonyms Nouns (Proper) Semicolons to separate two sentences Expanded noun phrases Colons</p>	<p>create atmosphere.</p> <p>Develop the skill of debating.</p> <p>Develop the skill of writing a modern day Shakespeare story.</p> <p>Understand how to write for the audience.</p> <p>Know how to evaluate and edit work.</p> <p>Develop the skill of performing the narrative.</p>	<p>as on the other hand, in contrast, or as a consequence], and ellipsis. Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>and punctuation errors. Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p>	<p>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 four letters of a word to check spelling, meaning or both of these in a dictionary independently Confidently use a thesaurus in a range of contexts.</p>	<p>what they read by reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	
<p><b>2</b> <b>Week</b> <b>(s)</b></p>	<p><b>Twelfth Night</b></p> <p><b>Non-Chronological report</b></p> <p><b>Skills:</b> Headings Subheading Questions Factual Paragraphs Organisational features and structural Semi colons Colons Commas for lists</p>	<p>Understand who Shakespeare was.</p> <p>Develop the skill of researching.</p> <p>Know how to edit and improve.</p> <p>Know how to identify features of a non-chronological report.</p> <p>Understand what information is needed when planning.</p> <p>Understand how to research and record.</p> <p>Know how to build paragraphs.</p>	<p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use grammatical terminology for Year 6 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. Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. Indicate grammatical and other features by using a colon to introduce a list. Indicate grammatical and other features by punctuating bullet points consistently.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by precisising longer passages. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify</p>	<p>Independently spell more words with 'silent' letters [for example: knight, psalm, solemn]. Confidently distinguishes between a range of 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.</p>	<p>Understand what they read by asking questions to improve their understanding. Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact</p>	<p>Research Shakespeare and the Globe etc.</p>

		<p>Understand how to write a non-chronological report.</p> <p>Develop the skill of evaluating and improving work.</p> <p>Understand the need to redraft work.</p>		<p>meaning.</p> <p>Proof-read for spelling and punctuation errors. Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p> <p>Confidently use a thesaurus in a range of contexts.</p>	<p>and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>	
Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
<p><b>Sum</b> <b>1</b> <b>1</b> <b>Week</b> <b>(s)</b></p>	<p>Oliver Twist</p> <p>Diary</p> <p><b>Skills:</b> Reported speech Dashes Hyphens Past tense Quotation using inverted commas and colons First/third person Proper nouns Formal /informal language Conjunctions Adverbials Relative clauses</p>	<p>Develop the skill of drawing inferences.</p> <p>Know how to explain word meanings.</p> <p>Understand how to transfer emotions.</p> <p>Develop the skill of editing and evaluating.</p> <p>Know how to write a diary.</p>	<p>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg: use of adverbials - on the other hand, in contrast, as a consequence</p> <p>Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 year 6 accurately and appropriately in discussing their writing and reading.</p> <p>Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg: headings, bullet points, underlining</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Proof read for spelling and punctuation errors. Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives</p> <p>Draft and write by using a wide range of devices to build cohesion within</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Continue to distinguish between homophones and other words which are often confused eg: eye/ I or be/bee</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or of these in a dictionary</p> <p>Spell some words with silent letters</p>	<p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Diary of Oliver over 3 or 4 days</p> <p>Ext~ diary from another character that has been introduced.</p>

				<p>and across paragraphs</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>distinguishing between language of speech and writing and choosing the appropriate register.</p>			
<b>2 Week (s)</b>	<b>Oliver Twist Narrative Skills</b>	<p>Develop the skill of describing characters.</p> <p>Understand how to create a setting.</p> <p>Understand how to compare a range of scenes and settings.</p> <p>Know how to develop dialogue.</p> <p>Know and explain the involvement of scene, characters and action.</p> <p>Understand how to create a scene.</p> <p>Develop the skill of forming character and plot.</p> <p>Know how to develop dialogue and action.</p> <p>Develop the skill of linking action and reaction.</p>	<p>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg: use of adverbials - on the other hand, in contrast, as a consequence</p> <p>Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</p> <p>Use and understand the grammatical terminology in English Appendix 2 year 6 accurately and appropriately in discussing their writing and reading.</p> <p>Use grammatical terminology for year 6 understanding how words are related by meaning as synonyms and antonyms.</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg: headings, bullet points, underlining</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Proof read for spelling and punctuation errors.</p> <p>Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by ensuring the consistent</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Continue to distinguish between homophones and other words which are often confused eg: eye/ I or be/bee</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or of these in a dictionary</p> <p>Use a thesaurus</p> <p>Spell some words with silent letters</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Understand what they read by drawing inferences such as</p>	<p>Write a narrative focussing on scene, characters and action - London</p>

				and correct use of tense throughout a piece of writing Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural distinguishing between language of speech and writing and choosing the appropriate register.		inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
<b>2 Week (s)</b>	<b>Oliver Twist</b>  <b>Explanation</b>  <b>Skills</b>	Understand the differences in character development.  Know how the author develops themes.  Develop the skill of providing evidence.  Know how to produce a persuasive argument.  Develop the skill of evaluating the authors use of language.  Understand how to research.  Know the organisational features of an explanation.  Know how to write an explanation.  Understand how to evaluate and edit.	<b>Use grammatical terminology for year 6 linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections eg: use of adverbials - on the other hand, in contrast, as a consequence</b> <b>Use grammatical terminology for year 6 understanding layout devices eg headings, sub-headings, columns, bullets, tables to structure</b> <b>Indicate grammatical and other features by using semi-colons, colons and dashes to mark boundaries between independent clauses</b> <b>Indicate grammatical and other features by punctuating bullet points consistently</b> <b>Use and understand the grammatical terminology in English Appendix 2 year 6 accurately and appropriately in discussing their writing and reading.</b>	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models of their own Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg: headings, bullet points, underlining Evaluate and edit by assessing the effectiveness of their own and others' writing Proof read for spelling and punctuation errors.	Use further prefixes and suffixes and understand the guidance for adding them Continue to distinguish between homophones and other words which are often confused eg: eye/ I or be/bee 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 of these in a dictionary	Understand what they read by asking questions to improve their understanding. Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Understand what they read by identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.	Life on the streets/ work houses for children

Term/ week	Unit and Stimulus/Key texts	WALTS	Vocabulary, Grammar and Punctuation	Composition	Transcription	Reading	Expected end of unit piece
Sum 2 Week (s)	Wonder The Grand Tour Chapter  Debate  Skills		<p>Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use grammatical terminology for Year 6 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.</p> <p>Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Indicate grammatical and other features by using hyphens to avoid ambiguity.</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p> <p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>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.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p>		<p>Debate</p> <p>Persuade audience that their view is accurate about how the author builds tension between Julian and Auggie - Was Julian against Auggie from the start?</p>

<p><b>Week (s)</b></p>	<p>Wonder The Bleeding Scream chapter</p> <p>Diary</p> <p>Skills</p>		<p>Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p> <p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>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.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p>		<p>Write a diary from another's point of view</p>
<p><b>Week (s)</b></p>	<p>Wonder Pg 249-270 The School Trip</p> <p>Recount</p> <p>Skills</p>		<p>Use grammatical terminology for Year 6 understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by using passive verbs to affect the presentation of information in a sentence.</p>	<p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points,</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words</p>		<p>Write an autobiographical description</p> <p>Write a biography of</p>

			<p>Use grammatical terminology for Year 6 understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>underlining].</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>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.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries accurately and independently to check the spelling and meaning of words.</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary independently</p>		<p>Joseph Merick AKA The Elephant Man</p>