

Term	Autumn Term		Spring Term		Summer Term	
	First half	Second half	First half	Second half	First half	Second half
<p>Objectives: Application from previous year group</p> <p>Teach new learning</p> <p>Application of new learning</p> <p>ONGOING <i>Y6 EXS – write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader</i> <i>*Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately</i> <i>*Understand the difference between structures typical of informal speech and those appropriate for formal speech and writing</i></p> <p><i>Y6 GDS – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i></p>	<p>Application of all Year groups objectives to assess strengths, weaknesses and next steps (Tense, Noun phrases, Cohesion, paragraphing, Punctuation)</p> <p>RAVIE</p> <p>Dialogue Noun phrases Setting description Inference Multi-clause sentences Fronted adverbials Range of vocabulary</p> <p>Y6 EXS: use of passive form ‘she was cut off’, ‘she was hurled back against the rock’, ‘covered at once by the sea’</p> <p>Also application for the grammar LOs from the previous half term.</p> <p>Y6 EXS: use of passive form ‘she was cut off’, ‘she was hurled back against the rock’, ‘covered at once by the sea’</p> <p>Y6 EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) ‘beast-like waves pounded the sharp-edged rocks below the surface of the ocean’</p> <p>Y6 EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) ‘beast-like waves pounded the sharp-edged rocks below the surface of the ocean’</p> <p>Y6 EXS: use a wider range of cohesive devices to link</p>	<p>Application of all Year groups objectives to assess strengths, weaknesses and next steps (Tense, Noun phrases, Cohesion, paragraphing, Punctuation)</p> <p>RAVIE</p> <p>Also application for the grammar LOs from the previous half term.</p> <p>Sentence starters Range of vocabulary Relative clauses Formal language Expanded noun phrases Causal conjunctions Colons Dashes and hyphens</p> <p>Y6 EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) ‘beast-like waves pounded the sharp-edged rocks below the surface of the ocean’</p> <p>Y6 EXS – use of the semi-colon, colon and dash to mark the boundary between independent clauses; use of a colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; how hyphens can be used to avoid ambiguity</p> <p>Y6 EXS– use of a range of conjunctions to aid cohesion and select grammatical</p>	<p>Application of all Year groups objectives to assess strengths, weaknesses and next steps (Tense, Noun phrases, Cohesion, paragraphing, Punctuation)</p> <p>RAVIE</p> <p>Also application for the grammar LOs from the previous half term.</p> <p>Dialogue Noun phrases Setting description Inference Formal language Multi-clause sentences Fronted adverbials Range of vocabulary</p> <p>Y6 EXS: use of passive form ‘she was cut off’, ‘she was hurled back against the rock’, ‘covered at once by the sea’</p> <p>Y6 EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) ‘beast-like waves pounded the sharp-edged rocks below the surface of the ocean’</p> <p>Y5 and 6: selecting vocabulary to enhance meaning</p> <p>Y6 EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-</p>	<p>Application of all Year groups objectives to assess strengths, weaknesses and next steps (Tense, Noun phrases, Cohesion, paragraphing, Punctuation)</p> <p>RAVIE</p> <p>Also application for the grammar LOs from the previous half term.</p> <p>Embedded clauses Cohesive devices</p> <p>Y6 EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast or as a consequence) and ellipsis; different layout devices are used to structure text in non-fiction</p> <p>*Had she not been so immersed in her search, sifting the shells through her fingers, she would have noticed the dark grey bank of cloud rolling in from the Atlantic. She would have noticed the white horses gathering out at sea’</p>	<p>Application of all Year groups objectives to assess strengths, weaknesses and next steps (Tense, Noun phrases, Cohesion, paragraphing, Punctuation)</p> <p>RAVIE</p> <p>Also application for the grammar LOs from the previous half term.</p> <p>Dialogue Noun phrases Setting description Inference Formal language Cohesive devices</p>	<p>Application of all Super 6 and RAVIE</p>

<p>Choose the appropriate register</p>	<p>ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast or as a consequence) and ellipsis; different layout devices are used to structure text in non-fiction</p> <p>Y6 EX– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p> <p>Sentence structure. Using subordination and co-ordination. Punctuation. Formal and informal vocabulary.</p>	<p>structures that reflect what the writing requires</p> <p>Y6: the difference between structures typical of informal/ formal speech [to convey character]</p> <p>Y5 and 6: selecting vocabulary to enhance meaning</p> <p>Y6 EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</p>	<p>cover / recover or man eating / man-eating</p> <p>Y6 EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials such as on the other hand, in contrast or as a consequence) and ellipsis; different layout devices are used to structure text in non-fiction</p> <p>Y6 EX– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p>			
<p>Suggested texts</p>	<p>Princess’ blankets Adolphus Tips</p>	<p>Adolphus Tips Poetry Dialogue- snowman</p>	<p>Holes</p>	<p>Holes</p>	<p>The Gulf Romeo and Juliet</p>	<p>The Giant’s Necklace The Wonder Garden</p>
<p>Text type Final Outcome</p>	<p>Fiction: Description To entertain Diary To recount</p> <p>Non-Fiction: Letter To inform Poetry To commemorate Report To inform</p>	<p>Fiction: Magazine article To inform</p> <p>Non-Fiction: Explanation To explain</p>	<p>Fiction: To entertain</p> <p>Non-Fiction: Personal letter and reply To inform Letter to Governor To inform and complain</p>	<p>Fiction: Description To entertain Write an ending Character description</p> <p>Non-Fiction: Information</p>	<p>Fiction: Description To entertain To entertain Writing a story To entertain</p> <p>Non-Fiction: Email To inform Formal letter To persuade</p>	<p>Fiction: Cave description</p> <p>Non-Fiction: Diary writing Informal letter to Gran News bulletin</p>

Term	Duration of unit (weeks)	Context / text	Form	Outcome(s) (purpose and audience)	Key grammar and vocabulary teaching
Autumn term	1	Baseline	assessment		
	4	The Princess' blankets	Letter Narrative writing: Blanket description Narrative: Short story- What happened next?	Letter as the King-formal language P: to inform A: King Write a detailed description of blanket of their own choice e.g. Arctic/Jungle/Woodland blanket P: To describe A: Readers of The Princess' Blankets Short story about what happened to the stranger P: To entertain A: Readers of The Princess' Blankets	FS, capital letters, commas?! speech punctuation paragraphing More formal tone-fairy-tale language Expanded noun & Prepositional phrases Fronted adverbials Cohesive devices- conjunctions Range of clauses Past tenses Cohesive devices- conjunctions of time, pronouns
	3	Adolphus Tips	Analyse front cover and write a prediction Narrative: Setting description Non-fiction: Personal letter-like Barry Turner	To visualise a chapter P: to immerse into a text A: Year 6 To predict and explore characters Describe Van Gogh's fishing boats P: To create a visual image A: Readers To write a letter home as an evacuee P: To inform and express feelings A: Family at home	Simple future tense FS, capital letters, commas?! paragraphing Verbs Adverbial phrases Fronted adverbials Noun phrases Embedded clauses FS, capital letters, commas?! paragraphing Informal language Apostrophe for contractions Noun phrases FS, capital letters, commas?! paragraphing

			Narrative: Character description of Adie	To describe a character P: To create a visual image A: Readers	Expanded noun phrases Relative clauses Subordinate clauses Prepositional phrases Cohesive devices- pronouns & similes
	3	Adolphus Tips	Report-writing: Missing person Non-fiction writing: News report	Description of character from novel P: To describe and entertain A: Readers of Adolphus Tips News report about D-day-recite and perform radio report from D-day. Write radio report based on action in Adolphus Tips from character perspective. P: To describe (reader can visualise) and inform A: Readers of Adolphus Tips	FS, capital letters, commas?! paragraphing Simple past and past-progressive tenses Cohesive devices- time conjunctions, pronouns Main & independent clauses- subordination Determiners FS, capital letters, commas?! paragraphing, passive voice Past progressive tenses Cohesive devices- time conjunctions, pronouns Formal tone Direct & reported speech (Quotes)
	1	Poetry-War & Remembrance	Poetry	Poem recalling the war (based on animation) P: To describe & evoke emotions A: People who have no experience of war	Prepositional phrases Expanded noun phrases Adverbial phrases
	1	Snowman	Dialogue	To write a conversation P: to effectively use reported clauses A: Year 6 children	Inverted commas, comma, adverbs, reported clause
	Assessment week				
		Harry Potter and the Philosopher's Stone	Fiction		FS, capital letters, commas?! parentheses speech punctuation

	6		<p>-Setting Description-</p> <p>-Character description-</p> <p>-Dialogue-</p> <p>-Narrative-</p>	<p>A tense setting description for the cabin on the rocks scene. Focus on precise vocabulary and tense language.</p> <p>Detailed character description of the character Hagrid.</p> <p>Sharp focus on using dialogue to advance the action.</p>	<p>paragraphing</p> <p>Expanded noun & Prepositional phrases</p> <p>Fronted adverbials</p> <p>Similes</p> <p>Cohesive devices- conjunctions</p> <p>As above+ direct speech</p> <p>Range of clauses</p> <p>Past tenses</p> <p>Cohesive devices- conjunctions of time, Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Adverbial phrases</p>
	4 (+3 in the Summer term)	Holes	<p>Non-fiction: Diary entry</p> <p>Narrative: Character description</p> <p>Narrative: Re-tell</p>	<p>Write a diary entry in the role of Stanley P: to recount and express feelings/thoughts A: Self</p> <p>Write a character description of Mr. Sir/Pendanski for a police profile P: to describe in detail A: Police and general public</p> <p>Re-tell the story of Elya Yelnats P: to entertain A: Children in KS2</p>	<p>FS, capital letters, commas ? ! parentheses</p> <p>Informal tone</p> <p>Contractions</p> <p>Cohesive devices- as before</p> <p>FS, capital letters, commas ? ! parentheses</p> <p>paragraphing</p> <p>Embedded & relative clauses</p> <p>Expanded noun phrases</p> <p>Cohesion across paragraphs</p> <p>FS, capital letters, commas ? ! parentheses</p> <p>dialogue punctuation- direct speech</p> <p>paragraphing</p> <p>Coordinating conjunctions</p> <p>Expanded noun phrases</p>

Spring term			Non-fiction: Personal letter	Write a personal letter home as Stanley P: to describe and recount A: Mom and dad	<p>Embedded clauses Cohesion across paragraphs- time conjunctions, pronouns Formal tone- in traditional style</p> <p>FS, capital letters, commas ? ! parentheses paragraphing Informal tone Contractions Cohesive devices- as before</p>
			Non-fiction: Formal letter	Write a formal letter to the Governor of Texas about conditions in the camp P: to complain and persuade A: Governor Bush	<p>FS, capital letters, commas ? ! parentheses ; paragraphing Formal tone Cohesive devices- as before Modal verbs The passive voice The subjunctive form</p>

Summer term	3	The Gulf	<p>Narrative: Setting description</p> <p>Narrative: Characterisation</p> <p>Narrative: Write an ending to the story</p>	<p>Description of the Gulf P: to describe and help to visualise A: Children in KS2</p> <p>Short description of Indiana Jones P: to describe and help to visualise A: Children in KS2</p> <p>Description of the Gulf P: to describe and help to visualise A: Children in KS2</p>	<p>FS, capital letters, commas ? ! parentheses speech punctuation paragraphing Embedded & relative clauses Expanded noun phrases Cohesion across paragraphs</p> <p>FS, capital letters, commas ? ! parentheses speech punctuation paragraphing Embedded & relative clauses Expanded noun phrases</p> <p>FS, capital letters, commas ? ! parentheses speech punctuation paragraphing Embedded & relative clauses Expanded noun phrases Cohesion across paragraphs</p>
	3	Shakespeare	<p>Biography</p> <p>Narrative: to write an alternative ending</p> <p>Balanced argument</p>	<p>To learn about a historical figure through his writing. P: to research a historical figure A: Children in KS2</p> <p>Short story P: to describe and use imagination A: children in KS2</p> <p>To argue a point P: to use background information to form an opinion A: peers</p>	

	2	The Giant's necklace	Narrative writing: Write an ending, creating tension	Write an ending to the story P: To entertain; to create tension & suspense A: Readers of The Giant's necklace	FS, capital letters, commas ? ! parentheses speech punctuation paragraphing More formal tone Expanded noun phrases Suspense- short sentences Effective verbs Different clauses Cohesive devices
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