Year group		6		
Term	Summer 1		Summer 2	
Genre	Rags To Riches	Letters	Informative booklet	Poetry
Text	Edward Tulane	Application letters	About school for prospective parents	If
Audience and	To entertain	To inform	To inform	Perform to partner
Purpose				class
Links to	Build on Rags to Riches take in Year 4	Builds on letters in previous years.	Links to informative leaflet in	Builds on poetry
previous year			previous year.	work in previous
groups and				years.
current topic				
Grammar,	Write effectively for a range of purposes	Write effectively for a range of purposes and	Write effectively for a range of	
punctuation	and audiences, selecting language that	audiences, selecting language that shows	purposes and audiences, selecting	
and	shows good awareness of the reader (e.g.	good awareness of the reader (e.g. the use of	language that shows good awareness	
composition.	the use of first person in a diary, direct	first person in a diary, direct address in	of the reader (e.g. the use of first	
	address in instructions and persuasive	instructions and persuasive writing)	person in a diary, direct address in	
	writing)	-Use paragraphs to organise ideas	instructions and persuasive writing)	
	-Use paragraphs to organise ideas	-In non-narrative writing, use simple devices	-Use paragraphs to organise ideas	
	-In narratives, describe setting, characters	to structure the writing and support the	-In non-narrative writing, use simple	
	and atmosphere.	reader e.g. headings, subheadings, bullet	devices to structure the writing and	
	-Integrate dialogue in narratives to convey	points.	support the reader e.g. headings,	
	character and advance the action	-Select vocabulary and grammatical	subheadings, bullet points.	
	-Select vocabulary and grammatical	structures that reflect what the writing	-Select vocabulary and grammatical	
	structures that reflect what the writing	requires, doing this <b>mostly</b> appropriately (e.g.	structures that reflect what the	
	requires, doing this <b>mostly</b> appropriately	using contracted forms in dialogues in	writing requires, doing this <b>mostly</b>	
	(e.g. using contracted forms in dialogues in	narrative, using passive verbs to affect how	appropriately (e.g. using contracted	
	narrative, using passive verbs to affect how	information is presented, using modal verbs	forms in dialogues in narrative, using	
	information is presented, using modal verbs	to suggest degrees of possibility)	passive verbs to affect how	
	to suggest degrees of possibility)	-Use <b>a range</b> of devices to build cohesion	information is presented, using	
	-Use a range of devices to build cohesion	(e.g. conjunctions, adverbials of time and	modal verbs to suggest degrees of	
	(e.g. conjunctions, adverbials of time and	place, pronouns, synonyms) within and	possibility)	
	place, pronouns, synonyms) within and	across paragraphs	-Use <b>a range</b> of devices to build	
	across paragraphs	-Use verb tenses consistently and correctly	cohesion (e.g. conjunctions,	
	-Use verb tenses consistently and correctly	throughout their writing.	adverbials of time and place,	
	throughout their writing.	-Use the full range of KS1 and Year 3 and 4	pronouns, synonyms) within and	
	-Use the full range of KS1 and Year 3 and 4	punctuation correctly: capital letter, full	across paragraphs	
	punctuation correctly: capital letter, full	stops, question marks, exclamation marks,	-Use verb tenses consistently and	
	stops, question marks, exclamation marks,	commas in a list, apostrophes for	correctly throughout their writing.	

commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.

-Use the range of punctuation taught at KS2:

inverted commas and other punctuation for direct speech

apostrophes for singular and plural possession

commas for clarity, after fronted adverbials punctuation for parenthesis semi-colons for independent clauses and lists

dashes for independent clauses colons for independent clauses and lists hyphens to avoid ambiguity

- -Spell Year 3 and 4 words correctly
- -Spell Year 5 and 6 words correctly
- -Distinguish between the language of speech and writing and choose the appropriate register
- hyperbole to emphasise a point or idea.
- 'as if' to create a comparison or to add detail and emphasis to a feeling.
- Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point.
- **Dash** to express an afterthought.
- Sub-ordinating conjunction **'if'** to show possibility.
- **Embedded clause or phrase** to add more detail to a sentence.
- **Ellipsis** to show an interruption of action or speech.
- **Metaphors** to create a poetic effect in stories to engage the reader.
- **Personification** to bring writing to life by giving objects/animals human characteristics.

contractions, apostrophes for singular, plural and irregular plural possession.

-Use the range of punctuation taught at KS2: inverted commas and other punctuation for direct speech

apostrophes for singular and plural possession

commas for clarity, after fronted adverbials punctuation for parenthesis

semi-colons for independent clauses and lists dashes for independent clauses colons for independent clauses and lists hyphens to avoid ambiguity

- -Spell Year 3 and 4 words correctly
- -Spell Year 5 and 6 words correctly
- -Distinguish between the language of speech and writing and choose the appropriate register
- -Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this
- **hyperbole** to emphasise a point or idea.
- 'as if' to create a comparison or to add detail and emphasis to a feeling.
- Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point.
- **Dashes** to include additional information in the middle of a sentence to give great clarity.
- Sub-ordinating conjunction **'if'** to show possibility.
- **Embedded clause or phrase** to add more detail to a sentence.
- Starting with the present participle **'-ing'** to emphasise or intensify an action.

-Use the full range of KS1 and Year 3 and 4 punctuation correctly: capital letter, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, apostrophes for singular, plural and irregular plural possession.

-Use the range of punctuation taught at KS2:

inverted commas and other punctuation for direct speech apostrophes for singular and plural possession

commas for clarity, after fronted adverbials

punctuation for parenthesis semi-colons for independent clauses and lists

dashes for independent clauses colons for independent clauses and lists

hyphens to avoid ambiguity
-Spell Year 3 and 4 words correctly

- -Spell Year 5 and 4 words correctly
- -Distinguish between the language of speech and writing and choose the appropriate register
- -Exercise an assured and conscious control over levels of formality, particularly through manipulating levels of grammar and vocabulary to achieve this
- **hyperbole** to emphasise a point or idea.
- 'as if' to create a comparison or to add detail and emphasis to a feeling.
- Co-ordinating conjunction **'yet'** to suggest something the reader would

	- Starting with the present participle <b>'-ing'</b>	- Starting with the past participle <b>'-ed'</b> to	not have expected based on the	
	to emphasise or intensify an action.	explain why a character/subject behaves in a	preceding point.	
	- Starting with the past participle <b>'-ed'</b> to	certain way, highlight and emphasising it.	- Dashes to include additional	
	explain why a character/subject behaves in	- Repeating words or phrases for emphasis	information in the middle of a	
	a certain way, highlight and emphasising it.	to stress points or ideas or to suggest	sentence to give great clarity.	
	- Repeating words or phrases for emphasis	urgency.	- Sub-ordinating conjunction <b>'if'</b> to	
	to stress points or ideas or to suggest	- Subordinating conjunction <b>'as'</b> to describe	show possibility.	
	urgency.	simultaneous actions.	- Embedded clause or phrase to add	
	- Subordinating conjunction 'as' to describe	- <b>Adverbs of manner</b> to set the tone/mood of	more detail to a sentence.	
	simultaneous actions.	the sentence.	- Starting with the present participle	
	- <b>Short sentences</b> to open to create	- A varied <b>range of time/place adverbials</b> to	'-ing' to emphasise or intensify an	
	immediacy/drama and engage the reader.	move action forward and create a sequence	action.	
	- <b>Short sentences</b> one after another to	of linked events.	- Starting with the past participle '-	
	create pace.		ed' to explain why a	
	- <b>Similes</b> to enhance and embellish		character/subject behaves in a	
	description by creating an analogy.		certain way, highlight and	
	- <b>Repeated use of questions</b> to create		emphasising it.	
	intrigue, tension and suspense.		- Subordinating conjunction <b>'as'</b> to	
	- A range of ways to say <b>'said'</b> to convey		describe simultaneous actions.	
	information about a character, their mood		- Adverbs of manner to set the	
	or feeling.		tone/mood of the sentence.	
	- Adverbs of manner to set the tone/mood		- A varied <b>range of time/place</b>	
	of the sentence.		adverbials to move action forward	
	- A varied range of time/place adverbials to		and create a sequence of linked	
	move action forward and create a sequence		events.	
	of linked events.			
Handwriting				
Spelling	See Read Write Inc. plan			