

Year Six

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	Write legibly and fluently with increasing speed using joined-up handwriting. Choose an appropriate handwriting style for a particular task.		Develop own personal fluent joined handwriting style.		Develop own personal fluent joined handwriting style.	
Phonics and Spelling	Use a range of spelling strategies, not just phonics. Use a dictionary to check spelling/meaning. Spell most words with silent letters.	Spell words ending in -ant, -ance, -ancy. Spell words ending in -ent, -ence, -ency.	Change verbs into nouns by adding suffixes (e.g. -sion, -tion, -ment → cancel: cancellation/expand: expansion; excite: excitement/enjoy: enjoyment).	Spell the vast majority of words from the Year 5&6 word list. Revise all previous spelling patterns in preparation for end of Key Stage 2 assessment.	Revise all previous spelling patterns.	Revise all previous spelling patterns.
	Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far. Proof-read and edit work to check for spelling and punctuation errors.					
Punctuation	Use punctuation for parenthesis mostly correctly. Introduce the use of semi-colons, colons and dashes to mark the boundaries between	Secure the use of the colon to introduce a list. Begin to use semi-colons to separate items within lists. Punctuation of bullet points to list	Know how hyphens can be used to avoid ambiguity (e.g. re-cover and recover).	Use hyphens to join words to indicate that they have a combined meaning (e.g. man-eating, rock-forming and pick-me-up).	Make correct use of a range of punctuation across a range of writing.	Make correct use of a range of punctuation across a range of writing.

	independent clauses.	information.				
Grammar	<p>Use modal verbs mostly appropriately to suggest degrees of possibility.</p> <p>Ensure correct subject verb agreement in singular and plural (I was, we were etc...)</p>	<p>Use the passive voice to present information with a different emphasis (e.g. Mrs Brown picked up the pencil. The pencil was picked up by Mrs Brown. The pencil was picked up.)</p> <p>Add precision, detail and qualification using prepositional phrases and adverbs.</p>	<p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>Use structures typical of very formal speech (subjunctive forms e.g. If I were, were they to/ or question tags e.g. He is your friend, isn't he?)</p>	<p>Use a wide range of clause structures (relative clauses/ embedded clauses/ subordinate and coordinate clauses/ adverbials/ prepositional clauses) sometimes varying their position within a sentence.</p> <p>Use modal verbs and adverbs to position an argument, as well as, indicate degrees of possibility, probability and certainty.</p>	<p>Use a range of verb forms to create more subtle meaning.</p> <p>Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</p> <p>Know the difference between the vocabulary used for formal and informal speech and writing.</p>	<p>Know the terminology: vocabulary, verb form, prepositional phrase, subject, object, active, passive, synonym, antonym, subjunctive, cohesion, ambiguity, embedded clause, modal verb, preposition, singular, plural, subordinating conjunction, coordinating conjunction, formal and informal</p>
	<p>Use the correct tense throughout a piece of writing. Effectively draft work to enhance meaning and adapt grammar choices for effect.</p>					
Composition	<p>Use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>	<p>Adapt the grammar and vocabulary used in writing to suit the audience and purpose by choosing the appropriate forms and register, structure and layout.</p> <p>Create atmosphere and describe settings</p>	<p>Choose the appropriate tone for writing (formal or informal) and demonstrate shifts.</p> <p>Writing is evaluated as a matter of course and proof-reading ensures a high</p>			

	<p>Use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event.</p>	<p>(use antonyms and synonyms to enhance the description).</p> <p>Describe and integrate dialogue to convey character and advance the action (use of inverted commas mostly correct).</p> <p>Add detail to writing by using expanded noun phrases to add precision, detail and qualification.</p>	<p>level of accuracy.</p>
	<p>Use own knowledge to plan, draft, write and edit own compositions. Propose changes to vocabulary, grammar and punctuation to enhance meaning and improve work. Second drafts shows evaluative and reflective thinking which is evidence by thoughtful and effective changes made to create effects and to impact on the reader.</p>		
Genre	<ul style="list-style-type: none"> • Newspaper reports • Persuasive letters • Non-chronological reports • Acrostic poems 	<ul style="list-style-type: none"> • Non-chronological reports • Haikus • Newspaper reports • Adventure narrative 	<ul style="list-style-type: none"> • Persuasive Posters • Historical Narratives • Nonets
Whole Text Structure	<ul style="list-style-type: none"> • Independently organise information from beginning to end, using meaningful paragraphs. • Link ideas across paragraphs using a wider range of cohesive devices to achieve fluency and cohesion e.g. repetition of word or phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence; and ellipsis. • Write a summary of longer passages. • Use organisational devices to structure a range of non-narrative texts e.g. columns or tables to structure text. • Ensure consistent and correct use of tense through the piece. • Confidently use the features of a wide range of genres across narrative and non-narrative forms. • Write a wider range of poetry in different forms e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc. 		
Authorial Effect	<p>A Year 6 writer will communicate coherently and effectively with increased confidence, independence and audience awareness by:</p> <ul style="list-style-type: none"> • independently identifying purpose and potential audience/s, and the intended effect of their writing upon them; • drawing on reading and research to select context and vocabulary; 		

	<ul style="list-style-type: none"> • planning writing, noting and developing ideas, either independently or through peer discussion; • drafting and writing, selecting the appropriate level of formality, register and voice according to the purpose and audience; • reading work aloud to check its intended effect; • using precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader; • discussing the effects of their poetry on the reader; • using further organisational devices to guide the reader (e.g. in non-narrative writing); • proof-reading for clarity of meaning and effect. 		
<p>Stimuli</p>	<p><u>Maafa (History)</u></p> <p><u>Linked text:</u> Freedom</p>	<p><u>Frozen Kingdom (Geography)</u></p> <p><u>Linked text:</u> The Wolf Wilder</p>	<p><u>Britain At War (History)</u></p> <p><u>Linked text:</u> Goodnight Mr Tom</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • subject • object • synonyms • antonyms • ellipsis • hyphen • colon • semi-colon • bullet points • active passive • formal • informal • subjunctive form 		