Year 6 Autumn

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| Spelling | Handwriting | Punctuation | Grammar |
| Pupils should be taught to spell:   * Words from spelling list: accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest * Words from spelling list: accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol * Words from spelling list: according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system * Words from spelling list: achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature * Words from spelling list: aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough * Words from spelling list: amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth * Words from spelling list: ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety * Words from spelling list: apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable * Words from spelling list: appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle * Words from spelling list: attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht * Words with the short vowel sound /i/ spelled ‘y’ (Y3) * Words with the long vowel sound /igh/ spelled ‘y’ (Y2) * Adding the prefix ‘-over’ | Pupils should revise and be secure:   * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task (Y5) | Pupils should revise and be secure:   * Use commas to clarify meaning or avoid ambiguity (Y5) * Use brackets, dashes or commas to indicate parenthesis (Y5)   Pupils should be taught to:   * Use a semicolon, colon and dash to mark the boundary between independent clauses * Use the colon to introduce a list and use semicolons within lists * Use ellipsis in suspense writing | Pupils should revise and be secure:   * Use relative clauses beginning who, which, where, when, whose, that, or an omitted relative pronoun (Y5) * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (Y5)   Pupils should be taught to:   * Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * Know how words are related by meaning as synonyms and antonyms * Use structures typical of informal speech and structures appropriate of formal speech and writing, or the use of subjunctive forms |

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| Composition | | Context and Purpose | Terminology | |
| Pupils should revise and be secure:   * Proof read for spelling and punctuation errors (Y5) * Note and develop initial ideas, drawing on reading and research where necessary (Y5)   Pupils should be taught to:   * 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 (Y5) * In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action (Y5) * Evaluate and edit by assessing the effectiveness of their own and others writing (Y5) * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning (Y5) * In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5) * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear (Y5) * Link ideas across paragraphs using a wider range of cohesive devices such as, repetition of a word or phrase, grammatical connections e.g., using adverbials such as, on the other hand, and ellipsis * Use layout devices e.g., headings, columns, tables to structure text * Ensure the consistent and correct use of tense throughout a piece of writing * Ensure correct subject and verb agreement when using singular and plural * Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning * Precising longer passages | **The Arrival**  Write a farewell letter in the role of the father to his little girl  Write a journal entry in the role of the father retelling the events  Write a setting description of the new town  Write a character description of their own creature  Write a narrative story about the girl’s escape  Write the man’s flashback from his own viewpoint  Write and perform a reverse poem about refugees  Write a non-chronological report about immigration  **Our Tower**  Write a story with a negative tone  Write an alternative version of the story in a positive tone  **Wing**  Write a character description of Wing  Write a diary entry from the perspective of a crow  Write their own free verse poem describing Wing’s dream  Write an alternative ending to the story  **Swing of Change**  Write a description of the setting  Write a character description of the barber  Re-tell the story from the perspective of the barber | | Standard English  synonyms  inverted commas  time adverbials/conjunctions  reporting clause  preposition  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  comma  informal  formal  modal verbs  relative clauses  organisational devices | tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy  opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism  onomatopoeia  reverse poem  ellipsis  colon  semicolon  synonym  antonym  subjunctive forms |

Year 6 Spring

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| Spelling | Handwriting | Punctuation | | | Grammar | | |
| Pupils should be taught to spell:   * Words with the suffix ‘-ful’ (Y2) * Words that can be nouns and verbs \* * Words with an /oa/ sound spelled ‘ou’ (Y3) or ‘ow’ (Y1) * Words with a ‘soft c’ spelled ‘ce’(Y3) * Words with the prefixes ‘dis-’ (Y3), ‘un-’ (Y2/3), ‘over-’ (Y6) and ‘im-’ (Y3) * Words with the /f/ sound spelled ‘ph’ (Y1) * Words with origins in other countries and language * Words with unstressed vowel sounds\* * Words with ‘cial’/shuhl/ after a vowel (Y5) * Words with ‘tial’/shul/ (Y5) | Pupils should revise and be secure:   * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task (Y5)   Pupils should be taught to: | Pupils should revise and be secure:   * Use commas to clarify meaning or avoid ambiguity (Y5) * Use brackets, dashes or commas to indicate parenthesis (Y5)   Pupils should be taught to:   * Use a semicolon, colon and dash to mark the boundary between independent clauses (Y5) * Use the colon to introduce a list and use semicolons within lists (Y5) * Use ellipsis for effect (Y5) * Use bullet points to punctuate information in a list * Use hyphens to avoid ambiguity | | | Pupils should revise and be secure:   * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (Y5)   Pupils should be taught to:   * Use relative clauses beginning who, which, where, when, whose, that, or an omitted relative pronoun (Y5) * Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (Y5) * Know how words are related by meaning as synonyms and antonyms (Y5) * Use structures typical of informal speech and structures appropriate of formal speech and writing, or the use of subjunctive forms (Y5) | | |
| Composition | | | | Context and Purpose | | Terminology | |
| Pupils should revise and be secure:   * Proof read for spelling and punctuation errors (Y5) * Note and develop initial ideas, drawing on reading and research where necessary (Y5) * Ensure the consistent and correct use of tense throughout a piece of writing (Y5) * Ensure correct subject and verb agreement when using singular and plural (Y5)   Pupils should be taught to:   * 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 (Y5) * In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action (Y5) * Evaluate and edit by assessing the effectiveness of their own and others writing (Y5) * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning (Y5) * In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5) * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear (Y5) * Link ideas across paragraphs using a wider range of cohesive devices such as, repetition of a word or phrase, grammatical connections e.g., using adverbials such as, on the other hand, and ellipsis (Y5) * Use layout devices e.g., headings, columns, tables to structure text (Y5) * Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning (Y5) * Precising longer passages (Y5) | | | **Everest – Alexander Stewart (LS) (Historical)**  Purpose – to discuss  Audience - Take part in class debate and write their side of an argument  Purpose – to inform  Audience - Create a fact file on Mount Everest for display  Purpose – to entertain  Audience - Write a narrative building suspense and tension to share with parents  **Francis (LS) (film clip/Modern)**  Purpose – to inform  Audience - Write a diary entry by Francis to share on school website  Purpose – to entertain  Audience - Write a narrative in their own words based on the video clip to share with Y5 | | | Standard English  synonyms  reporting clause  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  informal  formal  modal verbs  relative clauses  organisational devices  tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy | opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism  onomatopoeia  reverse poem  ellipsis  colon  semicolon  synonym  antonym  subjunctive forms  debate  oxymoron  personal/impersonal |

Year 6 Summer

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| Spelling | Handwriting | | Punctuation | Grammar | | |
| Pupils should be taught to spell:   * Words beginning with ‘acc’\* * Words with the suffix ’- ably’ (Y5) * Words with the suffix ’- ible’ (Y5) * Words with the suffix ‘-ibly’ (Y5) * Words ending in ‘-ent’ and ‘–ence’ (Y5) * Words ending in ‘-er’, ‘-or’ and ‘-ar’ (Y1) * Adverbs synonymous with determination \* * Adjectives used to describe setting \* * Adjectives used to describe feelings \* * Adjectives to describe characters \* * Grammar vocabulary \* * Mathematical vocabulary \* | Pupils should revise and be secure:   * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task (Y5) | | Pupils should revise and be secure:   * Use commas to clarify meaning or avoid ambiguity (Y5) * Use brackets, dashes or commas to indicate parenthesis (Y5)   Pupils should be taught to:   * Use a semicolon, colon and dash to mark the boundary between independent clauses (Y5) * Use the colon to introduce a list and use semicolons within lists (Y5) * Use ellipsis for effect (Y5) * Use bullet points to punctuate information in a list (Y6) * Use hyphens to avoid ambiguity (Y6) | Pupils should revise and be secure:   * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (Y5)   Pupils should be taught to:   * Use relative clauses beginning who, which, where, when, whose, that, or an omitted relative pronoun (Y5) * Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (Y5) * Know how words are related by meaning as synonyms and antonyms (Y5) * Use structures typical of informal speech and structures appropriate of formal speech and writing, or the use of subjunctive forms (Y5) | | |
| Composition | | Context and Purpose | | | Terminology | |
| Pupils should revise and be secure:   * Proof read for spelling and punctuation errors (Y5) * Note and develop initial ideas, drawing on reading and research where necessary (Y5) * Ensure the consistent and correct use of tense throughout a piece of writing (Y5) * Ensure correct subject and verb agreement when using singular and plural (Y5)   Pupils should be taught to:   * 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 (Y5) * In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action (Y5) * Evaluate and edit by assessing the effectiveness of their own and others writing (Y5) * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning (Y5) * In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5) * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear (Y5) * Link ideas across paragraphs using a wider range of cohesive devices such as, repetition of a word or phrase, grammatical connections e.g., using adverbials such as, on the other hand, and ellipsis (Y5) * Use layout devices e.g., headings, columns, tables to structure text (Y5) * Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning (Y5) * Precising longer passages (Y5) | | **Rose Blanche – Ian McEwan and Roberto Innocenti (LS) (Historical)**  Purpose – to entertain  Audience - Write a monologue from Rose’s perspective to share with parents  **The Harmonica – Tony Johnston (LS) (Historical)**  Purpose – to persuade  Audience - Write a persuasive speech that the boy could give to the prisoners  **Farther (Modern)**  Purpose – to entertain  Audience – to write a sequel for a class anthology  **Beyond the Lines (LS) (film clip/Historical)**  Purpose – to inform  Audience - Write a letter from a soldier to a loved one to share with parents  Purpose – to entertain  Audience - Write an emotive poem from the viewpoint of the grandfather for class assembly  **Piano (LS) (film clip/Historical)**  Purpose – to entertain  Audience - Write a flashback story to share with Y5 | | | Standard English  synonyms  reporting clause  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  informal  formal  modal verbs  relative clauses  organisational devices  tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy | opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism  onomatopoeia  reverse poem  ellipsis  colon  semicolon  synonym  antonym  subjunctive forms  debate  oxymoron  personal/impersonal  hyperbole |