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 girlWrite a journal entry in the role of the father retelling the eventsWrite a setting description of the new townWrite a character description of their own creatureWrite a narrative story about the girl’s escapeWrite the man’s flashback from his own viewpointWrite and perform a reverse poem about refugeesWrite a non-chronological report about immigration**Our Tower**Write a story with a negative toneWrite an alternative version of the story in a positive tone**Wing**Write a character description of WingWrite a diary entry from the perspective of a crowWrite their own free verse poem describing Wing’s dreamWrite an alternative ending to the story**Swing of Change**Write a description of the settingWrite a character description of the barberRe-tell the story from the perspective of the barber | Standard Englishsynonymsinverted commastime adverbials/conjunctionsreporting clauseprepositionsubordinate clausemain clauserhetorical questionsemotive languagedirect speechreported speechfigurative languagepossessive apostrophecommainformalformalmodal verbsrelative clausesorganisational devices | tonetensionsuspensemoodatmosphereimagerypathetic fallacyopinionhyphenrhyming coupletskenningstanza bracketdashparenthesislipogramdiamantesymbolismonomatopoeia reverse poemellipsiscolonsemicolonsynonymantonym 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)
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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)
* 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 discussAudience - Take part in class debate and write their side of an argument Purpose – to informAudience - Create a fact file on Mount Everest for displayPurpose – to entertainAudience - Write a narrative building suspense and tension to share with parents**Francis (LS) (film clip/Modern)**Purpose – to informAudience - Write a diary entry by Francis to share on school websitePurpose – to entertainAudience - Write a narrative in their own words based on the video clip to share with Y5 | Standard Englishsynonymsreporting clausesubordinate clausemain clauserhetorical questionsemotive languagedirect speechreported speechfigurative languagepossessive apostropheinformalformalmodal verbsrelative clausesorganisational devicestonetensionsuspensemoodatmosphereimagerypathetic fallacy | opinionhyphenrhyming coupletskenningstanza bracketdashparenthesislipogramdiamantesymbolismonomatopoeia reverse poemellipsiscolonsemicolonsynonymantonym subjunctive forms debateoxymoronpersonal/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)
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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)
* 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)
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* 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 entertainAudience - Write a monologue from Rose’s perspective to share with parents**The Harmonica – Tony Johnston (LS) (Historical)**Purpose – to persuadeAudience - Write a persuasive speech that the boy could give to the prisoners**Farther (Modern)**Purpose – to entertainAudience – 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 parentsPurpose – to entertainAudience - Write an emotive poem from the viewpoint of the grandfather for class assembly**Piano (LS) (film clip/Historical)**Purpose – to entertainAudience - Write a flashback story to share with Y5  | Standard Englishsynonymsreporting clausesubordinate clausemain clauserhetorical questionsemotive languagedirect speechreported speechfigurative languagepossessive apostropheinformalformalmodal verbsrelative clausesorganisational devicestonetensionsuspensemoodatmosphereimagerypathetic fallacy | opinionhyphenrhyming coupletskenningstanza bracketdashparenthesislipogramdiamantesymbolismonomatopoeia reverse poemellipsiscolonsemicolonsynonymantonym subjunctive forms debateoxymoronpersonal/impersonalhyperbole |