


Year 6 – Autumn 2 (7 weeks)							
Key Text/Stimulus	The Perfect School / Thornbridge Residential		Thornbridge/Dear Aunt Sally		<div>The Santa Trap</div> 		I would give my best friend...  and  The Dreaded Christmas Fruitcake
Text Type	<b>Information Text – Leaflet</b> Features, Introductions, Parenthesis, Bullet Points	<b>Information Text – Leaflet</b> Formal Language, Semi-Colons, Plan, Write, Edit	<b>Recount – Letter</b> Hook, Features, Parenthesis, Colons, Formality	<b>Recount – Letter</b> Plan, Write, Edit and Publish	<b>Instructions</b> Hook Features Intro and Conclusion	<b>Instructions</b> Plan, Write and Edit	<b>Free Verse - Poetry</b> Features, Plan, Write, Edit and Perform
Curriculum Links	PE - Residential RHE – School Community		PE - Residential		RE – Religious Festivals		RE – Religious Festivals
Opportunities for Oral Composition				Recording to send home? Vocaroo			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Written Composition	<p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li><li>Noting and developing initial ideas, drawing on reading and research where necessary</li></ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>Use a wide range of cohesive devices to build cohesion within and across paragraphs</li></ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>Proposing changes to vocabulary ( use a thesaurus), grammar and punctuation to enhance effects and clarify meaning</li><li>Ensuring the consistent and correct use of tense throughout a piece of writing</li><li>Ensuring correct subject and verb agreement when using singular and plural</li><li>Proof-reading for spelling and punctuation errors</li></ul>		<p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li><li>Noting and developing initial ideas, drawing on reading and research where necessary</li></ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>Use a wide range of cohesive devices to build cohesion within and across paragraphs</li></ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>Ensuring the consistent and correct use of tense throughout a piece of writing</li><li>Ensuring correct subject and verb agreement when using singular and plural</li><li>Proof-reading for spelling and punctuation errors<ul style="list-style-type: none"><li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li></ul></li></ul>		<p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li><li>Noting and developing initial ideas, drawing on reading and research where necessary</li></ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>Use a wide range of cohesive devices to build cohesion within and across paragraphs</li></ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>Proposing changes to vocabulary ( use a thesaurus), grammar and punctuation to enhance effects and clarify meaning</li><li>Ensuring the consistent and correct use of tense throughout a piece of writing</li><li>Ensuring correct subject and verb agreement when using singular and plural</li><li>Proof-reading for spelling and punctuation errors</li></ul>		<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <p>]•Discussing and recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>Composing and rehearsing sentences orally</li></ul> <p>Consider a poem’s features, such as rhyme scheme and layout</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>Assessing the effectiveness of their own and others’ writing and suggesting improvements</li><li>Proof read for spelling and punctuation errors</li></ul>
Vocabulary, Grammar and Punctuation	<p>Grammar</p> <ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li><li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> <p>Punctuation</p> <ul style="list-style-type: none"><li>Use commas for expanded noun phrases, to separate clauses, with fronted adverbials and for lists.</li><li>Use semi-colons to mark boundaries between independent clauses</li><li>Punctuate bullet points consistently</li></ul>		<p>Grammar</p> <ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li><li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> <p>Punctuation</p> <ul style="list-style-type: none"><li>Use commas for expanded noun phrases, to separate clauses, with fronted adverbials and for lists.</li><li>Use semi-colons to mark boundaries between independent clauses</li><li>Use a colon to mark the boundaries between independent clauses</li></ul>		<p>Grammar</p> <ul style="list-style-type: none"><li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li><li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li></ul> <p>Punctuation</p> <ul style="list-style-type: none"><li>Use commas for expanded noun phrases, to separate clauses, with fronted adverbials and for lists.</li><li>Use semi-colons to mark boundaries between independent clauses</li></ul>		<p>.Grammar</p> <ul style="list-style-type: none"><li>Use noun phrases expanded by the addition of modified adjectives, nouns and prepositional phrases</li></ul> <p>Use a range of figurative language – simile and metaphor</p>

			<ul style="list-style-type: none"><li>• Use a colon to mark the boundaries between independent clauses</li><li>• Punctuate bullet points consistently</li></ul>	
Handwriting	Progression: W1-3 letter joins 4-7 – Y6 spellings	Spelling	<p>☞ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>☞ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	Assessment  Leaflet  Letter
Class Reads	Amari and the Night Brother by BB Alston  Santa gets a second job by Michele D'Ignazio	