COMPOSITION Y5/6:	SPAG Y5/6
Pupils should be taught to:	Pupils should be taught to:
plan their writing by:	develop their understanding of the concepts set out in English Appendix 2 by:
➢ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	➢ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
➢ noting and developing initial ideas, drawing on reading and research where necessary	➢ using passive verbs to affect the presentation of information in a sentence
➢ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	➢ using the perfect form of verbs to mark relationships of time and cause
	➢ using expanded noun phrases to convey complicated information concisely
draft and write by:	➢ using modal verbs or adverbs to indicate degrees of possibility
➢ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	➢ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
➢ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	➢ learning the grammar for years 5 and 6 in English Appendix 2
➢ précising longer passages	➢ indicate grammatical and other features by:
➢ using a wide range of devices to build cohesion within and across paragraphs	➢ using commas to clarify meaning or avoid ambiguity in writing
➢ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	➢ using hyphens to avoid ambiguity
	➢ using brackets, dashes or commas to indicate parenthesis
evaluate and edit by:	➢ using semi-colons, colons or dashes to mark boundaries between independent clauses
➢ assessing the effectiveness of their own and others' writing	➢ using a colon to introduce a list
➢ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	➢ punctuating bullet points consistently
➢ ensuring the consistent and correct use of tense throughout a piece of writing	➢ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
➢ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
➢ proof-read for spelling and punctuation errors	
Speaking & Listening	
Pupils should be taught to:	
➢ listen and respond appropriately to adults and their peers	
➢ ask relevant questions to extend their understanding and knowledge	

- ➤ use relevant strategies to build their vocabulary
- ➤ articulate and justify answers, arguments and opinions
- ➤ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ➤ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ➤ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ➤ speak audibly and fluently with an increasing command of Standard English
- ➤ participate in discussions, presentations, performances, role play, improvisations and debates
- ➤ gain, maintain and monitor the interest of the listener(s)
- ➤ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ➤ select and use appropriate registers for effective communication.

Writing – handwriting and presentation

Pupils should be taught to:
- ➤ write legibly, fluently and with increasing speed by:
- ➤ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ➤ choosing the writing implement that is best suited for a task.

Yr 6 Autumn term: Term 1 & 2 Frozen Kingdom

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
Non-Fiction	4	**Formal/Impersonal Writing**	4 weeks	Y5 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y5 - Brackets, dashes or commas to indicate parenthesis Y5 - Use of commas to clarify meaning or avoid ambiguity	Y5 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Y5 - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	• A set of instructions (including an introduction and conclusion • A non-chronological report • An explanation text (of a process)
Non-Fiction	2	**Journalistic Writing**	3 - 4 weeks	Y5 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Y6 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	• A written news report • A script for a TV news report &

				Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y6 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		presentation • A script for a TV news bulletin • character description • Play script

Yr 6 Spring term:
Term 3 – Ancient Greece
Term 4 – Revision and Exam Technique

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
Poetry	2	**Finding a Voice**	2 weeks	Y5 - Brackets, dashes or commas to indicate parenthesis Y5 - Use of commas to clarify meaning or avoid ambiguity Similes Metaphors Alliteration Onomatopoeia Rhyming couplets and 1/2 rhyming couplets	Y5 - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	• A poem that begins to use language and form effectively and powerfully to communicate to a reader their thoughts and feelings about a particular issue. • Oral performance of own poem
Non-Fiction	TU	**Persuasion/Argument**	3 – 4 weeks	Y5 - Use of commas to clarify meaning or avoid ambiguity Y6 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the	Y6 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a	• A persuasive letter that shows clear bias • An effective argument for a particular case showing awareness of other points of view. More formal language. • A balanced discussion of an issue.

Type				Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
				use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Y6 - Punctuation of bullet points to list information	consequence], and ellipsis	(This could be written only or in the form of a multimedia presentation, including a confident oral presentation.)
Narrative	4	**Short Stories with Flashbacks**	4 weeks	Y6 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Y6 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Y6 -Use of the colon to introduce a list and use of semi-colons within lists	Y6 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	• Drama and role play dream scenarios and flash backs • Short story using flash backs
Narrative	2	**Extending Narrative**	2 weeks	Y6 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Y6 - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Y6 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	• Children collaborate to develop and extend their fiction writing through the creation of a text adventure (or multi-modal adventure) on paper or on screen. • Or • A written extended adventure story in two versions (where decisions made during resolution affect the ending of the story).

Yr 6 Summer term: Ancient Greece CTD

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
		Revision	6 weeks	Y5 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Y6 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a	• Writing to create mood/atmosphere • Extended Narrative

				Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Y6 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Y6 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Y6 -Use of the colon to introduce a list and use of semi-colons within lists Y6 - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Y6 - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Y6 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	• Explanation • Non-Chronological report • Persuasive letter • Autobiographies • Short stories • Reviews • Diary entries
Narrative	1	**Traditional Stories, Fables, Myths and Legends**	4 weeks	Y6 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Y6 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Y6 -Use of the colon to introduce a list and use of semi-colons within lists	Y6 - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	• a dialogue between characters • An adaptation of a known myth / legend • An extended narrative: myth using appropriate vocabulary and themes • HAPS: explaining natural phenomena

| Non-Fiction | 1 | **Biography and Autobiography** | 3 weeks | Y6 - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. | Y6 - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | • A biographical account based on research (or for HAPS: describing a person from different perspectives) |
| | | | | Y6 - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] | | • an own autobiography (or for HAPS: written in role) |

Appendix 2

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Year 6: Detail of content to be introduced (statutory requirement)
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points