

Year 6			
	Autumn (60)	Spring (44)	Summer (52)
<u>Purpose and Genre</u>	<p>To entertain - Story Narrative Gorilla</p> <p>To persuade - Persuasive letter Kick</p> <p>To entertain - Traditional Tale Hansel and Gretel</p> <p>To persuade - Persuasive letter A letter to scrooge</p>	<p>To entertain - Adventure Narrative The Firework Maker's Daughter</p> <p>To inform - Newspaper Report Goldilocks</p>	<p>To entertain - Poetry The most dangerous animal in the world</p> <p>To entertain - Narrative Poetry The Hope-O-potamus</p> <p>To inform - Non-Chronological Report The Origin of Species</p>
<u>PAG</u>	<p><u>To entertain - Narratives</u></p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> ★ The story is well constructed and raises intrigue. ★ Dialogue is used to move the action on to heighten empathy for a central character. ★ Deliberate ambiguity is set up in the mind of the reader until later in the text. <p><u>Sentence Types</u></p> <ul style="list-style-type: none"> ★ Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. ★ Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. ★ Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions... ★ Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. ★ Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. ★ Prepositional phrases used cleverly. e.g. In the messy scramble for the bag. <p><u>Punctuation</u></p>		

- ★ Consolidation of punctuation previously taught as well as colons and semi-colons.

To inform - Newspaper Report

Text Structure

- ★ Newspapers are well constructed that answer the reader's questions.
- ★ The writer understands the impact and thinks about the response.
- ★ Information is prioritised according to importance and a frame of response set up for the reply.
- ★ Headlines include puns.

Sentence Types

- ★ Verb forms are controlled and precise, e.g. It would be helpful if you could let me know, as this will affect my decision.
- ★ Modifiers are used to intensify or qualify, e.g. an insignificant amount, exceptionally.
- ★ Sentence length and type varied according to purpose.
- ★ Fronted adverbials used to clarify a writer's position, e.g. As a consequence of the accident...
- ★ Complex noun phrases used to add detail, e.g. the treacherous cliff path around the bay was extremely dangerous.
- ★ Prepositional phrases used cleverly. e.g. In the heat of the moment...

Punctuation

- ★ Consolidation of punctuation previously taught as well as colons and semi-colons.

To persuade - Persuasive Letter

Text Structure

- ★ Developed introduction and conclusion using all the argument layout features.
- ★ Paragraphs developed with prioritised information.
- ★ Viewpoint is transparent for the reader.
- ★ Emotive language used throughout to engage the reader.

Sentence Types

- ★ Sentence length varied, e.g. short/long.
- ★ Active and passive voice used deliberately to heighten engagement. e.g. the café stairs were broken.
- ★ Wide range of subordinate connectives, e.g. whilst, until, despite.
- ★ Complex sentences that use well known economic expressions. e.g. Because of their courageous efforts, all the penguins were released, which was nothing short of a miracle.
- ★ Persuasive statements are used to change the reader's opinion e.g. you will never need to...
- ★ A variety of fronted adverbials to be used e.g. I wish to express... The impact of... Despite continued efforts... Subsequently.

Punctuation

- ★ Consolidation of punctuation previously taught as well as colons and semi-colons.

	<p><u>To inform - Non-Chronological Report</u></p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> ★ The report is well constructed and answers the reader's questions. ★ The writer understands the impact and thinks about the response. ★ Information is prioritised according to importance and a frame of response set up for the reply <p><u>Sentence Types</u></p> <ul style="list-style-type: none"> ★ Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end. ★ Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. ★ Sentence length and type varied according to purpose. ★ Fronted adverbials used to clarify writer's position, e.g. As a result of their game... ★ Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden. ★ Prepositional phrases used cleverly. e.g. In the event of an accident... <p><u>Punctuation</u></p> <ul style="list-style-type: none"> ★ Consolidation of punctuation previously taught as well as colons and semi-colons. 		
<u>Curriculum Links</u>	<p>Narrative poetry - RSHE</p> <p>Adventure Narrative - Geography/RSHE</p> <p>Blog - RSHE</p>	<p>Poetry - Science</p> <p>Persuasive Letter - RSHE</p>	<p>Non-Chronological Report - Science/History</p> <p>Newspaper Report - Drama</p> <p>Traditional Tale - Drama</p>
Spelling Coverage	<p>Autumn 1</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p> <p>Homophones and other words that are often confused</p> <p>Suffixes: -able and -ible</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Suffixes which sound like /jəl/ - cial</p> <p>Revision and application of $\frac{1}{2}$ term rules/ Prefix + Base Word + Suffix</p> <p>Autumn 2</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p>	<p>Spring 1</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p> <p>Words containing the letter-string -ough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p> <p>Revision of suffix -ly</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Spring 2</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p> <p>The /I/ sound spelt y elsewhere than at the end of words</p>	<p>Summer 1</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p> <p>Revision of prefixes: dis-, mis-, in-</p> <p>Revision of prefixes: inter- super-</p> <p>Revision of prefixes: anti- auto-</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Revision and application of $\frac{1}{2}$ term rules</p> <p>Summer 2</p> <p>Y6 Statutory Words (Applying Prefixes + Suffixes where appropriate)</p> <p>Endings which sound like /jəl/</p> <p>Revision of prefixes: im- ir-</p> <p>Revision of prefixes: re- sub-</p> <p>Revision of suffixes -able and -ably.</p>

	<p>Words ending in -ant, -ance/-ancy</p> <p>Words ending in -ent, -ence/-ency</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ie normally and ei after c</p> <p>Revision and application of $\frac{1}{2}$ term rules/ Prefix + Base Word + Suffix</p>	<p>Revision of suffixes - ing -ed</p> <p>Revision of suffixes -ous -ation</p> <p>Homophones and Near Homophones</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>	<p>Revision of suffixes -ible and -ibly.</p> <p>Revision and application of $\frac{1}{2}$ term rules</p>
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