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|  | **Text** | **Grammar**  **/Punctuation Focus** | **Year 6 writing KPIs being covered (GD highlighted)** | **Year 6 reading KPIs being covered (GD highlighted)** | **Writing Outcomes**  **(main in bold)** |
| **Term 1** | Change Sings  By Amanda Gorman  (2 weeks) | Subjunctive forms, passive verbs, perfect forms of verbs, expanded noun phrases, modal verbs, relative clauses, relative pronouns, commas,  Parenthesis, semi-colons, dashes, colons and bullet points. | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Increase familiarity with a wide range of books  Make comparisons within and across books  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Discuss and evaluate how authors use language, considering the impact on the reader. | Class poetry compilation  **Class poetry performance** |
| Otto: the Autobiography of a Teddy Bear  By Tomi Ungerer  (2 weeks) | Degrees of possibility using adverbs  Devices to build cohesion within a paragraph  Linking ideas across paragraphs using adverbials of time  Tense choices  Synonyms and antonyms  Formal and informal speech | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Increase familiarity with a wide range of books  Make comparisons within and across books  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Discuss and evaluate how authors use language, considering the impact on the reader. | Character description  Missing scenes Newspaper article  **Own version historical narrative** |
| Anne Frank by Josephine Poole  (2 weeks) | Adverbs of possibility  Devices to build cohesion within a paragraph  Adverbials of time and number  Tense choices  Synonyms and antonyms  Formal and informal speech | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Increase familiarity with a wide range of books  Make comparisons within and across books  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | Letters  Short descriptions  Extended diary entries  Obituary  Optional opinion piece  **Newspaper article** |
| Term 2 | The Unforgotten Coat by Frank Cottrell Boyce  (3 weeks) | Relative clauses  Synonyms and antonyms  Use of the passive Adverbs and modal verbs  Commas  Colons and semi-colons | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text.  Develops and explains answers with supporting evidence and reasoned justifications for their views.  Predicting what might happen from meanings and implied.  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Build on the ideas of others and challenge views. | Diary entry explanations (sci experiment) dialogue  non-chronological reports  **‘issues and dilemmas’ narrative** |
| The Arrival by Shaun Tan  (3-4 weeks) | Formal speech and writing including the subjunctive forms  Passive verbs  Expanded noun phrases  Modal verbs  Relative Clauses | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion. | Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text  Predicting what might happen from meanings and implied.  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Discuss and evaluate how authors use language, considering the impact on the reader.  Develops and explains answers with supporting evidence and reasoned justifications for their views. | Letters  List of rules Character descriptions  Diaries  Short playscripts  Short report Guides  **Extended own version narrative** |
| Term 3 | Rainplayer by David Wisniewski  (3 weeks) | Direct speech  Formal speech and language  Subjunctive forms  Modal verbs  Linking ideas across paragraphs  Layout devises  Colons  Use of the passive | Sometimes selects vocabulary and grammatical structures that reflect the level of formality required.  Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Increase familiarity with a wide range of books  Develops and explains answers with supporting evidence and reasoned justifications for their views.  Discuss and evaluate how authors use language, considering the impact on the reader.  Recommend books that they have read, giving justified reasons for their choices | Instructions poster  Missing scene diary  Newspaper  Debate  **Analytical essay about the Maya** |
| The Hidden Forest by Jeannie Baker  (3 weeks) | Formal speech and language  Subjunctive forms  Modal verbs  Using brackets, dashes or commas to indicate parenthesis | Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately. | Increase familiarity with a wide range of books  Justify inferences with evidence in more complex texts.  Discuss and evaluate how authors use language, considering the impact on the reader.  Retrieve, record, group and present information from non-fiction  Develops and explains answers with supporting evidence and reasoned justifications for their views. | Research notes Non-chronological report in the form of a letter to a character  **Balanced discussion OR persuasive argument** |
| Term 4 | The Promise by Nicola Davies  (linked to the Megacity -Literacy Shed)  (2 weeks) | Commas  Expanded noun phrases  Modal verbs  Using conjunctions, adverbs and prepositions to express time and cause | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue. | Justify inferences with evidence in more complex texts.  Discuss and evaluate how authors use language, considering the impact on the reader.  Discuss and evaluate the use of a range of figurative language and explain the impact on the reader.  Explain and discuss their understanding of what they have read, including through formal presentations and debates.  Build on the ideas of others and challenge views. | Experimentation with figurative language  Report  **Sequel to continue the cyclical story** |
| Romeo and Juliet  (3 + weeks) | Present perfect form of verbs  Conjunctions  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Indicating degrees of possibility using adverbs  Brackets, dashes or commas to indicate parenthesis | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Increase familiarity with a wide range of books  Perform age-appropriate plays and poetry aloud, using intonation, tone, volume and action.  Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.  Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text.  Justify inferences with evidence in more complex texts.  Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.  Build on the ideas of others and challenge views. | Diaries  Letters, Narratives  Character descriptions  Balanced argument  **Playscript** |
| Term 5 | Windrush Child by Benjamin Zephaniah  (3 weeks) | Expanded noun phrases  Modal verbs  Relative clauses  Using commas to avoid ambiguity  Using colons to introduce a list  Punctuating bullet points consistently | Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion. | Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text.  Develops and explains answers with supporting evidence and reasoned justifications for their views.  Predicting what might happen from meanings and implied.  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Build on the ideas of others and challenge views. | Thought bubble  Informal letter  Poem  Diary entry  Advice  **Persuasive pitch to the local council** |
| Term 6 | The Last Wild by Piers Torday  (3-4 weeks)  **TO START IN TERM 5** | Direct speech  Present perfect  Verb prefixes  Relative clauses  Adverbs and modal verbs for degrees of possibility  Using brackets, dashes or commas to indicate parenthesis  Use of the passive  Difference between structures of formal and informal speech  Layout devises  Use of the semi-colon, colon and dash to mark the boundary between independent clauses | Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.  Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately. | Increase familiarity with a wide range of books  Make comparisons within and across books  Justify inferences with evidence in more complex texts.  Explain and discuss their understanding of what they have read, including through formal presentations and debates.  Build on the ideas of others and challenge views. | Poster  Retellings  Formal report Character descriptions Diary entries Formal letters  **Own version dystopian narrative** |
| Some Places more than others by Renée Watson  TRANSITION TEXT  (2 weeks) | Expanded noun phrases  Indicating degrees of possibility using adverbs  Commas  Semi-colons, colons and dashes | Sometimes selects vocabulary and grammatical structures that reflect the level of formality required.  Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and **paragraphs** to show cohesion.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. | Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.  Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text  Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.  Discuss and evaluate the use of a range of figurative language and explain the impact on the reader. | Letters  Diaries  Information leaflets  Instructions  **Poetry** |