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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 SingsBy 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 booksMake comparisons within and across booksSummarising 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 BearBy Tomi Ungerer(2 weeks) | Degrees of possibility using adverbsDevices to build cohesion within a paragraphLinking ideas across paragraphs using adverbials of timeTense choicesSynonyms and antonymsFormal 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 booksMake comparisons within and across booksSummarising 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 descriptionMissing scenes Newspaper article **Own version historical narrative** |
| Anne Frank by Josephine Poole(2 weeks) | Adverbs of possibilityDevices to build cohesion within a paragraphAdverbials of time and numberTense choicesSynonyms and antonymsFormal 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 booksMake comparisons within and across booksSummarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | LettersShort descriptionsExtended diary entriesObituaryOptional 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 verbsCommas 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) dialoguenon-chronological reports**‘issues and dilemmas’ narrative** |
| The Arrival by Shaun Tan (3-4 weeks) | Formal speech and writing including the subjunctive formsPassive verbsExpanded noun phrasesModal 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 textPredicting 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. | LettersList of rules Character descriptionsDiariesShort playscriptsShort report Guides **Extended own version narrative** |
| Term 3 | Rainplayer by David Wisniewski(3 weeks) | Direct speechFormal speech and languageSubjunctive formsModal verbsLinking ideas across paragraphsLayout devisesColonsUse 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 booksDevelops 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 posterMissing scene diaryNewspaperDebate**Analytical essay about the Maya** |
| The Hidden Forest by Jeannie Baker(3 weeks) | Formal speech and languageSubjunctive formsModal verbsUsing 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 booksJustify 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-fictionDevelops 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) | CommasExpanded noun phrasesModal verbsUsing 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 languageReport **Sequel to continue the cyclical story** |
| Romeo and Juliet(3 + weeks) | Present perfect form of verbsConjunctionsNoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesFronted adverbialsRecognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsIndicating degrees of possibility using adverbsBrackets, 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 booksPerform 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. | DiariesLetters, NarrativesCharacter descriptionsBalanced argument**Playscript** |
| Term 5  | Windrush Child by Benjamin Zephaniah (3 weeks) | Expanded noun phrasesModal verbsRelative clausesUsing commas to avoid ambiguityUsing colons to introduce a listPunctuating 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 bubbleInformal letterPoemDiary entryAdvice**Persuasive pitch to the local council** |
| Term 6 | The Last Wild by Piers Torday(3-4 weeks)**TO START IN TERM 5** | Direct speechPresent perfectVerb prefixesRelative clausesAdverbs and modal verbs for degrees of possibilityUsing brackets, dashes or commas to indicate parenthesisUse of the passiveDifference between structures of formal and informal speechLayout devisesUse 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 booksMake comparisons within and across booksJustify 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. | PosterRetellingsFormal report Character descriptions Diary entries Formal letters**Own version dystopian narrative** |
| Some Places more than others by Renée WatsonTRANSITION TEXT(2 weeks) | Expanded noun phrasesIndicating degrees of possibility using adverbsCommasSemi-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 accuratelyMaking 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 textSummarising 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. | LettersDiariesInformation leafletsInstructions**Poetry** |