

Year 6		Term 1 – Sensational Stroud (Planet Earth)			Term 2 – What a War!			Term 3 – On Top of World		Term 4 – Equality For All		Term 5 – Smash, Shake, Crash!		Term 6 – It's Show Time!	
Genres Covered (Based on each lasting 2-3 weeks)		Report	Fiction Genre (weeks)	Poetry imagery	Poetry imagery	Persuasion	Flashback story	Discursive (Balanced Argument)	Narrative (4 weeks)	Explanation	Letters	Free verse poetry	Newspapers	Diary	Suspense
Texts currently being used		Snow Leopards	The Creature of Whitby	WW2 and WW1 poetry linked to Remembrance		Room 101 – sexism and racism, PE and homework, various texts.	<i>Millie's Discovery</i>	Chocolate for breakfast	The Forest	How does the Snoozeatron work?	<i>The Day the Crayons Quit</i>	<i>Range of poems</i>	<i>The Hobbit</i>	<i>Holes</i>	Whispers in the Walls
		Pandas	The Hook LA	Death of a Hero			<i>The Gas Mask</i>	Bus and trains free for children	Ocean	The Teacher Pleaser Machine	<i>I'm Free Lazy Jane Apple Tree</i>	<i>The Lighthouse – Literacy Shed</i>	<i>Titanium – Literacy Shed</i>	The Big Rush	
		Octopus	In the back seat MA	Rocca San Giovanni		School uniforms		Zoos banned	Fairground	How does the internet work?	<i>Dear Mr Knowles</i>			Francis – Literacy Shed clip	
		Werewolves	The Nightmare Man HA	Threnody of the Nations			<i>Monkey Symphony – Literacy Shed</i>		The Storm	How did Pointe shoes come to be?					
		Pandora – Literacy Shed	The Big Rush				<i>The Piano</i>								
Composition	Plan their writing by	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) 													
	Draft and write by	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Precising longer passages Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 													
	Evaluate and edit by	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 													
	Other	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 													
VCOP	Vocabulary	Can use a thesaurus effectively	Using modal verbs or adverbs to indicate degrees of possibility	Can perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	Using the perfect form of verbs to mark relationships of time and cause	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	Using passive verbs to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus. The window in the greenhouse was broken (by me).</i>]		The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Can use a thesaurus effectively	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]			
	Conjunctions	Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun			Using a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)										
	Openers							Use various starters using ISPACE (ing, simile, preposition, adverb, conjunction and ed).		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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis				
Punctuation		Using brackets, dashes or commas to indicate parenthesis Using commas to clarify meaning or avoid ambiguity in writing		Use of the colon to introduce a list and use of semi-colons within lists		Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Identify and use simple, compound and complex sentences.	Punctuating bullet points consistently - accurately use further organisational and presentational devices to structure texts and to guide the reader Using hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	Use a wide range of punctuation to enhance my work.	Use a wide range of punctuation to enhance my work.	Use a wide range of punctuation to enhance my work.	Use a wide range of punctuation to enhance my work.	Use a wide range of punctuation to enhance my work.