	Use modal verbs to	Tier 2 Vocabulary uation taught at KS2 monoindicate degrees of po	ostly correctly • Use ssibility	Sentence Construction Gobjectives: brackets, dashes and commas to Choose appropriate responses, when, whose, that) or implies	egister	Punctuation and grammar
Secure independent Maintain plot consis Paragraphs - Secure to Secure development Use appropriate form: Linking ideas across paragraphs across paragraphs across paragraphs word or phrase, ground or phrase, ground period independently on vision security independently indep	planning across story types of tently working from plan, in use of linking ideas within an of characterisation all and informal styles of writeragraphs using a wider rangumatical connections e.g. to the formal styles are a range of purposes and what they have read as mode indicated conscious control over level.	Is: Story map and 'Boxing-up' grusing 5-part story structure and scluding: suspense, cliff hangers, id across paragraphs iting ge of cohesive devices: semantic the use of adverbials such as: on id audiences, selecting the approels for their own writing.	TEXT ST id start writing at any point within it. flashbacks/forwards, time slips cohesion e.g. repetition of a the other hand, in contrast	RUCTURES	lanning tools across all genres: Text map an purpose ider –comments, questions, observations, rhoof writing ince text type and engage the reader r range of cohesive devices: or phrase), grammatical connections (e.g. theorisequence)	etorical questions le use of adverbials such
YEAR 6 TERM 1 – ACADEMIC YEAR 2022-2023	(film unit, 2 weeks) A rich variety of short text extracts and picture stimuli for both short and extended writing opportunities. Description (character and setting) Diary Short Story	September: authority, constitute assign define cooperate economy environment establish facto finance October: Formula Individual Involve Legislate Major Method Occur Period Principle proceed	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	Secure use of simple / embellished simple sentences Secure use of complex sentences: Main and subordinate clauses with full range of conjunctions:	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g., said versus reported, alleged, or claimed in formal speech or writing	Consolidate Year 5 list and: How hyphens can be used to avoid ambiguity e.g., man eating shark versus man-eating shark, or recover versus re-cover

Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
	correct subject and ndently correct pun	verb agreement ectuation and spelling e	Use modal vertors	Objectives: verbs to indicate degrees of possib Select language that shows go	-	
cure independent plaintain plot consist aragraphs - Secure usecure development e appropriate formaking ideas across paword or phrase, gra S – Write effectively independently on we	planning across story types ently working from plan, in se of linking ideas within ar of characterisation all and informal styles of wr ragraphs using a wider ran mmatical connections e.g. in of or a range of purposes ar hat they have read as mod d conscious control over le	ncluding: suspense, cliff hangers, and across paragraphs riting riting	rid start writing at any point within it. flashbacks/forwards, time slips c cohesion e.g. repetition of a the other hand, in contrast	Non-Fiction – Secure independent use of pluse a variety of text layouts appropriate to puse a range of techniques to involve the real express balanced coverage of a topic. Use different techniques to conclude texts. Use appropriate formal and informal styles of the conclude texts. Choose or create publishing format to enhand Linking ideas across paragraphs using a wide semantic cohesion (e.g. repetition of a word as on the other hand, in contrast, or as a contract layout devices such as headings of the contract of the	purpose der –comments, questions, observations, rh of writing nce text type and engage the reader r range of cohesive devices: or phrase), grammatical connections (e.g. th onsequence)	netorical questions
YEAR 6 TERM 2 – ACADEMIC YEAR 2022-2023	Informal letter Description Persuade And instruct	November: require specific structure vary administrate affect aspect category community distinct December: injure, invest, diverse, obtain, potential, primary, purchase, range, regulate, secure	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	Enhanced layout devices, such as headings, so Consolidate Year 6 Term 1 list and: Expanded noun phrases to convey complicated information concisely. e.g., the boy that jumped over the fence is over there. The fact that it was raining meant the end of sports day	Consolidate Year 6 Term 1 list and: Build in literary feature to create effects. e.g., alliteration, onomatopoeia, similes, metaphors .	Consolidate Year 6 Term 1 list and: Punctuation of bullet points to list information.

Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
• Use o	Recognise the reganisational and properties of planning too planning across story types tently working from plan, in use of linking ideas within are of characterisation all and informal styles of wrargraphs using a wider randominated connections e.g. to the recognise of the results of the recognise of the recog	devices to build cohesion is subjunctive forms resentational devices to build solutions. Story map and 'Boxing-up' grusing 5-part story structure and soluding: suspense, cliff hangers, and across paragraphs siting ge of cohesive devices: semantic the use of adverbials such as: on the suspense of solutions.	Learning n within and across para structure text and guide TEXT ST id start writing at any point within it. flashbacks/forwards, time slips cohesion e.g. repetition of a the other hand, in contrast		ue to convey character and adv Recognise the passive ver rect errors and begin to redraft lanning tools across all genres: Text map ar purpose ider – comments, questions, observations, ri	rance the action rb forms t sections and 'Boxing up' grid
independently on v	what they have read as moded conscious control over lev	vels of formality, particularly thro		semantic cohesion (e.g. repetition of a word as on the other hand, in contrast, or as a c Enhanced layout devices, such as headings,	or phrase), grammatical connections (e.g. theoretical consequence)	
YEAR 6 TERM 3 – ACADEMIC YEAR 2022-2023	Description Newspapers Formal letter Biography	January: survey exceed alternative component considerable contribute corporate fund imply instance February: Justify layer supplement outcome physical proportion react sequence shift technical	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	Consolidate Year 6 Term 2 list and: Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped (by Tom).	Build in literary feature to create effects. e.g., alliteration, onomatopoeia, similes, metaphors	Use the full range of punctuation taught at KS2 with increasing accuracy.

Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Use a w Use org Indeper Indeper Ction-secure indepercure independent plaintain plot consists aragraphs -Secure usecure development e appropriate formaking ideas across paword or phrase, grass - Write effectively independently on w	endent use of planning tool planning across story types utently working from plan, incise of linking ideas within and of characterisation all and informal styles of writeragraphs using a wider rangummatical connections e.g. they for a range of purposes and what they have read as model	sentational devices to sers and begin to redraft s: Story map and 'Boxing-up' grasing 5-part story structure and secluding: suspense, cliff hangers, decross paragraphs ting se of cohesive devices: semantic the use of adverbials such as: on add audiences, selecting the appropriate for their own writing.	the reader nin and across paragraphs structure text and guide to sections TEXT ST id start writing at any point within it. flashbacks/forwards, time slips cohesion e.g. repetition of a the other hand, in contrast	RUCTURES Non-Fiction – Secure independent use of pl Use a variety of text layouts appropriate to p Use a range of techniques to involve the rea Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of the conclude texts Use appropriate formal and informat to enhance the conclude texts Linking ideas across paragraphs using a wide semantic cohesion (e.g. repetition of a word of as on the other hand, in contrast, or as a conclude texts on the other hand, in contrast, or as a conclude texts.	anning tools across all genres: Text map are purpose der –comments, questions, observations, rivided writing acceptance text type and engage the reader range of cohesive devices: or phrase), grammatical connections (e.g. the content of the content of the content of the content of the cohesive devices:	ad 'Boxing up' grid netorical questions
YEAR 6 TERM 4 – ACADEMIC YEAR 2022-2023	Short Story with flashback scene Description suspense writing	March: volume swarm adequate approximate attitude civil, commit concentrate cycle domestic	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech as in If I were you.	Build in literary feature to create effects. e.g., alliteration, onomatopoeia, similes, metaphors	Use the full range of punctuation taught at KS2 with increasing accuracy.

Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Use a v Use org Indepe tion- secure indep cure independent aintain plot consist ragraphs -Secure u cure development	vide range of devices ganisational and presondently correct error mendent use of planning tool planning across story types utently working from plan, incuse of linking ideas within and of characterisation	sentational devices to a rs and begin to redraft sets: Story map and 'Boxing-up' gusing 5-part story structure and cluding: suspense, cliff hangers, d across paragraphs	he reader hin and across paragraph structure text and guide sections TEXT ST	S (e.g. conjunctions, adverbials of the reader (e.g. headings, bullet-positive states) Non-Fiction – Secure independent use of pluse a variety of text layouts appropriate to puse a range of techniques to involve the reat express balanced coverage of a topic use different techniques to conclude texts	lanning tools across all genres: Text map an	n d ' Boxing up' grid
king ideas across pa word or phrase, gra S – Write effectivel ndependently on w	immatical connections e.g. they for a range of purposes and what they have read as mode and conscious control over levited.	ge of cohesive devices: semantion to the use of adverbials such as: on ad audiences, selecting the approachs for their own writing.	the other hand, in contrast	Use appropriate formal and informal styles of Choose or create publishing format to enhand Linking ideas across paragraphs using a wide semantic cohesion (e.g. repetition of a word as on the other hand, in contrast, or as a contract of Enhanced layout devices, such as headings, such	nce text type and engage the reader r range of cohesive devices: or phrase), grammatical connections (e.g. tl onsequence)	
YEAR 6 TERM 5 – ACADEMIC YEAR 2022-2023	Myth/Legend Non- chronological report Poetry	April: grant hence hypothesis implement incidence phase regime resolve retain mechanism May: inhibit undertake aware clause consult energy equivalent expand external image	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	Secure and well-chosen use of simple, compound and complex sentences with the full range of conjuctions and openers.	Build in literary feature to create effects. e.g., alliteration, onomatopoeia, similes, metaphors	Use the full range of punctuation taught at KS2 with accuracy.

Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Use a w Use org Indeper ction- secure indeper cure independent paintain plot consists aragraphs - Secure usecure development expropriate format king ideas across paword or phrase, gra S - Write effectively independently on wercise an assured an	endent use of planning tool planning across story types to tently working from plan, incise of linking ideas within an of characterisation all and informal styles of writeragraphs using a wider range mmatical connections e.g. to y for a range of purposes and they have read as moded conscious control over lev	sentational devices to sers and begin to redraft s: Story map and 'Boxing-up' grasing 5-part story structure and scluding: suspense, cliff hangers, dacross paragraphs ting se of cohesive devices: semantic the use of adverbials such as: on ad audiences, selecting the approxes for their own writing.	the reader nin and across paragraph structure text and guide is sections TEXT ST id start writing at any point within it. flashbacks/forwards, time slips charter to the cohesion e.g. repetition of a the other hand, in contrast	S (e.g. conjunctions, adverbials of the reader (e.g. headings, bullet-posterior of the reader (e.g. headings, bullet-posterior of the reader (e.g. headings, bullet-posterior of the reader of posterior of the reader of the read	lanning tools across all genres: Text map are purpose der –comments, questions, observations, riversity of writing nee text type and engage the reader range of cohesive devices: or phrase), grammatical connections (e.g. the onsequence)	nd 'Boxing up' grid netorical questions ne use of adverbials such
YEAR 6 TERM 6 – ACADEMIC YEAR 2022-2023	Diary Speech Playscript Reports Stories	June: License margin, medical acknowledge modify precise psychology stable substitute sustain	ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis	Secure and well-chosen use of simple, compound and complex sentences with the full range of conjuctions and openers.	Build in literary feature to create effects. e.g., alliteration, onomatopoeia, similes, metaphors	Use the full range of punctuation taught at KS2 with increasing accuracy.