


Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<p style="text-align: center;">Learning Objectives:</p> <ul style="list-style-type: none"> • Use the full range of punctuation taught at KS2 mostly correctly <ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use relative clauses with relative pronouns (who, which, where, when, whose, that) or implied relative pronouns • Use brackets, dashes and commas to indicate parenthesis <ul style="list-style-type: none"> • Choose appropriate register 						
TEXT STRUCTURES						
<p>Fiction- secure independent use of planning tools: Story map and 'Boxing-up' grid Secure independent planning across story types using 5-part story structure and start writing at any point within it. Maintain plot consistently working from plan, including: suspense, cliff hangers, flashbacks/forwards, time slips Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation Use appropriate formal and informal styles of writing Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion <i>e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as: on the other hand, in contrast</i> GDS – Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>				<p>Non-Fiction – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid Use a variety of text layouts appropriate to purpose Use a range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) Enhanced layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>		
YEAR 6 TERM 1 – ACADEMIC YEAR 2022-2023	 <p>(film unit, 2 weeks)</p> <p>A rich variety of short text extracts and picture stimuli for both short and extended writing opportunities.</p> <p>Description (character and setting) Diary Short Story</p>	<p>September: authority, constitute assign define cooperate economy environment establish facto finance October: Formula Individual Involve Legislate Major Method Occur Period Principle proceed</p>	<p>ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis</p>	<p style="text-align: center;">Consolidate Year 5 list and:</p> <p style="text-align: center;">Secure use of simple / embellished simple sentences</p> <p style="text-align: center;">Secure use of complex sentences:</p> <p>Main and subordinate clauses with full range of conjunctions:</p>	<p style="text-align: center;">Consolidate Year 5 list and:</p> <p style="text-align: center;">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</p>	<p style="text-align: center;">Consolidate Year 5 list and:</p> <p style="text-align: center;">How hyphens can be used to avoid ambiguity</p> <p>e.g., man eating shark versus man-eating shark, or recover versus re-cover</p>

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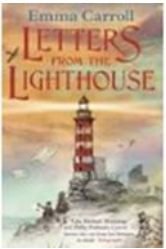
Learning Objectives:

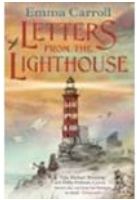
- Ensure correct subject and verb agreement
- Independently correct punctuation and spelling errors
- Use modal verbs to indicate degrees of possibility
- Select language that shows good awareness of the reader

TEXT STRUCTURES

Fiction- secure independent use of planning tools: Story map and 'Boxing-up' grid
 Secure independent planning across story types using 5-part story structure and start writing at any point within it.
Maintain plot consistently working from plan, including: suspense, cliff hangers, flashbacks/forwards, time slips
Paragraphs -Secure use of linking ideas within and across paragraphs
Secure development of characterisation
 Use appropriate **formal and informal styles of writing**
 Linking ideas across paragraphs using a **wider range of cohesive devices:** semantic cohesion *e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as: on the other hand, in contrast*
GDS – Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.

Non-Fiction – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid
 Use a **variety of text layouts appropriate to purpose**
 Use a **range of techniques to involve the reader** –comments, questions, observations, rhetorical questions
 Express **balanced coverage** of a topic
 Use **different techniques to conclude** texts
 Use **appropriate formal and informal styles of writing**
Choose or create publishing format to enhance text type and engage the reader
 Linking ideas across paragraphs using a **wider range of cohesive devices:**
 semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence)
Enhanced layout devices, such as headings, sub-headings, columns, bullets, or tables, **to structure text**

YEAR 6 TERM 2 – ACADEMIC YEAR 2022-2023	 <p>Informal letter Description Persuade And instruct</p>	<p>November: require specific structure vary administrate affect aspect category community distinct December: injure, invest, diverse, obtain, potential, primary, purchase, range, regulate, secure</p>	<p>ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis</p>	<p align="center">Consolidate Year 6 Term 1 list and:</p> <p align="center">Expanded noun phrases to convey complicated information concisely.</p> <p align="center"><i>e.g., the boy that jumped over the fence is over there.</i></p> <p align="center"><i>The fact that it was raining meant the end of sports day</i></p>	<p align="center">Consolidate Year 6 Term 1 list and:</p> <p align="center">Build in literary feature to create effects.</p> <p align="center"><i>e.g., alliteration, onomatopoeia, similes, metaphors .</i></p>	<p align="center">Consolidate Year 6 Term 1 list and:</p> <p align="center">Punctuation of bullet points to list information.</p>
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<p style="text-align: center;">Learning Objectives</p> <ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within and across paragraphs • Integrate dialogue to convey character and advance the action • Recognise the subjunctive forms • Recognise the passive verb forms • Use organisational and presentational devices to structure text and guide the reader • Independently correct errors and begin to redraft sections 						
<p style="text-align: center;">TEXT STRUCTURES</p>						
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<p>YEAR 6 TERM 3 – ACADEMIC YEAR 2022-2023</p>	 <p>Description Newspapers Formal letter Biography</p>	<p>January: survey exceed alternative component considerable contribute corporate fund imply instance February: Justify layer supplement outcome physical proportion react sequence shift technical</p>	<p>ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis</p>	<p>Consolidate Year 6 Term 2 list and:</p> <p>Active and passive verbs to create effect and to affect presentation of information <i>e.g.</i> Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped (by Tom).</p>	<p>Build in literary feature to create effects. <i>e.g., alliteration, onomatopoeia, similes, metaphors</i></p>	<p>Use the full range of punctuation taught at KS2 with increasing accuracy.</p>


Year 6	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
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Learning Objectives:

- **Select language that shows a good awareness of the reader**
- **Use a wide range of devices to build cohesion within and across paragraphs (eg conjunctions, adverbials of time and place, pronouns, synonyms)**
- **Use organisational and presentational devices to structure text and guide the reader (eg headings, bullet-points, underlining)**
- **Independently correct errors and begin to redraft sections**

TEXT STRUCTURES

<p>Fiction - secure independent use of planning tools: Story map and 'Boxing-up' grid Secure independent planning across story types using 5-part story structure and start writing at any point within it. Maintain plot consistently working from plan, including: suspense, cliff hangers, flashbacks/forwards, time slips Paragraphs -Secure use of linking ideas within and across paragraphs Secure development of characterisation Use appropriate formal and informal styles of writing Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion <i>e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as: on the other hand, in contrast</i> GDS – Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Non-Fiction – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid Use a variety of text layouts appropriate to purpose Use a range of techniques to involve the reader –comments, questions, observations, rhetorical questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) Enhanced layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
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YEAR 6 TERM 4 – ACADEMIC YEAR 2022-2023	 <p>Short Story with flashback scene Description suspense writing</p>	<p>March: volume swarm adequate approximate attitude civil, commit concentrate cycle domestic</p>	<p>ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis</p>	<p>Consolidate Year 6 Term 3 list and:</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of question tags, <i>e.g. He's your friend, isn't he?</i> or the use of the subjunctive in some very formal writing and speech as in <i>If I were you.</i></p>	<p>Build in literary feature to create effects.</p> <p><i>e.g., alliteration, onomatopoeia, similes, metaphors</i></p>	<p>Use the full range of punctuation taught at KS2 with increasing accuracy.</p>
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YEAR 6 TERM 5 – ACADEMIC YEAR 2022-2023	 <p>Myth/Legend Non-chronological report Poetry</p>	<p>April: grant hence hypothesis implement incidence phase regime resolve retain mechanism May: inhibit undertake aware clause consult energy equivalent expand external image</p>	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 conjunctions and openers.	Build in literary feature to create effects. <i>e.g., alliteration, onomatopoeia, similes, metaphors</i>	Use the full range of punctuation taught at KS2 with accuracy.

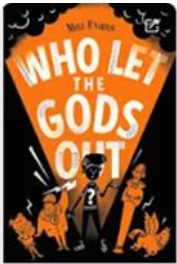
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YEAR 6 TERM 6 – ACADEMIC YEAR 2022-2023		<p>June: License margin, medical acknowledge modify precise psychology stable substitute sustain</p>	<p>ambiguity alliteration simile synonyms metaphor personification onomatopoeia active/passive voice subject/ object hyphen synonym antonym colon/ semi-colon bullet points ellipsis</p>	<p>Secure and well-chosen use of simple, compound and complex sentences with the full range of conjunctions and openers.</p>	<p>Build in literary feature to create effects.</p> <p><i>e.g., alliteration, onomatopoeia, similes, metaphors</i></p>	<p>Use the full range of punctuation taught at KS2 with increasing accuracy.</p>
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