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| Year/Term | Text/Topic Link | Handwriting | Composition | Vocabulary, grammar, punctuation  (Year 5 revision in red) | Spoken Language |
| 6– Autumn | Roald Dahl Text  Kensuke’s Kingdom  -Diary entries  -Non-chronological reports  -Spooky Stories  Take One Picture linked writing stimulus | *I make sure others can read my handwriting and decide whether or not to join specific letters.* | *I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.* | *I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.* | *I listen and respond appropriately to adults and peers.* |
| *I choose the writing tool that is best suited for a task.* | *I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.* | *I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].* | *I can ask relevant questions to extend my understanding and knowledge.* |
|  | *I use themes and details across my texts to help link paragraphs together into a flow of text.* | *I use brackets, dashes or commas to create an explanation section in a sentence.* | *I use relevant strategies to build my vocabulary.* |
|  | *I use headings, bullet points and underlining to structure and guide a reader through my writing.* | *I begin sentence clauses with who, which, where, when, whose, that or with.* | *I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 6.* |
|  | *I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.* | *I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.* | *I can gain, maintain and monitor the interest of a listener.* |
|  | *. I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.* | *I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).* |  |
|  | *I proof-read my work to correct spelling and punctuation mistakes.* | *I use bullet points accurately when constructing a list.* |  |
|  |  | *I use a colon to indicate the beginning of a list.* |  |
| 6– Spring | Suggested texts and writing opportunities:  Percy Jackson Series (Ancient Greece Link)  -Myth and legends  -Newspaper reports  -Creative Instructions  David Walliams Stories and Films  -Film reviews  -Stories with a strong character  -Persuasive writing | *I make sure others can read my handwriting and decide whether or not to join specific letters.* | *I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.* | *I use commas to structure my sentences and clarify the meaning of a text.* | *I can articulate and justify answers, arguments and opinions.* |
| *I choose the writing tool that is best suited for a task.* | *I plan my writing by considering how other authors have developed characters and settings.* | *I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).* | *I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.* |
|  | *I review my work to further describe and develop settings, characters and the narrative atmosphere.* | *I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.* | *I speak audibly and fluently with an increasing command of Standard English.* |
|  | *I can precis a longer passage to create a short text with the same meaning.* | *I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].* | *I consider and evaluate different viewpoints, attending to and building on the contributions of others .* |
|  | *I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.* | *I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.* |  |
|  | *I ensure I use the consistent and correct use of tense throughout a piece of writing.* | *I mark out separate clauses in a sentence by using a semi-colon or colon.* |  |
|  | *I proof-read my work to correct spelling and punctuation mistakes.* | *I can write out formal speech or texts using appropriate vocabulary.* |  |
|  | *I read aloud my own work so the meaning is clear, fluent and flows correctly.* | *I structure my work with appropriate headings, sub-headings, columns, bullets, or tables* |  |
|  |  | *I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.* |  |
| 6– Summer | Suggested texts and writing opportunities:  Pushkin and The Piano films  -Stories with a flashback | *I make sure others can read my handwriting and confidently decide whether or not to join specific letters.* | *I plan the structure of my writing by accurately identifying the audience for my text and the purpose of the writing.* | Revision of all the above objectives both in context of texts and independent of a text. | *I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.* |
| *I consistently choose the writing tool that is best suited for a task.* | *I plan my writing independently by making notes and then developing my initial ideas by reading and researching other texts and thoughts.* |  | *I join in in discussions, presentations, performances, role play, improvisations and debates.* |
|  | *I plan my writing by considering in detail how other authors have developed characters and settings.* |  | *I can choose to talk in different manners depending on the person I am talking to or the situation I am in.* |
|  | *I draft and write by always selecting the most appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.* |  |  |
|  | *I review my work to creatively describe and develop settings, characters and the narrative atmosphere.* |  |  |
|  | *I can precis a longer passage independently to create a short text with the same meaning.* |  |  |
|  | *I confidently apply a wider range of themes and details across my texts to help link paragraphs together into a flow of text.* |  |  |
|  | *I apply headings, bullet points and underlining independently to structure and guide a reader through my writing.* |  |  |
|  | *I confidently evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.* |  |  |
|  | *I evaluate and independently edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.* |  |  |
|  | *I always ensure I use the consistent and correct use of tense throughout a piece of writing.* |  |  |
|  | *I independently edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.* |  |  |
|  | *I accurately proof-read my work to correct spelling and punctuation mistakes.* |  |  |
|  | *I confidently read aloud my own work so the meaning is clear, fluent and flows correctly.* |  |  |