

Genre	Week	National Curriculum	Link to English	Lesson Overview	Writing focus/revision	Punctuation and grammar	Spelling
Personal	1	Pupils should be taught	Planning tools SATs Prep	SATS FOCUS	Writing at Yr 6 expected	Punctuation	Endings which sound like /ʃəs/ spelt -
ecount	'	to:	SATS FIED	3A13 F0C03	writing at 11 6 expected	Teach the use of a semi-colon, colon and	cious or – tious
<del>c</del> count		- listen and respond		Text	The pupil can write for a range of purposes	dash to indicate a stronger subdivision of a	clous of – flous
		appropriately to adults		Gripping war stories	and audiences (including writing a short story):	sentence than a comma	Not many common words end like this. If
		and their peers		Oripping war stories	and addiences (including writing a short story).	Sentence than a comma	the root word ends in -ce, the /ʃ/ sound is
		- ask relevant questions		Day 1-3	-creating atmosphere, and integrating dialogue	Know how hyphens can be used to avoid	usually spelt as c – e.g. vice – vicious,
		to extend their		To predict where to locate	to convey character and advance the action	ambiguity e.g. man eating shark to man-	grace – gracious, space – spacious,
		understanding and		answers from the text	to convey character and devence the detion	eating-shark or recover versus re-cover.	malice – malicious.
		knowledge		answers from the text	-selecting vocabulary and grammatical	cating shark of recover versus to cover.	Exception: anxious
		- use relevant strategies		Green	structures that reflect the level of formality	Choosing nouns and <b>pronouns</b> (me, him, he	Exception: unxious
		to build their		I can quickly locate specific	required mostly correctly	himself, his etc) appropriately for clarity and	delicious, malicious, suspicious ambitious
		vocabulary		information and refer to it in	Toquired modely dericedly	cohesion	cautious, fictitious, infectious, nutritious
		- participate in		order to support my comments	using a range of cohesive devices, including	COTICSION	cautious, nettious, infectious, nutritious
		discussions,		I can make inferences which	adverbials, within and across sentences and	Viewpoint	
		presentations,		are often correct based on	paragraphs	Viewpoint	
		performances, role		evidence from different parts of	paragraphio	Parenthesis	
		play, improvisations		the text	-using passive and modal verbs mostly	Taroninosio	
		and debates		uio toxt	appropriately	Teach and practise manipulation of	
		and debates		Purple		grammatical structures.	
		Develop their		I can begin to locate	-using a wide range of clause structures,	grammanoar on actarocr	
		understanding of:		information from more than	sometimes varying their position within the	(use Alan Peat sentence structures.)	
		- recognising vocabulary		one section of a text to support	sentence	(accommended to accommend to ac	
		and structures that are		my comments.	Sometimes and the second secon	O.(I.) sentences OR	
		appropriate for formal		I am beginning to develop my	-using adverbs, preposition phrases and	Outside: Inside sentences	
		speech and writing,		explanations of inferred	expanded noun phrases effectively to add	Two related sentences (first tells us what a	
		including subjunctive		meaning based on evidence	detail, qualification and precision	character is supposedly thinking, second,	
		forms		from different points in the text.		related sentence, which is always in	
		- using passive verbs to			using mostly correctly	brackets, lets the reader know the character's	
		affect the presentation		<b>Day 4-</b> To identify the structure	inverted commas	true INNER feelings)	
		of information in a		and language features of	commas for clarity	Bracketed sentence shows viewpoint.	
		sentence		personal recount.	punctuation for parenthesis	Possible words for beginning second	
		- using the perfect form				sentence: HoweverIn	
		of verbs to mark		-deconstruct recount/text mark	making some correct use of	truthSecretlyHappy/sadBrave/terrified	
		relationships of time		-identify success criteria	-semi-colons	etc	
		and cause		Guided write/model	-dashes		
		- using expanded noun			-colons	She told the little girl not to be so naughty.	
		phrases to convey		Day -5 independent write	hyphens	(Inside, however, she was secretly amused	
		complicated				by what she had done.)	
		information concisely					
		- using modal verbs or					
		adverbs to indicate					
		degrees of possibility					
		- using relative clauses					
		beginning with who,					
		which, where, when,					
		whose, that or with an					
		implied (ie omitted)					
		relative pronoun					



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Non Chronological	2	Plan their writing by:	SATs prep	TEXT	To be able to plan and write persuasive	Punctuation	Endings which sound like /ʃəl/
report		<ul> <li>identifying the</li> </ul>			piece.	Use of the <b>semi-colon</b> , <b>colon</b>	
·		audience for and purpose		WOOF		and dash to mark the boundary between	-cial is common after a vowel letter and -
		of the writing, selecting		Day 1-3 reading	Writing at Yr 6 expected	independent clauses.	tial after a consonant letter, but there are
		the appropriate form and		To predict where to locate			some exceptions. Exceptions: initial,
		using other similar writing		answers from the text	The pupil can write for a range of purposes	Sentence Construction	financial, commercial, provincial (the
		as models for their own		answers from the text	and audiences (including writing a short story):	<u>Sentence Construction</u>	
				0	and addiences (including writing a short story).	0	spelling of the last three is clearly related
		<ul> <li>noting and developing</li> </ul>		Green		Secure use of complex sentences –	to finance, commerce and province).
		initial ideas, drawing on		I can quickly locate specific	-creating atmosphere, and integrating dialogue	(subordination) with a main and subordinate	
		reading and research		information and refer to it in	to convey character and advance the action	clause using the full range of conjunctions.	Official, special, artificial, confidential,
		where necessary		order to support my comments			essential
				I can make inferences which	-selecting vocabulary and grammatical	Active and passive verbs.	
		Draft and write by:		are often correct based on	structures that reflect the level of formality	The state of the s	
					required mostly correctly	Evnended neur phreses to convey	
		- selecting		evidence from different parts of	required mostly correctly	Expanded noun phrases to convey	
		appropriate		the text		information precisely.	
		grammar and			using a range of cohesive devices, including		
		vocabulary,		Purple	adverbials, within and across sentences and		
		understanding		I can begin to locate	paragraphs	Word Structure/Language	
		how such choices		information from more than			
				one section of a text to support	-using passive and modal verbs mostly	The difference between vocabulary typical of	
		can change and		· ·			
		enhance meaning		my comments.	appropriately	informal speech and writing e.g. direct and	
		<ul> <li>précising longer</li> </ul>		I am beginning to develop my		reported speech	
		passages		explanations of inferred	-using a wide range of clause structures,		
		- using a wide		meaning based on evidence	sometimes varying their position within the	Some; others sentences	
		range of devices		from different points in the text.	sentence	Compound sentences beginning with the	
				Writing		word some and have a semi-colon instead of	
		to build cohesion		<b>Day 4-</b> To identify the main	-using adverbs, preposition phrases and	a conjunction separating the latter half of the	
		within and across					
		paragraphs		features of a non-chronological	expanded noun phrases effectively to add	sentence	
		<ul> <li>using further</li> </ul>		report	detail, qualification and precision	E.G	
		organisational				Some people love football; others just can't	
		and		-deconstruct recount/text mark	using mostly correctly	stand it	
				-identify success criteria	inverted commas		
		presentational		Guided write/model	commas for clarity		
		devices to		Guidea Wille/Illodei	punctuation for parenthesis		
		structure text and			purictuation for parentnesis		
		to guide the					
		reader			making some correct use of		
		Todao.		Day -5	-semi-colons		
		Indicate grammatical and		Plan	-dashes		
		Indicate grammatical, and		independent write	-colons		
		other features, by:			Hyphens		
		<ul> <li>using commas to</li> </ul>			Турпена		
		clarify meaning or					
		avoid ambiguity in					
		writing					
		· ·					
		<ul> <li>using hyphens to</li> </ul>					
		avoid ambiguity					
		<ul> <li>using brackets,</li> </ul>					
		dashes or					
		commas to					
		indicate					
		parenthesis					
		<ul> <li>using semicolons,</li> </ul>					
		colons or dashes					
		to mark bounda-					
		ries between in-					
		dependent claus-					
		es					
		<ul> <li>using a colon to</li> </ul>					
		introduce a list					
	1	1					



Persuasive Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader Indicate grammatical, and other features, by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons. colons or dashes to mark boundaries between independent clauses using a colon to introduce a list Indicate grammatical, and other features, by: 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

#### SATs Prep TEXT

Carrie's war

#### **READING 1-3**

To reinforce the skill of interpreting different questions

To reinforce identifying question types in non-fiction text and predicting where to locate evidence for answers.

#### Green

I can quickly locate specific information and refer to it in order to support my comments

I can make inferences which are often correct based on evidence from different parts of the text

#### Purple

I can begin to locate information from more than one section of a text to support my comments.

I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text

#### WRITING

#### Day 4

Identify the main features of persuasive text.

Guided write and practise

-deconstruct recount/text mark -identify success criteria Guided write/model

### Day 5 plan

Independent writing

To be able to plan and write persuasive piece.

#### Writing at Yr 6 expected

The pupil can write for a range of purposes and audiences (including writing a short story):

- -creating atmosphere, and integrating dialogue to convey character and advance the action
- -selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly

using a range of cohesive devices, including adverbials, within and across sentences and paragraphs

- -using passive and modal verbs mostly appropriately
- -using a wide range of clause structures, sometimes varying their position within the sentence

-using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

### using mostly correctly

inverted commas commas for clarity punctuation for parenthesis

#### making some correct use of

- -semi-colons
- -dashes
- -colons hyphens

To use adverbial phrases to link ideas and extend thoughts, e.g. as well as this, some could argue, for example, to this end.

To use adverbials such as on the other hand, in contrast, or as a consequence to present an alternative point of view.

#### **Punctuation**

## Question mark (RHETORICAL QUESTIONS)

Use of a semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma

Know how hyphens can be used to avoid ambiguity e.g. man eating shark to man-eating-shark or recover versus re-cover.

#### **Irony sentences**

Deliberately overstates how good or bad something is. The overstated word (such as *wonderful* is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced.

Begin by collecting superlatives which can be used in the initial, ironic

Z of these. **E.G** 

Our 'luxury' hotel turned out to be a

part of the sentence. Display as a A-

### Farm outbuilding

Word Structure/Language

The difference between vocabulary typical of informal speech and writing e.g. direct and reported speech

Words ending in –
able and
-ible
Words ending in –
ably and –ibly

If the –able ending is added to a word ending

in -ce or -ge, the e after the c or g must be

kept as those letters would otherwise have

their 'hard' sounds (as in cap and gap) before

the a of the –able ending.

The –able ending is usually but not always

used if a complete root word can be heard

before it, even if there is no related word ending in –ation.

dependable, comfortable, understandable, reasonable, enjoyable, reliable

The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).



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Short story	4	Pupils should be taught	SATs prep	TEXT	To be able to plan and write a short story	Adverbials	Words ending in – ant, –ance/–ancy,
	-	to:	G G p. Gp	Text extracts	To so use to plan una mile a chert cite.	Adverbial phrases – when more than	
		- listen and respond		Tom omitable	Writing at Yr 6 expected	one word does the adverb's job	Use –ant and –ance/–ancy if there is a
		appropriately to their		Harry Potter and the prisoner of	Triting at 11 0 expected	The hurricane struck the island whilst	related word with a /æ/ or /eɪ/ sound in
		peers		Azkanban.	The pupil can write for a range of purposes and	we were asleep.	the right position; –ation endings are
		d. articulate and justify		AZRAHDAH.	audiences (including writing a short story):	we were asieep.	often a clue.
		opinions		Day 1-3	addiences (including writing a short story).	Linking paragraphs	Offerra cide.
		- consider different		READING	areating atmosphere and integrating dialogue	Lilikiliy paragrapiis	Observant abservance (abservation)
				READING	-creating atmosphere, and integrating dialogue	Children investigate the use of	Observant, observance, (observation),
		viewpoints			to convey character and advance the action	Children investigate the use of	expectant (expectation), hesitant,
		- maintain attention and		To point one the ability of interpreting		adverbials to link sentences or	hesitancy (hesitation), tolerant, tolerance
		participate actively in		To reinforce the skill of interpreting	-selecting vocabulary and grammatical	paragraphs together	(toleration), substance (substantial)
		collaborative		different questions.	structures that reflect the level of formality		
		conversations		Green	required mostly correctly	To link ideas across paragraphs	
		- continue to read and				using a wider range of cohesive	
		discuss an increasingly		I can quickly locate specific information	using a range of cohesive devices, including	devices:	
		wide range of fiction		and refer to it in order to support my	adverbials, within and across sentences and	repetition of a word or phrase,	
		<ul> <li>identify and discuss</li> </ul>		comments	paragraphs	grammatical connections and ellipsis.	
		themes		I can make inferences which are often			
		- make comparisons		correct based on evidence from different	-using passive and modal verbs mostly		
		within books		parts of the text	appropriately	Relative clauses/pronouns	
		a. continuing to read and				Additional information.	
		discuss a wide range of		Purple	-using a wide range of clause structures,		
		books		I can begin to locate information from	sometimes varying their position within the	Ad, some ad sentence 3d sentence	
		Understand what they		more than one section of a text to support	sentence	(Alan Peat)	
		read by:		my comments.			
		c. drawing and justifying		I am beginning to develop my	-using adverbs, preposition phrases and	use a selection of precise vocabulary	
		inferences		explanations of inferred meaning based	expanded noun phrases effectively to add	and manipulate a range of sentence	
		d. predicting what might		on evidence from different points in the	detail, qualification and precision	types	
		happen		text.	dotaii, quaiiioaiioii aira procioioii	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
		Provide reasoned		toxt.	using mostly correctly		
		justifications for their		Day 4	inverted commas	Use the full range of key stage 2	
		views		Writing	commas for clarity	punctuation,	
		Understand what they		witting	punctuation for parenthesis	including colons and semi-colons to	
				To identify the structure and features	punctuation for parentilesis	mark the boundary between	
		read by:			moking come correct use of		
		e. summarising main		of short stories	making some correct use of	independent clauses, mostly	
		ideas and key points		0.3151365	-semi-colons	correctly.	
		Participate in discussions		Guided write and practise	-dashes		
		about books they read		-deconstruct recount/text mark	-colons		
		themselves		-identify success criteria	hyphens		
				Guided write/model			
				Day 5			
				Plan			
		Use the language		Independent write			
		conventions and					
		grammatical features of		Children plan and write short stories			
		the different types of		elaborating by use of descriptive words			
		text as appropriate.		and further details.			



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3 <sup>rd</sup> person	5	Pupils should be taught	SATs practice	When planning writing, select the	To plan and write a 3 <sup>rd</sup> person recount	Punctuation	Words with
recount		to:		appropriate style and form to suit a	The second secon	Teach the use of a <b>semi-colon</b> ,	'silent' letters (i.e.
		-listen and respond		specific	Writing at Yr 6 expected	colon and dash to indicate a	letters whose
		appropriately to adults		purpose and audience, drawing on	· · · · · · · · · · · · · · · · · · ·	stronger subdivision of a sentence	presence cannot
		and their peers		knowledge of different non-fiction text	-selecting vocabulary and grammatical structures	than a comma	be predicted from
		-ask relevant questions to		types.	that reflect the level of formality required mostly		the pronunciation
		extend their		*1	correctly	Know how hyphens can be used to	of the word)
		understanding and		Use the language conventions and		avoid ambiguity e.g. man eating	Some letters which are no longer
		knowledge		grammatical features of the different types	using a range of cohesive devices, including	shark to man-eating-shark or recover	sounded
		-use relevant strategies to		of	adverbials, within and across sentences and	versus re-cover.	used to be sounded hundreds of years
		build their vocabulary		text as appropriate.	paragraphs		ago: e.g. in knight, there was a /k/ sound
		-participate in		'' '		Choosing nouns and <b>pronouns</b> (me,	before the /n/, and the gh used to
		discussions,			-using passive and modal verbs mostly	him, he himself, his etc) appropriately	represent the
		presentations,		To identify and understand the difference	appropriately	for clarity and cohesion	sound that 'ch' now represents in the
		performances, role play,		between structures typical of	using passive verbs to affect the presentation of	•	Scottish word loch.
		improvisations and		informal speech and structures	information in a sentence	Viewpoint	
		debates		appropriate for formal speech (and the		•	doubt, island, lamb, solemn,
				use of the subjunctive)	using modal verbs or adverbs to indicate degrees of	Parenthesis	thistle, knight
				, , , , , , , , , , , , , , , , , , , ,	possibility		, 3
				To identify informal/formal structures, e.g.		Teach and practise manipulation	
		Distinguish between		use of question tags	-using a wide range of clause structures,	of grammatical structures.	
		biography and		(informal) and use of subjunctive (formal)	sometimes varying their position within the		and words ending in -ce and -se
		autobiography,		Contractions (informal)	sentence	(use Alan Peat sentence	· ·
		recognising the effect on		slang/colloquial language (informal)		structures.)	
		the			-using adverbs, preposition phrases and expanded	•	deceive, conceive, receive,
		reader of the choice			noun phrases effectively to add detail, qualification	O.(I.) sentences OR	perceive, ceiling
		between first and third			and precision	Outside: Inside sentences	
		person, distinguishing			·	Two related sentences (first tells us	
		between fact,			using mostly correctly	what a character is supposedly	
		opinion and fiction,			inverted commas	thinking, second, related sentence,	
		distinguishing between			commas for clarity	which is always in brackets, lets the	
		implicit and explicit points			punctuation for parenthesis	reader know the character's true	
		of view and how these				INNER feelings)	
		can differ.			making some correct use of	Bracketed sentence shows	
					-semi-colons	viewpoint.	
					-dashes	Possible words for beginning second	
					-colons	sentence: HoweverIn	
					Hyphens	truthSecretlyHappy/sadBrave/t	
					Develop their understanding of:	errified etc	
					-recognising vocabulary and structures that are		
					appropriate for informal/ formal speech and writing,	She told the little girl not to be so	
					including subjunctive forms	naughty. (Inside, however, she was	
						secretly amused by what she had	
					-	done	
					-using the perfect form of verbs to mark		
					relationships of time and cause		
					-using expanded noun phrases to convey		
					complicated information concisely		
					-using relative clauses beginning with who, which,		
					where, when, whose, that or with an implied (ie		
					omitted) relative pronoun		



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Discursive (balanced	-listen and respond	SATs practice	TEXT	To plan and write a discursive text.	Nouns, which where sentences	Use of the hyphen
argument	appropriately to adults and		The Midnight Fox		embedded clauses (Alan Peat)	Hyphens can be used to join a prefix
	their peers			Writing at Yr 6 expected		to a root
	-ask relevant questions to extend their understanding		Day 1-3		Impersonal tone passive sentence	word, especially if the prefix ends in a
	and knowledge		READING	-selecting vocabulary and grammatical		vowel
	-use relevant strategies to			structures that reflect the level of formality		letter and the root word also begins
	build their vocabulary			required mostly correctly	Writing at Yr 6 expected	with one.
	-participate in discussions,		To reinforce the skill of interpreting			
	presentations, performances,		different questions.	using a range of cohesive devices, including	-selecting vocabulary and grammatical	
	role play, improvisations and		Green	adverbials, within and across sentences and	structures that reflect the level of	co-ordinate, re-enter,
	debates			paragraphs	formality required mostly correctly	co-operate, co-own
			I can quickly locate specific information	paragraphic		oo operate, oo o
	To understand the difference		and refer to it in order to support my	-using passive and modal verbs mostly	using a range of cohesive devices,	
	between biased and		comments	appropriately	including adverbials, within and across	
	balanced arguments.		I can make inferences which are often	using passive verbs to affect the presentation of	sentences and paragraphs	
	To understand how to				using passive and model verba mostly	
	develop a formal balanced		correct based on evidence from different	information in a sentence	-using passive and modal verbs mostly appropriately	
	argument, verbally and in		parts of the text	and the second second second second section of the second second second second second section second	using passive verbs to affect the	
	writing.			using modal verbs or adverbs to indicate	presentation of information in a sentence	
	To develop a wider variety of		Purple	degrees of possibility	presentation of information in a sentence	
	connectives to present		I can begin to locate information from		using modal verbs or adverbs to indicate	
	opposing viewpoints.		more than one section of a text to support	-using a wide range of clause structures,	degrees of possibility	
			my comments.	sometimes varying their position within the	, , , , , , , , , ,	
			I am beginning to develop my	sentence	-using a wide range of clause structures,	
			explanations of inferred meaning based		sometimes varying their position within	
			on evidence from different points in the	-using adverbs, preposition phrases and	the sentence	
			text.	expanded noun phrases effectively to add		
				detail, qualification and precision	-using adverbs, preposition phrases and	
			Day 4	, , , , , , , , , , , , , , , , , , , ,	expanded noun phrases effectively to	
			Writing	using mostly correctly	add detail, qualification and precision	
			· · · · · · · · · · · · · · · · · · ·	inverted commas		
			To identify the main features of	commas for clarity	using mostly correctly	
			discursive text and compare them with	punctuation for parenthesis	inverted commas	
			the main features of persuasive text.	pullictuation for parenthesis	commas for clarity punctuation for parenthesis	
			the main reatures of persuasive text.	making some correct use of	purictuation for parentnesis	
			Guided write and practise	-semi-colons	making some correct use of	
			· · · · · · · · · · · · · · · · · · ·		-semi-colons	
			-deconstruct recount/text mark	-dashes	-dashes	
			-identify success criteria	-colons	-colons	
			Guided write/model	Hyphens	Hyphens	
			Day 5	Develop their understanding of:	Develop their understanding of:	
			Plan	-recognising vocabulary and structures that are	-recognising vocabulary and structures	
			Independent write	appropriate for informal/ formal speech and	that are appropriate for informal/ formal	
				writing, including subjunctive forms	speech and writing, including subjunctive	
			Children plan and write a discursive text.		forms	
, l				-		
				-using the perfect form of verbs to mark		
				relationships of time and cause	-using the perfect form of verbs to mark	
				-using expanded noun phrases to convey	relationships of time and cause	
				complicated information concisely	-using expanded noun phrases to convey complicated information concisely	

-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

-using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative

pronoun