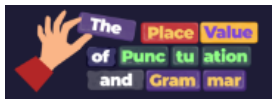
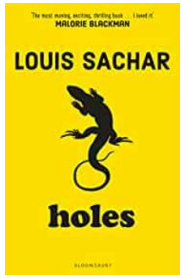
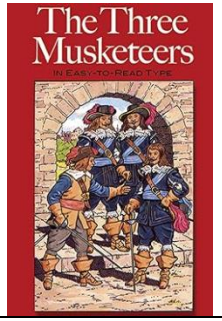
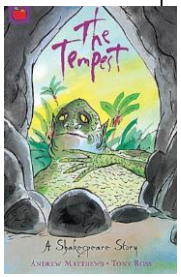
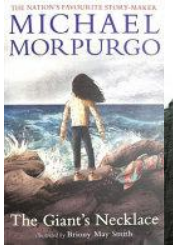
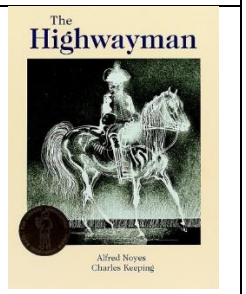
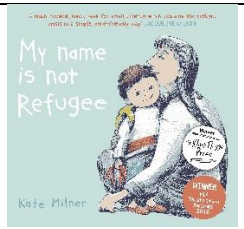
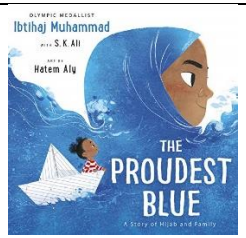
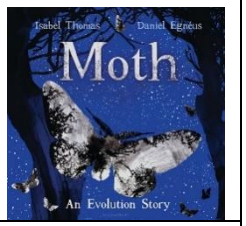
Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	PVPG   	Holes  The Three Musketeers  	RSC-The Tempest  	  		
Writing Genre	**To Inform** Non-chronological report on Famous Outlaws	**To Entertain** Setting description Narrative **To persuade** Speech	**To persuade** Formal letter **To Inform** Instructions	**To Entertain** Setting description Narrative **To persuade** Speech	**To Inform** Report- Biography	**To discuss** Journalistic Balanced arguement **To Entertain** Poetry

Addition Texts						
Composition Objectives	Non-fiction - **Plan** - noting and developing initial ideas, drawing on reading and research where necessary - **Draft** - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - **Draft**- using a wide range of devices to build cohesion within and across paragraphs - **Edit** - ensuring correct subject and verdb agreement when using singular and plural,	Narrative - **Draft** - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Letter - **Plan** - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - **Draft** - précising longer passages - **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects	Narrative - **Draft** - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Biography - **Draft** - using a wide range of devices to build cohesion within and across paragraphs - **Draft** - using further organisational and presentational devices to structure text and to guide the reader [for example, headings,	Journalistic - **Plan** - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - **Draft** - selecting appropriate grammar and vocabulary, understanding

	- **Edit** - assessing the effectiveness of their own and others' writing **Proofreading**	**Performance** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	and clarify meaning **Proofreading** **Instructional writing** - **Draft** - using a wide range of devices to build cohesion within and across paragraphs - **Draft** - using further organisational and presentational devices to structure text and to guide the reader **Proofreading**		bullet points, underlining] - **Edit** - assessing the effectiveness of their own and others' writing **Proofreading**	how such choices can change and enhance meaning - **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning **Proofreading** **Performance** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

						Performance poetry Perform their own compositions, using appropriate intonation, volume, and movement
GPS English Focus	Revisit word classes and clauses/phrases. **Synonym** **Antonym** **Bullet points**	Revisit conjunctions and pronouns. Revise hyphens. **Colon** **Semi-colon** **Ellipsis**	Revisit Formality Standard English **Subject** **Object** **Active** **Passive Voice**	Revision and application of using punctuation to impact ambiguity. Revisit parenthesis. **Perfect and progressive tense**	Consolidation, challenge and application of grammar and punctuation as required.	
Ellison Sentence Menu	30. 3 bad – (dash) question sentences 32. Many questions sentences	29. De:de sentence (Description: details) sentences 31. Some; others sentences				

		33.Imagine 3 examples: sentences 34.Tell: show 3; examples 35.When_; when_; when_; then_. sentences				
On-going Transcription Objectives	- use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.					
Handwriting	write legibly, fluently and with increasing speed by - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task					
	Revising difficult joins Looking at different handwriting styles Consolidation of letter formation and joins as required					
Oracy	Speak audibly and fluently with an increasing command of Standard English.	Ask relevant questions to extend their	Consider and evaluate different viewpoints,	Use relevant strategies to build their vocabulary.	Select and use appropriate registers for	Articulate and justify answers,

	Rehearsal of sentence structure-PVPG. **Participate in performances Projecting voice in larger spaces-** Standon Bowers Assembly	**understanding and knowledge.** Hot Seating-Characters from Holes **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** Orally rehearsing sentences for narrative.	**attending to and building on the contributions of others.** **Articulate and justify answers, arguments and opinions.** Class debate on persuasive argument letter. What viewpoints are there? Build up an argument as a whole class. Interview one the characters from the tempest. **Participate in discussions, presentations, performances, role play,**	Dictionary work-Putting new vocabulary into context and discussing this with the class.	**effective communication.** Whole class sharing of biography in a form chosen by the children. Could report using recording devises, share PP presentation, read from extended write book, recorded interview in role.	**arguments and opinions.** Class debate on persuasive argument letter. What viewpoints are there? Build up an argument as a whole class. **Speak audibly and fluently with an increasing command of Standard English.** **Participate in performances** Performing poetry

			improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Shakespeare- Drama performance.			