				Year 6						

	Spoken Word (Taught throughout Y6)			Pupils should be taught to ask relevant questions to extend their understanding and knowledge.

Pupils should be taught to ask relevant questions to extend their understanding and knowledge.

Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions.

Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.

Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.

Pupils should be taught to gain, maintain and monitor the interest of the listener(s).

Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.

Pupils should be taught to select and use appropriate registers for effective communication.

	Text / Genre			**Year 6 Objectives**	**Genre Progression**

Term 1 — **Rose Blanche by Ian McEwan** Narrative (Story)

Writing composition

Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)

Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).

Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5)

Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5)

Pupils should be taught to draft and write by precising longer passages. (Y5)

Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)

Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5)

Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5)

Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)

Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)

Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)

Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)

Word / sentence / text

Fronted adverbials [for example, Later that day, I heard the bad news.] (Y4)

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must](Y5)

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before](Y5)

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)

Commas to separate items in a list (Y2)

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)

Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)

Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)

Use of commas after fronted adverbials (Y4)

Brackets, dashes or commas to indicate parenthesis (Y5)

Genre Progression

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions… Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

	Letters From The Lighthouse by Emma Carroll Non-Fiction Recount	Writing composition	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. **(Y5)** Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary **(Y5).** Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**(Y5)** Pupils should be taught to draft and write by precising longer passages. **(Y5)** Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.**(Y4/5)** Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) **(Y2-5)** Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. **(Y5)** Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**(Y5)** Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**(Y2-5)** Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.**(Y5)** Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.**(Y3-5)** Pupils should be taught to evaluate and edit by perform their own compositions,**(Y2)** using appropriate intonation, volume and movement so that meaning is clear.**(Y5)**					

	Text Structure	**Sentence**	**Useful Vocabulary**	**Word Classes**	**Punctuation**
	The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of their actions… Complex noun phrases used to add detail, e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire…	They are unusually… They are rarely… They are never… They are very… Generally… Be careful if you… Frequently they… I will attempt to… This article will frame… It can be difficult to… Each paragraph… More than half… Less then half…	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes: ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

		Word / sentence / text	Verb prefixes [for example, dis–, de–, mis–, over– and re–] **(Y5)** Relative clauses beginning with who, which, where, when, whose, that, or an **(Y5)** Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **(Y5)** Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] **(Y4)** or tense choices [for example, he had seen her before] **(Y5)** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **(Y1)** Commas to separate items in a list **(Y2)** Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name **(Y2)** Use of inverted commas**(Y3)** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]**(Y4)** Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **(Y4)** Use of commas after fronted adverbials **(Y4)** Use of commas to clarify meaning or avoid ambiguity **(Y5)** Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

Grammar Focus

<u>Different ways to construct sentences</u>
- I can use semi-colons to mark the boundaries between independent clauses,
    e.g. It's raining; I'm fed up.
- I can use colons to mark the boundaries between independent clauses,
    e.g. He had learnt two important lessons during the game: not to dive without being fouled and not to argue with the ref.
- I can use dashes to mark the boundaries between independent clauses.
- I use brackets, dashes or commas to indicate parenthesis.
- I use structures suitable for informal speech and formal speech when speaking and writing.
- I use multi-clause structures,
    e.g. pattern of three.
Must haves…
- I use brackets, dashes or commas to indicate parenthesis.
I use structures suitable for informal speech and formal speech when speaking and writing.

Year 6

	Text / Genre	**Year 6 Objectives**	**Genre Progression**

| Term 2 | **A Monster Calls by Patrick Ness** Narrative (Horror) | Writing composition | Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)
 Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).
 Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
 Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5)
 Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5)
 Pupils should be taught to draft and write by precising longer passages. (Y5)
 Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)
 Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5)
 Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5)
 Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)
 Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)
 Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)
 Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5) |

Reference box (right side):

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions… Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

Word / sentence / text (A Monster Calls):

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3)
Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)
How words are related by meaning as synonyms and antonyms [for example, big, large, little].(Y3)
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase(Y4/5), grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Punctuation (A Monster Calls):

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)
Commas to separate items in a list (Y2)
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)
Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)
Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)
Use of commas after fronted adverbials (Y4)
Brackets, dashes or commas to indicate parenthesis (Y5)
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

Letter to Mr Scrooge Non-Fiction (Persuasive letter) — Writing composition:

Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)
Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).
Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5)
Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)
Pupils should be taught to draft and write by precising longer passages. (Y5)
Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)
Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5)
Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5)
Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)
Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)
Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)
Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)

		Word / sentence / text	How words are related by meaning as synonyms and antonyms [for example, big, large, little]. **(Y3)**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **(Y1)**
Commas to separate items in a list **(Y2)**
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name **(Y2)**
Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **(Y4)**
Use of commas after fronted adverbials **(Y4)**
Brackets, dashes or commas to indicate parenthesis **(Y5)**
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
Use of the colon to introduce a list and use of semi-colons within lists

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features.	Sentence length varied, e.g. short/long.	It strikes me that…	<u>Noun</u> Locate and identify expanded noun phrases.	Consolidate all previous learning.
	Active and passive voice used deliberately to heighten engagement.	There is no doubt that…		Brackets
Paragraphs developed with prioritised information.	e.g. the café stairs were broken.	I am convinced that…	<u>Verbs</u> Use modal verbs.	Dashes
		It appears…	Prefixes for verbs; dis, de, mis, over, ise, ify.	Colons
	Wide range of subordinate connectives,	In my opinion…		Semi-colons
Viewpoint is transparent for reader.	e.g. whilst, until, despite.	Surely only a fool would consider…	Convert adjectives into verbs using suffixes; ate, ise, ify.	
	Complex sentences that use well known economic expression.	In addition…	<u>Adjectives</u> Choose appropriate adjectives.	
Emotive language used throughout to engage the reader.	e.g. Because of their courageous efforts, all the penguins were released, which	Furthermore…		
		Moreover…	<u>Connectives/conjunctions</u> Use a wide range of connectives.	
	was nothing short of a miracle.	My evidence to support this is…		
	Persuasive statements are used to change the reader's opinion. E.g. you will never need to…	On balance…	<u>Tense</u> Change tense according to features of the genre.	
		Just think how…		
		Now you can…	<u>Adverbs</u> Know what an adverbial phrase is.	
		For the rest of your life…	Fronted adverbials.	
		Unbelievable…	Comma after fronted adverbials. Adverbials of time, place and number.	
		Outrageous…		
		Incredible…		

Grammar Focus

<u>Nouns and noun phrases</u>
- I use relative clauses beginning with *who, which, where, when, whose, that.*
- I use a wide range of synonyms
purposefully.
- I create noun phrases using hyphens,
  e.g. man-eating-shark   man eating shark

Must haves…
- I use relative clauses beginning with who, which, where, when, whose, that.
- I create noun phrases using hyphens.

Autumn Assessment Points

- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- 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 [for example, headings, bullet points, underlining]
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Proof-read for spelling and punctuation errors

				Year 6						
	Text / Genre			**Year 6 Objectives**	**Genre Progression**					

	Text / Genre			**Year 6 Objectives**
Term 3	**The Origin of Species by Sabina Radeva** Non-Fiction (Non-Chronological Report)	Writing composition		Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5) Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5). Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5) Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5) Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)
		Word / sentence / text		The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] (formal language Y4) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y5) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,(Y4/5) grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] (Y1-5)
		Punctuation		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis(Y5) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists
	Moth by Isabel Thomas Poetry (Narrative poem)	Writing composition		Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own (Y5) Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5). Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.(Y5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing (Y5). Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.(Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y2-5) Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)
		Word / sentence / text		How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)

Genre Progression

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a result of their game... Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden. Prepositional phrases used cleverly. e.g. In the event of an accident...	They are unusually... They are rarely... They are never... They are very... Generally... Be careful if you... Frequently they... I will attempt to... This article will frame... It can be difficult to... Each paragraph... More than half... Less then half...	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons

		Punctuation			

			Grammar Focus		
			Adverbials ● I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence.* ● I use formal adverbs to help my writing flow in non-fiction texts, *e.g. especially, significantly, more importantly*		***Must haves…*** I use a wide range of adverbials to link ideas across paragraphs, *e.g. on the other hand, in contrast, as a consequence*

		Year 6					
	Text / Genre	**Year 6 Objectives**		**Genre Progression**			
Term 4	**The Journey by Francesca Sanna** Narrative (Story)	Writing composition	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. **(Y5)** Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary **(Y5).** Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,**(Y3)** understanding how such choices can change and enhance meaning. **(Y5)** Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. **(Y4/5)** Pupils should be taught to draft and write by precising longer passages. **(Y5)** Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. **(Y4/5)** Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.**(Y5)** Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**(Y5)** Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**(Y2-5)** Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. **(Y5)** Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. **(Y3)** Pupils should be taught to evaluate and edit by perform their own compositions,**(Y2)** using appropriate intonation, volume and movement so that meaning is clear.**(Y5)**		**Text Structure**	**Sentence**	**Useful Vocabulary**	**Word Classes**	**Punctuation**
				The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions… Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.
		Word / sentence / text	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3) Fronted adverbials [for example, Later that day, I heard the bad news.]**(Y4)** Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] **(Y5)** Verb prefixes [for example, dis–, de–, mis–, over– and re–] **(Y5)** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **(Y5)** Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **(Y5)** Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **(Y4)** Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly **(Y4)** or tense choices [for example, he had seen her before] **(Y5)** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase**(Y4/5)**, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis						

		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **(Y1)**	
			Commas to separate items in a list **(Y2)**	
			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] **(Y2)**	
			Use of inverted commas **(Y3)** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] **(Y4)**	
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **(Y4)**	
			Use of commas after fronted adverbials **(Y4)**	
			Brackets, dashes or commas to indicate parenthesis **(Y5)**	
			Use of commas to clarify meaning or avoid ambiguity **(Y5)**	
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
			Use of the colon to introduce a list and use of semi-colons within lists	
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]	
(Independent Writing)		Writing composition	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. **(Y5)**	**See Genre Progression document**
			Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary **(Y5).**	
			Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
			Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,**(Y3)** understanding how such choices can change and enhance meaning. **(Y5)**	
			Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. **(Y4/5)**	
			Pupils should be taught to draft and write by precising longer passages. **(Y5)**	
			Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. **(Y4/5)**	
			Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.**(Y5)**	
			Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**(Y5)**	
			Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**(Y2-5)**	
			Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. **(Y5)**	
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. **(Y3)**	
			Pupils should be taught to evaluate and edit by perform their own compositions,**(Y2)** using appropriate intonation, volume and movement so that meaning is clear.**(Y5)**	
			Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)**(Y2-5)**	
		Word / sentence / text	Subordination (using when, if, that, because) and co-ordination (using or, and, but) **(Y2)**	
			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**(Y3)**	
			Fronted adverbials [for example, Later that day, I heard the bad news.]**(Y4)**	
			Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] **(Y5)**	
			Verb prefixes [for example, dis–, de–, mis–, over– and re–] **(Y5)**	
			Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **(Y5)**	
			Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **(Y5)**	
			Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **(Y4)**	
			Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly **(Y4)** or tense choices [for example, he had seen her before] **(Y5)**	
			The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] **(formal language Y4)**	
			How words are related by meaning as synonyms and antonyms [for example, big, large, little].	
			Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	
			The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] **(Y5)**	
			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase**(Y4/5)**, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
			Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]**(Y1-5)**	

		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	
			Commas to separate items in a list (Y2)	
			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)	
			Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4)	
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	
			Use of commas after fronted adverbials (Y4)	
			Brackets, dashes or commas to indicate parenthesis (Y5)	
			Use of commas to clarify meaning or avoid ambiguity (Y5)	
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	
			Use of the colon to introduce a list and use of semi-colons within lists	
			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]	

Grammar Focus				
			Verbs ● I change an active sentence to a passive sentence. ● I choose to use the passive for effect, *e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).* ● I use the subjunctive form *e.g. for speech writing – If I were to become head girl…*	*Must haves…* ● I change an active sentence to a passive sentence. ● I choose to use the passive for effect.

Spring Assessment Points				
			● Précising longer passages ● Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● Using commas to clarify meaning or avoid ambiguity in writing	

Year 6				
	Text / Genre		**Year 6 Objectives**	**Genre Progression**
Term 5	**(Independent Writing)**	Writing composition	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5) Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5). Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5) Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5) Pupils should be taught to draft and write by precising longer passages. (Y5) Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5) Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5) Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5) Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5) Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)(Y2-5)	**See Genre Progression document**

		Word / sentence / text	Subordination (using when, if, that, because) and co-ordination (using or, and, but) **(Y2)**
			Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**(Y3)**
			Fronted adverbials [for example, Later that day, I heard the bad news.]**(Y4)**
			Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] **(Y5)**
			Verb prefixes [for example, dis–, de–, mis–, over– and re–] **(Y5)**
			Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **(Y5)**
			Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **(Y5)**
			Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **(Y4)**
			Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly **(Y4)** or tense choices [for example, he had seen her before] **(Y5)**
			The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
			How words are related by meaning as synonyms and antonyms [for example, big, large, little].
			Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
			The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,**(Y4/5)** grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
			Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] **(Y1-5)**
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **(Y1)**
			Commas to separate items in a list **(Y2)**
			Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] **(Y2)**
			Use of inverted commas**(Y3)** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]**(Y4)**
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **(Y4)**
			Use of commas after fronted adverbials **(Y4)**
			Brackets, dashes or commas to indicate parenthesis **(Y5)**
			Use of commas to clarify meaning or avoid ambiguity **(Y5**
			Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
			Use of the colon to introduce a list and use of semi-colons within lists
			Punctuation of bullet points to list information
			How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover

Kensuke's Kingdom by Michael Morpurgo Narrative (Island Adventure)

Writing composition	
Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. **(Y5)**
Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary **(Y5).**
Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,**(Y3)** understanding how such choices can change and enhance meaning. **(Y5)**
Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action**. (Y4/5)**
Pupils should be taught to draft and write by precising longer passages. **(Y5)**
Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. **(Y4/5)**
Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.**(Y5)**
Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**(Y5)**
Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**(Y2-5)**
Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. **(Y5)**
Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. **(Y3)**
Pupils should be taught to evaluate and edit by perform their own compositions,**(Y2)** using appropriate intonation, volume and movement so that meaning is clear.**(Y5)**

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions… Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

		Word / sentence / text	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**(Y3)** Fronted adverbials [for example, Later that day, I heard the bad news.]**(Y4)** Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] **(Y5)** Verb prefixes [for example, dis–, de–, mis–, over– and re–] **(Y5)** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **(Y5)** Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] **(Y5)** Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] **(Y4)** Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly **(Y4)** or tense choices [for example, he had seen her before] **(Y5)** How words are related by meaning as synonyms and antonyms [for example, big, large, little]. **(Y3)** Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences **(Y1)** Commas to separate items in a list **(Y2)** Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name **(Y2)** Use of inverted commas**(Y3)** and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]**(Y4)** Apostrophes to mark plural possession [for example, the girl's name, the girls' names] **(Y4)** Use of commas after fronted adverbials **(Y4)** Brackets, dashes or commas to indicate parenthesis **(Y5)** Use of commas to clarify meaning or avoid ambiguity **(Y5** Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists	

Grammar Focus

			<u>Cohesion</u> I use adverbials of time to link ideas across paragraphs, *e.g. **place** – nearby, **number** – secondly, tense **choices** – he had seen her before* ***Must haves…*** I can use adverbials of time to link ideas across paragraphs, *e.g. **place** – nearby, **number** – secondly, tense **choices** – he had seen her before*	

				Year 6					

	Text / Genre		**Year 6 Objectives**	**Genre Progression**

Term 6

Everest by Sangma Francis and Lisk Feng
Non-Fiction (Non-Chronological Report)

Writing composition

Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)

Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).

Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5)

Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)

Pupils should be taught to draft and write by precising longer passages. (Y5)

Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)

Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5)

Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5)

Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)

Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)

Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)

Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)

Word / sentence / text

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] (formal language Y4)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y5)

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,(Y4/5) grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] (Y1-5)

Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)

Commas to separate items in a list (Y2)

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (Y2)

Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)

Use of commas after fronted adverbials (Y4)

Brackets, dashes or commas to indicate parenthesis(Y5)

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists

Varmints by Marc Craste
Narrative (Story)

Writing composition

Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own. (Y5)

Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary (Y5).

Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning. (Y5)

Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Y4/5)

Pupils should be taught to draft and write by precising longer passages. (Y5)

Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4/5)

Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.(Y5)

Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.(Y5)

Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.(Y2-5)

Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Y5)

Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3)

Pupils should be taught to evaluate and edit by perform their own compositions,(Y2) using appropriate intonation, volume and movement so that meaning is clear.(Y5)

Genre Progression

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise, e.g. It would be regrettable if the wildlife funds come to an end. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a result of their game… Complex noun phrases used to add detail, e.g. The delicate flowers are slowly removed from the large walled garden. Prepositional phrases used cleverly. e.g. In the event of an accident…	They are unusually… They are rarely… They are never… They are very… Generally… Be careful if you… Frequently they… I will attempt to… This article will frame… It can be difficult to… Each paragraph… More than half… Less then half…	<u>Noun</u> Expanded noun phrases to convey complicated information concisely. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Link ideas across a text using cohesive devices, such as adverbials.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons

		Word / sentence / text	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3) Fronted adverbials [for example, Later that day, I heard the bad news.](Y4) Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] (Y5) Verb prefixes [for example, dis–, de–, mis–, over– and re–] (Y5) Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] (Y5) Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4) Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly (Y4) or tense choices [for example, he had seen her before] (Y5) How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].						
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis (Y5) Use of commas to clarify meaning or avoid ambiguity (Y5 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists						

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on to heighten empathy for central character. Deliberate ambiguity is set up in the mind of the reader until later in the text.	Viewpoint is well controlled and precise, e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify, e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position, e.g. As a consequence of his selfish actions… Figurative language used to build up description, e.g. everyone charged like a deer pack under threat. Complex noun phrases used to add detail, e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices, such as adverbials.	Use a wide range of punctuation throughout the writing.

Grammar Focus

Punctuation
- I use dashes, brackets and commas to mark parenthesis.
- I use commas to list adverbials and clauses,
  e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.
- I use semi-colons to divide items in a complex list, particularly if commas have already been used,
  e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.
- I use semi-colons to link two closely related independent clauses.
- I use a colon to separate two independent clauses.
- **Must haves…**
- I use dashes, brackets and commas to mark parenthesis.
- I use commas to list adverbials and clauses.
I use semi-colons to divide items in a complex list, particularly if commas have already been used.

Summer Assessment Points

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- Using passive verbs to affect the presentation of information in a sentence
- Affect presentation