

Year 6

Autumn Term Overview

<p>Autumn 1 Fiction: Setting descriptions Purpose: To entertain Audience: KS2 Children Form: Narrative</p>	<p>Autumn 1 Non-Fiction: Non-Chronological Report (information text) Purpose: To inform Audience: People wanting to learn about the Yellow-Spotted lizard Form: Information text</p>	<p>Autumn 2 Fiction: Christmas narrative Purpose: To entertain Audience: KS2 Children Form: Narrative</p>	<p>Autumn 2 Non-Fiction: Informal letter Purpose: To inform Audience: Stanley's mum Form: Informal letter</p>
<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can write pieces describing settings, characters and atmosphere. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can write pieces describing settings, characters and atmosphere. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose.

<ul style="list-style-type: none"> • I can include dialogue in my writing to convey character and advance the action. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, 	<ul style="list-style-type: none"> • I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. 	<ul style="list-style-type: none"> • I can include dialogue in my writing to convey character and advance the action. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, 	<ul style="list-style-type: none"> • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
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<p>punctuation of bullet points in lists, use of hyphens.</p>		<p>punctuation of bullet points in lists, use of hyphens.</p>	
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use hyphens to create hyphenated compound adjectives • I can accurately use a range of tenses • I can use relative clauses • I can use brackets, dashes and commas to indicate parenthesis • I can use expanded noun phrases to convey complicated information concisely 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text. • I can use bullet points to list information • I can use a colon to introduce a list 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use a thesaurus • I can use commas to clarify meaning • I can use brackets, dashes and commas to indicate parenthesis 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use vocabulary and structures appropriate to formal and informal writing including the subjunctive form and the passive voice • I can use modal verbs to indicate levels of possibility

Spring Term Overview

<p>Spring 1 Fiction: Narrative with a moral Purpose: To entertain Audience: KS2 Children Form: Narrative</p>	<p>Spring 1 Non-Fiction: News blog Purpose: To inform Audience: Adults and older children reading about the destruction the Blitz caused Form: News blog</p>	<p>Spring 2 Fiction: Adventure stories Purpose: To entertain Audience: KS2 Children Form: Narrative</p>	<p>Spring 2 Non-Fiction: Diary Entry Purpose: To inform Audience: Olive Form: Diary Entry</p>
<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs.

<ul style="list-style-type: none"> • I can write pieces describing settings, characters and atmosphere. • I can include dialogue in my writing to convey character and advance the action. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. 	<ul style="list-style-type: none"> • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I recognise differences between the language of speech and writing and can choose sensibly. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hypkens. 	<ul style="list-style-type: none"> • I can write pieces describing settings, characters and atmosphere. • I can include dialogue in my writing to convey character and advance the action. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. 	<ul style="list-style-type: none"> • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hypkens.
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<ul style="list-style-type: none"> I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. 		<ul style="list-style-type: none"> I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. 	
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> I can punctuate direct speech I can use a semi-colon to mark boundaries I can use hyphens to create hyphenated compound adjectives and to avoid ambiguity 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> I can use vocabulary and structures appropriate to formal and informal writing including the subjunctive form and the passive voice I can use modal verbs to indicate levels of possibility 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> I can punctuate direct speech I can use a semi-colon to mark boundaries 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> I can use vocabulary and structures appropriate to formal and informal writing including the subjunctive form and the passive voice I can use modal verbs to indicate levels of possibility I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Summer Term Overview

<p>Summer 1 Fiction: Romance Stories Purpose: To entertain Audience: KS2 children Form: Narrative</p>	<p>Summer 1 Non-Fiction: Formal balanced argument Purpose: To discuss Audience: Educators Form: Formal, balanced argument</p>	<p>Summer 2 Fiction: Playscripts Purpose: To entertain Audience: Children and adults Form: Playscripts</p>	<p>Summer 2 Fiction: Persuasive, information leaflet Purpose: To persuade Audience: People wanting to visit the Lake District Form: Information leaflet</p>
<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can write pieces describing settings, characters and atmosphere. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. 	<p>Objectives to teach: Composition:</p> <ul style="list-style-type: none"> • I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary. • I can write effectively for a range of purposes and audiences, independently using ideas from my own reading. • I can use grammar and vocabulary which is suited to the purpose of my writing. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the

<ul style="list-style-type: none"> • I can include dialogue in my writing to convey character and advance the action. • I can draft and write by accurately précising longer passages. • I can use different techniques to make my writing flow and link paragraphs. • I can change my writing to fit the audience and change the language and sentence length for the purpose. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, 	<p>language and sentence length for the purpose.</p> <ul style="list-style-type: none"> • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. 		<p>language and sentence length for the purpose.</p> <ul style="list-style-type: none"> • I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear. • I can give reasoned feedback on mine and others' work to improve it. • I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
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<p>punctuation of bullet points in lists, use of hyphens.</p>			
<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can punctuate direct speech • I can use a semi-colon to mark boundaries 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use the perfect form of verbs to mark relationships of time and cause • I can use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • I can use passive verbs to affect the presentation of information in a sentence • I can use the perfect form of verbs to mark relationships of time and cause 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use brackets, dashes and commas to indicate parenthesis • I can consistently write in the appropriate tense 	<p>Vocabulary, Punctuation & Grammar:</p> <ul style="list-style-type: none"> • I can use a colon to introduce a list • I can punctuate bullet points accurately • I can use brackets, dashes and commas to indicate parenthesis

Throughout the whole year:

Handwriting:

- I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Grammar:

- I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Objectives highlighted in blue are those of Greater Depth Standard.

Spelling:

- I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- I can use dictionaries to check the spelling and meaning of words.
- I can spell most words correctly including words that are often misspelt.
- I can use a dictionary to check the spelling of less common or interesting words I want to use.
- I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use a thesaurus with confidence.