

Year 6 English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Biography Poetry - Imagery	Balanced & Unbalanced Arguments Diaries	Action Stories Play Scripts	Journalistic Letter Writing	Auto-Biography Formal / Impersonal Writing	Flashbacks Time Slips
Class Text	Choose biographies written about people the children are interested in or have looked at in other subjects Roald Dahl - Emma Fischall Famous people in history 1 - Nicolas Soames Silver - Walter De La Mare Snow and Snow - Ted Hughes	See below for web links to balanced and unbalanced arguments Wonder - R.J. Palacio Diary of Anne Frank - Anne Frank Boy in the Tower - Polly Ho-Yen	The Thief Lord - Cornelia Funke Gangsta Granny - David Walliams Stormbreaker - Anthony Horowitz The Explorer - Katherine Rundell Harry Potter and the Cursed Child - J.K.Rowling, John Tiffany & Jack Thorne	See below for web links to journalistic writing and letter writing Hansel and Gretel - Neil Gaiman Clockwork - Philip Pullmas Cogheart - Peter Bunzl Oranges in No Man's Land - Elizabeth Laird London Eye Mystery - Sioban Dowd	Choose autobiographies written about people the children are interested in or have looked at in other subjects Long walk to freedom - Nelson Mandela David Beckham: My side Formal/Impersonal writing - use guides and leaflets on places of interest locally or further afield	Toms Midnight Garden - Philippa Pearce The Mozart Question - Michael Morpurgo Stig of the Dump - Clive King Children of Winter - Berlie Doherty Scavenger Boy - Theresa Tomlinson
Suggested Satellite Texts / www sites	June and The Wolves - Jackie Austin City Jungle - Pie Corbett	Diary of a Wimpy Kid - Jeff Kinney Varmints - Helen Ward	Collected Plays for Children - Ted Hughes Shakespeare's The Tempest for Kids - Brendan PKelso	First News	Book - John Agard	The Time Machine - H.G.Wells The sleeping sword - Michael Morpurgo Step by Wicked Step - Anne Fine

	Autumn 1	Autumn 2
Genre	Biography Poetry - Imagery	Balanced Arguments Unbalanced Arguments
Suggested Texts	Choose biographies written about people the children are interested in or have looked at in other subjects Roald Dahl - Emma Fischall Famous people in history 1 - Nicolas Soames The Mozart Question - Michael Morpurgo (Link to the real-life story/biography of Anita Lasker Wallfisch) Silver - Walter De La Mare Snow and Snow - Ted Hughes	http://www.bbc.co.uk/bitesize/ks2/english/writing/argument/read/1/ http://www.bbc.co.uk/learningzone/clips/discussion-for-and-against/8444.html http://downloads.bbc.co.uk/schools/teachers/ks2worksheets/bc_teachers_ks2_english_worksheet_planning_a_balanced_argument.pdf http://www.bbc.co.uk/learningzone/clips/uniform-vs-non-uniform/6874.html Unbalanced Arguments Use the balanced arguments to show the differences between the two http://www.bbc.co.uk/schools/teachers/ks2_lessonplans/english/argument.shtml Wonder - R.J. Palacio Diary of Anne Frank - Anne Frank Boy in the Tower - Polly Ho-Yen
Suggested Satellite Texts / www sites	June and The Wolves - Jackie Austin City Jungle - Pie Corbett	Diary of a Wimpy Kid - Jeff Kinney Varmints - Helen Ward

<p>Oracy / speaking & listening</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of standard English</p>	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
<p>Word reading</p>	<p>Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words that they meet.</p>	
<p>Comprehension</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by: Continuing to read and discuss an increasingly wide range of poetry, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by: Continuing to read and discuss an increasingly wide range of non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices</p>

	<p>Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p> <p>Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart</p>
<p>Writing - Transcription</p>	<p>Continue to distinguish between homophones and other words which are often confused (<i>English Appendix 1 pg69</i>) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus</p>	<p>Continue to distinguish between homophones and other words which are often confused (<i>English Appendix 1 pg69</i>) Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus</p>

	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u> Continually refer to year 5/6 spelling list	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u> Continually refer to year 5/6 spelling list
Writing - 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	
Writing - Composition	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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) Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary to enhance effects and clarify meaning Proof read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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) Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary to enhance effects and clarify meaning Proof read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing - Grammar,	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use the perfect form of verbs to mark relationships of time and cause	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence

Vocabulary & Punctuation	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learn the grammar for years 5 and 6 in <u>English Appendix 2</u> Use commas to clarify meaning or avoid ambiguity	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Learn the grammar for years 5 and 6 in <u>English Appendix 2</u> Use commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity
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	Spring 1	Spring 2
Genre	Action Stories Play Scripts	Journalistic Letter Writing
Suggested Texts	The Thief Lord - Cornelia Funke Gangsta Granny - David Walliams Stormbreaker - Anthony Horowitz The Explorer - Katherine Rundell Harry Potter and the Cursed Child - J.K.Rowling, John Tiffany & Jack Thorne	Journalistic http://www.iboard.co.uk/activity/Journalist-Desk-Cheese-Hurling-442 http://www.iboard.co.uk/iwb/Journalist-Desk-Goat-Rescue-523 http://www.iboard.co.uk/activity/Journalist-Desk-Missing-Link-525 http://www.iboard.co.uk/activity/Journalist-Desk-Robot-Cleaner-526 http://www.iboard.co.uk/activity/Journalist-Desk-Sculpture-Theft-527 http://www.iboard.co.uk/activity/Journalist-Desk-Snake-Escape-524 Letter Writing http://www.bbc.co.uk/bitesize/ks2/english/writing/letters/read/1/ http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6289786 Hansel and Gretel - Neil Gaiman Clockwork - Philip Pullmas Cogheart - Peter Bunzl Oranges in No Man's Land - Elizabeth Laird

		London Eye Mystery - Sioban Dowd
Suggested Satellite Texts / www sites	Collected Plays for Children - Ted Hughes Shakespeare's The Tempest for Kids - Brendan PKelso	First News
Oracy / speaking & listening	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of standard English</p> <p>Gain, maintain and monitor the interest of the listener</p>
Word reading	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words that they meet.</p>	
Comprehension	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, plays, reference books or text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>

	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p>
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<p>Writing - Transcription</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them (<u>English Appendix 1 pg66</u>) Spell some words with silent letters (<u>English Appendix 1 pg68</u>) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u> Continually refer to year 5/6 spelling list</p>	<p>Use dictionaries to check the spelling and meaning of words Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them (<u>English Appendix 1 pg66</u>) Spell some words with silent letters (<u>English Appendix 1 pg68</u>) Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u> Continually refer to year 5/6 spelling list</p>
<p>Writing - Handwriting</p>	<p>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</p>	
<p>Writing - Composition</p>	<p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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)</p>	<p>Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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)</p>

	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learn the grammar for years 5 and 6 in <u>English Appendix 2</u></p> <p>Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Learn the grammar for years 5 and 6 in <u>English Appendix 2</u></p> <p>Punctuate bullet points consistently</p> <p>Use a colon to introduce a list</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>

	Summer 1	Summer 2
Genre	Auto-Biography Formal / Impersonal Writing	Flashbacks Time Slips

Suggested Texts	<p>Choose autobiographies written about people the children are interested in or have looked at in other subjects</p> <p>Long walk to freedom - Nelson Mandela</p> <p>David Beckham: My side</p> <p>Formal/Impersonal writing - use guides and leaflets on places of interest locally or further afield</p>	<p>Toms Midnight Garden - Philippa Pearce</p> <p>The Mozart Question - Michael Morpurgo</p> <p>Stig of the Dump - Clive King</p> <p>Children of Winter - Berlie Doherty</p> <p>Scavanger Boy - Theresa Tomlinson</p>
Suggested Satellite Texts / www sites	<p>Book - John Agard</p>	<p>The Time Machine - H.G.Wells</p> <p>The sleeping sword - Michael Morpurgo</p> <p>Step by Wicked Step - Anne Fine</p>
Oracy / speaking & listening	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of standard English</p> <p>Gain, maintain and monitor the interest of the listener</p>
Word reading	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words that they meet.</p>	

<p>Comprehension</p>	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart 	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry by heart
	<p>Understand what they read by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	

	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>	
Writing - Transcription	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u></p> <p>Continually refer to year 5/6 spelling list</p> <p>Revision of spelling rules</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>English Appendix 1</u></p> <p>Continually refer to year 5/6 spelling list</p> <p>Revision of spelling rules</p>
Writing - Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	
Writing - Composition	<p>Plan their writing by:</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p>	<p>Plan their writing by:</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p>

	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p> <p>Proof read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Writing - Grammar, Vocabulary & Punctuation</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learn the grammar for years 5 and 6 in <u><i>English Appendix 2</i></u></p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learn the grammar for years 5 and 6 in <u><i>English Appendix 2</i></u></p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>