

YEAR 6						
SPRING TERM						
Novel / Texts	Holes – Louis Sachar					
Genre	<p>Setting description Write a setting description with use of description and figurative language to create atmosphere.</p>	<p>Non-chronological report Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required - e.g. web page.</p>	<p>Dual narrative Plan and write a story with two narrators to tell the story from different perspectives.</p>	<p>Non-linear narrative Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p>	<p>Discussion Write a discussion text in a specific form with a specific audience (e.g. documentary, article in a magazine). Use the subjunctive mood to establish formality and an authoritative voice.</p>	<p>Leaflet with multiple text types and registers Write a persuasive leaflet with the inclusion of other text types (e.g. instructions, explanation etc.) aimed at more than one audience.</p>
Reading	<p>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</p>		<p>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</p>	<p>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</p> <p>Identify strategies writers use to demonstrate shifts in time.</p>	<p>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</p>	<p>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</p>
	<ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. • Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition. • Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text. • Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph. • Provide explanations of inferred meanings drawing on evidence across the text. • Predict what might happen from what is stated and implied. • Efficiently skim and scan a text finding evidence at speed. • Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes. • Describe and evaluate the style of an individual writer. • Use implied and multi-layered meaning to predict what might happen. • Identify and discuss the tone (register) in what is read with reference to the text to justify opinions. 					

Writing		Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. Use layout devices, such as headings, sub-headings, bullets and tables to structure texts.	In narratives, describe settings, character and atmosphere. Integrate dialogue in narratives to convey character and advance the action.	In narratives, describe settings, character and atmosphere. Integrate dialogue in narratives to convey character and advance the action.	Write an effective discussion text effectively for a specific audience, selecting language that shows good awareness of the reader.	Write an effective persuasive text effectively for a specific audience, selecting language that shows good awareness of the reader. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly through appropriate vocabulary. Identify and explain persuasive techniques including stylistic and vocabulary choices.
	<ul style="list-style-type: none"> • Use the range of punctuation taught at key stage 2 mostly correctly. • Use verb tenses consistently and correctly throughout their writing. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed. 					
Grammar Vocabulary Punctuation	Linking ideas across paragraphs using a wider range of cohesive devices.	Linking ideas across paragraphs using a wider range of cohesive devices. Use of layout devices – e.g. headings, sub-headings, columns, bullets, or tables to structure text. Appropriate punctuation of bullet points to list information.	Linking ideas across paragraphs using a wider range of cohesive devices. How words are related by meaning as synonyms and antonyms – e.g. big, large, little.	Linking ideas across paragraphs using a wider range of cohesive devices – e.g. repetition of a word or phrase.	Linking ideas across paragraphs using a wider range of cohesive devices – e.g. use of adverbials such as: on the other hand, in contrast, or as a consequence etc. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.	Linking ideas across paragraphs using a wider range of cohesive devices. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Use of layout devices – e.g. headings, sub-headings,

		<p>Use of the passive to affect the presentation of information in a sentence.</p> <p>Use hyphens to avoid ambiguity – e.g. man eating shark versus man-eating shark.</p>			<p>Use of subjunctive forms, such as ‘if I <u>were</u>’ or ‘<u>were</u> they to come’ in some very formal writing and speech.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p>	<p>columns, bullets, or tables to structure text.</p>
Spelling	<p>Words which can be nouns and verbs.</p> <p>Words with an /o/ sound spelled ‘ou’ or ‘ow’.</p>	<p>Words with a ‘soft c’ spelled /ce/.</p> <p>Prefix dis, un, over, im. <i>Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</i></p> <p>Words with the /f/ sound spelled ph.</p>	<p>Words with origins in other countries</p> <p>Words with unstressed vowel sounds</p>	<p>Words with endings /shuhl/ after a vowel letter.</p> <p>Words with endings /shuhl/ after a consonant letter.</p>	<p>Words with the common letter string ‘acc’ at the beginning.</p> <p>Words ending in ‘-ably’.</p>	<p>Words ending in ‘-ible’.</p> <p>Adding the suffix ‘-ibly’ to create an adverb.</p>
Final Writing Task	<p>Setting description of Camp Green Lake.</p> <p>Audience: readers of the book Purpose: to entertain</p>	<p>Yellow-Spotted Lizard fact file.</p> <p>Audience: Future campmates/visitors to CGL Purpose: to inform</p>	<p>Narrative from two different perspectives: based on the sunflower seed incident from Stanley’s point of view vs. Mr Sir’s point of view.</p> <p>Audience: readers of the book Purpose: to entertain</p>	<p>Flashback narrative showing clear shifts in time (from the standpoint of a new character who has been admitted to the camp, reflecting on how he ended up here).</p> <p>Audience: readers of the book – mainly children Purpose: to entertain</p>	<p>Discussion text, giving reasons for and against Camp Green Lake as a form of punishment for boys who commit crimes.</p> <p>Audience: someone in authority – government officials Purpose: to argue</p>	<p>Persuasive leaflet including multiple text types – e.g. persuasion, non-chronological report, explanation, instructions etc.</p> <p>Audience: members of the public (adults AND children) Purpose: to persuade/inform/explain/instruct</p>