

Subject English – Year 6 Autumn 1 MTP Cover	ed once	Covered twice / Revisited/ S&L	TEXT: HOLES	3	
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to: -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 in other similar writing as models for their own in other similar writing as models for their own in other similar writing as models for their own in other shade developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  -Draft and write by:  in selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in précising longer passages is using a wide range of devices to build cohesion within and across paragraphs is using further organisational and presentational devices to structure	2	Plan writing: - considering how authors have developed characters Draft and write: - in narrative, describing character - use a range of devices to build cohesion within paragraphs Edit and evaluate: - proof-read for spelling and punctuation errors - Use expanded noun phrases to convey information. Use commas to clarify meaning (with openers) listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can vary openers using fronted adverbials.  I can use commas for clarity after openers.  I can use expanded noun phrases with pre- and postmodifiers.  I can proof-read my work for spelling and grammar errors.	Character Description  Use a familiar character from the story to build vocabulary and ideas.  Silhouette activity: use silhouette to separate personality traits and outward appearance and movement.  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.	
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, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  VPG:  Pupils should be taught to:	4	Plan writing: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - using modal verbs or adverbs to indicate degrees of possibility	I can use modal verbs or adverbs to show possibility or certainty.  I can use semicolons to separate sentences.  I can use hyphens to avoid ambiguity.  I can think about the use of vocabulary to enhance meaning.  I can distinguish between language when I am speaking and writing.	Persuasive Letter  Letters from the campers to the Warden or other official asking for camp conditions to be improved.  Present verbal arguments before writing, thinking about the difference between written and spoken language.  Use one scenario and write a persuasive letter for and against it- think about how arguments differ.  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.	

Develop their and entending of the consent and a sixty		to a construction as according to a condi-	T	Other and indicate the Material Coherence in
-Develop their understanding of the concepts set out in English Appendix 2 by:		- using semi-colons to mark boundaries		Other curriculum links: Use Votes for Schools for interesting
♣ recognising vocabulary and structures that are		between independent clauses		arguments that can be adapted to a persuasive letter. Use
appropriate for formal speech and writing, including		-to use hyphens to avoid ambiguity		scenarios relevant to children and their lives.
subjunctive forms & using passive verbs to affect the		maintain attention and participate actively in		
presentation of information in a sentence & using the		collaborative conversations, staying on topic		
perfect form of verbs to mark relationships of time and		and initiating and responding to comments		
1 .		(in planning)		
cause & using expanded noun phrases to convey	5	Plan writing:	I can relative clauses with	Non-Chronological Report
complicated information concisely & using modal verbs or adverbs to indicate degrees of possibility & using		- Noting and developing ideas, drawing on	different relative pronouns.	Non-emonoigical Report
relative clauses beginning with who, which, where, when,		research	different relative pronouns.	Link report to cross-curricular topics or something linked to
whose, that or with an implied (i.e. omitted) relative			Lasa was bullet asiate	Holes.
pronoun & learning the grammar for years 5 and 6 in		Draft and write:	I can use bullet points,	noies.
English Appendix		- using further organisational and	correctly laid out.	Practise writing for different audiences such as adult and
-Indicate grammatical and other features by:		presentational devices to structure text and		
<ul> <li>using commas to clarify meaning or avoid ambiguity in</li> </ul>		to guide the reader [for example, headings,	I can choose language	children- think about language will be different.
writing & using hyphens to avoid ambiguity & using		bullet points, underlining]	appropriate to my audience.	
brackets, dashes or commas to indicate parenthesis &	6	Edit and evaluate:		Analysis of example; practise skills and use them in context;
using semi-colons, colons or dashes to mark boundaries	"	- ensuring the consistent and correct use of	I can use a colon to introduce	plan and shared ideas; draft writing using previously taught
between independent clauses & using a colon to		tense throughout a piece of writing	a list.	skills; proof-read and edit work using editing pens with
introduce a list & punctuating bullet points consistently		- using relative clauses beginning with who,		
-Use and understand the grammatical terminology in		which, where, when, whose, that or with an	I can ensure tense is	support from teacher and peers; rewrite a finished version.
English Appendix 2 accurately and appropriately in		implied (i.e. omitted) relative pronoun	consistent and correct	
discussing their writing and reading.				
S&L		- punctuate bullet points consistently	through my writing.	
Pupils should be taught to: A listen and respond		- use a colon to introduce a list		
appropriately to adults and their peers & ask relevant		<ul> <li>listen and respond appropriately to adults</li> </ul>		
questions to extend their understanding and knowledge		and their peers		
♣ use relevant strategies to build their vocabulary ♣	7	Plan writing:	I can use a variety of openers.	Book Reports/ Reviews
articulate and justify answers, arguments and opinions ♣		<ul> <li>considering how authors have developed</li> </ul>		
give well-structured descriptions, explanations and		characters and settings in what pupils have	I can brackets and dashes for	Review the book that has been read and discuss any
narratives for different purposes, including for expressing		read, listened to or seen	parenthesis.	favourite books from the library. Articulate reasoning and
feelings * maintain attention and participate actively in		Draft and write:	parentnesis.	opinions verbally to a partner or group before writing.
collaborative conversations, staying on topic and		précising longer passages		opinions verbally to a partner of group before writing.
initiating and responding to comments & use spoken			I can use semicolons, colons	
language to develop understanding through speculating,		Edit and evaluate:	and dashes to separate	Move to reviewing other topics such as food/ drink, days
hypothesising, imagining and exploring ideas & speak		-proof-read for spelling and punctuation	clauses.	out and places to go.
audibly and fluently with an increasing command of		errors		
Standard English & participate in discussions,		-using semi-colons, colons or dashes to mark	Lean articulate my eniniara in	Analysis of example; practise skills and use them in
presentations, performances, role play, improvisations		boundaries between independent clauses	I can articulate my opinions in	context; plan and shared ideas; draft writing using
and debates & gain, maintain and monitor the interest of		-use brackets, dashes and commas for	spoken form before writing.	
the listener(s) & consider and evaluate different		parenthesis.		previously taught skills; proof-read and edit work using
viewpoints, attending to and building on the		articulating opinions		
contributions of others § select and use appropriate				
registers for effective communication.				
registers for effective communication.				

				editing pens with support from teacher and peers; rewrite a finished version.
Vocabulary:	parenth	nesis (brackets, dashes, commas), ambiguity, forr	nal, informal, synonyms, antonym	onouns, adverbs, modal verbs, cohesion, adverbials of time, ns, passive, active, subjunctive form, ellipsis, hyphen noun phrase, performance, intonation, concise paragraphs,
	-	tanza, metre, rhythm, structure, form, passive vo		mount principe, performance, intollution, college paragraphs,

Spelling and handwriting practice to take place daily.

National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: -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 interest noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedDraft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages 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:	2	Plan writing: - in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen performed Draft and write: - in narrative, describing settings and atmosphere - use a range of devices to build cohesion within paragraphs Edit and evaluate: - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Use expanded noun phrases to convey information concisely.  listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can use modal verbs or adverbs. I can use semi-colons to separate clauses. I can use a formal register and relevant vocabulary.	Balanced Argument — For or Against Xenotransplantation.  Plan Writing - develop ideas for both for and against (taking inspiration from the story).  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version
writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	4	Plan writing:  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Draft and write:  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Edit and evaluate:	I can use a range of cohesive devices.  I can use punctuation for parenthesis.  I can use punctuation to mark the boundaries between clauses.	Diary Entry  Link diary entry to Cameron in PHB.  Think about different moods- positive and negative and the use of informality.  Consider the same event from different people's perspectives and think how language and voice will differ.  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught

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Pupils should be taught to:		proposing changes to vocabulary, grammar		skills; proof-read and edit work using editing pens with
-Develop their understanding of the concepts set out in		and punctuation to enhance effects and clarify		support from teacher and peers; rewrite a finished version.
English Appendix 2 by:		meaning, proof-read for spelling and		
* recognising vocabulary and structures that are		punctuation errors (edit session)		
appropriate for formal speech and writing, including		- ensuring correct subject and verb agreement		
subjunctive forms & using passive verbs to affect the		when using singular and plural, distinguishing		
presentation of information in a sentence & using the		between the language of speech and writing		
perfect form of verbs to mark relationships of time and		and choosing the appropriate register		
cause * using expanded noun phrases to convey				
complicated information concisely & using modal verbs or		- recognising vocabulary and structures that		
adverbs to indicate degrees of possibility * using relative		are appropriate for formal speech and writing,		
clauses beginning with who, which, where, when, whose,		- perform their own compositions, using		
that or with an implied (i.e. omitted) relative pronoun *		appropriate intonation, volume, and		
learning the grammar for years 5 and 6 in English Appendix		movement so that meaning is clear.		
-Indicate grammatical and other features by:		- using passive verbs to affect the presentation		
using commas to clarify meaning or avoid ambiguity in		of information in a sentence		
writing * using hyphens to avoid ambiguity * using		-gain, maintain and monitor the interest of the		
brackets, dashes or commas to indicate parenthesis * using		listener(s)		
semi-colons, colons or dashes to mark boundaries between		- speak audibly and fluently with an increasing		
independent clauses * using a colon to introduce a list *				
punctuating bullet points consistently		command of Standard English		
-Use and understand the grammatical terminology in		- use spoken language to develop		
English Appendix 2 accurately and appropriately in		understanding through speculating,		
discussing their writing and reading.		hypothesising, imagining and exploring ideas		
<u>S&amp;L</u>	5	Plan writing:	I can integrate dialogue to	Narrative – Christmas Truce (or new Christmas Advert if
Pupils should be taught to: ♣ listen and respond		- In writing narratives, consider how authors	convey character and advance	preferable)
appropriately to adults and their peers & ask relevant		have developed characters and settings in	,	preferable
questions to extend their understanding and knowledge *		what pupils have read, listened to or seen	the action.	Watch the Sainsburys Advert of Christmas Truce. Discuss
use relevant strategies to build their vocabulary * articulate		performed	I am was a manage of amount	,
and justify answers, arguments and opinions & give well-		- in narratives, describing settings, characters	I can use a range of openers,	scene by scene. Compare with Paul McCartney's Pipes of
structured descriptions, explanations and narratives for			using commas correctly.	Peace – discuss reactions/feelings.
different purposes, including for expressing feelings &		and atmosphere and integrating dialogue to		
maintain attention and participate actively in collaborative		convey character and advance the action	I can use ellipses to build	Analysis of example; practise skills and use them in context;
conversations, staying on topic and initiating and	6	<ul> <li>identifying the audience for and purpose of</li> </ul>	suspense.	plan ideas and share them with others; draft ideas using
responding to comments * use spoken language to develop		the writing, selecting the appropriate form and		previous taught skills; proof read and edit using perfecto pens
understanding through speculating, hypothesising,		using other similar writing as models for their		
imagining and exploring ideas * speak audibly and fluently		<mark>own</mark>		with support from the teacher and children then write
with an increasing command of Standard English *		- noting and developing initial ideas, assessing		published version
participate in discussions, presentations, performances, role		the effectiveness of their own and others'		
play, improvisations and debates & gain, maintain and		writing		
monitor the interest of the listener(s) & consider and		Draft and write:		
evaluate different viewpoints, attending to and building on				
the contributions of others & select and use appropriate		- using a wide range of devices to build		
registers for effective communication.		cohesion within and across paragraphs		

	Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, proof-read for spelling and punctuation errors (edit session)  Plan writing:	I can think about the shape,	<u>Poetry</u>
	- Identifying the audience and purpose for the writing, using similar writing as models for their own.  Draft and write: - Select appropriate vocabulary, understanding how choices can enhance meaning Edit and evaluate: - Propose changes to vocabulary to enhance meaning - Perform composition using appropriate volume, intonation and movement Participate in performances use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	form and structure of my poem.  I can use personification and onomatopoeia.  I can perform my poem, using appropriate volume, intonation and movement.	Poetry -linked to Winter/Christmas.  Provide children with different examples of poems observing form and structure ie rhyming couplets, metre, verse, repetition.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using perfecto pens with support from the teacher and children then write published version
Vocabulary:	parenthesis (brackets, dashes, commas), ambiguity, forma	al, informal, synonyms, antonyms, p	onouns, adverbs, modal verbs, cohesion, adverbials of time, passive, active, subjunctive form, ellipsis, hyphen un phrase, performance, intonation, concise paragraphs, verse,



Subject English – Year 6 Spring 1 MTP Covered	d <mark>once</mark> / <mark>C</mark>	overed twice / <mark>Revisited</mark> / S&L	TEXT: Macbeth		
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to: -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 initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedDraft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in précising longer passages is using a wide range of devices to build cohesion within and across paragraphs is using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: set assessing the effectiveness of their own and others'	2	Plan writing: considering how authors have developed characters Draft and write: in narrative, describing character use a range of devices to build cohesion within paragraphs -and integrating dialogue to convey character and advance the action Edit and evaluate: - proof-read for spelling and punctuation errors - Use expanded noun phrases to convey information. Use commas to clarify meaning (with openers) Use hyphens to avoid ambiguity listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can vary openers, using fronted adverbials.  I can use commas for clarity after openers.  I can use expanded noun phrases with pre- and postmodifiers.  I can proof-read my work for spelling and grammar errors.  I can use hyphens in my work to avoid ambiguity.	Character Description  Children to write a character description of the Three Weird Sisters aka The Witches. Considering contrasting features to build vocabulary and ideas.  Silhouette activity: use silhouettes to separate personality traits and outward appearance and movement. Consider how they can portray each witch with unique qualities.  The witch group should have a single phrase: 'All Hail, Macbeth and Banquo!' to ensure dialogue is integrated appropriately.  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.	
writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  VPG:  Pupils should be taught to:  -Develop their understanding of the concepts set out in English Appendix 2 by:	4	Plan writing: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Draft and write: using a wide range of devices to build cohesion within and across paragraphs  Edit and evaluate: ensuring the consistent and correct use of tense throughout a piece of writing	I can use all punctuation for direct speech. I can use relative clauses. I can use brackets, dashes and commas for parenthesis. I can gain and maintain the interest of readers and listeners	Newspaper Report  Use events that appear in the book. Consider bold headlines and conciseness of information. What will happen if we aren't concise? Consider reporting with different moods- the difference between reporting the same thing in a positive and sad light  Use contrasting characters for quotes; consider degrees of formality.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using	

• recognising vocabulary and structures that are		-using the perfect form of verbs to mark		previous taught skills; proof read and edit using editing pens
appropriate for formal speech and writing, including		relationships of time and cause		then write published version.
subjunctive forms & using passive verbs to affect the		using semi-colons, colons or dashes to mark		
presentation of information in a sentence & using the		boundaries between independent clauses		
perfect form of verbs to mark relationships of time and		give well-structured descriptions, explanations		
cause * using expanded noun phrases to convey		and narratives for different purposes, including		
complicated information concisely * using modal verbs or				
adverbs to indicate degrees of possibility * using relative		for expressing feelings (through presenting of		
clauses beginning with who, which, where, when, whose,		work)		
that or with an implied (i.e. omitted) relative pronoun •				
learning the grammar for years 5 and 6 in English Appendix	5	Plan writing:	I can integrate dialogue to	Narrative
-Indicate grammatical and other features by:		- identifying the audience for and purpose of	convey character and advance	
<ul> <li>using commas to clarify meaning or avoid ambiguity in</li> </ul>		the writing, selecting the appropriate form and	•	Children to retell the story of Macbeth focusing on cohesion
writing & using hyphens to avoid ambiguity & using			the action.	and dialogue to convey character and advance action.
brackets, dashes or commas to indicate parenthesis & using		using other similar writing as models for their		and dialogue to convey character and duvance action.
semi-colons, colons or dashes to mark boundaries between		own	I can use a range of cohesive	Analysis of example; practise skills and use them in context;
independent clauses & using a colon to introduce a list &		- noting and developing initial ideas, drawing	devices.	
punctuating bullet points consistently		on reading and research where necessary,		plan ideas and share them with others; draft ideas using
-Use and understand the grammatical terminology in		assessing the effectiveness of their own and	I can use punctuation for	previous taught skills; proof read and edit using green pens
English Appendix 2 accurately and appropriately in	6	others' writing	parenthesis and to mark the	with support from the teacher and children then write
discussing their writing and reading.	•	Draft and write:	•	
S&L		- using further organisational and	boundaries between clauses.	published version.
Pupils should be taught to: A listen and respond		presentational devices to structure text and to		
appropriately to adults and their peers ♣ ask relevant		guide the reader		
questions to extend their understanding and knowledge &		Edit and evaluate:		
use relevant strategies to build their vocabulary & articulate				
and justify answers, arguments and opinions ♣ give well-		- proposing changes to vocabulary, grammar		
structured descriptions, explanations and narratives for		and punctuation to enhance effects and clarify		
different purposes, including for expressing feelings ♣		meaning, proof-read for spelling and		
maintain attention and participate actively in collaborative		punctuation errors		
conversations, staying on topic and initiating and		<ul> <li>recognising vocabulary and structures that</li> </ul>		
responding to comments * use spoken language to develop		are appropriate for formal speech and writing,		
understanding through speculating, hypothesising,		including subjunctive forms		
imagining and exploring ideas speak audibly and fluently		-choosing the appropriate register		
with an increasing command of Standard English *		- selecting appropriate grammar and		
participate in discussions, presentations, performances, role		vocabulary, understanding how such choices		
play, improvisations and debates & gain, maintain and monitor the interest of the listener(s) & consider and		can change and enhance meaning		
		can change and enhance meaning		
evaluate different viewpoints, attending to and building on the contributions of others & select and use appropriate		articulate and justify are were a recovered		
registers for effective communication.		-articulate and justify answers, arguments and		
registers for effective communication.		opinions		
		<ul> <li>participate in discussions, presentations,</li> </ul>		
		performances, role play, improvisations and		
		debates		

	- gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communicationmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  7 Plan writingJedentifying the audience and purpose for the writing, using similar writing as models for their own
Vocabulary:	C terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time arenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen ext specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, anza, metre, rhythm, structure, form, passive voice

Subject English – Year 6 Spring 2 MTP Covered	l once <mark>/ C</mark>		TEXT: Son of the Circus		
Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to: -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 in the noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedDraft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in précising longer passages 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		Plan writing: Noting and developing ideas, drawing on research Draft and write: - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - using a wide range of devices to build cohesion within and across paragraphs Edit and evaluate: - ensuring the consistent and correct use of tense throughout a piece of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun punctuate bullet points consistently listen and respond appropriately to adults and their peers	I can use relative clauses.  I can use brackets, dashes and commas for parenthesis.  I can gain and maintain the interest of readers and listeners	Diary Entry  Link diary entry to the main character in SotC.  Think about the main events of the story and how language and voice will convey the character effectively.  Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version	
* assessing the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  VPG: Pupils should be taught to:	4	Plan writing: - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - noting and developing initial ideas, drawing on reading and research where necessary Draft and write: -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	I can relative clauses with different relative pronouns.  I can use bullet points, correctly laid out.  I can choose language appropriate to my audience.  I can ensure tense is consistent and correct through my writing.	Non-Chronological Report – Information Text Biography on Victorian Workhouses.  Practicing writing for different audiences such as adult and children- think about which facts will interest which audience more (ie gaming would appeal to younger audience).  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.	

-Develop their understanding of the concepts set out in English Appendix 2 by:  * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in English Appendix - Indicate grammatical and other features by:  * using commas to clarify meaning or avoid ambiguity in writing * 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 * using a colon to introduce a list * punctuating bullet points consistently  -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  S&L  Pupils should be taught to: * 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 * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * 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 * gain, maintain and monitor the inter	- usi whii imp - usi pare  - pro and mea pun - ga liste  5 Plar Not rese Drai usin devi read und 6 Edit ensi tensi usin whii imp pun -list thei -ask und -use	it and evaluate: sing relative clauses beginning with who, nich, where, when, whose, that or with an plied (i.e. omitted) relative pronoun sing brackets, dashes or commas to indicate renthesis  roposing changes to vocabulary, grammar d punctuation to enhance effects and clarify eaning, proof-read for spelling and nctuation errors (edit session) ain, maintain and monitor the interest of the ener(s) an writing: ting and developing ideas, drawing on search aft and write: ng further organisational and presentational vices to structure text and to guide the eder [for example, headings, bullet points, derlining] it and evaluate: suring the consistent and correct use of nse throughout a piece of writing ing relative clauses beginning with who, nich, where, when, whose, that or with an plied (i.e. omitted) relative pronoun nctuate bullet points consistently iten and respond appropriately to adults and beir peers sick relevant questions to extend their derstanding and knowledge se relevant strategies to build their cabulary	I can use all punctuation for direct speech. I can use relative clauses. I can use brackets, dashes and commas for parenthesis. I can gain and maintain the interest of readers and listeners	Narrative  Children to retell main events from SotC focusing on cohesion and dialogue to convey character and advance action.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof -read and edit using green pens with support from the teacher and children then write published version.
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	7 Plan writing: - 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: - assessing the effectiveness of their own and others' writing -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, proof-read for spelling and punctuation errors -using modal verbs or adverbs to indicate degrees of possibility - using semi-colons, colons or dashes to mark boundaries between independent clauses	I can think about the shape, form and structure of my poem.  I can use a range of poetic and figurative devices including repetition, personification and onomatopoeia.  I can perform my poem, using appropriate volume, intonation and movement.	Children to create their ballad based on events from SotC. Children will draw upon main events from their narratives to develop and apply skills to poetry.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green pens with support from the teacher and children then write published version.
Vocabulary:	parenthesis (brackets, dashes, commas), ambiguity, forma	al, informal, synonyms, antonyms, p	onouns, adverbs, modal verbs, cohesion, adverbials of time, bassive, active, subjunctive form, ellipsis, hyphen un phrase, performance, intonation, concise paragraphs, verse,



Subject English – Year 6 Summer 1 MTP Covere	d once/ C	Covered twice / Revisited/ S&LY1		TEXT: Stormbreaker
Spelling and handwriting practice to take place daily.				
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: -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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedDraft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • 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'	2	Plan writing:  - Noting and developing ideas, drawing on research Draft and write:  - use a range of devices to build cohesion within and across paragraphs Edit and evaluate:  - Assess the effectiveness of own and others' writing  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  - articulate and justify answers, arguments (during verbal debate)  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	I can vary openers. I can use the subjunctive form. I can use mostly formal vocabulary. I can assess if my writing is effective and look at someone else's.	Persuasive Letter  Should animals be bred for the sole purpose of being used for their organs?  Begin with verbal debates so children get used to discussing arguments, even if it isn't their own opinion.  Children to write a persuasive letter to Dr Bryce — either persuading him to stop his research or to continue.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.
writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  VPG:  Pupils should be taught to:  -Develop their understanding of the concepts set out in English Appendix 2 by:	4	Plan writing: In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write: -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	I can integrate dialogue to convey character and advance the action.  I can use a range of openers, using commas correctly.  I can use ellipses to build suspense.  I can give feedback to somebody else about their work.	Narrative  Rewrite the opening scenes of the swimming pool. Switch voices between Cameron and Marlon.  Build suspense when Cam is underwater drowning.  Use dialogue carefully.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.

§ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms & using passive verbs to affect the presentation of information in a sentence & using the perfect form of verbs to mark relationships of time and cause & using expanded noun phrases to convey complicated information concisely & using modal verbs or adverbs to indicate degrees of possibility & using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun & learning the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by:     * using commas to clarify meaning or avoid ambiguity in writing & 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 & using a colon to introduce a list & punctuating bullet points consistently  -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  S&L  Pupils should be taught to:		<ul> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>Evaulate and edit:         <ul> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>plan on changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, proof-read for spelling and punctuation errors</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using expanded noun phrases to convey complicated information concisely</li> </ul> </li> </ul>		
	6	Plan writing: considering how authors have developed characters and settings in what pupils have read, listened to or seen Draft and write: précising longer passages Edit and evaluate: -proof-read for spelling and punctuation errors  using semi-colons, colons or dashes to mark boundaries between independent clauses use brackets, dashes and commas for parenthesis articulating opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - participate in discussions,	I can use a variety of openers.  I can brackets and dashes for parenthesis.  I can use semicolons, colons and dashes to separate clauses.  I can articulate my opinions in spoken form before writing.	Review Pig-Heart Boy highlighting themes and topics found within.  Articulate reasoning and opinions verbally to a partner or group before writing.  Children to read their last report — what do they think they could have improved on? Has their writing improved since then?  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.  Other links: Move to reviewing other topics such as food/drink, days out and places to go.

Vocabulary:	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen  Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse,			
	Stanza, i	metre, rhythm, structure, form, passive voice		

Subject English – Year 6 Summer 2 MTP Covered once / Covered twice / Revisited / S&L

Spelling and handwriting practice to take place daily.

**TEXT: Stormbreaker** 

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
Composition: Pupils should be taught to: -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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedDraft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ 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:	2	Plan writing: - 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: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Edit and evaluate: ensuring the consistent and correct use of tense throughout a piece of writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  Use hyphens to avoid ambiguity  Use a colon to introduce a list punctuate bullet points consistently listen and respond appropriately to adults and their peers	I can relative clauses with different relative pronouns.  I can use bullet points, correctly laid out.  I can choose language appropriate to my audience.  I can ensure tense is consistent and correct through my writing.	Non-Chronological Report  Link report to cross-curricular topics or choose something familiar.  Practicing writing for different audiences such as adult and children- think about language will be different.  Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.
writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  VPG:  Pupils should be taught to:	4	Plan writing:  - Identifying the audience and purpose for the writing, using similar writing as models for their own.  Draft and write:  - Select appropriate vocabulary, understanding how choices can enhance meaning  Edit and evaluate:  - Propose changes to vocabulary to enhance meaning  - Perform composition using appropriate volume, intonation and movement.	I can think about the shape, form and structure of my poem.  I can use personification and onomatopoeia.  I can perform my poem, using appropriate volume, intonation and movement.	Poetry  Poetry linked to transitioning/leaving school/memories/ changes.  Provide children with different examples of poems observing form and structure ie rhyming couplets, metre, verse, repetition. Encourage them to use own thoughts and feelings to help inspire the mood of their poem.

-Develop their understanding of the concepts set out in English Appendix 2 by:  * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or	5	- Participate in performances  Plan writing:	I can perform with appropriate	Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using editing pens then write published version.  Drama
adverbs to indicate degrees of possibility & using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun & learning the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by:     * using commas to clarify meaning or avoid ambiguity in writing & 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 & using a colon to introduce a list & punctuating bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  S&L  Pupils should be taught to: & 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 & give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings & 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 & gain, maintain and monitor the interest of the listener(s) & consider and evaluate different viewpoints, attending to and building on the contributions of others & select and use appropriate registers for effective communication.	6	- Identifying the audience and purpose for the writing, using similar writing as models for their own.  Draft and write: - integrating dialogue to convey character and advance the action Edit and evaluate: - assessing the effectiveness of their own and others' writing - Perform composition using appropriate volume, intonation and movement listen and respond appropriately to adults and their peers - Participate in performances and role play speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	expression, movement and volume.  I can demonstrate character through choice of language and expression.  I can consider my audience and purpose when performing.	Children to act out key moments in the story, using freeze frames to pause and focus on character emotions and reactions. Link to dilemmas.  Sequence events using illustrations, children practise performing clearly with intonation and volume and act out the story in small groups in the hall.  Use play scripts to develop own work.

Vocabulary:	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen
	Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice