

**Marriott Primary School**  
**English Curriculum**

At Marriott we provide high quality English lessons that are carefully planned to engage, enthuse and develop our children. We believe that a quality English curriculum should develop children's love of reading, writing and oracy. Our aim is to ensure that every child within our school, regardless of background and potential difficulty, leaves our school as a competent writer. To ensure children are fully prepared for both secondary and further education and adult life, we aim to build their confidence in writing for a range of purposes and audiences. The writing curriculum at Marriott encourages children to immerse themselves in a variety of different text types, understand the features and impact of these, and realise the importance of them beyond education. Teaching Phonics is the building blocks in both foundation stage and Key Stage one to support children having a secure knowledge of spelling. Children are taught to understand how to edit their writing throughout the school in a systematic and progressive way. The content of writing lessons is planned to build on children's previous knowledge as well as introduce new learning in a fun and memorable way. Children leave Marriott confident and with a deeper understanding of different text types and how to write them effectively with clear purpose.

**The barriers to the children's learning:**

Children begin Marriott with a low amount of vocabulary and a limited life experiences. We aim to give the children an enriching and broad English curriculum that helps to develop these in order for our children to catch up in line with National expectations. The National Curriculum states that spoken language underpins the development of reading and writing and, with oracy being such a high priority for children at Marriott, we weave talk opportunities into every lesson.

**Our 5 key themes for English are:**

Conflict	Inequality	Significance	Success	Playing my part
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**English Progression of Skills Year 6**

**ON GOING – NATIONAL CURRICULUM OBJECTIVES**

**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 performed

Draft 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
- précisising 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' 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

Pupils should be taught to:

- 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
- using commas to clarify meaning or avoid ambiguity in writing
- commas to indicate parenthesis
- using semi-colons to mark boundaries between independent clauses

Red – NC

Blue – Super Six

Green highlight – super 6 done for this

	Key Objectives	Ongoing Objectives	Assessment
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<p><b>Autumn 1</b></p> <p><b>Book Title: Class names/wellbeing (2-3 weeks)</b> <b>Theme-</b></p> <p><b>Books used as stimulus for Autumn term history:</b> <b>Friend or Foe</b> <b>Letters from the Lighthouse</b> <b>Goodnight Mister Tom</b></p> <p><b>Book Title: Friend or Foe (evacuation diary entry)</b> <b>(2 week)</b> <b>Theme-Conflict</b></p> <p><b>Purpose: To inform and convey character's emotions to the reader.</b></p> <p><b>Audience: People interested in a child's account of evacuation.</b></p>	<p>Year 5 key skills</p> <p>WALT – To understand the purpose and audience of a historical diary entry.</p> <p>WALT- To infer a characters' feelings and thoughts from what they have read.</p> <p>WALT- To evaluate the author's use of language considering the impact on the reader.</p> <ul style="list-style-type: none"> <li>- Reference to feelings</li> <li>- Implied meaning – actions/expressions</li> </ul> <p>WALT- To use coordinating and subordinating conjunctions correctly.</p> <ul style="list-style-type: none"> <li>- FANBOYS</li> <li>- ISAWAWABUB – focus on when, as, because and since</li> </ul> <p>STARTER WALT – To use adverbials to show the passing of time.</p> <ul style="list-style-type: none"> <li>- during the night, in the early morning, when dawn came</li> </ul> <p>STARTER WALT – To use informal language features.</p> <ul style="list-style-type: none"> <li>- Contractions</li> <li>- Colloquial language for items</li> </ul> <p>WALT – To use the past and present perfect form (Year 5)</p> <ul style="list-style-type: none"> <li>- Have been/had been</li> </ul>	<p><b>Diary Entry</b> Tense: -Y5 EXS: use of past perfect as a cohesive device (consolidated from Y5 curriculum)</p> <p>Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</p> <p>Vocabulary: - selecting vocabulary to enhance meaning •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</p> <p>Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs (e.g. adverbs) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</p> <p>Sentence types: -EXS– use of a range of conjunctions to aid cohesion and</p>	<p><b>FLYING HIGH</b></p> <p>Stimulus:</p> <p>WALT</p>
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<p><b>Book Title: Friend or Foe (informal letter)</b> (1 week) <b>Theme-Playing my part</b></p> <p><b>Purpose: To inform a close family member about your recent evacuation to the countryside.</b></p> <p><b>Audience: A close family member who is back in the city.</b></p>		select grammatical structures that reflect what the writing requires - Y5 EXS: relative clauses (consolidation from Y5 Curriculum) -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.	
	WALT- To plan for writing noting down initial ideas and drawing on prior reading.		
	WALT- To write a diary entry in character conveying emotions. - Adverbials for time and place - Subordinating conjunctions - Coordinating conjunctions - Informal language conventions - Emotive language	Punctuation: - Y5 EXS: brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or to avoid ambiguity (Consolidation from Y5 Curriculum) -Y6 GDS- use the range of punctuation taught at key stage 2	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a diary entry.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT - To understand the purpose and audience of an informal letter to a known recipient.	<b>Informal Letter</b> Tense: - EXS: use of passive form -Y5 EXS: use of past perfect as a cohesive device (consolidated from Y5 curriculum) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)	
	STARTER WALT (revision) – To identify verbs.		
	WALT- To know how to form the present perfect tense. - Have been/had been		
	WALT- To identify and use a range of cohesive device in an informal letter. - conjunction choices - pronouns use - verb tense - subjunctive (GDS) - paragraphs	Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary  Vocabulary:	

<b>Book Title: Friend or Foe (newspaper sighting of a plane)</b> <b>(2 weeks)</b> <b>Theme-Significance</b>	WALT- To write an informal letter to a known recipient. <ul style="list-style-type: none"> <li>- paragraphs</li> <li>- subordinating conjunctions</li> <li>- coordinating conjunctions</li> <li>- informal language conventions</li> <li>- emotive language</li> <li>- past/present perfect tense</li> <li>- varied pronouns – I, we, they</li> <li>- contractions</li> </ul>	- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language  Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials)	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing an informal letter.	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)	
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Sentence types: -EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.  Punctuation: -Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. dashes) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	
	WALT - To understand the purpose and audience of a newspaper report.	<b>Newspaper</b> Tense: - EXS: use of passive form	
	WALT- To identify the key features of a newspaper report. <ul style="list-style-type: none"> <li>- headline</li> <li>- by-line</li> <li>- quote</li> <li>- orientation – 5w's</li> </ul>	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar	

<p><b>Purpose: To inform people of what has happened.</b></p> <p><b>Audience: The general public in the area.</b></p>	<ul style="list-style-type: none"> <li>- reorientation – conclusion</li> <li>- picture with a caption underneath</li> </ul>	<p><b>Noun phrases:</b></p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning</li> <li>- EXS: more formal vocabulary</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul> <p><b>Cohesion:</b></p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, (e.g. <b>adverbials</b>)</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul> <p><b>Sentence types:</b></p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</li> <li>- Y5 EXS: relative clauses (consolidation from Y5 Curriculum)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- use of the semi-colon to mark the boundary between independent clauses;</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens)</li> </ul>	
	WALT- To use a range of synonyms to interest the reader.		
	WALT- To use semi colons in sentences.		
	WALT- To use colons in sentences.		
	WALT- To use relative clauses to include more information. <ul style="list-style-type: none"> <li>- That, whom, whose, who and which</li> </ul>		
	WALT- To use inverted commas for direct and reported speech.		
	WALT- To plan for writing noting down initial ideas and drawing on prior reading and examples.		
	WALT – To write a clear introduction that orientates the reader. <ul style="list-style-type: none"> <li>- Who, what, when, where and why</li> </ul>		
	WALT – To write a newspaper report about a historical event. <ul style="list-style-type: none"> <li>- Direct and reported speech</li> <li>- Clear orientation</li> <li>- Fronted adverbials</li> <li>- Correct choice of person – 3<sup>rd</sup> /1<sup>st</sup> (for quotes)</li> <li>- Colons and semi colons</li> <li>- Present and past perfect tense</li> <li>- Formality of language</li> <li>- Relative clauses</li> <li>- Passive voice (GDS)</li> </ul>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a historical newspaper report.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		

<p><b>Book Title:</b> <b>Beaumanor Hall trip</b> (recount) <b>(1 week)</b> <b>Theme –Success</b></p> <p><b>Purpose: To inform people about a place and how great it is.</b></p> <p><b>Audience: Governors at school who want the trip to stop happening.</b></p>	WALT - To understand the purpose and audience of a persuasive recount.		
	WALT - To identify how language, structure and presentation contribute to the meaning of a recount. <ul style="list-style-type: none"> <li>- 1<sup>st</sup> person</li> <li>- Past tense</li> <li>- Vocabulary to convey emotions</li> <li>- Conjunctions to add information – in addition, plus, also</li> <li>- Varied time conjunctions</li> <li>- Adjectives to describe</li> <li>- Adverbs and adverbial phrases for time, place and how</li> <li>- Paragraphs in the correct order - chronological</li> </ul>		
	WALT- To use a variety of adverbs and adverbial phrases to create cohesion.		
	WALT- To plan for writing noting down initial ideas and drawing on prior examples.		
	WALT – To write a positive recount about an event. <ul style="list-style-type: none"> <li>- personal pronoun use</li> <li>- relative clauses</li> <li>- commas to mark clauses</li> <li>- adverbial phrases - time</li> </ul>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a positive recount.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT - To understand the purpose and audience of a historical description.		
<p><b>Book Title: Air raid shelter – Beaumanor Hall trip (description)</b> <b>(1 week)</b></p>	WALT- To identify noun phrases that could be used in descriptive writing.	<p><b>Air Raid Shelter</b></p> <p>Tense:</p> <p>-Y5 EXS: use of past perfect as a cohesive device (consolidated from Y5 curriculum)</p>	

<b>Theme -Conflict</b>  <b>P: To inform and convey a character's emotions to the reader.</b>  <b>A: People interested in a child's account of evacuation.</b>	WALT- To create noun phrases that create a clear image in the readers' mind of what would have seen.	<b>Noun phrases:</b> - EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary  <b>Vocabulary:</b> - selecting vocabulary to enhance meaning •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language  <b>Cohesion:</b> - EXS: use a wider range of cohesive devices to link ideas across paragraphs (e.g. adverbs) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)  <b>Sentence types:</b> -EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires - Y5 EXS: relative clauses (consolidation from Y5 Curriculum) -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.  <b>Punctuation:</b> - Y5 EXS: brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or to avoid ambiguity (Consolidation from Y5 Curriculum) -Y6 GDS- use the range of punctuation taught at key stage 2	
	WALT- To use subordinating conjunctions. - ISAWAWABUB – focus on when, as, because, since, after		
	STARTER WALT – To name some prepositions. - On, beside, underneath, next to		
	WALT – To create expanded noun phrases with a prepositional phrase.		
	WALT- To write sentences that convey the senses through language choices.  For example:  The siren broke the silence of the evening, it certainly was not welcome. (hear)  Between the cracks in the wooden door, the intermittent flashes of explosions were visible in the distance. (see)  Unfortunately, through the thin blanket I was wrapped in, the cold, wooden floor could be felt with every toss and turn. (touch)  Sometimes mother would have prepared a flask of hot steaming tea, which we would sip at gingerly as the bombs fell. (Taste)  There was always the faint aroma of wall plaster in the air from the wrecked houses and tumbledown walls, a dry dusty smell in fine weather and a damp more pungent smell after rain. (smell)		
	WALT- To plan for writing noting down initial ideas and drawing on prior examples.		
	WALT- To write a description of being in an air raid shelter during a raid. - paragraphs		



	<ul style="list-style-type: none"> <li>- subordinating conjunctions</li> <li>- coordinating conjunctions</li> <li>- relative clauses</li> <li>- commas to mark clauses</li> <li>- dashes and brackets</li> <li>- : and ;</li> <li>- pronoun use - 1<sup>st</sup> person</li> </ul>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a description.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
<b>Autumn 2</b>  <b>Book Title: Friend or Foe (formal letter)</b> <b>(1 week)</b> <b>Theme –Playing my part</b>  <b>Purpose: To formally advise residents of the billeting process in their local area.</b>  <b>Audience: Members of the public in a particular area who are suitable to house a billeted child.</b>	WALT - To understand the purpose and audience of a formal letter.  WALT - To identify how language, structure and presentation contribute to the meaning a formal letter. <ul style="list-style-type: none"> <li>- future passive</li> <li>- present perfect</li> <li>- formality of language</li> <li>- : and ;</li> <li>- bullet points</li> <li>- accurate salutation – Sir/Madam, yours faithfully</li> </ul> WALT - To understand the difference between active and passive.  WALT - To know and use modal verbs to show the level of possibility.  WALT - To consider and accurately use formal language.  WALT – To use formal salutations accurately.  WALT - To plan for writing noting down initial ideas and drawing on prior examples.  WALT - To write a formal letter that is in keeping with the time	<b>Formal Letter</b> Tense: - EXS: use of passive form -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)  Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary ( <b>subjunctive</b> )  Vocabulary: - selecting vocabulary to enhance meaning - EXS: more formal vocabulary •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language  Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) -Y6 GD – exercise an assured and conscious control over	FLYING HIGH  Stimulus:  WALT

<p><b>Book Title: Warning Stories (The Caravan P. Corbett) and Warning Zone trip) (narrative) (2-3 weeks)</b></p> <p><b>Theme –Playing my part</b></p> <p><b>Purpose: To create a narrative based on a</b></p>	<p>period.</p> <ul style="list-style-type: none"> <li>- future passive</li> <li>- present perfect</li> <li>- formality of language</li> <li>- paragraphs – use of cohesive devices across them</li> <li>- subordinating conjunctions</li> <li>- coordinating conjunctions</li> <li>- relative clauses</li> <li>- commas to mark clauses</li> <li>- dashes and brackets</li> <li>- : and ;</li> <li>- bullet points</li> <li>- accurate salutation – Sir/Madam, yours faithfully</li> </ul>	<p>levels of formality, particularly through manipulating grammar (cohesion)</p> <p>Sentence types:</p> <p>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p> <p>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>-The shared model uses: a range of sentence structures, including ; and : to separate clauses</p>	
	<p>WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a formal letter.</p>	<p>Punctuation:</p> <ul style="list-style-type: none"> <li>- use of the semi-colon and colon to mark the boundary between independent clauses;</li> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of <b>bullet points</b> to list information;</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, colons) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	
	<p>WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>		
	<p>WALT – To understand the audience and purpose of a narrative.</p>	<p><b>Warning Story</b></p> <p>Tense:</p> <ul style="list-style-type: none"> <li>- EXS: use of passive form</li> <li>-Y5 EXS: use of past perfect as a cohesive device (consolidated from Y5 curriculum)</li> <li>-Y2 EXS: use of progressive an simple form (consolidated from Y2 curriculum)</li> <li>-Y3 EXS: use of present perfect instead of simple past (consolidated from Y3 curriculum)</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul>	
	<p>WALT – To identify cohesive devices that can be used throughout a narrative piece to aid the readers’ enjoyment.</p> <ul style="list-style-type: none"> <li>- vocabulary choices that are suitable for the theme</li> <li>- varied conjunctions – subordinate and coordinate</li> <li>- adjectives to describe</li> <li>- adverbs and adverbial phrases for time, place and manner</li> <li>- paragraphs</li> <li>- accurate tense use</li> </ul>		
	<p>WALT - To use the past progressive tense.</p>	<p>Noun phrases:</p>	

<p><b>safety message heard about in PSHE.</b></p> <p><b>Audience: Year 5 children at Marriott Primary School.</b></p>	WALT - To plan a narrative aimed at sharing a warning with Year 5 children noting down initial ideas and drawing on prior examples.	- EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary
	WALT- To use inverted commas accurately.	
	WALT – To use dialogue to convey character and move the action on.	Vocabulary: - selecting vocabulary to enhance meaning ((Y2) contractions, adverbials, onomatopoeia, synonyms, (Y3) prepositional phrases) •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language
	STARTER WALT- To use a variety of synonyms for said.	
	WALT- To create noun phrases with a prepositional phrase.	
	WALT- To write an introduction that explains to the reader how the story starts but indicates that all is not going to go well. - expanded noun phrases with prepositional phrases - synonyms - varied verb choices	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)
	WALT – To write a setting description using expanded noun phrases to create a clear picture for the reader.	
	WALT - To use a range of adverbials that indicate time.	Sentence types: -EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.
	WALT - To write showing that a character is in danger by creating tension. - repeated phrases - questions - similes - emotions - dialogue	Punctuation: - use of the semi-colon, colon and dash to mark the boundary between independent clauses; -use of a colon to introduce a list and semi-colons within lists; -how <b>hyphens</b> can be used to avoid ambiguity -Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
	WALT - To conclude a narrative ensuring that the advice is clear to the reader.	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a narrative.	
	OVERALL WALT – To write a narrative which creates tense but	

<p><b>Book Title: Linked to bike ability and walk to school week</b> (persuasive writing). <b>(1 week)</b> <b>Theme-Significance</b></p> <p><b>Purpose: To inform and persuade parents of the benefits of walking to school for their children.</b></p> <p><b>Audience: Parents of school aged children.</b></p>	<p>also shares advice with the reader.</p> <ul style="list-style-type: none"> <li>- repeated phrases</li> <li>- questions</li> <li>- similes</li> <li>- emotions</li> <li>- dialogue</li> <li>- expanded noun phrases with prepositional phrases</li> <li>- synonyms</li> <li>- varied verb choices</li> <li>- vocabulary choices that are suitable for the theme</li> <li>- varied conjunctions – subordinate and coordinate</li> <li>- adverbs and adverbial phrases for time, place and manner</li> <li>- paragraphs</li> <li>- accurate tense use</li> <li>- relative clauses</li> <li>- commas to mark clauses</li> <li>- dashes and brackets</li> <li>- : and ;</li> </ul>		
	<p>WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>		
	<p>WALT – To understand the audience and purpose of a persuasive piece of writing.</p>		
	<p>WALT- To retrieve, from reading, information about being healthy and its importance.</p>		
	<p>WALT - To identify how language, structure and presentation contribute to the meaning of persuasive writing.</p> <ul style="list-style-type: none"> <li>- subheading – sometimes one word, phrase or question</li> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> </ul>		

<div>Book Title: Reindeer food (persuasive letter)</div> <div>(1 week)</div> <div>Theme-Success</div> <div>Purpose: To persuade Santa to order your brand of food.</div> <div>Audience: Santa</div>	<div>- emotive language</div>		
	WALT – To use subject specific vocabulary related to exercise, mental health and the environment.		
	WALT - To write a persuasive text. <div><div>- subheading – sometimes one word, phrase or question</div><div>- modal verbs</div><div>- rhetorical questions</div><div>- facts and statistics – maybe exaggerated a little</div><div>- imperative verbs – walk, take</div><div>- adverbials – as well as this, firstly, furthermore</div><div>- personal pronouns – directed at the reader – you, we</div><div>- repetition – getting your child to walk</div><div>- emotive language</div></div>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive text.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT – To understand the audience and purpose of a persuasive letter.		
	WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive letter. <div><div>- modal verbs</div><div>- rhetorical questions</div><div>- facts and statistics – maybe exaggerated a little</div><div>- imperative verbs – walk, take</div><div>- adverbials – as well as this, firstly, furthermore</div><div>- personal pronouns – directed at the reader – you, we</div><div>- repetition – getting your child to walk</div><div>- emotive language</div></div>		
	WALT - To plan a persuasive letter aimed at persuading someone to		
	<div>Reindeer Food Letter</div> <div>Tense:</div> <div>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</div> <div>Noun phrases:</div> <div>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</div> <div>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</div> <div>Vocabulary:</div> <div>- selecting vocabulary to enhance meaning</div> <div>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);</div>		

	buy a product.	<p>literary language</p> <p>Cohesion:</p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul> <p>Sentence types:</p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of bullet points to list information;</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	
	STARTER WALT - To know and use modal verbs to show possibility.		
	STARTER WALT – To use modifiers. <ul style="list-style-type: none"> <li>- really, very, most</li> <li>- adverbs as modifiers – incredibly, fantastically</li> </ul>		
	WALT – To create a clear introduction stating what the product is.		
	WALT – To use positive language choices throughout the letter.		
	WALT- The use a variety of phrases to add information.		
	WALT- To use reported speech.		
	WALT - To write a persuasive letter. <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> </ul>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive letter.		
<b>Spring 1</b>  <b>Book Title: Greek Gods/Goddesses (encyclopaedia entry)</b>	WALT- To share information clearly with others.	<p><b>Encyclopaedia entry</b></p> <p>Tense:</p> <ul style="list-style-type: none"> <li>- EXS: use of passive form</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating</li> </ul>	<p><b>FLYING HIGH</b></p> <p>Stimulus:</p>
	WALT- To speak in grammatically correct sentences.		
	WALT- To show writers viewpoint.		

<p><b>(2 weeks)</b> <b>Theme-Significance</b></p> <p><b>P: To inform historians about a newly discovered Greek god or goddesses.</b></p> <p><b>A: Historians interested in finding out about newly discovered Greek gods and goddesses.</b></p>		grammar (tense)	WALT
	WALT- To give evidence for their decisions – Point, Evidence, Evaluate (PEE)	Noun phrases: - EXS: (use of hyphens to avoid ambiguity)	
	WALT – To understand the audience and purpose of an encyclopaedia entries.	Vocabulary: - selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning - EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language	
	WALT - To identify how language, structure and presentation contribute to the meaning of encyclopaedia entries. - passive and active - sub heading - pronoun use - technical vocabulary	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)	
	WALT - To plan an encyclopaedia entry to inform others about a new Greek God.		
	STARTER WALT- To use pronouns to aid cohesion.		
	WALT- To use the passive voice.		
	STARTER WALT – To use hyphenated words to create unambiguous descriptions.	Sentence types: -EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.	
	WALT - To write an encyclopaedia entry about a new Greek god. - passive and active - sub heading - pronoun use - technical vocabulary - expanded noun phrases - technical vocabulary - varied conjunctions – subordinate and coordinate - accurate tense use - a variety of sentence types - a variety of punctuation	Punctuation: - use of the semi-colon, colon and dash to mark the boundary between independent clauses; -use of a colon to introduce a list and semi-colons within lists; -how hyphens can be used to avoid ambiguity -Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive text.		



<p><b>Book Title: Greek Hero (advert) (1 week)</b></p> <p><b>Theme-Inequality</b></p> <p><b>Audience: Athenians looking for the challenge and opportunity to become a hero.</b></p> <p><b>Purpose: To persuade suitably skilled Athenians to apply for the role of a hero.</b></p>		meaning and avoid ambiguity.	
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT – To understand the audience and purpose of an advert.	<b>Hero Advert</b>	
	WALT - To identify how language, structure and presentation contribute to the meaning of an advert. <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- short sentences</li> <li>- noun phrases (the candidate, the successful person)</li> <li>- bullet points</li> <li>- adverbials – in addition to, also, plus</li> <li>- imperative verbs</li> </ul>	<p>Tense:</p> <ul style="list-style-type: none"> <li>-Y3 EXS: use of present perfect as a cohesive device (consolidated from Y3 curriculum)</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul> <p>Noun phrases:</p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</li> </ul>	
	WALT - To plan an advert to persuade people to apply for a job.		
	WALT - To write a persuasive advert. <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- short sentences</li> <li>- noun phrases (the candidate, the successful person)</li> <li>- bullet points</li> <li>- adverbials – in addition to, also, plus</li> <li>- imperative verbs</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning</li> <li>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul> <p>Cohesion:</p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul>	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive text.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<p>Sentence types:</p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and</li> </ul>	



<p><b>Book Title: Greek Hero</b> (persuasive letter) <b>(1 week)</b></p> <p><b>Theme- Inequality</b> <b>Linked to the letter they wrote applying for the job we did in lockdown.</b></p> <p><b>Does this look ok?</b> <b>Purpose and audience???</b></p>		<p>audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>-The shared model uses: a range of sentence structures, including ; and : to separate clauses</p> <p>.</p> <p>Punctuation:</p> <p>- use of the semi-colon, colon and dash to mark the boundary between independent clauses;</p> <p>-use of a colon to introduce a list and semi-colons within lists;</p> <p>-punctuation of bullet points to list information;</p> <p>-how hyphens can be used to avoid ambiguity</p> <p>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
	<p>WALT – To understand the audience and purpose of a persuasive letter.</p>	<p><b>Letter of application</b></p> <p>Tense:</p> <p>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</p>	
	<p>WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive letter.</p> <ul style="list-style-type: none"><li>- modal verbs</li><li>- rhetorical questions</li><li>- facts and statistics – maybe exaggerated a little</li><li>- imperative verbs – walk, take</li><li>- adverbials – as well as this, firstly, furthermore</li><li>- personal pronouns – directed at the reader – you, we</li><li>- repetition – getting your child to walk</li><li>- emotive language</li></ul>	<p>Noun phrases:</p> <p>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</p> <p>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</p>	
	<p>WALT - To plan a persuasive letter aimed at persuading that you have the skills for a job.</p>	<p>Vocabulary:</p> <p>- selecting vocabulary to enhance meaning</p> <p>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</p>	
	<p>STARTER WALT - To know and use modal verbs to show possibility.</p>	<p>Cohesion:</p> <p>- EXS: use a wider range of cohesive devices to link ideas</p>	

<b>Book Title: Theseus and the Minotaur</b> (narrative – main character introduction, setting, beast, action, conclusion)		across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis	
	<b>STARTER WALT</b> – To use modifiers. <ul style="list-style-type: none"> <li>- really, very, most</li> <li>- adverbs as modifiers – incredibly, fantastically</li> </ul>	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)	
	<b>WALT</b> – To create a clear introduction stating why you are applying.	Sentence types: -EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires -Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.	
	<b>WALT</b> – To use positive language choices throughout the letter.		
	<b>WALT</b> - The use a variety of phrases to add information.		
	<b>WALT</b> - To write a persuasive letter. <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>	Punctuation: -use of a colon to introduce a list and semi-colons within lists; -punctuation of bullet points to list information; -Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	
	<b>WALT</b> – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive letter.		
	<b>WALT</b> - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	<b>WALT</b> - To summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<b>Greek Myth</b> Tense: - EXS: use of passive form -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)	
	<b>WALT</b> – To understand the audience and purpose of a narrative.		
	<b>WALT</b> – To identify cohesive devices that can be used throughout a narrative piece to aid the readers' enjoyment.		

<p><b>(4 weeks – each section is separate with different focus)</b></p> <p><b>Theme-Conflict/Success</b></p> <p>Audience and purpose – Year 4 but purpose will change depending on section of the narrative.</p>	<ul style="list-style-type: none"> <li>- vocabulary choices that are suitable for the theme</li> <li>- varied conjunctions – subordinate and coordinate</li> <li>- adjectives to describe</li> <li>- adverbs and adverbial phrases for time, place and manner</li> <li>- paragraphs</li> <li>- accurate tense use</li> </ul> <p>WALT - To plan a narrative aimed at Year 4 children noting down initial ideas and drawing on prior examples.</p> <p>WALT- To use inverted commas accurately.</p> <p>WALT – To use dialogue to convey character and move the action on.</p> <p>STARTER WALT- To use a variety of synonyms for said.</p> <p>WALT- To create noun phrases with a prepositional phrase to describe the beast.</p> <p>WALT- To write an introduction that explains to the reader how the story starts but indicates that all is not going to go well.</p> <ul style="list-style-type: none"> <li>- expanded noun phrases with prepositional phrases</li> <li>- synonyms</li> <li>- varied verb choices</li> </ul> <p>WALT – To write a setting description using expanded noun phrases to create a clear picture for the reader.</p> <p>WALT – To create tension in a fight scene using a variety of verbs.</p> <p>WALT - To use a range of adverbials that indicate time.</p> <p>WALT - To write showing that a character is in danger by creating tension.</p> <ul style="list-style-type: none"> <li>- repeated phrases</li> <li>- questions</li> <li>- similes</li> </ul>	<p>Noun phrases:</p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) ‘beast-like waves pounded the sharp-edged rocks below the surface of the ocean’</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning</li> <li>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul> <p>Cohesion:</p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul> <p>Sentence types:</p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</li> <li>-The shared model uses: a range of sentence structures, including ; and : to separate clauses</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>- use of the semi-colon, colon and dash to mark the boundary</li> </ul>	
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	<ul style="list-style-type: none"> <li>- emotions</li> <li>- dialogue</li> </ul>	<p>between independent clauses;          -use of a colon to introduce a list and semi-colons within lists;          -how hyphens can be used to avoid ambiguity          -Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
	WALT - To conclude a narrative.		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a narrative.		
	OVERALL WALT – To write a narrative which creates tension. <ul style="list-style-type: none"> <li>- repeated phrases</li> <li>- questions</li> <li>- figurative language</li> <li>- emotions</li> <li>- dialogue</li> <li>- expanded noun phrases with prepositional phrases</li> <li>- synonyms</li> <li>- varied verb choices</li> <li>- vocabulary choices that are suitable for the theme</li> <li>- varied conjunctions – subordinate and coordinate</li> <li>- adverbs and adverbial phrases for time, place and manner</li> <li>- paragraphs</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
<b>Spring 2</b>  <b>Book Title: Theseus and the Minotaur</b> (poem) <b>(1week)</b> <b>Theme-Conflict</b>  <b>Linked to the poem we did in lockdown.</b>	WALT – To understand the audience and purpose of a poem.		<b>FLYING HIGH</b>  Stimulus-  WALT-
	WALT - To identify how language, structure and presentation contribute to the meaning of a poem. <ul style="list-style-type: none"> <li>- assonance</li> <li>- similes</li> <li>- metaphors</li> </ul>		
	WALT - To plan a poem.		

<p><b>Does this look ok?</b></p> <p><b>Purpose and audience???</b></p> <p><b>Book Title: Greek Travel Brochures (persuasive writing)</b> (2 weeks)</p> <p><b>Theme-Success</b></p> <p><b>Audience: Families with children who want to visit the city of Athens.</b></p> <p><b>Purpose: To inform people about Athens and to persuade people to visit the city</b></p>	<p>WALT - To write a poem.</p> <ul style="list-style-type: none"> <li>- assonance</li> <li>- similes</li> <li>- metaphors</li> </ul>		
	<p>WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a poem.</p>		
	<p>WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>		
	<p>WALT – To understand the audience and purpose of a persuasive travel brochure.</p>	<p><b>Travel brochure</b></p> <p>Tense:</p> <ul style="list-style-type: none"> <li>- Y5 EXS: use of past perfect form (consolidated from Y5 curriculum)</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul>	
	<p>WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive travel brochure.</p> <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> </ul>	<p>Noun phrases:</p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</li> </ul>	
	<p>WALT - To plan a persuasive travel brochure aimed at persuading someone to visit Greece.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning</li> <li>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul>	
	<p>WALT- To use question tags effectively.</p>		
	<p>WALT- To know the difference between comparison and superlative.</p>		
	<p>WALT- To be able to use the superlative form of verbs</p>	<p>Cohesion:</p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating</li> </ul>	
	<p>WALT - To write a persuasive travel brochure.</p> <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> </ul>		

<b>Book Title: Greek holiday (informal postcard)</b> <b>(2 days)</b> <b>Theme-Significance</b>	<ul style="list-style-type: none"> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>	<p>grammar (cohesion)</p> <p>Sentence types:</p> <p>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires (<b>superlatives, comparatives, imperatives, persuasive language</b>)</p> <p>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p>	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive travel brochure.	Punctuation:	
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<ul style="list-style-type: none"> <li>- use of the semi-colon, colon and dash to mark the boundary between independent clauses;</li> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of bullet points to list information;</li> <li>-how hyphens can be used to avoid ambiguity</li> </ul> <p>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
	WALT – To understand the audience and purpose of an informal postcard.	<b>Informal Letter</b> Tense:	
	WALT - To identify how language, structure and presentation contribute to the meaning of an informal postcard. <ul style="list-style-type: none"> <li>- contractions</li> <li>- informal language</li> <li>- dashes and brackets</li> <li>- appropriate salutations</li> </ul>	<ul style="list-style-type: none"> <li>- EXS: use of passive form</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul>	
	WALT - To plan an informal postcard to inform someone back at home.	Noun phrases: <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</li> </ul>	
	WALT - To write an informal postcard. <ul style="list-style-type: none"> <li>- emotive language</li> <li>- contractions</li> </ul>	Vocabulary: <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve</li> </ul>	

<p><b>Book Title: Athens v's Sparta</b> (balanced argument) (2 weeks) <b>Theme-Inequality</b></p> <p><b>Audience – Year 6 children at Granby Primary School with an interest in the city</b></p>	<ul style="list-style-type: none"> <li>- informal language</li> <li>- dashes and brackets</li> <li>- appropriate salutations</li> </ul>	<p>language choices to enhance meaning</p> <ul style="list-style-type: none"> <li>- EXS: more informal vocabulary</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul>	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing an informal postcard.	<p>Cohesion:</p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul>	
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<p>Sentence types:</p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>- use of the dash to mark the boundary between independent clauses;</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly</li> </ul>	
	WALT - To speak clearly in front of an audience.	<p><b>Balanced argument</b></p> <p>Tense:</p> <ul style="list-style-type: none"> <li>- EXS: use of passive form</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul>	
	WALT – To understand the audience and purpose of a balanced argument.	<p>Noun phrases:</p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</li> <li>-Y6 GDS: selection of e.g. literary language; exercise control</li> </ul>	
	WALT - To identify how language, structure and presentation		



<p>state of Athens or Sparta.</p> <p>Purpose – to persuade the Year 6 children at Granby Primary School that my chosen city state is the greatest.</p>	<p>contribute to the meaning of a balanced argument.</p> <p>-</p>	<p>over formality by manipulating vocabulary</p>	
	<p>WALT – To explore reasons for and against an argument.</p>	<p>Vocabulary:</p> <p>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning (<b>persuasive language, comparatives</b>)</p>	
	<p>WALT - To give evidence for their decisions – Point, Evidence, Evaluate (PEE).</p>	<p>- EXS: more formal vocabulary</p> <p>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</p>	
	<p>WALT - To plan a balanced argument aimed at persuading someone to live in a particular place.</p>		
	<p>WALT - To write a balanced argument.</p> <ul style="list-style-type: none"> <li>- conjunctions to extend an argument – furthermore, moreover, in addition to</li> <li>- modal verbs</li> <li>- opinions</li> <li>- multi clause sentences</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> <li>- cohesive devices across paragraphs</li> </ul>	<p>Cohesion:</p> <p>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials)</p> <p>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</p>	
	<p>WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a balanced argument.</p>	<p>Sentence types:</p> <p>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p> <p>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p>	
	<p>WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Punctuation:</p> <ul style="list-style-type: none"> <li>- use of the semi-colon, colon and dash to mark the boundary between independent clauses;</li> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of bullet points to list information;</li> <li>-how hyphens can be used to avoid ambiguity</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	



<p><b>Summer 1</b></p> <p><b>Book Title: Health Leaflets</b> (persuasive/informative leaflet) (1 week) <b>Theme-Playing my part</b></p> <p><b>Purpose: To inform and persuade younger children to be healthier.</b></p> <p><b>Audience: Younger children.</b></p>	<p><b>SATS revision with a focus on reading and grammar skills.</b></p> <p><b>Practice SATs week.</b></p> <p><b>Actual SATs week.</b></p> <p>WALT – To retrieve information about healthy eating.</p> <p>WALT – To understand the audience and purpose of a persuasive leaflet.</p> <p>WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive leaflet.</p> <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- subheadings</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> </ul> <p>WALT - To plan a persuasive leaflet aimed at persuading someone to buy a product.</p> <p>WALT - To write a persuasive leaflet.</p> <ul style="list-style-type: none"> <li>- modal verbs</li> <li>- subheadings</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> <li>- accurate use of tense</li> </ul>	<p><b>Health Leaflet</b></p> <p><b>Tense:</b></p> <p>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</p> <p><b>Noun phrases:</b></p> <p>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</p> <p>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</p> <p><b>Vocabulary:</b></p> <p>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning</p> <p>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</p> <p>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</p> <p><b>Cohesion:</b></p> <p>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</p> <p>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</p> <p><b>Sentence types:</b></p> <p>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</p>	<p><b>FLYING HIGH</b></p> <p><b>Stimulus:</b></p> <p><b>WALT</b></p>
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	<ul style="list-style-type: none"> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>	<p>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>-The shared model uses: a range of sentence structures, including ; and : to separate clauses</p> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>- use of the semi-colon, colon and dash to mark the boundary between independent clauses;</li> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of bullet points to list information;</li> <li>-how hyphens can be used to avoid ambiguity</li> </ul> <p>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
<p><b>Summer 2</b></p> <p><b>Book Title: Flotsam (explanatory text)</b> (2 weeks)</p> <p><b>Theme-Playing my part/Success</b></p> <p><b>Audience: The government.</b></p> <p><b>Purpose: To inform the government about your machine and to try and persuade them they should invest in it.</b></p>	<p>WALT – To understand the audience and purpose of an explanatory text related to improving the environment.</p> <p>WALT - To identify how language, structure and presentation contribute to the meaning of an explanatory text.</p> <ul style="list-style-type: none"> <li>- technical vocabulary</li> <li>- precise noun phrases</li> <li>- modals to create possibility</li> <li>- formal language choices</li> <li>- passive voice</li> <li>- subheadings</li> </ul> <p>WALT - To plan an explanatory text to inform the government about a machine that can help to improve the environment.</p> <p>STARTER WALT – To think of technical language.</p> <p>WALT - To write an explanatory text to the government about a machine that can help to improve the environment..</p> <ul style="list-style-type: none"> <li>- technical vocabulary</li> <li>- precise noun phrases</li> </ul>	<p><b>Explanatory Text</b></p> <p>Tense:</p> <ul style="list-style-type: none"> <li>- EXS: use of passive form</li> </ul> <p>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</p> <p>Noun phrases:</p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity)</li> </ul> <p>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning (<b>imperative, comparative, passive technical language</b>)</li> <li>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</li> </ul> <p>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</p>	<p><b>FLYING HIGH</b></p> <p><b>Stimulus:</b></p> <p><b>WALT:</b></p>

<p><b>Book Title: The Visitor</b> (narrative)</p> <p><b>(1 week)</b></p> <p><b>Theme-Conflict</b></p> <p><b>Audience: Children of a similar age</b></p>	<ul style="list-style-type: none"> <li>- modals to create possibility</li> <li>- formal language choices</li> <li>- passive voice</li> <li>- subheadings</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> <li>- formality related to the audience</li> <li>- accurate use of tense</li> <li>- a variety of punctuation</li> <li>- a variety of sentence types</li> </ul>	<p><b>Cohesion:</b></p> <ul style="list-style-type: none"> <li>- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis</li> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)</li> </ul> <p><b>Sentence types:</b></p> <ul style="list-style-type: none"> <li>-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires</li> <li>-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.</li> <li>-The shared model uses: a range of sentence structures, including ; and : to separate clauses</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- use of the semi-colon, colon and dash to mark the boundary between independent clauses;</li> <li>-use of a colon to introduce a list and semi-colons within lists;</li> <li>-punctuation of bullet points to list information;</li> <li>-how hyphens can be used to avoid ambiguity</li> <li>-Y6 GDS- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> <p><b>The Visitor</b></p> <p><b>Tense:</b></p> <ul style="list-style-type: none"> <li>-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)</li> </ul> <p><b>Noun phrases:</b></p> <ul style="list-style-type: none"> <li>- EXS: expanded noun phrases to convey complicated</li> </ul>	
	WALT - To ensure the conclusion leaves the reader wondering about the future.		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing an explanatory text.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT- To write a thought provoking conclusion.		
	WALT – To read for meaning.		
	WALT – To understand the audience and purpose of a spooky narrative.		
	WALT - To identify how language, structure and presentation contribute to the meaning of a spooky narrative.		
	<ul style="list-style-type: none"> <li>- simile</li> </ul>		

<b>Purpose: To create tension for the reader.</b>	<ul style="list-style-type: none"> <li>- metaphor</li> <li>- adverbials</li> <li>- prepositional phrases</li> <li>- questions</li> <li>- short sentences</li> <li>- passive – torn from her finger, ripped from her grasp</li> <li>- dialogue</li> <li>- synonyms for said</li> <li>- short sentences to build up the tense</li> <li>- onomatopoeia – phew, landed with a crunch</li> </ul>	<p>information concisely (use of hyphens to avoid ambiguity)</p> <p>-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning</li> <li>- EXS: more formal vocabulary e.g. go in – enter; use of hyphens re-cover / recover or man eating / man-eating</li> <li>•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language</li> </ul>	
	WALT - To plan a narrative that creates tension for the reader.	Cohesion:	
	STARTER WALT – To use onomatopoeia.	- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis	
	WALT – To use dialogue to convey character and move the action on.	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)	
	STARTER WALT- To use a variety of synonyms for said.	Sentence types:	
	WALT- To create noun phrases with a prepositional phrase to describe the setting.	-EXS– use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires	
	WALT- To write an introduction that explains to the reader how the story starts but indicates that all is not going to go well. <ul style="list-style-type: none"> <li>- expanded noun phrases with prepositional phrases</li> <li>- synonyms</li> <li>- varied verb choices</li> </ul>	-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing.	
	WALT – To write a setting description using expanded noun phrases to create a clear picture for the reader.	-The shared model uses: a range of sentence structures, including ; and : to separate clauses	
	WALT – To create tension throughout the narrative.	Punctuation:	
	WALT - To use a range of adverbials that indicate time.	- use of the semi-colon, colon and dash to mark the boundary between independent clauses;	
	WALT - To write showing that a character is in danger by creating tension.	-use of a colon to introduce a list and semi-colons within lists;	
		-how hyphens can be used to avoid ambiguity	
		-Y6 GDS- use the range of punctuation taught at key stage 2	

<p><b>Book Title: Enterprise Project (speech) (1 week)</b></p> <p><b>Theme-Success</b></p> <p><b>Thinking about what we have done in the past with enterprise.</b></p> <p><b>Does this look ok?</b></p> <p><b>Purpose and</b></p>	<ul style="list-style-type: none"> <li>- repeated phrases</li> <li>- questions</li> <li>- similes</li> <li>- emotions</li> <li>- dialogue</li> </ul>	<p>correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
	<p>WALT - To write a spooky narrative.</p> <ul style="list-style-type: none"> <li>- simile</li> <li>- metaphor</li> <li>- adverbials</li> <li>- prepositional phrases</li> <li>- questions</li> <li>- short sentences</li> <li>- passive – torn from her finger, ripped from her grasp</li> <li>- dialogue</li> <li>- synonyms for said</li> <li>- short sentences to build up the tense</li> <li>- onomatopoeia – phew, landed with a crunch</li> </ul>		
	<p>WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a spooky narrative.</p>		
	<p>WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>		
	<p>WALT – To understand the audience and purpose of a persuasive speech.</p>		
	<p>WALT - To identify how language, structure and presentation contribute to the meaning of a speech.</p> <p>-</p>		
	<p>WALT - To plan a persuasive speech aimed at persuading someone to buy a product.</p>		
	<p>WALT – To research and collate information on your specific product.</p>		
	<p>WALT - To write a persuasive speech.</p>		

audience???	<ul style="list-style-type: none"> <li>- modal verbs</li> <li>- rhetorical questions</li> <li>- facts and statistics – maybe exaggerated a little</li> <li>- imperative verbs – walk, take</li> <li>- adverbials – as well as this, firstly, furthermore</li> <li>- personal pronouns – directed at the reader – you, we</li> <li>- repetition – getting your child to walk</li> <li>- emotive language</li> </ul>		
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive speech.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
	WALT – To perform a speech using emotion.		
	<b>Transition visits</b>  <b>Letter about their life?????</b>		