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

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
- 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' 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

Autumn 1	Year 5 key skills		FLYING HIGH
Book Title: Class names/wellbeing (2-3 weeks)			Stimulus:
Theme-			WALT
Books used as stimulus for Autumn term history: Friend or Foe			
Letters from the Lighthouse			
Goodnight Mister Tom Book Title: Friend or	WALT – To understand the purpose and audience of a historical diary entry.	Diary Entry Tense: -Y5 EXS: use of past perfect as a cohesive device	
Foe (evacuation diary entry) (2 week)	WALT- To infer a characters' feelings and thoughts from what they have read.	(consolidated from Y5 curriculum) Noun phrases:	
Theme-Conflict Purpose: To inform	WALT- To evaluate the author's use of language considering the impact on the reader. - Reference to feelings	- EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control	
and convey character's emotions	- Implied meaning – actions/expressions	over formality by manipulating vocabulary	
to the reader. Audience: People	WALT- To use coordinating and subordinating conjunctions correctly. - FANBOYS	Vocabulary: - selecting vocabulary to enhance meaning -Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);	
interested in a child's account of evacuation.	- ISAWAWABUB – focus on when, as, because and since	literary language	
	STARTER WALT – To use adverbials to show the passing of time. - during the night, in the early morning, when dawn came	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs (e.g. adverbs)	
	STARTER WALT – To use informal language features. - Contractions - Colloquial language for items	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion)	
	WALT – To use the past and present perfect form (Year 5) - Have been/had been	Sentence types: -EXS— use of a range of conjunctions to aid cohesion and	2

	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	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. Punctuation: - Y5 EXS: brackets, dashes or commas to indicate	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a diary entry.	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 edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
Book Title: Friend or Foe (informal letter) (1 week)	WALT - To understand the purpose and audience of an informal letter to a known recipient.	Informal Letter Tense: - EXS: use of passive form	
Theme-Playing my part	STARTER WALT (revision) – To identify verbs.	-Y5 EXS: use of past perfect as a cohesive device (consolidated from Y5 curriculum) -Y6 GD – exercise an assured and conscious control over	
Purpose: To inform a close family member	WALT- To know how to form the present perfect tense. - Have been/had been	levels of formality, particularly through manipulating grammar (tense)	
about your recent evacuation to the countryside. Audience: A close family member who is	WALT- To identify and use a range of cohesive device in an informal letter. - conjunction choices - pronouns use - verb tense - subjunctive (GDS)	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	
back in the city.	- paragraphs	Vocabulary:	

	WALT- To write an informal letter to a known recipient. - paragraphs - subordinating conjunctions - coordinating conjunctions - informal language conventions - emotive language - past/present perfect tense - varied pronouns – I, we, they - contractions	- 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 of phrase, grammatical connections (e.g. adverbials)
	WALT - To select appropriate grammar and vocabulary to enhance meaning when writing an informal letter. WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion) 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.
Book Title: Friend or Foe (newspaper sighting of a plane) (2 weeks) Theme-Significance	WALT - To understand the purpose and audience of a newspaper report. WALT- To identify the key features of a newspaper report. - headline - by-line	Newspaper Tense: - EXS: use of passive form -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar
	quoteorientation – 5w's	

Purpose: To inform people of what has happened. Audience: The	- reorientation – conclusion - picture with a caption underneath WALT- To use a range of synonyms to interest the reader.	Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely -Y6 GDS: selection of e.g. literary language; exercise control
general public in the area.	WALT- To use semi colons in sentences.	over formality by manipulating vocabulary Vocabulary:
	WALT- To use colons in sentences.	- selecting vocabulary to enhance meaning - EXS: more formal vocabulary
	WALT- To use relative clauses to include more information. - That, whom, whose, who and which	•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language
	WALT- To use inverted commas for direct and reported speech.	Cohesion: - EXS: use a wider range of cohesive devices to link ideas
	WALT- To plan for writing noting down initial ideas and drawing on prior reading and examples.	across paragraphs, (e.g. adverbials) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating
	WALT – To write a clear introduction that orientates the reader. - Who, what, when, where and why	grammar (cohesion) Sentence types:
	WALT – To write a newspaper report about a historical event. - Direct and reported speech - Clear orientation - Fronted adverbials - Correct choice of person – 3 rd /1 st (for quotes) - Colons and semi colons - Present and past perfect tense - Formality of language - Relative clauses - Passive voice (GDS)	-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 Y5 EXS: relative clauses (consolidation from Y5 Curriculum) Punctuation:
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a historical newspaper report.	 use of the semi-colon to mark the boundary between independent clauses; Y6 GDS- use the range of punctuation taught at key stage 2
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	correctly (e.g. semi-colons, dashes, colons, hyphens)

	WALT To understand the number and outliness of	
Book Title:	WALT - To understand the purpose and audience of a persuasive	
	recount.	
Beaumanor Hall trip	WALT To identify how longuage atmostrate and accountation	
(recount)	WALT - To identify how language, structure and presentation	
1 week)	contribute to the meaning of a recount.	
Theme –Success	- 1 st person	
	- Past tense	
Purpose: To inform	- Vocabulary to convey emotions	
people about a place	- Conjunctions to add information – in addition, plus, also	
and how great it is.	- Varied time conjunctions	
	- Adjectives to describe	
Audience: Governors	- Adverbs and adverbial phrases for time, place and how	
at school who want	- Paragraphs in the correct order - chronological	
the trip to stop		
happening.	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.	
	- personal pronoun use	
	- relative clauses	
	- commas to mark clauses	
	- adverbial phrases - time	
	adverteral pinases time	
	WALT – To select appropriate grammar and vocabulary to enhance	
	meaning when writing a positive recount.	
	meaning when writing a positive recount.	
	WALT - To edit writing changing vocabulary, grammar and	
	punctuation to enhance effects and clarify meaning.	
	parational to children and claim, mouning.	
	WALT - To understand the purpose and audience of a historical	
	description.	Air Raid Shelter
Book Title: Air raid		Tense:
shelter – Beaumanor	WALT- To identify noun phrases that could be used in descriptive	-Y5 EXS: use of past perfect as a cohesive device
Hall trip (description)	writing.	(consolidated from Y5 curriculum)
(1 week)	witting.	
· · · · · · · · · · · · · · · · · · ·	1	

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

	- subordinating conjunctions - coordinating conjunctions - relative clauses - commas to mark clauses - dashes and brackets - : and; - pronoun use - 1 st person 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.		
Autumn 2 Book Title: Friend or Foe (formal letter) (1 week) Theme –Playing my part Purpose: To formally advise residents of the billeting process in their local area. Audience: Members	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. - future passive - present perfect - formality of language - : and; - bullet points - accurate salutation – Sir/Madam, yours faithfully WALT - To understand the difference between active and passive.	Formal Letter 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 (subjunctive) Vocabulary:	FLYING HIGH Stimulus: WALT
of the public in a particular area who are suitable to house a billeted child.	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.	 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 of phrase, grammatical connections (e.g. adverbials) Y6 GD – exercise an assured and conscious control over 	
	WALT - To write a formal letter that is in keeping with the time	20 CE CHILDRE WE WOUNDED WITHOUT O'TO	

	period. - future passive - present perfect	levels of formality, particularly through manipulating grammar (cohesion) Sentence types:	
	- formality of language	-EXS— use of a range of conjunctions to aid cohesion and	
	- paragraphs – use of cohesive devices across them	select grammatical structures that reflect what the writing	
	- subordinating conjunctions	requires	
	- coordinating conjunctions	-Y6 GD - write effectively for a range of purposes and	
	- relative clauses	audiences selecting the appropriate form and drawing	
	- commas to mark clauses	independently on what they have read as models for their own	
	- dashes and brackets	writing.	
	- : and ;	-The shared model uses: a range of sentence structures,	
	- bullet points	including; and: to separate clauses	
	- accurate salutation – Sir/Madam, yours faithfully	Punctuation:	
	WALT – To select appropriate grammar and vocabulary to enhance	- use of the semi-colon and colon to mark the boundary	
	meaning when writing a formal letter.	between independent clauses;	
	meaning when writing a formal fetter.	-use of a colon to introduce a list and semi-colons within lists;	
	WALT - To edit writing changing vocabulary, grammar and	-punctuation of bullet points to list information;	
	punctuation to enhance effects and clarify meaning.	-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.	
		W	
	WALT To an industrial to a single series of a series o	Warning Story Tangar	
Book Title: Warning	WALT – To understand the audience and purpose of a narrative.	Tense: - EXS: use of passive form	
Stories (The Caravan	WALT – To identify cohesive devices that can be used throughout a	-Y5 EXS: use of past perfect as a cohesive device	
P.Corbett) and	narrative piece to aid the readers' enjoyment.	(consolidated from Y5 curriculum)	
Warning Zone trip)	- vocabulary choices that are suitable for the theme	-Y2 EXS: use of progressive an simple form (consolidated	
(narrative)	- varied conjunctions – subordinate and coordinate	from Y2 curriculum)	
(2-3 weeks)	- adjectives to describe	-Y3 EXS: use of present perfect instead of simple past	
Theme –Playing my	- adverbs and adverbial phrases for time, place and manner	(consolidated from Y3 curriculum)	
part	- paragraphs	-Y6 GD – exercise an assured and conscious control over	
	- accurate tense use	levels of formality, particularly through manipulating	
Purpose: To create a		grammar (tense)	
narrative based on a	WALT - To use the past progressive tense.	N. I	
		Noun phrases:	
			10

safety message heard about in PSHE. Audience: Year 5 children at Marriott Primary School.	WALT - To plan a narrative aimed at sharing a warning with Year 5 children noting down initial ideas and drawing on prior examples. WALT - To use inverted commas accurately. WALT - To use dialogue to convey character and move the action on. STARTER WALT - To use a variety of synonyms for said.	- 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: - selecting vocabulary to enhance meaning ((Y2) contractions, adverbials, onomatopoeia, synonyms, (Y3) prepositional phrases) •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);
	WALT- To create noun phrases with a prepositional phrase.	literary language
	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 of phrase, grammatical connections (e.g. adverbials) and ellipsis -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating
	WALT – To write a setting description using expanded noun phrases to create a clear picture for the reader.	grammar (cohesion) Sentence types:
	WALT - To use a range of adverbials that indicate time.	-EXS— use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing
	WALT - To write showing that a character is in danger by creating tension. - repeated phrases - questions - similes - emotions - dialogue	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: - use of the semi-colon, colon and dash to mark the boundary between independent clauses;
	WALT - To conclude a narrative ensuring that the advice is clear to the reader.	-use of a colon to introduce a list and semi-colons within lists; -how hyphens can be used to avoid ambiguity
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a narrative.	-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
	OVERALL WALT – To write a narrative which creates tense but	meaning and avoid ambiguity.

also shares advice with the reader. repeated phrases questions similes emotions dialogue expanded noun phrases with prepositional phrases synonyms varied verb choices vocabulary choices that are suitable for the theme varied conjunctions – subordinate and coordinate adverbs and adverbial phrases for time, place and manner paragraphs accurate tense use relative clauses commas to mark clauses dashes and brackets : and : 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 **Book Title: Linked to** piece of writing. bike ability and walk to school week WALT- To retrieve, from reading, information about being healthy (persuasive writing). and its importance. (1 week) Theme-Significance WALT - To identify how language, structure and presentation contribute to the meaning of persuasive writing. **Purpose: To inform** subheading – sometimes one word, phrase or question and persuade parents modal verbs of the benefits of rhetorical questions walking to school for facts and statistics – maybe exaggerated a little their children. imperative verbs – walk, take **Audience: Parents of** adverbials – as well as this, firstly, furthermore school aged children. personal pronouns – directed at the reader – you, we repetition – getting your child to walk

	- emotive language		
	WALT – To use subject specific vocabulary related to exercise, mental health and the environment.		
	WALT - To write a persuasive text. - subheading – sometimes one word, phrase or question - modal verbs - rhetorical questions - facts and statistics – maybe exaggerated a little - imperative verbs – walk, take - adverbials – as well as this, firstly, furthermore - personal pronouns – directed at the reader – you, we - repetition – getting your child to walk - emotive language		
	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.		
Book Title: Reindeer food (persuasive letter) (1 week)	WALT – To understand the audience and purpose of a persuasive letter.	Reindeer Food Letter Tense: -Y6 GD – exercise an assured and conscious control over	
Theme-Success	WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive letter.	levels of formality, particularly through manipulating grammar (tense)	
Purpose: To persuade Santa to order your brand of food.	 modal verbs rhetorical questions facts and statistics – maybe exaggerated a little 	Noun phrases: - EXS: expanded noun phrases to convey complicated	
Audience: Santa	 imperative verbs – walk, take adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we 	information concisely (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary	
	 repetition – getting your child to walk emotive language 	Vocabulary: - selecting vocabulary to enhance meaning •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);	
	WALT - To plan a persuasive letter aimed at persuading someone to	10 323. provide abe of vocabulary (veros, fieldis, adveros),	

	buy a product.	literary language	
	STARTER WALT - To know and use modal verbs to show possibility.	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase,	
	STARTER WALT – To use modifiers. - really, very, most - adverbs as modifiers – incredibly, fantastically	grammatical connections (e.g. adverbials) and ellipsis -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating	
	WALT – To create a clear introduction stating what the product is.	grammar (cohesion)	
	WALT – To use positive language choices throughout the letter.	Sentence types: -EXS— use of a range of conjunctions to aid cohesion and	
	WALT- The use a variety of phrases to add information.	select grammatical structures that reflect what the writing requires	
	WALT- To use reported speech.	-Y6 GD - write effectively for a range of purposes and audiences selecting the appropriate form and drawing	
	WALT - To write a persuasive letter modal verbs	independently on what they have read as models for their own writing.	
	 rhetorical questions facts and statistics – maybe exaggerated a little imperative verbs – walk, take adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language 	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.	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive letter.		
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
Spring 1	WALT- To share information clearly with others.	Encyclopaedia entry Tense:	FLYING HIGH
Book Title: Greek Gods/Goddesses (encyclopaedia entry)	WALT- To speak in grammatically correct sentences. WALT- To show writers viewpoint.	- EXS: use of passive form -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating	Stimulus:
(one je ropaedia entry)	WILLI- TO SHOW WITCHS VICE POINT.	10,015 of formatty, particularly through manipulating	

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

		meaning and avoid ambiguity.	
	WALT - To edit writing changing vocabulary, grammar and		
	punctuation to enhance effects and clarify meaning.		
Book Title: Greek	WALT – To understand the audience and purpose of an advert.	Hero Advert	
Hero (advert)		Tense:	
(1 week)	WALT - To identify how language, structure and presentation	-Y3 EXS: use of present perfect as a cohesive device	
Theme-Inequality	contribute to the meaning of an advert.	(consolidated from Y3 curriculum)	
	- modal verbs	-Y6 GD – exercise an assured and conscious control over	
Audience: Athenians	- rhetorical questions	levels of formality, particularly through manipulating	
looking for the	- short sentences	grammar (tense)	
challenge and	- noun phrases (the candidate, the successful person)		
opportunity to	- bullet points	Noun phrases:	
become a hero.	- adverbials – in addition to, also, plus	- EXS: expanded noun phrases to convey complicated	
	- imperative verbs	information concisely (use of hyphens to avoid ambiguity)	
Purpose: To persuade		-Y6 GDS: selection of e.g. literary language; exercise control	
suitably skilled	WALT - To plan an advert to persuade people to apply for a job.	over formality by manipulating vocabulary	
Athenians to apply for		Vessbularu	
the role of a hero.	WALT - To write a persuasive advert.	Vocabulary:	
	- modal verbs	- selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning	
	- rhetorical questions	- EXS: more formal vocabulary e.g. go in – enter; use of	
	- short sentences	hyphens re-cover / recover or man eating / man-eating	
	- noun phrases (the candidate, the successful person)	•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);	
	- bullet points	literary language	
	 adverbials – in addition to, also, plus imperative verbs 	includy language	
	- accurate use of tense	Cohesion:	
	- a variety of punctuation	- EXS: use a wider range of cohesive devices to link ideas	
	- a variety of punctuation - a variety of sentence types	across paragraphs, e.g. repetition of a word of phrase,	
	a variety of sentence types	grammatical connections (e.g. adverbials) and ellipsis	
	WALT – To select appropriate grammar and vocabulary to enhance	-Y6 GD – exercise an assured and conscious control over	
	meaning when writing a persuasive text.	levels of formality, particularly through manipulating	
	meaning when writing a persuasive text.	grammar (cohesion)	
	WALT - To edit writing changing vocabulary, grammar and		
	punctuation to enhance effects and clarify meaning.	Sentence types:	
	parational to children circumstantial incuming.	-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	
			16

		audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing. -The shared model uses: a range of sentence structures, including; and: to separate clauses - 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; - punctuation of bullet points to list information;	
		-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.	
Book Title: Greek Hero (persuasive letter) (1 week) Theme- Inequality Linked to the letter they wrote applying for the job we did in lockdown. Does this look ok? Purpose and audience???	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. - modal verbs - rhetorical questions - facts and statistics - maybe exaggerated a little - imperative verbs - walk, take - adverbials - as well as this, firstly, furthermore - personal pronouns - directed at the reader - you, we - repetition - getting your child to walk - emotive language WALT - To plan a persuasive letter aimed at persuading that you have the skills for a job. STARTER WALT - To know and use modal verbs to show possibility.	Letter of application Tense: -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 (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary Vocabulary: - selecting vocabulary 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	17

		across paragraphs, e.g. repetition of a word of phrase,	
	STARTER WALT – To use modifiers.	grammatical connections (e.g. adverbials) and ellipsis	
	- really, very, most		
	- adverbs as modifiers – incredibly, fantastically	-Y6 GD – exercise an assured and conscious control over	
		levels of formality, particularly through manipulating	
	WALT – To create a clear introduction stating why you are	grammar (cohesion)	
	applying.		
		Sentence types:	
	WALT – To use positive language choices throughout the letter.	-EXS- use of a range of conjunctions to aid cohesion and	
		select grammatical structures that reflect what the writing	
	WALT- The use a variety of phrases to add information.	requires	
		-Y6 GD - write effectively for a range of purposes and	
	WALT - To write a persuasive letter.	audiences selecting the appropriate form and drawing	
	- modal verbs	independently on what they have read as models for their own	
	- rhetorical questions	writing.	
	- facts and statistics – maybe exaggerated a little		
	- imperative verbs – walk, take	Punctuation:	
	- adverbials – as well as this, firstly, furthermore	-use of a colon to introduce a list and semi-colons within lists;	
	- personal pronouns – directed at the reader – you, we	-punctuation of bullet points to list information;	
	* *	-Y6 GDS- use the range of punctuation taught at key stage 2	
	- repetition – getting your child to walk	correctly (e.g. dashes, colons, hyphens) and, when necessary,	
	emotive languageaccurate use of tense	use such punctuation precisely to enhance meaning and avoid	
		ambiguity.	
	- a variety of punctuation		
	- a variety of sentence types		
	WALT. To all the second of the		
	WALT – To select appropriate grammar and vocabulary to enhance		
	meaning when writing a persuasive letter.		
	WALT To add muiting abouting and a second of the second of		
	WALT - To edit writing changing vocabulary, grammar and		
	punctuation to enhance effects and clarify meaning.		
	WALT To commencing the main ideas decree from many the		
Book Title: Theseus	WALT- To summarising the main ideas drawn from more than one	Greek Myth	
and the Minotaur	paragraph, identifying key details that support the main ideas.	Tense:	
(narrative – main	WALT. To understand the outliness and numbers of a negretive	- EXS: use of passive form	
character introduction,	WALT – To understand the audience and purpose of a narrative.	-Y6 GD – exercise an assured and conscious control over	
setting, beast, action,	WALT. To identify askeding devices that can be as all through the	levels of formality, particularly through manipulating	
conclusion)	WALT – To identify cohesive devices that can be used throughout a	grammar (tense)	
	narrative piece to aid the readers' enjoyment.		

(4 weeks – each	 vocabulary choices that are suitable for the theme 	
section is separate	 varied conjunctions – subordinate and coordinate 	Noun phrases:
with different focus)	- adjectives to describe	- EXS: expanded noun phrases to convey complicated
Theme-	- adverbs and adverbial phrases for time, place and manner	information concisely (use of hyphens to avoid ambiguity)
Conflict/Success	- paragraphs	'beast-like waves pounded the sharp-edged rocks below the
	- accurate tense use	surface of the ocean'
Audience and purpose	W	-Y6 GDS: selection of e.g. literary language; exercise control
Year 4 but purpose	WALT - To plan a narrative aimed at Year 4 children noting down	over formality by manipulating vocabulary
will change depending	initial ideas and drawing on prior examples.	over formatty by manipulating vocabulary
on section of the	initial lacas and drawing on prior examples.	Vocabulary:
narrative.	WALT To use immediate accountable	- selecting vocabulary to enhance meaning e.g. improve
narrative.	WALT- To use inverted commas accurately.	language choices to enhance meaning
	WAY TO TO IT I I I I I I I I I I I I I I I	
	WALT – To use dialogue to convey character and move the action	- EXS: more formal vocabulary e.g. go in – enter; use of
	on.	hyphens re-cover / recover or man eating / man-eating
		•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);
	STARTER WALT- To use a variety of synonyms for said.	literary language
	WALT- To create noun phrases with a prepositional phrase to	Cohesion:
	describe the beast.	- EXS: use a wider range of cohesive devices to link ideas
		across paragraphs, e.g. repetition of a word of phrase,
	WALT- To write an introduction that explains to the reader how the	grammatical connections (e.g. adverbials) and ellipsis
	story starts but indicates that all is not going to go well.	-Y6 GD – exercise an assured and conscious control over
	- expanded noun phrases with prepositional phrases	levels of formality, particularly through manipulating
	- synonyms	grammar (cohesion)
	- varied verb choices	
	10000 1	Sentence types:
	WALT – To write a setting description using expanded noun	-EXS- use of a range of conjunctions to aid cohesion and
	phrases to create a clear picture for the reader.	select grammatical structures that reflect what the writing
	pinuses to create a crear pretare for the reader.	requires
	WALT – To create tension in a fight scene using a variety of verbs.	-Y6 GD - write effectively for a range of purposes and
	17 121 To create tension in a right seeme using a variety of veros.	audiences selecting the appropriate form and drawing
	WALT. To use a range of advertigle that indicate time	independently on what they have read as models for their own
	WALT - To use a range of adverbials that indicate time.	writing.
	WALT To write showing that a shows story is in domain to the	-The shared model uses: a range of sentence structures,
	WALT - To write showing that a character is in danger by creating	including; and: to separate clauses
	tension.	6,
	- repeated phrases	Punctuation:
	- questions	- use of the semi-colon, colon and dash to mark the boundary
	- similes	- use of the senii-colon, colon and dash to mark the boundary

	- emotions - dialogue 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. - repeated phrases - questions - figurative language - emotions - dialogue - expanded noun phrases with prepositional phrases - synonyms - varied verb choices - vocabulary choices that are suitable for the theme - varied conjunctions - subordinate and coordinate - adverbs and adverbial phrases for time, place and manner - paragraphs - accurate use of tense - a variety of punctuation - a variety of sentence types WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	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.	
Spring 2 Book Title: Theseus and the Minotaur (poem) (1week) Theme-Conflict Linked to the poem we did in lockdown.	WALT - To understand the audience and purpose of a poem. WALT - To identify how language, structure and presentation contribute to the meaning of a poem. - assonance - similes - metaphors WALT - To plan a poem.		FLYING HIGH Stimulus- WALT-

Does this look ok? Purpose and audience???	WALT - To write a poem. - assonance - similes - metaphors WALT - To select appropriate grammar and vocabulary to enhance meaning when writing a poem. WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
Book Title: Greek Travel Brochures (persuasive writing)	WALT – To understand the audience and purpose of a persuasive travel brochure.	Travel brochure Tense: - Y5 EXS: use of past perfect form (consolidated from Y5	
(2 weeks) Theme-Success	WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive travel brochure. - modal verbs - rhetorical questions	curriculum) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)	
Audience: Families with children who want to visit the city of Athens. Purpose: To inform people about Athens	 facts and statistics – maybe exaggerated a little imperative verbs – walk, take adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language 	Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary	
and to persuade people to visit the city	WALT - To plan a persuasive travel brochure aimed at persuading someone to visit Greece.	Vocabulary: - selecting vocabulary to enhance meaning e.g. improve language choices to enhance meaning	
	WALT- To use question tags effectively.	- 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);	
	WALT- To know the difference between comparison and superlative.	literary language Cohesion:	
	WALT- To be able to use the superlative form of verbs	- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase,	
	WALT - To write a persuasive travel brochure. - modal verbs - rhetorical questions	grammatical connections (e.g. adverbials) and ellipsis -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating	

	 facts and statistics – maybe exaggerated a little imperative verbs – walk, take adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language accurate use of tense a variety of punctuation a variety of sentence types 	grammar (cohesion) Sentence types: -EXS— use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires (superlatives, comparatives, imperatives, persuasive language) -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	
	WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive travel brochure.	writing. Punctuation:	
	WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	 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; punctuation of bullet points to list information; 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. 	
Book Title: Greek holiday (informal postcard)	WALT – To understand the audience and purpose of an informal postcard.	Informal Letter Tense:	
(2 days) Theme-Significance	WALT - To identify how language, structure and presentation contribute to the meaning of an informal postcard contractions - informal language - dashes and brackets	- EXS: use of passive form -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)	
	- dashes and brackets - appropriate salutations WALT - To plan an informal postcard to inform someone back at home.	Noun phrases: - EXS: expanded noun phrases to convey complicated information concisely (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary	
	WALT - To write an informal postcard emotive language - contractions	Vocabulary: - selecting vocabulary to enhance meaning e.g. improve	

	- informal language	language choices to enhance meaning	
	- dashes and brackets	- EXS: more informal vocabulary	
	- appropriate salutations	•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);	
		literary language	
	WALT – To select appropriate grammar and vocabulary to enhance		
	meaning when writing an informal postcard.	Cohesion:	
		- EXS: use a wider range of cohesive devices to link ideas	
	WALT - To edit writing changing vocabulary, grammar and	across paragraphs, e.g. repetition of a word of phrase,	
	punctuation to enhance effects and clarify meaning.	grammatical connections	
		-Y6 GD – exercise an assured and conscious control over	
		levels of formality, particularly through manipulating	
		grammar (cohesion)	
		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.	
		witting.	
		Punctuation:	
		- use of the dash to mark the boundary between independent	
		clauses;	
		-Y6 GDS- use the range of punctuation taught at key stage 2	
		correctly	
			ļ
Book Title: Athens v's	WALT - To speak clearly in front of an audience.	Balanced argument	
Sparta (balanced	1	Tense:	
argument)	WALT – To understand the audience and purpose of a balanced	- EXS: use of passive form	
(2 weeks)	argument.	-Y6 GD – exercise an assured and conscious control over	
Theme-Inequality	- conjunctions to extend an argument – furthermore,	levels of formality, particularly through manipulating	
	moreover, in addition to	grammar (tense)	
	- modal verbs		
Audience – Year 6	- opinions	Noun phrases:	
children at Granby	- multi clause sentences	- EXS: expanded noun phrases to convey complicated	
Primary School with		information concisely (use of hyphens to avoid ambiguity)	
an interest in the city	WALT - To identify how language, structure and presentation	-Y6 GDS: selection of e.g. literary language; exercise control	
			23

state of Athens or Sparta. Purpose – to persuade	contribute to the meaning of a balanced argument. - WALT – To explore reasons for and against an argument.	over formality by manipulating vocabulary Vocabulary: - selecting vocabulary to enhance meaning e.g. improve
the Year 6 children at Granby Primary School that my chosen city state is the	WALT - To give evidence for their decisions – Point, Evidence, Evaluate (PEE). WALT - To plan a balanced argument aimed at persuading someone	language choices to enhance meaning (persuasive language, comparatives) - EXS: more formal vocabulary •Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);
greatest.	to live in a particular place.	literary language Cohesion:
	WALT - To write a balanced argument. - conjunctions to extend an argument – furthermore, moreover, in addition to - modal verbs - opinions - multi clause sentences	- EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials) -Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating
	 accurate use of tense a variety of punctuation a variety of sentence types cohesive devices across paragraphs WALT – To select appropriate grammar and vocabulary to enhance	grammar (cohesion) Sentence types: -EXS— use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires
	meaning when writing a balanced argument. WALT - To edit writing changing vocabulary, grammar and	-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
	punctuation to enhance effects and clarify meaning.	writing. 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; -punctuation of bullet points to list information; -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.

Summer 1	SATS revision with a focus on reading and grammar skills.		FLYING HIGH
	Practice SATs week.		Stimulus:
	Actual SATs week.		WALT
Book Title: Health Leaflets	WALT – To retrieve information about healthy eating.	Health Leaflet Tense:	
(persuasive/informative leaflet) (1 week)	WALT – To understand the audience and purpose of a persuasive leaflet.	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense)	
Theme-Playing my part	WALT - To identify how language, structure and presentation contribute to the meaning of a persuasive leaflet. - modal verbs	Noun phrases: - EXS: expanded noun phrases to convey complicated	
Purpose: To inform and persuade younger children to be healthier.	 subheadings rhetorical questions facts and statistics – maybe exaggerated a little imperative verbs – walk, take 	information concisely (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary	
Audience: Younger children.	 adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language 	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	
	WALT - To plan a persuasive leaflet aimed at persuading someone to buy a product.	•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs); literary language	
	WALT - To write a persuasive leaflet. - modal verbs - subheadings - rhetorical questions - facts and statistics – maybe exaggerated a little - imperative verbs – walk, take - adverbials – as well as this, firstly, furthermore	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of 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)	
	 personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language accurate use of tense 	Sentence types: -EXS— use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires	

	- a variety of punctuation - a variety of sentence types WALT – To select appropriate grammar and vocabulary to enhance meaning when writing a persuasive leaflet. WALT - To edit writing changing vocabulary, grammar and punctuation to enhance effects and clarify meaning.	-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. -The shared model uses: a range of sentence structures, including; and: to separate clauses 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; -punctuation of bullet points to list information; -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.	
Summer 2 Book Title: Flotsam	WALT – To understand the audience and purpose of an explanatory text related to improving the environment.	Explanatory Text Tense: - EXS: use of passive form	FLYING HIGH
(explanatory text)	WALT - To identify how language, structure and presentation	-Y6 GD – exercise an assured and conscious control over	Stimulus:
(2 weeks)	contribute to the meaning of an explanatory text.	levels of formality, particularly through manipulating	
Theme-Playing my	- technical vocabulary	grammar (tense)	WALT:
part/Success	- precise noun phrases		
	- modals to create possibility	Noun phrases:	
Audience: The	- formal language choices	- EXS: expanded noun phrases to convey complicated	
government.	- passive voice	information concisely (use of hyphens to avoid ambiguity)	
Dumaga. To inform	- subheadings	-Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary	
Purpose: To inform the government about	WALT - To plan an explanatory text to inform the government	over formatity by manipulating vocabulary	
your machine and to	about a machine that can help to improve the environment.	Vocabulary:	
try and persuade	acous a machine that can help to improve the chynomical.	- selecting vocabulary to enhance meaning e.g. improve	
them they should	STARTER WALT – To think of technical language.	language choices to enhance meaning (imperative,	
invest in it.	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	comparative, passive technical language)	
	WALT - To write an explanatory text to the government about a	- EXS: more formal vocabulary e.g. go in – enter; use of	
	machine that can help to improve the environment	hyphens re-cover / recover or man eating / man-eating	
	- technical vocabulary	•Y6 GDS: precise use of vocabulary (verbs, nouns, adverbs);	
	- precise noun phrases	literary language	

	- modals to create possibility - formal language choices - passive voice - subheadings - accurate use of tense - a variety of punctuation - a variety of sentence types - formality related to the audience - accurate use of tense - a variety of punctuation - a variety of punctuation - a variety of penctuation - a variety of sentence types 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.	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of 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) 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 writingThe shared model uses: a range of sentence structures, including; and: to separate clauses 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; -punctuation of bullet points to list information; -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.	
Book Title: The Visitor (narrative) (1 week)	WALT – To read for meaning. WALT – To understand the audience and purpose of a spooky	The Visitor Tense: -Y6 GD – exercise an assured and conscious control over	
Theme-Conflict Audience: Children of	narrative. WALT - To identify how language, structure and presentation	levels of formality, particularly through manipulating grammar (tense)	
a similar age	contribute to the meaning of a spooky narrative simile	Noun phrases: - EXS: expanded noun phrases to convey complicated	27

Purpose: To create tension for the reader.	 metaphor adverbials prepositional phrases questions short sentences passive – torn from her finger, ripped from her grasp dialogue synonyms for said short sentences to build up the tense onomatopoeia – phew, landed with a crunch 	information concisely (use of hyphens to avoid ambiguity) -Y6 GDS: selection of e.g. literary language; exercise control over formality by manipulating vocabulary 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 plan a narrative that creates tension for the reader. STARTER WALT - To use onomatopoeia. WALT - To use dialogue to convey character and move the action	Cohesion: - EXS: use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials) and ellipsis
	on. STARTER WALT- To use a variety of synonyms for said. WALT- To create noun phrases with a prepositional phrase to	-Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion) Sentence types:
	describe the setting. WALT- To write an introduction that explains to the reader how the story starts but indicates that all is not going to go well.	-EXS— use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires
	 expanded noun phrases with prepositional phrases synonyms varied verb choices 	-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. -The shared model uses: a range of sentence structures,
	WALT – To write a setting description using expanded noun phrases to create a clear picture for the reader. WALT – To create tension throughout the narrative.	including; and: to separate clauses Punctuation:
	WALT - To use a range of adverbials that indicate time. WALT - To write showing that a character is in danger by creating	 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
	tension.	-Y6 GDS- use the range of punctuation taught at key stage 2

	- repeated phrases	correctly (e.g. semi-colons, dashes, colons, hyphens) and,	
	- questions	when necessary, use such punctuation precisely to enhance	
	- similes	meaning and avoid ambiguity.	
	- emotions		
	- dialogue		
	WALE TO THE PARTY OF THE PARTY		
	WALT - To write a spooky narrative.		
	- simile		
	- metaphor - adverbials		
	- prepositional phrases		
	questionsshort sentences		
	 short sentences passive – torn from her finger, ripped from her grasp 		
	- dialogue		
	- synonyms for said		
	- short sentences to build up the tense		
	- onomatopoeia – phew, landed with a crunch		
	r and r		
	WALT – To select appropriate grammar and vocabulary to enhance		
	meaning when writing a spooky narrative.		
	WALT - To edit writing changing vocabulary, grammar and		
	punctuation to enhance effects and clarify meaning.		
Book Title: Enterprise	WALT – To understand the audience and purpose of a persuasive		
Project (speech)	speech.		
(1 week)			
Theme-Success	WALT - To identify how language, structure and presentation		
Theme Success	contribute to the meaning of a speech.		
Thinking about what	- TYPE TO THE TOTAL THE TO		
we have done in the	WALT - To plan a persuasive speech aimed at persuading someone		
past with enterprise.	to buy a product.		
	WALT To research and collete information on your specific		
Does this look ok?	WALT – To research and collate information on your specific		
	product.		
Purpose and	WALT - To write a persuasive speech.		
	WILLI - 10 with a persuasive specen.		

audience???	 modal verbs rhetorical questions facts and statistics – maybe exaggerated a little imperative verbs – walk, take adverbials – as well as this, firstly, furthermore personal pronouns – directed at the reader – you, we repetition – getting your child to walk emotive language 	
	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.	
	Transition visits Letter about their life?????	