

**English Termly Plan Year Group: Year 6**

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 1**  The Hobbit by J.R.R.Tolkien    The Hobbit by J.R.R.Tolkien | Narrative  Fictional Recount/Diary Extract | Handwriting is joined, clear and fluent |
| I can make my writing flow by using a range of devices   * A range of sentence starters |
| I can use the correct tense  I can establish a viewpoint as the writer through commenting on characters, events or information |
| I can use subordinate clauses to create complex sentences  I can use relative clauses (starting with who, that, which, whose, where or when) |
| I can use   * commas * brackets   to add extra information to a sentence mostly correctly. |
| Non-Fiction  Formal Letter | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can make my writing flow by using a range of devices   * Links within and across paragraphs * Matching the layout to the purpose of my writing |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time |
| I can vary sentence structure depending whether formal or informal  Sometimes, where appropriate, I can use:   * modal verbs |
| I can use commas to separate clauses and make meaning clear |
| Fiction – Character Description | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time |
| I can use:  Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the mountainside.  I can use relative clauses (starting with who, that, which, whose, where or when) |
| I can sometimes use   * semi-colons |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 2**  The Hobbit by J.R.R.Tolkien | Narrative  New Conflict/Chapter | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs |
| I can use character, dialogue and action to advance events in narrative writing and to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:   * adverbs eg carefully, rapidly, fast, later * prepositional phrases eg in the box, under the sea |
| I can use   * commas * brackets * dashes   to add extra information to a sentence mostly correctly.  I can use inverted commas appropriately |
| Narrative  Setting Description | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time |
| I can use:   * prepositional phrases eg in the box, under the sea * Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the mountainside. |
| I can sometimes use   * semi-colons * colons |
| Non fiction  Instructions (World War 2) | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * Matching the layout to the purpose of my writing |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear |
| I can vary sentence structure depending whether formal or informal most of the time |
| To use a wide variety of punctuation: bullet points/hyphens |



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| **Spring 1**  (5 WEEK TERM)  For Y6 4 weeks of writing and 1 week of Practice Assessments.  The Wedding Ghost by Leon Garfield and various other Ghost Stories from a selection of resources  The Wedding Ghost  The Wedding Ghost by Leon Garfield and various other Ghost Stories from a selection of resources  The Wedding Ghost | Non - Fiction  Balanced Argument (based on WW2 History Topic) | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs * Matching the layout to the purpose of my writing |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time |
| I can vary sentence structure depending whether formal or informal most of the time  Sometimes, where appropriate, I can use:   * passive voice * modal verbs |
| I can use   * commas * brackets * dashes * to add extra information to a sentence mostly correctly.   I can sometimes use   * semi-colons * colons * dashes |
| Fiction  Writing different parts of a Ghost Story (Building Tension and Suspense)  Build-up | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * Links within and across paragraphs * A range of sentence starters |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time  I can use character, dialogue and action to advance events in narrative writing and to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:  • adverbs eg carefully, rapidly, fast, later  • prepositional phrases eg in the box, under the sea  • Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the  mountainside.  GD: I can select verb forms (e.g. passive, active, modal) for meaning and effect |
| I can use commas to separate clauses and make meaning clear  I can use inverted commas appropriately  GD: I can use the full range of punctuation taught at key stage 2, including   * semi-colons between independent clauses   mostly correctly. |
| Writing different parts of a Ghost Story (Building Tension and Suspense)  PART 2  Problem  (This will go into Spring 2) | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * Links within and across paragraphs * A range of sentence starters |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time  I can use character, dialogue and action to advance events in narrative writing and to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:  • adverbs eg carefully, rapidly, fast, later  • prepositional phrases eg in the box, under the sea  • Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the  mountainside.  GD: I can select verb forms (e.g. passive, active, modal) for meaning and effect |
| I can use commas to separate clauses and make meaning clear  I can use hyphens to avoid ambiguity  I can use inverted commas appropriately  GD: I can use the full range of punctuation taught at key stage 2, including   * colons to mark independent clauses |

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| **Spring 2**  (Narrative Ghost Stories brought over from Spring 1)  6 week term  (For year 6:  1 week completing Narrative Ghost Story from Spring 1.  2 weeks Letters of Complaint  1 week Remote Learning (grammar)  1 week – Introducing The Water Tower/Short Dialogue  1 week – Mock SATS (no writing))  The Watertower: Amazon.co.uk: Crew, Gary, Woolman, Steve: 9781566563314:  Books  The Water Tower  By Gary Crew  The Watertower: Amazon.co.uk: Crew, Gary, Woolman, Steve: 9781566563314:  Books | Non-Fiction – A Letter of Complaint/Persuasive Letter (Linked to Art Graffiti topic) | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * Links within and across paragraphs * Matching the layout to the purpose of my writing |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time  GD: I can show different levels of formality (eg. word choice/ clause and phrase selection for effect) |
| I can vary sentence structure depending whether formal or informal most of the time  Sometimes, where appropriate, I can use:  • passive voice  • modal verbs |
| I can sometimes use  • semi-colons  • colons  • dashes  I can use hyphens to avoid ambiguity |
| Fiction  Short Dialogue then continuing into a story/chapter in the style of The Water Tower | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs |
| I can use character, dialogue and action to advance events in narrative writing and to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:   * adverbs eg carefully, rapidly, fast, later * prepositional phrases eg in the box, under the sea   Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the mountainside.  GD: I can select verb forms (e.g. passive, active, modal) for meaning and effect |
| I can use   * commas * brackets * dashes   to add extra information to a sentence mostly correctly.  I can use inverted commas appropriately  I can sometimes use   * semi-colons * colons * dashes   I can use hyphens to avoid ambiguity  GD: I can use the full range of punctuation taught at key stage 2, including   * colons to mark independent clauses * semi-colons between independent clauses   mostly correctly. |
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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 1**  The Water Tower continued (1 week)  The Watertower: Amazon.co.uk: Crew, Gary, Woolman, Steve: 9781566563314:  Books  Year 6: 2 weeks of Reading and SPAG Revision  1 week SATS week  1 -2 weeks Persuasive script | Narrative  The Water Tower – Story in the style of The Water Tower | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs |
| I can use character, dialogue and action to advance events in narrative writing and to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:   * adverbs eg carefully, rapidly, fast, later * prepositional phrases eg in the box, under the sea   Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the mountainside.  GD: I can select verb forms (e.g. passive, active, modal) for meaning and effect |
| I can use   * commas * brackets * dashes   to add extra information to a sentence mostly correctly.  I can use inverted commas appropriately  I can sometimes use   * semi-colons * colons * dashes   I can use hyphens to avoid ambiguity  GD: I can use the full range of punctuation taught at key stage 2, including   * colons to mark independent clauses * semi-colons between independent clauses   mostly correctly. |
| Non fiction  Persuasive Radio Script – Linked to Talk for Writing – New Invention (Informal writing) | I can maintain my own handwriting style and choose whether or not to join specific letters |
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| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs * Matching the layout to the purpose of my writing |
| I can choose vocabulary appropriate to the audience and purpose to make meaning clear and create effect most of the time  GD: I can show different levels of formality (eg. word choice/ clause and phrase selection for effect) |
| I can vary sentence structure depending whether formal or informal most of the time  Sometimes, where appropriate, I can use:   * passive voice * modal verbs   I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener |
| I can use   * commas * brackets * dashes   to add extra information to a sentence mostly correctly.  I can sometimes use   * semi-colons * colons * dashes   I can use hyphens to avoid ambiguity  To use bullet points correctly  GD: I can use the full range of punctuation taught at key stage 2, including   * colons to mark independent clauses * semi-colons between independent clauses   mostly correctly. |

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| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 2**  **The Giant’s Necklace**  **Michael Morpurgo** | Narrative with a Flashback | I can maintain my own handwriting style and choose whether or not to join specific letters |
| I can make my writing flow by using a range of devices   * A range of sentence starters * Links within and across paragraphs |
| I can use character, dialogue and action to convey a character |
| I can use a wide range of clause structures, sometimes varying their position within the sentence eg. As, If, Whenever, Although, Despite, Who, Which, -ing opener, -ly opener  I can use:   * adverbs eg carefully, rapidly, fast, later * prepositional phrases eg in the box, under the sea   Expanded noun phrases eg. Merciless Macbeth, the creepy castle on the mountainside.  GD: I can select verb forms (e.g. passive, active, modal) for meaning and effect |
| I can use   * commas * brackets * dashes   to add extra information to a sentence mostly correctly.  I can use inverted commas appropriately  I can sometimes use   * semi-colons * colons * dashes   I can use hyphens to avoid ambiguity  GD: I can use the full range of punctuation taught at key stage 2, including   * colons to mark independent clauses * semi-colons between independent clauses |