

**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.TolkienThe 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 tenseI can establish a viewpoint as the writer through commenting on characters, events or information |
| I can use subordinate clauses to create complex sentencesI 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-FictionFormal 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 informalSometimes, 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 openerI 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 resourcesThe Wedding GhostThe Wedding Ghost by Leon Garfield and various other Ghost Stories from a selection of resourcesThe Wedding Ghost | Non - FictionBalanced 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 timeSometimes, 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
 |
|  FictionWriting 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 timeI 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 openerI 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 clearI can use inverted commas appropriatelyGD: 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 timeI 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 openerI 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 clearI can use hyphens to avoid ambiguityI can use inverted commas appropriatelyGD: I can use the full range of punctuation taught at key stage 2, including * colons to mark independent clauses
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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **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 Complaint1 week Remote Learning (grammar)1 week – Introducing The Water Tower/Short Dialogue1 week – Mock SATS (no writing))The Watertower: Amazon.co.uk: Crew, Gary, Woolman, Steve: 9781566563314:  BooksThe Water TowerBy Gary CrewThe 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 timeGD: 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 timeSometimes, where appropriate, I can use:• passive voice • modal verbs |
| I can sometimes use • semi-colons • colons• dashes I can use hyphens to avoid ambiguity |
| FictionShort 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 openerI 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 appropriatelyI can sometimes use * semi-colons
* colons
* dashes

I can use hyphens to avoid ambiguityGD: 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:  BooksYear 6: 2 weeks of Reading and SPAG Revision1 week SATS week1 -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 openerI 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 appropriatelyI can sometimes use * semi-colons
* colons
* dashes

I can use hyphens to avoid ambiguityGD: 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 fictionPersuasive 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 |
|  |
| 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 timeGD: 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 timeSometimes, 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 ambiguityTo use bullet points correctlyGD: 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 openerI 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 appropriatelyI can sometimes use * semi-colons
* colons
* dashes

I can use hyphens to avoid ambiguityGD: I can use the full range of punctuation taught at key stage 2, including * colons to mark independent clauses
* semi-colons between independent clauses
 |