

			Year 6			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography Question	Will we ever see the water we drink again?	How did Great Britain succeed against adversity during World War 2?	•	  lary's conquest of Everest  chievement?	How did Josiah Wedgewood help to shape the future of Stoke-on-Trent?	I'm a Year 6 - Can you get me out of here?
Text/Book/Poem	The Watertower The Watertower 2 - Beneath the Surface	Rose Blanche WW2 Songs	H	oles	The Island Love that dog	The Mysteries of Harris Burdick
Genres	Narrative Explanation text Newspaper	Diaries Debate Setting Description Letter Poetry	Let Dio Persuasi	er Reports tters aries ve Advert Argument	Poetry Newspaper report Monologue Recount Formal Letter	Letter Narrative - Adventure and Mystery Poetry
Class Reader	Journey to the river sea	My Secret War Diary		nspectre ellig	River Boy Non-fiction?	There's a boy in the girls bathroom
Reading Skills	I can make connections between other similar texts, prior knowledge and experience and explain the links.	I can find information using skimming to establish main idea and to find specific information	disc I can find information u	riter's point of view and cuss it sing skimming to establish d specific information	I can find information using skimming to establish main idea and to find specific information	I can find information using skimming to establish main idea and to find specific information
	I can summarise key information from different parts of a text	I can read closely to ensure understanding I can identify and	ways and consider and	re structured in different evaluate how effectively tured and laid out	I can read closely to ensure understanding I can identify and	I can read closely to ensure understanding  I can identify and
	I can find information using skimming to establish main idea and to find specific	discuss themes in a range of writing and across longer texts I can identify and	I can identify and disc writing and acr	ensure understanding uss themes in a range of ross longer texts	discuss themes in a range of writing and across longer texts  I can learn a range of	discuss themes in a range of writing and across longer texts  I can identify and
	information	comment on writer's choice of vocabulary,		nent on writer's choice of camples and explanation.	poetry by heart. For	comment on writer's choice of vocabulary,



	I can read closely to	giving examples and		example, narrative	giving examples and
	ensure understanding	explanation.	I can identify and explain how writers use	verse, sonnet	explanation.
			grammatical features for effect. For example,		
	I can identify and	I can identify and	the use of short sentences to build tension	I can prepare poems	I can identify and
	discuss themes in a	explain how writers use		and plays to read aloud	explain how writers use
	range of writing and	grammatical features	I can show awareness of the writers' craft by	and to perform,	grammatical features
	across longer texts	for effect. For	commenting on use of language, grammatical	showing understanding	for effect. For
		example, the use of	features and structure of texts	through intonation,	example, the use of
	I can identify and	short sentences to		tone, volume and action	short sentences to
	comment on writer's	build tension	I can raise queries about texts		build tension
	choice of vocabulary,	_ ,		I can identify and	
	giving examples and	I can show awareness		comment on writer's	I can show awareness
	explanation.	of the writers' craft by		choice of vocabulary,	of the writers' craft by
	T :	commenting on use of		giving examples and	commenting on use of
	I can identify and	language, grammatical features and structure		explanation.	language, grammatical
	explain how writers use grammatical features	of texts		I can identify and	features and structure of texts
	for effect. For	of lexis		explain how writers use	Of TEXTS
	example, the use of	I can raise queries		grammatical features	I can raise queries
	short sentences to	about texts		for effect. For	about texts
	build tension	ubout texts		example, the use of	about texts
	Dana Tension			short sentences to	
	I can show awareness			build tension	
	of the writers' craft by				
	commenting on use of			I can show awareness	
	language, grammatical			of the writers' craft by	
	features and structure			commenting on use of	
	of texts			language, grammatical	
				features and structure	
	I can raise queries			of texts	
	about texts				
				I can raise queries	
				about texts	
Writing Composition	I can identify the	I can identify the	I can identify the audience for and purpose of the	I can identify the	I can identify the
	audience for and	audience for and	writing.	audience for and	audience for and
	purpose of the writing.	purpose of the writing.		purpose of the writing.	purpose of the writing.



I can choose the	I can choose the	I can choose the appropriate form and register	I can choose the	I can choose the
appropriate form and	appropriate form and	for the audience and purpose of the writing.	appropriate form and	appropriate form and
register for the	register for the		register for the	register for the
audience and purpose	audience and purpose		audience and purpose	audience and purpose
of the writing.	of the writing.	I can select appropriate grammar and vocabulary, understanding how such choices can change and	of the writing.	of the writing.
	I can select	enhance meaning.	I can select	I can select
I can select	appropriate grammar	_	appropriate grammar	appropriate grammar
appropriate grammar	and vocabulary,	I can use a wide range of devices to build	and vocabulary,	and vocabulary,
and vocabulary,	understanding how such	cohesion within and across paragraphs.	understanding how such	understanding how such
understanding how such	choices can change and		choices can change and	choices can change and
choices can change and enhance meaning.	enhance meaning.	I can sustain and develop ideas logically in narrative and non-narrative writing.	enhance meaning.	enhance meaning.
			I can use a wide range	I can use a wide range
I can sustain and	I can sustain and	I can use further organisational and	of devices to build	of devices to build
develop ideas logically	develop ideas logically	presentational devices to structure text and to	cohesion within and	cohesion within and
in narrative and non- narrative writing.	in narrative and non- narrative writing.	guide the reader.	across paragraphs.	across paragraphs.
_	-	I can assess the effectiveness of my own and	I can sustain and	I can sustain and
I can describe	I can use further	others' writing.	develop ideas logically	develop ideas logically
settings, characters	organisational and	_	in narrative and non-	in narrative and non-
and atmosphere and	presentational devices	I can propose changes to vocabulary, grammar and	narrative writing.	narrative writing.
integrating dialogue to	to structure text and	punctuation to enhance effects and clarify	-	
convey character and advance action.	to guide the reader.	meaning.	I can use further organisational and	I can describe settings, characters and
	I can assess the	I can ensure the consistent and correct use of	presentational devices	atmosphere and
I can use further	effectiveness of my	tense.	to structure text and	integrating dialogue to
organisational and	own and others'		to guide the reader.	convey character and
presentational devices	writing.	I can ensure that the consistent and correct use		advance action.
to structure text and		of subject and verb agreement when using	I can assess the	
to guide the reader.	I can propose changes	singular and plural, distinguishing between the	effectiveness of my	I can use further
	to vocabulary, grammar	language of speech and writing and choosing the	own and others'	organisational and
I can assess the	and punctuation to	appropriate register.	writing.	presentational devices
effectiveness of my	enhance effects and			to structure text and
own and others'	clarify meaning.		I can propose changes	to guide the reader.
writing.			to vocabulary, grammar	
			and punctuation to	I can assess the
				effectiveness of my



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	I can propose changes	I can ensure the		enhance effects and	own and others'
	to vocabulary, grammar	consistent and correct		clarify meaning.	writing.
	and punctuation to	use of tense.			
	enhance effects and			I can ensure the	I can propose changes
	clarify meaning.	I can ensure that the		consistent and correct	to vocabulary, grammar
		consistent and correct		use of tense.	and punctuation to
	I can ensure the	use of subject and			enhance effects and
	consistent and correct	verb agreement when		I can ensure that the	clarify meaning.
	use of tense.	using singular and		consistent and correct	
		plural, distinguishing		use of subject and	I can ensure the
	I can ensure that the	between the language		verb agreement when	consistent and correct
	consistent and correct	of speech and writing		using singular and	use of tense.
	use of subject and	and choosing the		plural, distinguishing	
	verb agreement when	appropriate register.		between the language	I can ensure that the
	using singular and			of speech and writing	consistent and correct
	plural, distinguishing	I can perform my own		and choosing the	use of subject and
	between the language	composition using		appropriate register.	verb agreement when
	of speech and writing	appropriate intonation,			using singular and
	and choosing the	volume and movement		I can perform my own	plural, distinguishing
	appropriate register.	so that meaning is		composition using	between the language
		clear.		appropriate intonation,	of speech and writing
				volume and movement	and choosing the
				so that meaning is	appropriate register.
				clear.	
					I can perform my own
					composition using
					appropriate intonation,
					volume and movement
					so that meaning is
					clear.
Sentence Structure	I can use a range of	I can use a range of	I can use a range of sentence starters to create	I can use a range of	I can use a range of
	sentence starters to	sentence starters to	specific effects for example: adverbials,	sentence starters to	sentence starters to
	create specific effects	create specific effects	conjunctions etc.	create specific effects	create specific effects
	for example:	for example:		for example:	for example:
	adverbials,	adverbials,	I can use developed noun phrases to add details to	adverbials,	adverbials,
	conjunctions etc.	conjunctions etc.	sentences.	conjunctions etc.	conjunctions etc.
			I can use the passive voice.		



	I can use developed noun phrases to add details to sentences.	I can use developed noun phrases to add details to sentences.  I can use the passive voice.		I can use developed noun phrases to add details to sentences.  I can use the passive voice.  I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.	I can use developed noun phrases to add details to sentences.  I can use the passive voice.  I understand the difference between structures typical of informal speech and structures of appropriate formal speech and writing including the subjunctive form.
Text Structure	I can use a topic sentence.  I can write in paragraphs which can clearly signal a change in subject, time, place or event.  I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.	I can use a topic sentence.  I can write in paragraphs which can clearly signal a change in subject, time, place or event  I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.	I can use a topic sentence.  I can write in paragraphs which can clearly signal a change in subject, time, place or event.  I can use layout devices such as headings, subheadings, columns, bullet points and tables to structure a text.  I can link ideas across paragraphs using a wider range of cohesive devices.	I can use a topic sentence.  I can write in paragraphs which can clearly signal a change in subject, time, place or event.  I can use layout devices such as headings, sub-headings, columns, bullet points and tables to structure a text.  I can link ideas across paragraphs using a wider range of cohesive devices.	I can use a topic sentence.  I can write in paragraphs which can clearly signal a change in subject, time, place or event.  I can use layout devices such as headings, subheadings, columns, bullet points and tables to structure a text.  I can link ideas across paragraphs using a wider range of cohesive devices.



Punctuation	I use commas to mark phrases and clauses.	I use commas to mark phrases and clauses.	I use commas to mark phrases and clauses.	I use commas to mark phrases and clauses.	I use commas to mark phrases and clauses.
	I can use bullet points to list information.		I can use bullet points to list information.  I can use the semi-colon, colon and dash.	I can use the semi- colon, colon and dash.	I can use the semi- colon, colon and dash.
			I can use the colon to introduce a list and semi- colon within lists.	I can use the colon to introduce a list and semi-colon within lists.	I can use the colon to introduce a list and semi-colon within lists.
			I can use a hyphen to avoid ambiguity.	I can use a hyphen to avoid ambiguity.	I can use a hyphen to avoid ambiguity.
				J	J , .

Spelling	- Spell some words with 'silent' letters				
*Taught throughout	- Continue to distinguish between homophones and other words which are often confused				
the year including	- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the Year 5				
RWI Spelling*	and 6 word list.				
	- Use further prefixes and suffixes and understand the guidance for adding them (Convert verbs into nouns by adding suffixes -tion, -ure)				
	- Use dictionaries to check the spelling and meaning of words				
	- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary				
	- Use a thesaurus				
Handwriting	Write legibly, fluently and with increasing speed by:				
*Taught additionally	- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters				
but expected to be	- Choosing the writing implement that is best suited for a task				
applied during					
lessons*					