

Curriculum Coverage – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2														
<p>SPAG</p> <table border="1" data-bbox="136 268 651 948"> <thead> <tr> <th colspan="2" data-bbox="136 268 651 300">Year 6: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td data-bbox="136 300 226 427">Word</td> <td data-bbox="226 300 651 427">The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms (for example, big, large, little)</td> </tr> <tr> <td data-bbox="136 427 226 624">Sentence</td> <td data-bbox="226 427 651 624">Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech)</td> </tr> <tr> <th colspan="2" data-bbox="136 624 651 651">Year 6: Areas of content to be introduced (statutory requirements)</th> </tr> <tr> <td data-bbox="136 651 226 756">Text</td> <td data-bbox="226 651 651 756">Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connectors (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices (for example, headings, sub-headings, columns, bullet points, or tables, to structure text)</td> </tr> <tr> <td data-bbox="136 756 226 868">Punctuation</td> <td data-bbox="226 756 651 868">Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining, I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</td> </tr> <tr> <td data-bbox="136 868 226 948">Terminology for pupils</td> <td data-bbox="226 868 651 948">subject, object active, passive synonym, antonyms ellipsis, hyphen, colon, semi-colon, bullet points</td> </tr> </tbody> </table>	Year 6: Detail of content to be introduced (statutory requirement)		Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms (for example, big, large, little)	Sentence	Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech)	Year 6: Areas of content to be introduced (statutory requirements)		Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connectors (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices (for example, headings, sub-headings, columns, bullet points, or tables, to structure text)	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining, I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)	Terminology for pupils	subject, object active, passive synonym, antonyms ellipsis, hyphen, colon, semi-colon, bullet points	<p>Holes (D) – Louis Sachar</p> <p>Narrative 1 Flashback Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p>Transform for GDS Independently use a non-linear structure to show control of formality for different shifts of time</p>	<p>The Star Outside, Ojali Q Rauf</p> <p>Narrative 2 Write the next part of the story Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p>Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere</p>	<p>Windrush Child, Benjamin Zaphaniah</p> <p>Narrative 3 Write a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p>Transform for GDS Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control</p>	<p>Letters From A Lighthouse, Emma Carroll</p> <p>Narrative 4 Plan and write a story with two narrators to tell the story from different perspectives.</p> <p>Transform for GDS Independently change the formality of the two narrators so that they contrast</p>	<p>Boy Overboard, Morris Gleitzman</p> <p>Narrative 5 Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p>Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.</p>	<p>The Nowhere Emporium, Ross MacKenzie</p> <p>Narrative 6 Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p>Transform for GDS Write own story that they have always wanted to write!</p>
Year 6: Detail of content to be introduced (statutory requirement)																				
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter) How words are related by meaning as synonyms and antonyms (for example, big, large, little)																			
Sentence	Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech)																			
Year 6: Areas of content to be introduced (statutory requirements)																				
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connectors (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices (for example, headings, sub-headings, columns, bullet points, or tables, to structure text)																			
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, it's raining, I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)																			
Terminology for pupils	subject, object active, passive synonym, antonyms ellipsis, hyphen, colon, semi-colon, bullet points																			

--	--	--	--	--	--	--

	<p>Non-chronological report Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. the yellow-spotted lizard. Write a recount in a specific form with a clear audience ensuring formality is appropriate</p> <p>Transform for GDS Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required</p>	<p>Persuasion Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. Transform for GDS Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features</p>	<p>Recount Journalistic Writing Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required Transform for GDS Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article</p>	<p>Discussion Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. Transform for GDS Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality</p>	<p>Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. Transform for GDS Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news</p>	<p>Non-fiction (choice) Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>
--	--	---	--	---	--	---

<p>Teacher assessment support against termly milestones</p>	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</p> <ul style="list-style-type: none"> • Integrate dialogue in narrative to convey character and advance the action • Describe settings and characters building a distinct atmosphere • Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. • Write a recount in a specific form with a clear audience ensuring formality is appropriate • Use layout devices, such as headings, sub-headings, bullets and tables to structure texts • Write effectively for each purpose and selected audience, showing good awareness of the reader • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader • Draw on their knowledge of etymology and morphology to support spelling • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Consciously control the structure of sentences • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Evaluate, draft and re-draft. 	<p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</p> <ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use verb tenses consistently and correctly throughout their writing • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • Maintain legibility in joined handwriting when writing at speed <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> • Use a non-linear structure to show assured and conscious control of formality for different shifts of time • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose to combine different text types and associated language features for effect and specific purpose 	<p>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</p> <ul style="list-style-type: none"> • In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious • Maintain legibility in joined handwriting when writing at speed <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> • 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 • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such
---	--	---	---

		<ul style="list-style-type: none">• Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity• Independently enhance the effectiveness of writing through reading, evaluating and redrafting.	punctuation precisely to enhance meaning and avoid ambiguity.
--	--	---	---