

YEAR 6		AUTUMN - Working Within	SPRING - Focussing	SUMMER- Securing
V O C A B U L A R Y	Nouns And Adjectives	<ul style="list-style-type: none"> <li>Choose appropriate synonyms for nouns to suit the formality of the writing <b>e.g. old banger, old vehicle.</b></li> <li>Use a range of expanded noun phrases for description by selecting appropriate determiners, adjectives and nouns to convey complicated information concisely and to change and enhance meaning <b>e.g. that vicious guard dog, his gleaming white sports car, the majority of older primary school children.</b></li> <li>Use a wider range of adjectives, selecting synonyms for clarity e.g. minute, small, little</li> <li>Use a wider range of adjectives, selecting antonyms for contrast <b>e.g. foolish, wise; abundant, scarce.</b></li> <li>Use a variety of devices for comparatives and superlatives, including modifying adjectives with adverbs <b>e.g. the angriest man, the most angry man in town, this man is more angry than his brother.</b></li> </ul>	<ul style="list-style-type: none"> <li>Modify adjectives using a greater range of adverbs to show degree, or to increase or intensify the adjective <b>e.g. usually, normally, occasionally – The dog with extremely sharp teeth is usually friendly. She is normally right about everything.</b></li> </ul>	
	Verbs And Adverbs	<ul style="list-style-type: none"> <li>Use a wider vocabulary using the thesaurus to select verbs which are appropriate for different audiences (informal and formal) <b>e.g. find out/discover; ask for / request; go in /enter.</b></li> <li>Use consistently accurate subject verb agreement and use of Standard English in a range of tenses: simple past, simple present, imperative.</li> </ul>	<ul style="list-style-type: none"> <li>Use consistently accurate subject verb agreement and use of Standard English in a range of tenses; past progressive, present progressive, future.</li> <li>Use the past tense appropriately to affect the presentation of information in a sentence <b>e.g. French is studied by many children. Languages have been introduced by primary schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of appropriate verb forms and tenses accurately, for meaning and effect, including perfect tense forms to mark relationships of time and cause; present perfect, past perfect, present perfect progressive, past perfect progressive <b>e.g. He had worked here for five years before retiring. He had been working for years because he wanted a good pension.</b></li> </ul>

		<ul style="list-style-type: none"> <li>● Use a variety of adverbial phrases for manner (how) including preposition phrases <b>e.g. He walked with a limp. He shouted in a loud voice.</b></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	
	<p>Cohesive Devices</p>	<ul style="list-style-type: none"> <li>● Use appropriate pronouns within and across sentences to aid cohesion and avoid repetition of noun including reflexive pronouns <b>e.g. The witch taught herself to fly</b> and possessive pronouns <b>e.g. the dog was hers.</b></li> <li>● Use a wide range of appropriate adverbs and adverbial phrases for <b>time, number, addition,</b> to aid cohesion, clarity and to avoid repetition <b>e.g. Therefore, Consequently , as a result</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use a wide range of appropriate adverbs and adverbial phrases for cause, emphasis, opposition to aid cohesion clarity and to avoid repetition <b>e.g. Therefore, Consequently, As a result.</b></li> <li>● Use a greater range of adverbs to indicate degrees of possibility, probability, certainty and opinion <b>e.g. obviously, luckily, unfortunately.</b></li> <li>● Vary the position of adverbs and adverbial phrases within the sentence for emphasis and effect (fronted or embedded) <b>e.g. David, at the back of the class, was ignoring the teacher. In actual fact, he had lied. He had, in fact, lied. Consequently, the team won.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use repetitive words or phrases to aid cohesion <b>e.g. One reason.... Another reason.</b></li> <li>● Use ellipsis to aid cohesion i.e omitting words that are unnecessary <b>e.g. I would like to go to the park but I can't (go to the park).</b></li> </ul>

<p style="text-align: center;">S E N T E N C E</p>	<p style="text-align: center;">S e n t e n c e S t r u c t u r e</p>	<ul style="list-style-type: none"> <li>● Use a range of sentences structures including simple sentences for effect and multi-clause sentences using co-ordinating conjunctions <b>e.g. and, so, but, or.</b></li> <li>● Use subordination for time selecting appropriate, conjunctions for clarity, cohesion and to avoid repetition <b>e.g. whilst/as, whenever/every time. Once/as soon as.</b></li> <li>● Use subordination for cause selecting appropriate conjunctions for clarity, cohesion and to avoid repetition <b>e.g. since/because/as, so that / in order that.</b></li> <li>● Use subordination for positive or negative conditions selecting appropriate conjunctions for clarity, cohesion and to avoid repetition <b>e.g. I will go out even if it rains. I will go out provided that it doesn't rain.</b></li> <li>● Use subordination for concession and comparison selecting appropriate conjunctions for clarity, cohesion and to avoid repetition <b>e.g. although/ event though/ whereas/while He is tall whereas his parents are short. He is tall while his parents are short.</b></li> <li>● Use subordination- writing sentences with tow subordinate clauses, including embedded clauses, to elaborate and to specify relationships between ideas. <b>e.g.The boy, who was very tired, walked all the way home even though it was raining. As soon as the clock struck midnight, Cinderella ran home because her clothes had turned to rags.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use the passive voice to change the focus of attention <b>e.g. The window was broken by Joe not Joe broke the window.</b></li> <li>● Use a passive voice wen the doer of the action is unknown, general or obvious <b>e.g. The window was broken. Bins are emptied once a week.</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use the subjunctive form in formal language to express a hypothetical situation <b>e.g. If I were you, I'd buy that dress. If I were taller, I would choose that dress.</b></li> <li>● Use the subjunctive form in formal language to express desire or obligation e.g. I wish it were the weekend. The teacher demanded that the boy return the sweets.</li> </ul>
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		<ul style="list-style-type: none"><li>● Use subordination – varying the structure and order of clauses to emphasise relationships between complex ideas or to convey information succinctly <b>e.g. The man wearing dark clothes, hid in the shadows so that the police did not see him. Shivering with cold, the man sat on the beach while the lifeguards wrapped him in towels.</b></li><li>● Use question tags in informal language to prompt confirmation <b>e.g. You like chocolate, don't you? You're not happy, are you?</b></li></ul>		
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	Punctuation	<ul style="list-style-type: none"> <li>● Use the full range of punctuation taught at KS1 accurately – capital letters, full stops, question marks, exclamation marks, commas for list and apostrophes.</li> <li>● Use inverted commas (speech marks) and other forms of punctuation accurate in dialogue, including where the speech sentence continues across the reporting clause e.g. <b>“come with me” said Jenny. “and I will show you the garden.”</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use commas accurately and for clarity in multi-clause sentences.</li> <li>● Use commas accurately to separate embedded relative clauses using full range of relative pronouns including ‘whose’, ‘where’ e.g. <b>The old lady whose clothes were wet, was ill.</b></li> <li>● Select commas, brackets or dashes to indicate parenthesis e.g. <b>The tramp, locally known as Mr Stinky, lay on a bench. Last night, Bob (our small, black terrier) attacked two of our children – the girls. I passed the EGPas test – granted, I cheated – but I passed.</b></li> <li>● Use a semi-colon or dash to mark the boundary between independent clauses e.g. <b>It’s raining: I’m fed up. It’s raining – I’m fed up.</b></li> <li>● Use a colon to connect a main clause with a phrase or word for emphasis e.g. She thinks about only one thing: chocolate</li> </ul>	<ul style="list-style-type: none"> <li>● Use commas or hyphens to clarify meaning and avoid ambiguity e.g. <b>Let’s eat, Grandpa or Let’s eat Grandpa; man eating shark or man-eating shark; recover or re-cover.</b></li> <li>● Use a colon to mark the boundary between independent clauses, where the colon acts as a gateway to further explanation or expansion e.g. <b>She has a secret: she loves chocolate. There is only one thing you need to know about cabbage soup: it looks and smells like sewage.</b></li> <li>● Select appropriate punctuation format and maintain consistency when presenting information in lists with bullet points e.g. full sentence demarcation if bullet points are full sentences; no punctuation if bullet points are words or short phrases.</li> </ul>
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C O M P O S I T I O N	Writing Processes	<ul style="list-style-type: none"> <li>● Read and discuss similar writing to understand and learn from its structure, vocabulary, grammar, form audience and purpose e.g. how character and settings have been developed in narrative.</li> <li>● Use discussion and similar writing to select an appropriate audience, purpose and form for own writing.</li> <li>● Select and use a planning format to organise initial ideas for own writing (for chosen audience and purpose) using discussion and similar writing as models.</li> <li>● Develop initial ideas on own plan through discussion with teacher/peers, drawing on reading and research where necessary.</li> <li>● Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary to suit the purpose, audience and level of formality.</li> <li>● Revise plan by making improvements before writing to change/enhance meaning e.g. by précisising long passages appropriately.</li> <li>● Evaluate the structure, grammar, vocabulary and punctuation of own and others' writing for sense and effectiveness in relation to the selected audience and purpose.</li> <li>● Evaluate the structure, grammar, vocabulary and punctuation for appropriate level of formality (register) for the chosen audience, purpose and style of writing</li> </ul>	<ul style="list-style-type: none"> <li>● When discussing writing, recognise and use terminology from previous year groups and Y6: subject, objective; active, passive: synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>● When discussing writing, recognise and use terminology from previous year groups and Y6: subject, objective, active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>
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	Narrative	<ul style="list-style-type: none"> <li>● Write narratives (not always linear e.g. parallel story lines) for a range of audiences and purposed in a wide range of genres e.g. historical, Sci fi.</li> <li>● Write narratives with effective plot and varying structures to suit the genre, audience and purpose.</li> <li>● Organise and develop whole narratives effectively with well-balanced paragraphs and controlled placement of information to engage the reader e.g. withhold information to surprise.</li> <li>● Use a wide range of appropriate cohesive devices to make links within and across paragraphs e.g. pronouns, adverbs, adverbial phrases, repetition.</li> <li>● Use a range of strategies to conclude narratives, engaging the reader by eliciting a specific response (e.g. surprise, satisfy, shock) choosing whether or not to link back to opening e.g. ending with a cliff hanger.</li> <li>● Use paragraphs effectively to signal changes (in time, setting, speaker) to engage the reader by shifting the focus or varying the pace of the action.</li> <li>● Incorporate appropriate and detailed descriptions of settings, atmosphere, action, characters, character' feelings and author's viewpoint throughout text to advance the narrative</li> <li>● Integrate relevant dialogue at appropriate points throughout the narrative to both convey character and to advance the action</li> </ul>	<ul style="list-style-type: none"> <li>● Use a wide range of appropriate cohesive devices to make links within and across paragraphs e.g. ellipsis.</li> </ul>	



	Non-Fiction		<ul style="list-style-type: none"><li>● Write a wide range of chronological non-fiction texts for a range of purposes and audiences in a variety of forms including hybrid texts e.g. newspaper report with persuasion.</li><li>● Write a wide range of non-chronological texts in a variety of different forms including e.g. non-chronological report including explanation and persuasion.</li><li>● Use a full range of layout devices to structure the text e.g. headings, sub-headings, columns, underlining, bullets or tables.</li><li>● Organise and develop whole texts effectively with well-balanced paragraphs and controlled placement of information to suit the purpose and form of the text type and to engage the reader.</li><li>● Use a wide range of appropriate cohesive devices to make links within and across paragraphs e.g. pronouns, adverbs, adverbial phrases, tense choices, repetition, ellipsis.</li><li>● Write introductions to meet the specific needs of the purpose, audience and form of the text type e.g. orientate, introduce, give personal viewpoint and engage the reader</li><li>● Write conclusions to meet the specific needs of the purpose, audience and form of the text type e.g. precis and/or evaluate ideas, give advice, show personal viewpoint, link back to appropriate parts of the text.</li></ul>	<ul style="list-style-type: none"><li>● Incorporate appropriate and detailed description of subject matter and personal viewpoint (where relevant) throughout the text to inform and engage the identified audience.</li></ul>
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