

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>					
The Fantastic Flying Books of Mr Morris Lessmore by William Joyce	Non-fiction texts (including video) based on the Maya	Harry Potter and the Philosopher’s Stone by JK Rowling	Harry Potter and the Philosopher’s Stone by JK Rowling  Shropshire Bookfest: Big book award letter and poetry writing competition	Children select their own genre to present a balanced argument	Drama – End of year production
<b>Writing Outcomes</b>					
Genre: Retell; Letter  Purpose: Storytelling; To persuade	Genre: Non-chronological report  Purpose: To inform	Genre: Fantasy narrative Setting/Character descriptions  Purpose: To entertain	Genre: Newspaper report; poetry, letter  Purpose: To inform; to entertain; to advise	Genre: Balanced argument  Purpose: To persuade	Genre: Playscripts  Purpose: To entertain
<b>Grammar: Word</b>					
Revision of Y5/6 words; Common misspelt words; suffixes – ance/ant; ancy/ation; ent; ence/ency; cious; tious	Revision of Y5/6 words; Silent letters; homophones; word classes; double r	Revision of Y5/6 words and spelling patterns including unseen words	Revision of Y5/6 words and spelling patterns including unseen words.	Technical vocabulary linked to the children’s chosen balanced argument subject	New vocabulary linked to the chosen play.
<b>Grammar: Sentence</b>					
Recap on word classes Focus on expanded noun phrases  Synonyms and antonyms	Fronted adverbials; relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Speech conventions (narrative).	Direct and indirect speech; short, snappy headlines; summarising sentences  Figurative language – similes, metaphors, personification.	Rhetorical questions; relative clauses; subjunctive forms eg ‘If I were..’ or ‘Were they to...’	Dramatising sentences using appropriate inflection and intonation.  Unpunctuated speech; stage directions (playscript)
<b>Grammar: Text</b>					

Active and passive voice	Non-fiction features eg bullet points, headings, subheadings  Precis longer passages	Structures of informal and formal speech (narrative).	Presentational devices - Columns, pictures and captions.	Opening statements and conclusions; well developed, linked paragraphs using cohesive devices - adverbs e.g. in contrast, on the other hand.	Structures of playscripts.
<b>Grammar: Punctuation</b>					
Revisit of punctuation taught in Year 5; Semi colons; colons, dashes to mark boundaries between main clauses.	Semi colons; colons and dashes to mark boundaries between main clauses.	Speech marks, commas for speech, colons, brackets	Commas and hyphens for clarity and to avoid ambiguity,	Question marks	
<b>Spoken Language: Speaking and Listening</b>					
	<p>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.</p> <p>Analyse and evaluate how speakers present points effectively through use of language and gesture.</p> <p>ask clear, pertinent and relevant questions to clarify a position or deepen understanding</p>	<p>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.</p> <p>Listen for language variation, in formal and informal contexts.</p> <p>Use spoken language to develop understanding by speculating, hypothesising, imagining and exploring ideas.</p>		<p>Participate in whole-class debate using the conventions and language of debate, including Standard English</p> <p>Use a range of oral techniques to present persuasive arguments</p> <p>Consider and evaluate different viewpoints and respond, building on the contributions of others.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Use a range of oral techniques to present engaging narratives</p> <p>Select and use appropriate registers for effective communication</p>

				<p>Select and use appropriate registers for effective communication.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	
<b>Terminology for Pupils</b>					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					