

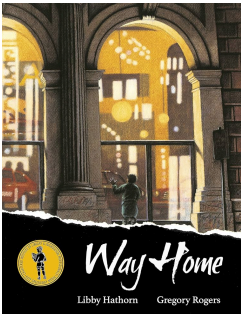
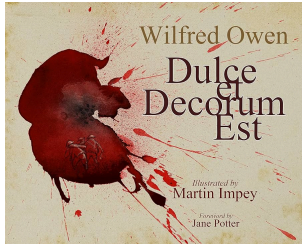
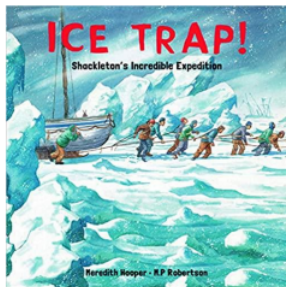
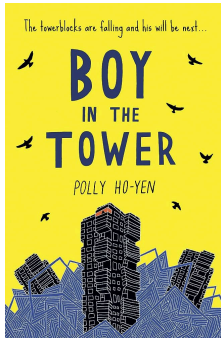

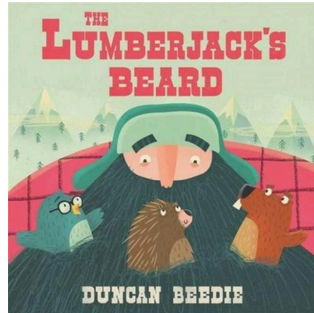
Year 6 Long term plan Outcomes

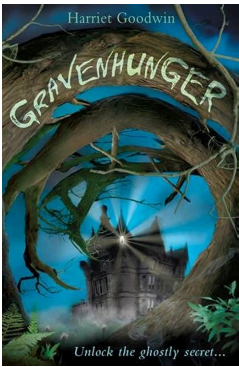
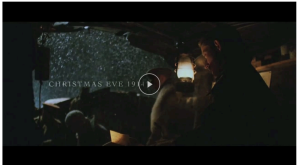
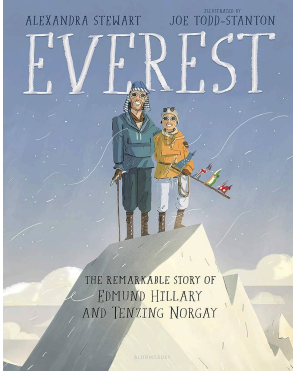
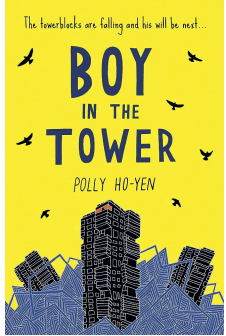


Persuade

Inform

Entertain

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Way home</p>  <p>Outcome: Letter to parents (P)</p> <p>SOA:</p>	<p>Text: Dulce et Decorum est & Dreadful Menace</p>  <p>Outcome: Poetry (E)</p> <p>SOA: Remembrance Day Biography (I)</p>	<p>Text: Ice Trap (HIAS)</p>  <p>Outcome: Diary Entry (I)</p> <p>SOA: Dialogue (E)</p>	<p>Text: Boy in the Tower</p>  <p>Outcome: Informal letter home to mum (I)</p> <p>SOA: Speech (P)</p>	<p>Text: Three Little Pigs film</p>  <p>https://www.youtube.com/watch?v=vDGrfhJH1P4</p> <p>Outcome: Speech (P)</p> <p>(I)</p> <p>SOA: Retell/ narrative (E)</p>	<p>Text: The Lumberjack's Beard</p>  <p>Outcome: Diary POV of one of the animals (I)</p> <p>(E)</p> <p>SOA:</p>
<p>Main focus is sentence structure - SOA.</p> <p><u>Objectives</u></p>	<p><u>Objectives</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>Use commas and hyphens to clarify meaning or avoid ambiguity (Y5/6) NC</p> <p>Use of expanded noun phrases to convey complicated information concisely (Y5/6) NC</p>	<p><u>Objectives</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>Assured and conscious controls over levels of formality (Y6)</p> <p>Understand/apply the difference between vocabulary typical of informal speech and</p>	<p><u>Objectives</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>The difference between structures typical of formal and informal speech and writing (Y6)</p> <p>Assured and conscious controls over levels of formality (Y6)</p>	<p><u>Objectives</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence (Y5)</p> <p>Use of the semicolon, colon and dash mark to mark the boundary</p>	<p><u>Objectives</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>Understand and apply the difference between formal and informal vocabulary (Y6)</p> <p>Use the structures appropriate for formal speech and writing (Y6)</p>

	<p>Use modal verbs or adverbs to indicate degrees of possibility (Y6) NC</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' (Y5)</p> <p>I can use figurative language (Y6)</p> <p>Use a thesaurus (Y6)</p>	<p>vocabulary appropriate for formal speech (Y6)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (word repetition, adverbs and ellipsis) (Y6)</p> <p>In narrative, integrate dialogue to convey character and advance action (Y6)</p>	<p>Use the structures typical of informal speech (Y6)</p> <p>Punctuation to indicate parenthesis (Y6)</p>	<p>between independent clauses (Y6)</p> <p>Punctuation to indicate parenthesis (Y6)</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (Y6)</p>	<p>Use a colon to introduce a list and a semi colon within a list (Y6)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (Y6)</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Gravehunger (HIAS Year 5)</p>  <p>Outcome: Estate Agent Listing (P)</p> <p>SOA: Diary Entry</p>	<p>Text: Literacy shed Video: The christmas truce</p>  <p>Outcome: Retell (E)</p> <p>SOA: Dialogue (E)</p>	<p>Text: Everest</p>  <p>Outcome: Suspense narrative (I)</p> <p>SOA:</p>	<p>Text: Boy in the Tower</p>  <p>Outcome : Non-Chronological report on a Blucher (I)</p> <p>SOA: Instructions on how kill a Blucher (I)</p>	<p>Text:Alma (Literacy Shed)</p>  <p>Outcome: Suspense Narrative (E)</p> <p>SOA:</p>	<p>Text: Rang-Tan Video</p>  <p>https://www.youtube.com/watch?v=JdpsplIWl2o</p> <p>Outcome: Poetry (E) Persuasive letter (P)</p> <p>SOA: Dialogue (E)/ Non-chronological report Orangutan (I)</p>

<p><u>Objectives</u></p> <p>Indicate degrees of possibility using adverbs and/or modal verbs (Y5)</p> <p>Use expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>Use of colons to introduce a list and use semi-colons within lists (Y6)</p> <p>Punctuation of bullet points to list information (Y6)</p> <p>Choose appropriate register for the audience (formal/informal) (Y5)</p>	<p><u>Objectives</u></p> <p>Identify audience for, and purpose of writing (Y6)</p> <p>In narrative, integrate dialogue to convey character and advance action (Y6)</p> <p>Build cohesion within and across paragraphs (Y6)</p> <p>Use relative clauses (Y6)</p> <p>Use modal verbs and adverbs to indicate levels of possibility (Y6)</p> <p>Using brackets, dashes and commas to show parenthesis (Y6)</p> <p>Ensure correct use of tense is used throughout a piece of writing (Y6)</p>	<p><u>Objectives</u></p>	<p><u>Objectives</u></p> <p>Use adverbs and expanded noun phrases to convey complicated information precisely (Y5/6)</p> <p>Ensure correct use of tense is used throughout a piece of writing (Y6)</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (Y6)</p> <p>Punctuate bullet points consistently (Y6)</p>	<p><u>Objectives</u></p> <p>The difference between structures typical of formal and informal speech and writing (Y6)</p> <p>In narrative, integrate dialogue to convey character and advance action (Y6)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices (Y6)</p>	<p><u>Poetry objectives</u></p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' (Y5)</p> <p>I can use figurative language (Y6)</p> <p>In narratives describe settings, characters and atmosphere (Y6)</p> <p>Use a thesaurus (Y6)</p> <p><u>Persuasive letter outcomes</u></p> <p>Identify the audience for and purpose of the writing (Y6)</p> <p>Understand and apply the difference between formal and informal vocabulary (Y6)</p> <p>Use the structures appropriate for formal speech and writing (Y6)</p> <p>Use a colon to introduce a list and a semi colon within a list (Y6)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (Y6)</p>
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Editing objectives throughout all pieces of writing:

- Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-reading for spelling and punctuation errors