



Mixed Age Planning: Cycle A



Mixed Age Planning: Cycle A

Year Group	Autumn 1 Unit 1A	Autumn 2 Unit 1B	Spring 1 Unit 1C	Spring 2 Unit 2D	Summer 1 Unit 2E	Summer 2 Unit 2F
1&2	<p>Old Bear by Jane Hissey</p> <p>Fiction Outcome: Finding story sentences</p> <p>Non-fiction Outcome: Message sentences</p>	<p>Rapunzel by Bethan Woolvin</p> <p>Fiction Outcome: Traditional Tale sentences</p> <p>Non-fiction Outcome: Trap sentences</p>	<p>Hermelin by Mini Grey</p> <p>Fiction Outcome: Detective story sentences</p> <p>Non-fiction Outcome: Letter sentences</p>	<p>Grandad's Island by Benji Davies</p> <p>Fiction Outcome: Return Narrative</p> <p>Non-fiction Outcome: Information text</p>	<p>The King Who Banned the Dark by Emily Haworth-Booth</p> <p>Fiction Outcome: Banning narrative</p> <p>Non-fiction Outcome: Persuasive letter</p>	<p>Rosie Revere, Engineer by Andrea Beaty</p> <p>Fiction Outcome: Invention Narrative</p> <p>Non-fiction Outcome: Explanation Text</p>

Year Group	Autumn 1 Unit 3A	Autumn 2 Unit 3B	Spring 1 Unit 3C	Spring 2 Unit 4D	Summer 1 Unit 4E	Summer 2 Unit 4F
3&4	<p>The Iron Man by Ted Hughes (Chris Mould edition)</p> <p>Fiction Outcome: Approaching Threat Narrative</p> <p>Non-fiction Outcome: Trap Explanation</p>	<p>Fox by Margaret Wild</p> <p>Fiction Outcome: Fable Narrative</p> <p>Non-fiction Outcome: Information report</p>	<p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Information leaflet</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted Narrative</p> <p>Non-fiction Outcome: Persuasive letter</p>	<p>The Journey by Francesca Sanna</p> <p>Fiction Outcome: Refugee Narrative</p> <p>Non-fiction Outcome: Diary</p>	<p>Manfish by Jennifer Berne</p> <p>Fiction Outcome: Invention Narrative</p> <p>Non-fiction Outcome: Biography</p>

Year Group	Autumn 1 Unit 5A	Autumn 2 Unit 5B	Spring 1 Unit 5C	Spring 2 Unit 6D	Summer 1 Unit 6E	Summer 2 Unit 6F
5&6	<p>Curiosity The Story of a Mars Rover by Markus Motum</p> <p>Fiction Outcome: TBC on unit release</p> <p>Non-fiction Outcome: TBC on unit release</p>	<p>FARThER by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Letter to inform</p>	<p>The Hound of the Baskervilles (Graphic Novel) by Daniel Ferran & Oxford Children's Classics</p> <p>Fiction Outcome: Cliffhanger Narrative</p> <p>Non-fiction Outcome: Formal report</p>	<p>The Ways of the Wolf by Simriti Halls</p> <p>Fiction Outcome: Documentary Narrative</p> <p>Non-fiction Outcomes: Balanced Argument</p>	<p>Shackleton's Journey by William Grill</p> <p>Fiction Outcome: Endurance Narrative</p> <p>Non-fiction Outcome: Biography to recount</p>	<p>Paradise Sands by Levi Pinfold</p> <p>Fiction Outcome: First person Narrative</p> <p>Non-fiction Outcome: Warning Letter</p>

Y1&2 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 1A</p> <p>Old Bear by Jane Hissey</p> <p>Fiction Outcome: Finding story sentences Non-fiction Outcome: Message sentences</p>	<p>Y1 Regular plural noun suffixes -s or -es</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Use of full Stops to demarcate sentences.</p>
	<p>Y2 Use the suffix -ly to turn adjectives into adverbs</p> <p>Use of the suffix -er and -est in adjectives</p>	<p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a statement and question</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns.</p>
<p>Autumn 2 Unit 1B</p> <p>Rapunzel by Bethan Woolvin</p> <p>Fiction Outcome: Traditional Tale sentences Non-fiction Outcome: Trap sentences</p>	<p>Yr 1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Plural noun suffixes -s/ -es and the effects on the noun.</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p>
	<p>Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs</p> <p>Formation of adjectives using suffix -ful, -less.</p>	<p>Expanded noun phrases for description and specification</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation and question</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Use apostrophes to mark singular possession in nouns.</p>

<p>Spring 1 Unit 1C</p> <p>Hermelin by Mini Grey</p> <p>Fiction Outcome: Detective story sentences Non-fiction Outcome: Letter sentences</p>	<p>Y1 Reinforce plural noun suffix -s -es</p> <p>How prefix un – changes the meaning of verbs and adjectives</p> <p>Adding suffixes -er and -est to adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences</p>
<p>Spring 2 Unit 2D</p> <p>Grandad’s Island by Benji Davies</p> <p>Fiction Outcome: Return Narrative Non-fiction Outcome: Information text</p>	<p>Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Recap plural noun suffix -s and -es</p> <p>Adding the suffix -est and -er to adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Full stops to demarcate sentences. Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences.</p>
	<p>Y2 Use of the suffixes –er & –est in adjectives</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a command</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p> <p>Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Apostrophes to mark singular possession in nouns</p>

<p>Summer 1 Unit 2E</p> <p>The King Who Banned the Dark by Emily Haworth-Booth</p> <p>Fiction Outcome: Banning Narrative Non-fiction Outcome: Letter to persuade</p>	<p>Y1 Plural noun suffix -s -es</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Adding the suffix -ing , -ed and -er to verbs</p> <p>Adding the suffix -est and -er to adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I</p> <p>Full stops to demarcate sentences</p> <p>Question marks to demarcate sentences.</p>
<p>Summer 2 Unit 2F</p> <p>Rosie Revere, Engineer by Andrea Beaty</p> <p>Fiction Outcome: Invention Narrative Non-fiction Outcome: Explanation Text</p>	<p>Y1 Adding the suffix -er and est to adjectives</p> <p>Adding the suffixes -ing and -ed to verbs</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Y2 Formation of nouns by compounding</p> <p>Use of the suffixes -er & -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using and, because, but and so</p> <p>Expanded Noun Phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation</p>	<p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>

Y3&4 Mixed Age Planning: Cycle A

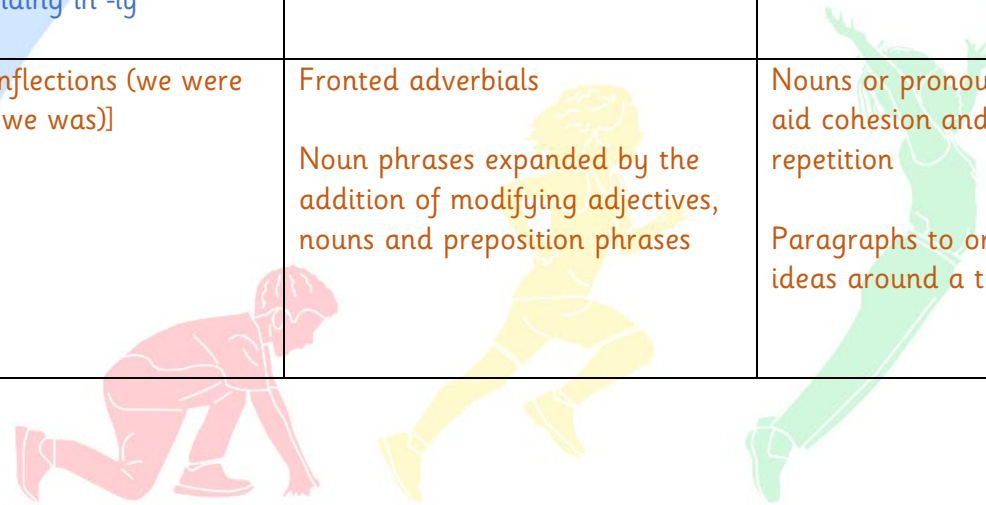
Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 3A</p> <p>The Iron Man by Ted Hughes (Chris Mould version)</p> <p>Fiction Outcome: Approaching Threat Narrative</p> <p>Non-fiction Outcome: Trap Explanation to explain</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. im-, un, mis</p> <p>Using a or an according to whether the next word begins with a vowel or consonant</p>	<p>Use a wider range of conjunctions to express time, place and cause e.g. when, before, after, while, so, because, if, although</p> <p>Expressing time, place and cause using adverbs e.g. then, there, soon, after</p> <p>Expressing time, place and cause using prepositions e.g. before, during, after, in</p> <p>Use expanded noun phrases for description and specification (Y2 recap)</p> <p>Learn how to use subordination (reinforce from Y2)</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap)</p> <p>Use commas to separate items in a list (yr 2 recap)</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p>	<p>Expressing time, place and cause using prepositions (Yr 3 recap)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p>	<p>Use commas after fronted adverbials</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p>
<p>Autumn 2 Unit 3B</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. un-, re-</p>	<p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Present perfect form of verbs in contrast to the simple past</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>

<p>Fox by Margaret Wild</p> <p>Fiction Outcome: Fable Narrative</p> <p>Non-fiction Outcome: Animal report to inform</p>	<p>Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant</p> <p>Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)</p>	<p>Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p>	<p>Expressing time, place and cause using prepositions (Yr 3 recap)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)</p>	<p>Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech</p>
<p>Spring 1 Unit 3C</p>	<p>Y3 Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Use a wider range of conjunctions, e.g. when, if, because, although</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p>

<p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Leaflet to inform</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti-un- -dis -mis -im -in</p>	<p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>	<p>form of verbs in contrast to the simple past</p>	<p>Learn how to use commas to separate items in a list (Y2 reinforcement)</p>
	<p>Grammatical difference between plural and possessive -s</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub-headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p>
<p>Spring 2 Unit 4D</p> <p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted Narrative</p> <p>Non-fiction Outcome: Letter to persuade</p>	<p>Y3 Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Adverbs ending in -ly</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Use expanded noun phrases for description and specification</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
	<p>Yr 2 Grammatical difference between plural and possessive -s</p> <p>Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
<p>Summer 1 Unit 4E</p> <p>The Journey by Francesca Sanna</p>	<p>Y3 Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p>	<p>Introduction to paragraphs as a way to group related material</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p>

<p>Fiction Outcome: Refugee Narrative</p> <p>Non-fiction Outcome: Diary to recount</p>	<p>Word families based on common words showing how words are related in form and meaning</p> <p>Formation of nouns using a range of prefixes e.g. auto- super- anti un--dis -mis -im -in</p> <p>Adverbs ending in -ly</p>	<p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>		
	<p>Y4</p> <p>Verb inflections (we were instead of we was)</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
<p>Summer 2 Unit 4F</p> <p>Manfish by Jennifer Berne</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti-</p> <p>Develop an understanding of word families based on common words, showing how</p>	<p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Develop understanding by expressing time and place using</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p>

<p>Fiction Outcome: Invention Narrative</p> <p>Non-fiction Outcome: Biography to recount</p>	<p>words are related in form and meaning</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Adverbs ending in -ly</p>	<p>prepositions e.g. before, after, during, in</p> <p>Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore</p>		<p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p>
	<p>Y4 Verb inflections (we were instead of we was)]</p>	<p>Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Use of a comma after the reporting clause and use of end punctuation within inverted commas.</p> <p>Use commas after fronted adverbials</p>



Ready Steady

Write

Y5&6 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1 Unit 5A</p> <p>Curiosity The Story of a Mars Rover by Markus Motum</p> <p>(Writing outcomes to be confirmed on unit release)</p>	<p>Y5 Develop understanding and use of verb prefixes</p>	<p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding and use of modal verbs to indicate degrees of possibility</p> <p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap)</p> <p>Indicate grammatical features by using commas after fronted adverbials (Y4 recap)</p> <p>Indicate grammatical features using dashes to indicate parenthesis</p> <p>Indicate grammatical features using brackets to indicate parenthesis</p> <p>Indicate grammatical features using semi-colons within lists</p>
	<p>Yr 6 Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p>	<p>The difference between structures of formal and informal speech</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence.</p> <p>Indicate degrees of possibility using adverbs. (Yr 5 recap)</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Indicate grammatical features using semi-colons within lists</p> <p>Indicate grammatical features using dashes and commas to indicate parenthesis (Year 5 recap)</p> <p>Indicate grammatical features using the colon to introduce a list</p>
<p>Autumn 2 Unit 5B</p>	<p>Y5 Develop understanding of the use of verb prefixes</p>	<p>Indicate degrees of possibility using modal verbs</p>	<p>Develop understanding in using devices to build</p>	<p>Use commas after fronted adverbials (Y4 recap)</p>

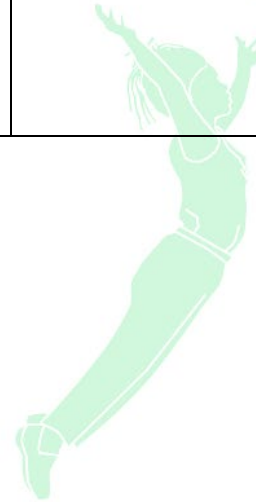
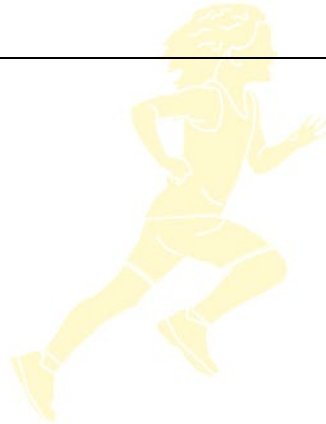
<p>FArTHER by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Letter to inform</p>		<p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Use fronted adverbials (Yr 4 recap)</p>	<p>cohesion within a paragraph</p>	<p>Use commas, brackets and dashes for parenthesis</p>
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>Converting nouns or adjectives into verbs using suffixes (Year 5 recap) e.g.: -ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning (through editing)</p> <p>Punctuation of bullet points (when modelling planning)</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features by using hyphens to avoid ambiguity</p>
<p>Spring 1 Unit 5C</p>	<p>Y5 The difference between vocabulary of informal speech and vocabulary appropriate to</p>	<p>Relative clauses beginning with who, which, where, when,</p>	<p>Develop understanding in using devices to build</p>	<p>Use commas for parenthesis</p>

<p>The Hound of the Baskervilles (Graphic Novel) by Daniel Ferran & Oxford Children's Classics</p> <p>Fiction Outcome: Cliffhanger Narrative</p>	<p>formal speech and writing – formal tone</p> <p>Develop understanding and use of verb prefixes</p> <p>Converting nouns or adjectives into verbs using suffixes</p>	<p>whose, that or an omitted relative pronoun</p>	<p>cohesion within a paragraph</p>	<p>Use commas to clarify meaning and avoid ambiguity</p>
<p>Non-fiction Outcome: Formal event report to inform</p>	<p>Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p> <p>Develop understanding of how words are related by meaning as synonyms and antonyms</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Indicate grammatical features using brackets to indicate parenthesis (Year 5 recap)</p> <p>Use commas to clarify meaning and avoid ambiguity (Y5 recap)</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Indicate grammatical features using the dash to mark the boundary between independent clauses</p>
<p>Spring 2 Unit 6D</p>	<p>Y5 Use of verb prefixes e.g. mis-, de- dis-, re</p>	<p>Indicate degrees of possibility using modal verbs and adverbs</p>	<p>Use a range of devices to build cohesion within a paragraph.</p>	<p>Use commas to clarify meaning and avoid ambiguity</p>

<p>The Ways of the Wolf by Simriti Halls</p> <p>Fiction Outcome: Documentary Narrative</p>		<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Use a range of sentence types for impact and cohesion</p>	<p>Indicate grammatical features using commas to indicate parenthesis</p>
<p>Non-fiction Outcomes: Balanced Argument</p>	<p>Y6 Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Understand how words are related by meaning as synonyms and antonyms</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p> <p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p>	<p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list</p> <p>Use semi colons within lists</p>
<p>Summer 1 Unit 6E</p> <p>Shackleton's Journey by William Grill</p> <p>Fiction Outcome: Endurance Narrative</p>	<p>Y5 Converting nouns or adjectives into verbs using suffixes e.g.: -ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)</p> <p>Verb prefixes re-, dis-,</p>	<p>Indicating degrees of possibility using adverbs</p> <p>Indicating degrees of possibility using modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Linking ideas across paragraphs, using adverbials</p> <p>Use a range of devices to build cohesion within a paragraph.</p>	<p>Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate parenthesis using brackets</p>

<p>Non-fiction Outcome: Biography</p>				
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms</p> <p>Using headings and sub-headings to organise information</p>	<p>Use semi-colons and dashes to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity (Yr5 recap)</p>
<p>Summer 2 Unit 6F</p> <p>Paradise Sands by Levi Pinfold</p> <p>Fiction Outcome: First person Narrative</p>	<p>Yr 5 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), - en (widen), -ify (intensify), -ise (hypnotise)</p>	<p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Develop understanding of expanded noun phrases to convey complicated information concisely</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Indicate grammatical features using commas to clarify meaning or avoid ambiguity</p> <p>Indicate parenthesis using brackets</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap)</p>

<p>Non-fiction Outcome: Warning Letter</p>	<p>Yr 6 Develop understanding of how words are related by meaning as synonyms and antonyms</p> <p>Develop understanding and recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>	<p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices</p>	<p>Indicate grammatical features by using hyphens which can be used to avoid ambiguity</p> <p>Indicate grammatical features using the semi-colon, colon and dash to mark the boundary between independent clauses</p>
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