

Year 6 Writing and Grammar, Punctuation and Spelling			
Term	Genre	Composition	GPS
Autumn 1	<p><b>Non fiction</b> Persuasive letter Persuasive report</p> <p><b>Fiction</b> Narrative</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Considering how authors have developed settings in what pupils have read.</p> <p><b>Draft and write by:</b> Including modelled grammar.</p> <p>Beginning to select appropriate vocabulary from examples.</p> <p>Describing settings and atmosphere.</p> <p>Using fronted adverbials to build cohesion.</p> <p>Using subheadings to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Ensuring the consistent and correct use of tense throughout shorter pieces of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Use expanded noun phrases.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clause.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets and commas to indicate parenthesis.</p> <p><b>Spelling:</b> Spell words with short 'i'.</p> <p>Spell words with 'ou'.</p> <p>Spell words with 'k' and 'ch'.</p> <p>Spell 'gue' at the end of words and 'k' spelled 'que'.</p> <p>Spell words with 'sc'.</p> <p>Words with 's' sounds.</p> <p>Spell 'ay' sound s.</p> <p>Spell words spelled 'ei', 'eigh' or 'ey'.</p>

			Spell words containing 'ough'.
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<p>Autumn 2</p>	<p><b>Fiction</b> Narrative</p> <p><b>Non fiction</b> Journalistic report Instructions Persuasive letter</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><b>Draft and write by:</b> Including modelled grammar.</p> <p>Using subject specific vocabulary.</p> <p>Describing settings, characters and atmosphere.</p> <p>Using a wide range of conjunctions to build cohesion within and across paragraphs.</p> <p>Using subheadings and bullet points to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Ensuring the consistent and correct use of tense throughout shorter pieces of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural.</p> <p>Proof-reading for spelling and punctuation errors.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Recognise vocabulary and structures that are appropriate for formal writing.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p><b>Spelling:</b> Spelling rule with double 'f' 'l' 'z' and 'k'.</p> <p>Spell words with 'tsh' sound.</p> <p>Spell plural words with 's' and 'es'.</p> <p>Spell words with the split digraph.</p> <p>Spell words with 'ee' sound spelt 'y'.</p> <p>Spell words with 'oy', 'oi'.</p> <p>Spell words with the 'ed' suffix.</p>
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<p>Spring 1</p>	<p><b>Non fiction</b> Non-chronological report</p> <p><b>Fiction</b> Diary Narrative</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><b>Draft and write by:</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere.</p> <p>Précis (summarise) longer passages.</p> <p>Using time conjunctions and pronouns to build cohesion within and across paragraphs.</p> <p>Using headings, subheading, bullet points and underlining to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p><b>Spelling:</b> Spell words with the 'er' or 'est' suffix.</p> <p>Spell words with the 'ing' suffix.</p> <p>Spell words with the 'j' ending.</p> <p>Spell words with the 'll' ending.</p>
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		Proof-read for spelling and punctuation errors.	Spell contractions. Spell words with suffixes after a 'y'. Spell words with the 'less', 'ment', 'ful', 'ness', suffixes. Spell words with the 'ly' suffix.
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<p>Spring 2</p>	<p><b>Poetry</b> Figurative language</p> <p><b>Non fiction</b> Persuasive leaflet Persuasive letter</p> <p><b>Fiction</b> Grimm Tales Images</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings.</p> <p><b>Draft and write by:</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Assessing the effectiveness of their own writing proposing changes to vocabulary, grammar and punctuation.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p><b>Spelling:</b> Spell words with 'sion' or 'tion'.</p> <p>Spell words with prefixes.</p> <p>Spell words with 'sure' or 'ture'.</p> <p>Spell words with 'ous' or 'ious'.</p> <p>Spell words with vowel suffixes.</p> <p>Spell words with 'cian'.</p>
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			<p>Spell words with 'able', 'ible', 'ably' and 'ibly'.</p> <p>Spell words with 'cious' and 'tious'.</p> <p>Spell words with 'ant', 'ancy', 'ent' and 'ency'.</p>
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<p>Summer 1</p>	<p><b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Setting description</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><b>Draft and write by:</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p><b>Spelling:</b> Spell words with vowel suffixes.</p> <p>Spell words with 'ei' or 'ie'.</p> <p>Spell words with hyphens.</p> <p>Spell words with silent letters</p>
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		<p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-reading for spelling and punctuation errors.</p>	
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<p>Summer 2</p>	<p><b>Non Fiction</b> Instructions</p> <p><b>Fiction</b> Greek Myths</p>	<p><b>Plan their writing by:</b> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><b>Draft and write by:</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Evaluate and edit by:</b> Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p><b>Vocabulary, Spelling and Punctuation:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p>Introduce a list punctuating bullet points consistently.</p>
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		Proof-reading for spelling and punctuation errors.	
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