Year 6 Term 1

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Poetry	3, 4, 5, 10	1 (GfW 44)	1, 2, 3, 7	2	Work of two poets	▪ Poems ▪ Presentation
Narrative writing	7	1, 5	1, 2, 3, 4, 5 (SB p.58)	2	Class novel and extracts	▪ Narrative
Media /plays	1, 2, 6, 9	6 (GfW 47)	1, 2, 3, 9	2	Class novel and video version	▪ Narrative ▪ Scene
Journalistic	8, 12, 15, 16, 18	1 (GfW 44), 4 (GfW 46)	6, 8 (SB p.59)	2	Curriculum subject/current events	▪ Newspaper articles
Narrative writing	7	1, 4, 5	1, 2, 3, 6	3	Class novel and extracts	▪ Two narratives
Biography/ autobiography	3, 4, 5, 11, 14	5 (GfW 47)	1, 2, 3, 10	2	Biography/curriculum autobiography	▪ Biographical/ autobiographical writing
Reports	13, 17	2, 3 (GfW 45)	1, 2, 3, 4	2	Curriculum subject	▪ Report

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 6 Term 1

Unit: Poetry Duration: 2 weeks	Text(s): Work of two poets Outcomes: Poems; presentation	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to articulate personal responses to literature, identifying why and how a text affects the reader; T4 to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes; T5 to contribute constructively to shared discussion about literature, responding to and building on the views of others; T10 to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually.	S1 to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; (*Grammar for writing* Unit 44)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W7 to understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither.*

Year 6 Term 1

Unit: Narrative writing **Duration:** 2 weeks	**Text(s):** Class novel and extracts **Outcomes:** Narrative	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to plan quickly and effectively the plot, characters and structure of their own narrative writing.	S1 to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; S5 to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses.	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3; W5 to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex;* (*Spelling bank* p.58).

Year 6 Term 1

Unit: Media/plays **Duration:** 2 weeks	**Text(s):** Class novel and video version **Outcomes:** Narrative; scene	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator; T2 to take account of viewpoint in a novel through, e.g.: • identifying the narrator; • explaining how this influences the reader's view of events; • explaining how events might look from a different point of view; T6 to manipulate narrative perspective by: • writing in the voice and style of a text; • producing a modern retelling; • writing a story with two different narrators; T9 to prepare a short section of story as a script, e.g. using stage directions, location/setting.	S6 to secure knowledge and understanding of more sophisticated punctuation marks: • colon; • semi-colon; • parenthetic commas, dashes, brackets. (*Grammar for writing* Unit 47)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W9 to understand how new words have been added to the language, e.g. *trainers, wheelie.*

Year 6 Term 1

Unit: Journalistic **Duration:** 2 weeks	**Text(s):** Curriculum subject/current events **Outcomes:** Newspaper articles	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T8 to summarise a passage, chapter or text in a specified number of words; T12 to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets; T15 to develop a journalistic style through considering: • balanced and ethical reporting; • what is of public interest in events; • the interest of the reader; • selection and presentation of information; T16 to use the styles and conventions of journalism to report on e.g. real or imagined events; T18 to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.	S1 to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; (*Grammar for writing* Unit 44) S4 to investigate connecting words and phrases: • collect examples from reading and thesauruses; • study how points are typically connected in different kinds of text; • classify useful examples for different kinds of text - for example, by position (*besides, nearby, by*); sequence (*firstly, secondly...*); logic (*therefore, so, consequently*); • identify connectives which have multiple purposes (e.g. *on, under, besides*). (*Grammar for writing* Unit 46)	W6 to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore,* etc.; link to sentence level work on connectives; W8 to research the origins of proper names, e.g. place names such as *-borough* or *-chester,* surnames such as *Donaldson, O'Donnell* and *MacDonald,* the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers. (*Spelling bank* p.59)

Year 6 Term 1

Unit: Narrative writing Duration: 3 weeks	Text(s): Class novel and extracts Outcomes: Two narratives	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to plan quickly and effectively the plot, characters and structure of their own narrative writing.	S1 to revise from Y5: • the different word classes, e.g. prepositions; • re-expressing sentences in a different order; • the construction of complex sentences; • the conventions of standard English; • adapting texts for particular readers and purposes; S4 to investigate connecting words and phrases: • collect examples from reading and thesauruses; • study how points are typically connected in different kinds of text; • classify useful examples for different kinds of text - for example, by position (*besides, nearby, by*); sequence (*firstly, secondly...*); logic (*therefore, so, consequently*); identify connectives which have multiple purposes (e.g. *on, under, besides*); S5 to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses.	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W6 to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore,* etc.; link to sentence level work on connectives.

Year 6 Term 1

Unit: Biography/autobiography **Duration:** 2 weeks	**Text(s):** Biography/curriculum autobiography **Outcomes:** Biographical/autobiographical writing	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to articulate personal responses to literature, identifying why and how a text affects the reader; T4 to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes; T5 to contribute constructively to shared discussion about literature, responding to and building on the views of others; T11 to distinguish between biography and autobiography; • recognising the effect on the reader of the choice between first and third person; • distinguishing between fact, opinion and fiction; • distinguishing between implicit and explicit points of view and how these can differ; T14 to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.: • preparing a CV • composing a biographical account based on research; • describing a person from different perspectives, e.g. police; • description, school report, newspaper obituary.	S5 to form complex sentences through, e.g.: • using different connecting devices; • reading back complex sentences for clarity of meaning, and adjusting as necessary; • evaluating which links work best; • exploring how meaning is affected by the sequence and structure of clauses. (*Grammar for writing* Unit 47)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W10 to understand the function of the etymological dictionary, and use it to study words of interest and significance.

Year 6 Term 1

Unit: Reports Duration: 2 weeks	Text(s): Curriculum subject Outcomes: Report	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T13 to secure understanding of the features of non-chronological reports: • introductions to orientate reader; • use of generalisations to categorise; • language to describe and differentiate; • impersonal language; • mostly present tense; T17 to write non-chronological reports linked to other subjects.	S2 to revise earlier work on verbs and to understand the terms *active* and *passive;* being able to transform a sentence from active to passive, and vice versa; S3 to note and discuss how changes from active to passive affect the word order and sense of a sentence. (*Grammar for writing* Unit 45)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Term 3.

Year 6 Term 2

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Poetry	3, 4, 5, 6, 9			1	Range of forms	▪ Interpretation of poems
Narrative 1	1, 7, 11, 13	3 (GfW 47)	1, 2, 3, 6	2	Class novel and extracts	▪ Narrative
Argument	15, 16, 18, 19	5 (GfW 51)	8	2	Balanced reports	▪ Debate ▪ Persuasive and discursive text
Narrative 2	2 (GfW 52), 8, 9, 10, 12, 14	3 (GfW 47)	1, 2, 3, 7	3	Class novel and extracts	▪ Two narratives
Formal	17, 20	1 (GfW 48), 2 (GfW 49), 4 (GfW 50)	4, 5	2	Examples of 'formal' writing and presentation	▪ 'Official' document

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 6 Term 2

Unit: Poetry **Duration:** 1 week	**Text(s):** Range of forms **Outcomes:** Interpretation of poems	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T3 to recognise how poets manipulate words: • for their quality of sound, e.g. rhythm, rhyme, assonance; • for their connotations; • for multiple layers of meaning, e.g. through figurative language, ambiguity; T4 to investigate humorous verse: • how poets play with meanings; • nonsense words and how meaning can be made of them; • where the appeal lies; T5 to analyse how messages, moods, feelings and attitudes are conveyed in poetry; T6 to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others; T9 to increase familiarity with significant poets and writers of the past.		

Year 6 Term 2

Unit: Narrative 1 **Duration:** 2 weeks	**Text(s):** Class novel and extracts **Outcomes:** Narrative	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to understand aspects of narrative structure, e.g.: • how chapters in a book (or paragraphs in a short story or chapter) are linked together; • how authors handle time, e.g. flashbacks, stories within stories, dreams; • how the passing of time is conveyed to the reader; T7 to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody; T11 to write own story using, e.g. flashbacks or a story within a story to convey the passing of time; T13 parody a literary text, describing stock characters and plot structure, language, etc.	S3 to revise work on complex sentences: • identifying main clauses; • ways of connecting clauses; • constructing complex sentences; • appropriate use of punctuation. (*Grammar for writing* Unit 47)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W6 collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt,* - referring to dictionaries of proverbs and other reference sources.

Year 6 Term 2

Unit: Argument Duration: 2 weeks	Text(s): Balanced reports Outcomes: Debate; persuasive and discursive text	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T15 to recognise how arguments are constructed to be effective, through, e.g.: • the expression, sequence and linking of points; • the provision of persuasive examples, illustrations and evidence; • pre-empting or answering potential objections; • appealing to the known views and feelings of the audience; T16 to identify the features of balanced written arguments which, e.g.: • summarise different sides of an argument; • clarify the strengths and weaknesses of different positions; • signal personal opinion clearly; T18 to construct effective arguments: • developing a point logically and effectively; • supporting and illustrating points persuasively; • anticipating possible objections; • harnessing the known views, interests and feelings of the audience; • tailoring the writing to formal presentation where appropriate; T19 to write a balanced report of a controversial issue: • summarising fairly the competing views; • analysing strengths and weaknesses of different positions.	S5 to use reading to: • investigate conditionals, e.g. using *if ...then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition; • use these forms to construct sentences which express, e.g. possibilities, hypotheses; • explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future). (*Grammar for writing* Unit 51)	W8 to build a bank of useful terms and phrases for argument, e.g. *similarly... whereas...*

Year 6 Term 2

Unit: Narrative 2 **Duration:** 3 weeks	**Text(s):** Class novel and extracts **Outcomes:** Two narratives	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force; (*Grammar for writing* Unit 52) T8 to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built; T9 to increase familiarity with significant poets and writers of the past; T10 to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language; T12 to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing; T14 to write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...'	S3 to revise work on complex sentences: • identifying main clauses; • ways of connecting clauses; • constructing complex sentences; • appropriate use of punctuation. (*Grammar for writing* Unit 47)	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); W7 to understand that the meanings of words change over time, e.g. through investigating such words as *nice, presently, without.*

Year 6 Term 2

Unit: Formal Duration: 2 weeks	Text(s): Examples of 'formal' writing/presentation Outcomes: 'Official' document	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T17 to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks; T20 to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.	S1 to investigate further the use of active and passive verbs: • secure the use of the terms active and passive; • know how sentences can be re-ordered by changing from one to the other; • identify examples of active and passive verbs in texts; • experiment in transformation from active to passive and vice-versa and study the impact of this on meaning; • consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator;* (*Grammar for writing* Unit 48) S2 to understand features of formal official language through, e.g.: • collecting and analysing examples, discussing when and why they are used; • noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary; • collecting typical words and expressions, e.g. *'those wishing to...' 'hereby...' 'forms may be obtained...';* (*Grammar for writing* Unit 49) S4 to revise work on contracting sentences: • summary; • note making; • editing. (*Grammar for writing* Unit 50)	W4 to revise and consolidate work from previous four terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words; W5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots.

Year 6 Term 3 (before the KS2 tests)

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Reading and writing narrative	7, 18, 21	3	1, 2, 3	2	Short stories	▪ Test practice in reading and writing narrative
Poetry	4			1	Poems	▪ Test practice in reading poetry
Reading and writing non-fiction	15, 19, 22	1	1, 2, 3	2	Non-fiction texts	▪ Test practice in reading and writing non-fiction

Year 6 Term 3 (after the KS2 tests)

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Poetry	2, 3, 13		5, 6, 7	1	Work by significant poets	▪ Sequence of poems
Authors and texts	1, 5, 6, 8	2 (GfW 54), 4	5, 6	2	Class novel; work by significant authors (same theme)	▪ Reading journal
Extended narrative	10, 11, 14	4	1, 2, 3	3	Class novel and extracts	▪ Extended narrative
Impersonal writing	16, 17, 20	3	4	2	Explanations, reports, reference texts	▪ Formal report

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 6 Term 3 (before the KS2 tests)

Unit: Reading and writing narrative **Duration:** 2 weeks	**Text(s):** Short stories **Outcomes:** Test practice in reading and writing narrative	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T7 to annotate passages in detail in response to specific questions; T18 to secure the skills of skimming, scanning and efficient reading so that research is fast and effective; T21 to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives.	S3 to revise formal styles of writing: • the impersonal voice; • the use of the passive; • management of complex sentences.	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.).

Year 6 Term 3 (before the KS2 tests)

Unit: Poetry **Duration:** 1 week	**Text(s):** Poems **Outcomes:** Test practice in reading poetry	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T4 to comment critically on the overall impact of a poem, showing how language and themes have been developed.		

Year 6 Term 3 (before the KS2 tests)

Unit: Reading and writing non-fiction **Duration:** 2 weeks	**Text(s):** Non-fiction texts **Outcomes:** Test practice in reading and writing non-fiction	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T15 to secure understanding of the features of explanatory texts from Year 5 Term 2; T19 to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form; T22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	S1 to revise the language conventions and grammatical features of the different types of text such as: • narrative (e.g. stories and novels); • recounts (e.g. anecdotes, accounts of observations, experiences); • instructional texts (e.g. instructions and directions); • reports (e.g. factual writing, description) • explanatory texts (how and why); • persuasive texts (e.g. opinions, promotional literature) • discursive texts (e.g. balanced arguments).	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.).

Year 6 Term 3 (after the KS2 tests)

Unit: Poetry Duration: 1 week	Text(s): Work by significant poets Outcomes: Sequence of poems	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T2 to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons; T3 to describe and evaluate the style of an individual poet; T13 to write a sequence of poems linked by theme or form, e.g. a haiku calendar.		W5 to invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows;* W6 to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords; W7 to experiment with language, e.g. creating new words, similes and metaphors.

Year 6 Term 3 (after the KS2 tests)

Unit: Authors and texts **Duration:** 2 weeks	**Text(s):** Class novel; work by significant authors (same theme) **Outcomes:** Reading journal	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T1 to describe and evaluate the style of an individual writer; T5 to compare and contrast the work of a single writer; T6 to look at connections and contrasts in the work of different writers; T8 to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion.	S2 to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines; (*Grammar for writing* Unit 54) S4 to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.	W5 to invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows;* W6 to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords.

Year 6 Term 3 (after the KS2 tests)

Unit: Extended narrative	Text(s): Class novel and extracts	
Duration: 3 weeks	**Outcomes:** Extended narrative	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T10 to write a brief synopsis of a text, e.g. for back cover blurb; T11 to write a brief helpful review tailored for real audiences; T14 to write an extended story, worked on over time on a theme identified in reading.	S4 to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.	W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them; W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings; W3 to use independent spelling strategies, including: • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.).

Year 6 Term 3 (after the KS2 tests)

Unit: Impersonal writing **Duration:** 2 weeks	**Text(s):** Explanations, reports, reference texts **Outcomes:** Formal report	
Text level objectives	**Sentence level objectives**	**Word level objectives**
T16 to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used; T17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value; T20 to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice.	S3 to revise formal styles of writing: • the impersonal voice; • the use of the passive; • management of complex sentences.	W4 to revise and consolidate work from previous five terms with particular emphasis on: • learning and inventing spelling rules; • inventing and using mnemonics for irregular or difficult spellings; • unstressed vowel spellings in polysyllabic words.