



YEAR 6 AUTUMN TERM – SKILLS AND PURPOSE DOCUMENT



| Text | | CAN WE SAVE THE TIGER? | ROMEO AND JULIET | RAIN PLAYER |
|---|-------------|---|--|--|
| Outcomes Non-fiction Fiction | | <p>Letters</p> <p>Explanations</p> <p>Persuasive posters</p> <p>Animal description</p> <p>Persuasive speeches</p> <p>Simple poems</p> | <p>Police reports</p> <p>Character descriptions</p> <p>Narrative scenes</p> <p>Dialogue</p> <p>Diary entries</p> <p>Formal letters</p> | <p>Instructions</p> <p>Posters</p> <p>Missing scenes</p> <p>Diary entries</p> <p>Newspaper reports</p> <p>Debates</p> |
| | | Discussion | Balanced argument | Analytical essay |
| Audience / Form | | <p>Letter to express an argument</p> <p>Persuasive poster to look after endangered animals</p> <p>Description of an animal</p> <p>Simple explanation about endangered animals</p> <p>Persuasive speech to save an endangered animal</p> <p>Simple poem based on The Tyger</p> <p>Discussion text about endangered animals</p> | <p>Short police report</p> <p>Character descriptions</p> <p>Narrative action scene</p> <p>Conversation between main characters</p> <p>Diary entry as R or J</p> <p>Description of balcony scene</p> <p>Letter from Nurse to Juliet</p> <p>Balanced argument – who is to blame?</p> | <p>Instructions for Pok-A-Tok</p> <p>Recruitment poster</p> <p>Missing scene of dialogue</p> <p>Diary entry for Pik</p> <p>Newspaper report for Pok-A-Tok game</p> <p>Essay about legacy of the Maya</p> |
| Purposes covered | | <p>Inform</p> <p>Persuade</p> <p>Describe</p> <p>Explain</p> <p>Entertain</p> | <p>Inform</p> <p>Describe</p> <p>Entertain</p> <p>Reflect</p> <p>Persuade</p> | <p>Instruct</p> <p>Persuade</p> <p>Reflect</p> <p>Recount</p> |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | <p>-ty / -sion / -tion suffixes</p> <p>synonyms to avoid repetition</p> <p>vocabulary appropriate for formal speech</p> | <p>-able / -ible suffixes</p> | <p>dis- / de- / mis- over- / re- prefixes *</p> <p>figurative language</p> <p>vocabulary appropriate for formal speech</p> |
| | SENTENCE | <p>contrasting / explanatory conjunctions</p> <p>modal verbs *</p> <p>range of sentence types *</p> <p>multi-clause sentences</p> <p>order of clauses</p> <p>relative clauses / pronouns *</p> <p>subjunctive mood *</p> | <p>modal verbs *</p> <p>adverbial phrases *</p> <p>passive voice</p> <p>fronted adverbials *</p> <p>subordinating conjunctions</p> | <p>subjunctive form</p> <p>conditional sentences *</p> <p>multi-clause sentences</p> <p>order of clauses</p> <p>subordinating conjunctions</p> <p>difference between phrases / clauses</p> <p>preposition phrases</p> <p>expanded noun phrases *</p> <p>modal verbs *</p> <p>question tags</p> |
| | PUNCTUATION | <p>apostrophes for contractions *</p> <p>commas for clarity *</p> <p>bullet points to list information</p> | <p>use of colons / semi-colons</p> <p>dialogue punctuation *</p> <p>apostrophes for contraction *</p> | <p>commas to demarcate clauses *</p> <p>parenthesis punctuation *</p> |
| | TEXT | <p>repetition for effect (poetry)</p> <p>wider range of cohesive devices</p> | <p>subheadings to organise</p> <p>perfect tense *</p> <p>pronouns / adverbials for cohesion</p> | <p>short sentences for effect</p> <p>adverbial phrases for cohesion</p> |



YEAR 6 SUMMER TERM – SKILLS AND PURPOSE DOCUMENT



| Text | | RESIST | STONEWALL | PARADISE SANDS | BOY IN THE TOWER |
|---|------------------|--|--|---|---|
| Outcomes Non-fiction Fiction | | Posters Diary entries Journalistic pieces Persuasive leaflets Fictional biographical paragraph | Adverts Short news reports Contrasting setting descriptions Protest banners Writing in role | Descriptive story opening Informal note of advice Formal letter Descriptive retelling Conversation Book review | Warning posters Packing lists Journalistic writing Formal letters Non-chronological reports Narrative retellings |
| | | Biography | Visitor's guide | Narrative prequel | Own version narrative |
| Audience / Form | | Resistance recruitment posters Diary entry in role as Etta Report for the resistance newsletter Review for the resistance newsletter Persuasive leaflet for the resistance Fictional biographical paragraph about Etta / Audrey Biography of Audrey Hepburn | Advert for The Stonewall Inn Short news report about Stonewall uprising Protest banners Writing in role as the Stonewall building Visitor's guide to The Stonewall Inn | Alternative story openings Note of advice to the siblings Suspense-filled passage Formal letter to the Teller Descriptive retelling of the great feast Conversation between the Teller and main character Book review Narrative prequel | Warning poster about plant invasion Packing list with justifications News report about the Bluchers Formal letters from school to parents Wikipedia entry for a Blucher Story told from Gaia's perspective Own version apocalyptic story |
| | Purposes covered | Persuade Reflect Inform Describe | Persuade Inform Reflect | Entertain Persuade Inform Describe Reflect | Persuade Inform Recount Entertain |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | vocabulary of formal writing | emotive verbs / adjectives vocabulary of formal writing | figurative language differences in vocabulary for formal / informal writing | -ment / -ness / -tion suffixes -cious suffix abstract / common nouns * technical, formal vocabulary |
| | SENTENCE | subjunctive forms passive voice noun phrases to convey complex information relative clauses modal verbs | noun phrases expanded with adverbial / preposition phrases * range of sentence types * passive voice relative clauses * contrasting conjunctions modal verbs * question tags relative clauses | modal verbs * coordinating conjunctions subordinating conjunctions expanded noun phrases * adverbs / adverbial phrases * passive voice relative clauses * | range of sentence types * modal verbs * conjunctions to justify relative clauses * passive voice adverbials / reporting clauses * |
| | PUNCTUATION | parenthesis punctuation dashes to mark boundaries between clauses | dialogue punctuation * apostrophes for contraction * sentence ending punctuation * | parenthesis punctuation * dialogue punctuation * use of hyphen (hyphenated adjectives) | parenthesis punctuation * dialogue punctuation * use of colons / semi-colons ellipsis |
| | TEXT | range of cohesive devices | layout devices – headings, subheadings, paragraphs consistent tense for cohesion | short sentences for effect controlled repetition for effect | layout conventions – news report short sentences for effect range of past tense constructions – simple / perfect / progressive * repetition to link across paragraphs |



YEAR 6 SUMMER TERM – SKILLS AND PURPOSE DOCUMENT



| Text | | THE ARRIVAL | WINDRUSH CHILD | THE UNFORGOTTEN COAT | NIGHT MAIL |
|---|-------------|---|---|--|---|
| Outcomes Non-fiction Fiction | | Letters Character descriptions Diaries Short playscripts Short report | Thought bubbles Informal letters Poems Diary entries Advice | Diary entries Explanations Dialogue Non-chronological reports | Summaries Analysis and performance |
| | | Narrative retelling | Persuasive pitch | Own version narrative | Poem with similar structure |
| Audience / Form | | Retelling sections of story Diary entry in role as little girl Poster to describe The New World Playscript for a scene Scenes with a flashback Leaflet for looking after a pet Retelling in third person (man's journey to another country) | Thought bubble in role Letter from Leonard to dad Diary entry in role as Leonard Advice to another child Informal speech to mother Persuasive pitch to the local council | Imagined section of dialogue Diary entry as Chingis / Nergui Instructions for science experiment Non-chronological report about Mongolia Own version 'issues and dilemmas' narrative | Verse by verse summaries Analysis of poetic features Performance of Night Mail in groups Poetry comparisons Performance of own poem Poem based on Night Mail |
| Purposes covered | | Entertain Reflect Describe Inform | Reflect Inform Persuade | Entertain Reflect Instruct Inform | Discuss Entertain |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD | synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing | hyphenated adjectives metaphor / personification -ful / -less suffixes * | synonyms / antonyms metaphors | language associated with poetry, e.g. assonance, alliteration, metaphor, simile, rhyming pairs |
| | SENTENCE | modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences | range of noun phrase constructions * preposition phrases * subjunctive mood subordinating conjunctions adverbial phrases * order of clauses passive voice | multi-clause sentences subordinating conjunctions passive voice adverbial phrases * range of sentence types * | multi-clause sentences conjunctions to justify / contrast |
| | PUNCTUATION | dialogue punctuation * apostrophes for omission / accent * dash for emphasis | use of hyphens colons for emphasis apostrophes for contraction * dialogue punctuation * dashes for interruption ellipses | commas to avoid ambiguity dialogue punctuation * apostrophes for contraction * use of colons / semi-colons | sentence ending, where appropriate |
| | TEXT | present perfect tense * layout devices – balanced argument | short sentences / repetition for effect | subheadings to organise * past perfect tense adverbials for cohesion progressive tense * | aspects of performance – timing / volume / rhythm |