Year 6 Writing Long Term Plan

Autumn Term – The Borrowers by Mary Newton

3 weeks plus 1 to edit and improve		4 weeks plus 1 to edit and improve		4 weeks plus 1 to edit and improve		
Book: The Borrowers by Mary Norton		Book: The Borrowers by Mary Norton		Book: The Borrowers by Mary Norton		
Genre Formal letter - beginning an expedition to Egypt (to Lord Carnarvon from Howard Carter)		**Genre** Narrative - Fantasy and Setting Description		**Genre** Non-Chronological Report		
Model of Excellence Formal Letter – beginning an expedition to Egypt (to Lord Carnarvon from Howard Carter)		**Model of Excellence** Excerpt from book, to include setting description		**Model of Excellence** Non-Chronological Report about Bees (Reading SAT, 2022)		
Warm	Formal Letter – Searching for/uncovering the tomb of Tutankhamun	Warm	The Clocks family exploring the main house in winter, looking for food	Warm	Non-chronological report about an animal the class choose together	
Hot	Formal letter – Discovering the treasures inside the tomb of Tutankhamun.	Hot	The Clocks family in a new home inside a tree trunk (describing exterior and interior of the home) during a season of their choice.	Hot	Non-chronological report about Borrowers!	
National Curriculum Coverage and Caedmon's Expectations		**National Curriculum Coverage and Caedmon's Expectations**		**National Curriculum Coverage and Caedmon's Expectations**		
• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		
Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence, outside / inside sentence		Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence; If, if, if, then sentence, outside / inside sentence		Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence; If, if, if, then sentence, outside / inside sentence		
• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity						
• Formal language and tone is consistent • Developed introduction and conclusion using all the letter layout features • Paragraphs developed with prioritised information • Purpose of letter is clear for the reader • Formal language used throughout to engage the reader		• The story is well constructed and raises intrigue in the reader • The description is well constructed and raises intrigue in the reader • Dialogue is used to move the action on • Language choices may create interest in/empathy for the central character • Deliberate ambiguity is set up in the mind if the reader until later in the text		• Developed introduction • Factual paragraphs are engaging • The information is grouped and organised well • View point is transparent for the reader • Emotive language used throughout to engage the reader		
• Assessing 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 • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors		• Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how expert authors have developed characters and setting. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing 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. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors		• Noting and developing initial ideas, drawing on reading and research where necessary. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing the effectiveness of their own and others writing. • Proof-read for spelling and punctuation errors		
• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause						

Year 6 Spelling, Punctuation and Grammar Long Term Plan

Autumn Term 1

Year 6	Monday & Tuesday: SPAG concept.
	Wednesday, Thursday & Friday: Sentence application -except for during SATS revision (see below).
	Red = Year 5 curriculum, blue = revision of previous year groups

Year 6 sentences:
Use of the passive voice in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
Formal structures e.g. Subjunctives such as: If I were or Were they to come.
Informal structures in writing e.g. Question tags: He's your friend, isn't he?

Revision Sentences from previous year group(s):
Question sentence
Exclamation sentence
Statement sentence
Command sentence
Co-ordinating conjunction sentences: and, or, so, but
List sentences with commas
Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so)
Adverb sentences e.g. then, next, soon, therefore
Prepositions of time and place and cause: e.g. before, after, during, in, because of
Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair
Fronted adverbials e.g. later that day, I heard bad news.
Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)
Relative clauses beginning with: who, which, where, when, whose, that (or an omitted relative pronoun)
Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must
Simile sentences – not on the curriculum but important for audience and purpose
Personification sentence – not on the curriculum but important for audience and purpose

4 weeks			5 weeks (2 on Autumn 2)			
Writing genre link Formal letter			**Writing genre link** Story, including setting			
SPAG Concept: Semi colon and dash (teach both) to mark the boundary between independent clauses e.g. It's raining; I'm fed up. I went to the shops – I bought some eggs. Sentence Work: Formal: subjunctive sentences	SPAG Concept: Tense – present perfect and past perfect. Sentence Work: Formal: subjunctive sentences	SPAG Concept: Hyphens to avoid ambiguity e.g. man-eating shark / man eating shark or recover / re-cover Sentence Work: Relative clause sentences (teach the term 'relative pronoun'): who, which, where, whose, that or an omitted relative pronoun	SPAG Concept: Colon to start a list and semi colon within lists. Sentence Work: Simile sentences	SPAG Concept: Question tags in informal speech and writing e.g. He's your friend, isn't he? Sentence Work: Preposition sentences	SPAG Concept: Synonyms & antonyms – how words are related by meaning e.g. big, large, little, small. Sentence Work: Personification sentences.	SPAG Concept: Subjunctive forms in very formal writing and speech e.g.: If I were... or Were they to come... Sentence Work: Question tag sentences.

Year 6 Writing Long Term Plan

Autumn Term 2 – The Witches continued

Year 6 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application -except for during SATS revision (see below). Red = Year 5 curriculum, blue = revision of previous year groups	

Year 6 sentences:
Use of the passive voice in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
Formal structures e.g. Subjunctives such as: If I were or Were they to come.
Informal structures in writing e.g. Question tags: He's your friend, isn't he?

Revision Sentences from previous year group(s):
Question sentence
Exclamation sentence
Statement sentence
Command sentence
Co-ordinating conjunction sentences: and, or, so, but
List sentences with commas
Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so)
Adverb sentences e.g. then, next, soon, therefore
Prepositions of time and place and cause: e.g. before, after, during, in, because of
Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair
Fronted adverbials e.g. later that day, I heard bad news.
Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)
Relative clauses beginning with: who, which, where, when, whose, that (or an omitted relative pronoun)
Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must
Simile sentences – not on the curriculum but important for audience and purpose
Personification sentence – not on the curriculum but important for audience and purpose

3 weeks (2 from Autumn 1)			4 weeks			
Writing genre link Persuasive leaflet			**Writing genre link** Narrative			
SPAG Concept: 1 lesson - Bullet points to list information. The punctuation must be consistently used e.g. The introduction to the list should have a colon. If capital letter is used for the first point, it needs to be used for all; if a comma is used at the end, it needs to be used for them all then end with a full stop on the last point. **Sentence Work:** Statement, question, exclamation, command sentences. (Exclamations always start with 'What…' or 'How…' e.g How dreadful! What a disaster! Commands are bossy but do not have an exclamation mark.)	**SPAG Concept:** Formal language – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter. **Sentence Work:** List sentences with commas	**SPAG Concept:** Passive and active: Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / The window in the greenhouse was broken. **Sentence Work:** Modal verb sentences – possibility and certainty: would, could, should, will, must, might, can, shouldn't etc	**SPAG Concept:** Cohesive devices to link ideas e.g. Adverbials: on the other hand, in contrast, as a consequence, furthermore, in addition **Sentence Work:** Adverb sentences: - simple. Adverb sentences: - to indicate degrees of possibility e.g. perhaps, surely	**SPAG Concept:** Colon to mark the boundary between independent clauses (using a colon to replace 'because' e.g. We got wet: it was raining. **Sentence Work:** Co-ordinating conjunctions (FANBOYS) and subordinating conjunctions. Main and subordinate clauses. (Note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Subordinating conjunctions: when, if, that, because, so, while, as soon as,. Subordinate clause - If used at the start of a sentence it must end with a comma; if used at the end, it must not have a comma: After they had eaten dinner, they all went to bed. They all went to bed after they had eaten dinner.	**Sentence Work:** Fronted adverbials e.g. later that day, I heard bad news.	**SPAG Concept:** Cohesive devices: ellipses used to end a sentence for suspense and used to mark a pause e.g in a newspaper quote where some words are missed out. **Sentence Work:** Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair

Year 6 Writing Long Term Plan

Spring Term – The Boy in the Striped Pyjamas by John Boyne

3 weeks	4 weeks	3 weeks
Book: The Boy in the Striped Pyjamas by John Boyne	Book: The Boy in the Striped Pyjamas by John Boyne	Book: The Boy in the Striped Pyjamas by John Boyne
Genre Balanced Argument	**Genre** Narrative- historical story/ extended story	**Genre** Biography
Model of Excellence Balanced Argument- Should children go on a Year 6 residential?	**Model of Excellence** Story- the Blitz from a rescuer's point of view	**Model of Excellence** Biography of Winston Churchill
Warm — Balanced Argument – Should school dinners be free?	Warm — Story – the Blitz from a fire fighter's point of view / The Boy in the Striped Pyjamas – meeting the boy	Warm — Biography of Adolf Hitler
Hot — Options for a Balanced Argument to include topic related issues	Hot — The Boy in the Striped Pyjamas – different plot with a twist or own choice of Blitz story	Hot — Biography of a famous/historical person of their choice
National Curriculum Coverage and Caedmon's Expectations	**National Curriculum Coverage and Caedmon's Expectations**	**National Curriculum Coverage and Caedmon's Expectations**
• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing	• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing	• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing
Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence, outside / inside sentence	Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence, outside / inside sentence	Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence, outside / inside sentence
• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity	• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity	• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity
• Arguments are well constructed and well-reasoned • Language choices should create bias for or against • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before • Paragraphs are varied in length and structure • Pronouns are used to hide the person doing the action if appropriate	• The story is well constructed and raises intrigue in the reader • Historical references or details are factual and interest / inform the reader • Dialogue is used to move the action on • Language choices may create empathy for the central character • Deliberate ambiguity is set up in the mind if the reader until later in the text • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • A flashforward or flashback may be used • Paragraphs are varied in length and structure	• Writing is well constructed and raises intrigue in or empathy for the reader • Reported dialogue is used to move the action on • Structural features of narrative can be included e.g. repetition for effect • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before • Paragraphs are varied in length and structure • Pronouns are used to hide the person doing the action e.g. It crept into the woods
• Noting and developing initial ideas, drawing on reading and research where necessary. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing the effectiveness of their own and others writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	• Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how expert authors have developed characters and setting. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing the effectiveness of their own and others writing.	• Noting and developing initial ideas, drawing on reading and research where necessary. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing 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. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors	• 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. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors	• Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors
• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause	• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause	• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause

Year 6	Monday & Tuesday: SPAG concept.
	Wednesday, Thursday & Friday: Sentence application -except for during SATS revision (see below).
	Red = Year 5 curriculum, blue = revision of previous year groups

Year 6 sentences:
Use of the passive voice in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
Formal structures e.g. Subjunctives such as: If I were or Were they to come.
Informal structures in writing e.g. Question tags: He's your friend, isn't he?

Revision Sentences from previous year group(s):
Question sentence
Exclamation sentence
Statement sentence
Command sentence
Co-ordinating conjunction sentences: and, or, so, but
List sentences with commas
Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so)
Adverb sentences e.g. then, next, soon, therefore
Prepositions of time and place and cause: e.g. before, after, during, in, because of
Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair
Fronted adverbials e.g. later that day, I heard bad news.
Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)
Relative clauses beginning with: who, which, where, when, whose, that (or an omitted relative pronoun)
Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must
Simile sentences – not on the curriculum but important for audience and purpose
Personification sentence – not on the curriculum but important for audience and purpose

7 weeks	4 weeks
Writing genre link	**Writing genre link**
Story	Formal letter

NOTE: From Spring 1 onwards, all work is revision based on assessed gaps. Teachers to complete their own individual plan and pass to the English subject leader.

Year 6 Writing Long Term Plan

Summer Term - Harry Potter and the Philosopher's Stone by J.K Rowling

1 week		4 weeks		3 weeks		3 weeks WIDER CURRICULUM LINK	
Book Harry Potter and the Philosopher's Stone by J.K Rowling		Book Harry Potter and the Philosopher's Stone by J.K Rowling		Book Harry Potter and the Philosopher's Stone by J.K Rowling		Book Harry Potter and the Philosopher's Stone by J.K Rowling	
Genre Narrative- Character Description		**Genre** Persuasive Leaflet		**Genre** Poetry Poem: 'Night' - Moira Andrew or Poem: Evening Hush by Moira Andrew		**Genre** Recount- Science Experiment	
Character Description – Snape or Hagrid		Persuasive Leaflet: Super Cauldron				Recount of an experiment	
Warm	Character description – Grand High Witch from The Witches	Warm	Persuasive leaflet, Spell Book or magical Cat Food	Warm	Night or Evening poem	Warm	Recount of an experiment
Hot	Character description – children's own bad/evil witch/wizard	Hot	Persuasive leaflet for a broom e.g. Bionic Broom, Wonder Wand	Hot	Fog poem	Hot	Recount of an experiment
National Curriculum Coverage and Caedmon's Expectations		**National Curriculum Coverage and Caedmon's Expectations**		**National Curriculum Coverage and Caedmon's Expectations**		**National Curriculum Coverage and Caedmon's Expectations**	
• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing		• Year 5 and 6 Statutory Words - choose appropriate words to use in their writing	
Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence outside / inside sentence		Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence outside / inside sentence		Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence; If, if, if, then sentence, outside / inside sentence		Prior learning - consolidation • Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence; If, if, if, then sentence, outside / inside sentence	
• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity		• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity		• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity		• Use of semi-colon and colon to mark the boundary between independent clauses • Use of hyphen to avoid ambiguity	
• The description is well constructed and raises intrigue in the reader • Language choices may create empathy (or another strong emotion) for the central character • Paragraphs are varied in length and structure		• Developed introduction and conclusion using all the argument of leaflet layout features • Paragraphs developed with prioritised information • View point is transparent for the reader • Emotive language used throughout to engage the reader		• Structural features of narrative are included e.g. repetition for effect • Devices to build cohesion within a paragraph or verse [for example, then, after that, this, firstly] • Linking ideas across paragraphs or verses if appropriate • Verses may be varied in length and structure		• Developed introduction and conclusion including elaborated personal response • Descriptions of events are engaging • The information is organised chronologically with clear signals to the reader about time, place and personal response • Purpose of the recount or experience reveals the writer's perspective • Structural features of recount are included • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
• Noting and developing initial ideas, drawing on reading and research where necessary.		• Noting and developing initial ideas, drawing on reading and research where necessary.		• Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary	

• In writing narratives, considering how expert authors have developed characters and setting. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing 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. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors	• In writing narratives, considering how expert authors have developed characters and setting. • Selecting appropriate grammar and vocabulary, understanding how the choice can change and enhance meaning. • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing 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. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Pupils should be taught to proof-read for spelling and punctuation errors	• Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors	• Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs. • Assessing the effectiveness of their own and others writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Pupils should be taught to proof-read for spelling and punctuation errors
• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause	• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause	• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause	• Modal Verbs, commas, Relative pronouns, relative clause, direct speech, inverted commas/speech marks, statement/question/command, pronoun, past progressive tense, present progressive tense, past perfect tense, present perfect tense and semi colon, phrase, main clause/subordinate clause

.