Year 6	Woodlands Park Whole School Autumn 1		Autumn 2	Spri	Spring 1		Spring 2		Summer 1		Summer 2	
Sequence code	T1S1	T1S2	T1S3	T2S4	T2S5	T2S6	T2S5	T2S6	<u> </u>	T3S7	T3S8	
Progression of core texts	Street Child by Berlie Doherty STREET CHILD BERLIE DOHERTY	The Highwayman By Alfred Noyes. Highwayman Highwayman	Animalium: Welcome to the museum by Jenny Scott	The Watertower by Gary Crew	Wallace and Grommit: Cracking Contraptions Manual by Derek Smith and Graham Bleathman	A Wizard of Earthsea by Ursula L Guin	Are foodbanks the answer to food poverty? foodbank (Formal, persuasive letter)	SATS revision sequence Key stage 2 Englishwesing That parame halfs The stage is	SATS week and Bude residential	Writing task 1 Dramatic personal recount of key event at Bude. Writing task 2 Short narrative – Alma the chilling doll	Year 6 Production	
	(Historical Fiction) (Narrative poetry)	(Formal information and explanation text)	(Narrative story with an eerie/unexplained atmosphere)	(Explanation, formal and impersonal text)	(Sci-fi Narrative using archaic language)		(Grammar and Reading)		Writing task 3 Explanation text TBC	-		
Independent purposeful writing outcomes	New narrative chapter sharing what happens to Jim Jarvis on leaving the workhouse.	A short narrative on the actions taken by Tim the Ostler	Information and explanation text of prehistoric creature.	Piece of writing on 2 characters entering in a sinister/eerie setting	Write own explanation text of a cracking contraption based in space	To write the opening narrative of a characters origin story.	Write a formal letter to lvybridge Council asking for a cold store	No outcome because 3 week sequence involves practising key skills for SATs		3 independent writing outcomes which can be used for moderation	Performance of musical play to parents and visitors.	
Key Writing objectives including grammar and punctuation. NC objective code in bold	New Content describing, characters integrating dialogue to convey character W14 expanded noun phrases - pre and post modification to convey complicated information concisely W28 Revisit Learning Dashes and brackets for parenthesis (Y5) Direct speech punctuation (Y5)	New Content choosing the appropriate register to convey character W21 W14 Figurative language to convey setting atmosphere W14 range of devices to build cohesion within paragraphs — extending and changing structure of sentences by inserting clauses. W16 Revisit Learning Difference between phrase and clause (Y4) describing, characters integrating dialogue to convey character W14	New Content using further organisational and presentational devices to structure text and to guide the reader W17 using modal verbs or adverbs to indicate degrees of possibility W29 using passive verbs to affect the presentation of information in a sentence W31 Further cohesive devices (within paragraphs) — adverbials, subordination and extending sentences & paragraph structure W32 using semicolons, to mark boundaries between independent clauses W38 using a colon to introduce a list punctuating bullet points consistently W39 Revisit Learning expanded noun phrases - pre and post modification to convey complicated information concisely W28 Using relative clauses (Y5) Coordinating and subordinating	New Content In narratives describe setting and atmosphere W14 Further cohesive devices: extending and shortening sentences to create atmosphere and build tension & positioning of adverbials to create atmosphere. W32 using semicolons, to mark boundaries between independent clauses (narrative) W38 Revisit Learning describing, characters integrating dialogue to convey character W14 expanded noun phrases - pre and post modification to convey setting atmosphere W28	New Content recognising vocabulary and structures that are appropriate for formal writing, W30 Further cohesive devices (within paragraphs) – multi clause sentences, moving the clause within a sentence. W32 using hyphens to avoid ambiguity & as part of expanded noun phrases. W37 Revisit Learning using further organisational and presentational devices to structure text and to guide the reader W17expanded noun phrases - pre and post modification W28 using modal verbs or adverbs to indicate degrees of possibility W29 using passive voice W31 Using relative clauses W32 using semicolons, to mark boundaries between independent clauses W38 using a colon to introduce a list punctuating bullet points consistently W39	New Content Expanded noun phrases- relative clauses and apposition (2 ex noun phrases in succession) W28. ensuring the consistent and correct use of tense throughout a piece of writing W20 ensuring correct subject and verb agreement when using singular and plural, W21 selecting appropriate grammar understanding how - extended multiclause sentences create an archaic, old- fashioned tone to the writing. W12 Using organisational devices to structure text. W17 Revisit Learning In writing narratives, considering how authors have developed characters and setting W11 in narratives, describing settings, and atmosphere W14	New Content Using a wide range of devices to build cohesion across paragraphs W16 recognising vocabulary and structures that are appropriate for formal writing, W30 further cohesive devices such as grammatical connections and adverbials. Used with first obj to create links between paragraphs.W32 Revisit Learning using further organisational and presentational devices to structure text and to guide the reader W17 using modal verbs or adverbs to indicate degrees of possibility W29 using passive voice W31 Using relative clauses (Y5) W32 using semicolons, to mark boundaries between independent clauses W38	Revisit Learning See GPaS objectives sheet in English books. Too many to be listed here.		Key objectives to be revised. Writing outcomes to be discussed at end of Spring term.	S&L and performance objectives.	
Spellings	Weekly spelling rule	s recanning on spelling	conjunctions (Y2)									
Handwriting	Pupils are writing leg	/eekly spelling rules recapping on spellings throughout from Years 3-6 upils are writing legibly and consistently with fully joined cursive style. upils have developed their own style										