



## Wessex Gardens Primary School - English Curriculum Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text:</b>						
<b>Suggested Hook Lesson:</b>	<p>Set the scene by dimming the lights, playing forest sounds, and laying a breadcrumb trail into the classroom leading to eerie objects (bread, lantern, broken toy). Pupils follow the trail, examine the objects, and discuss what story they hint at, then predict how Neil Gaiman's <i>Hansel and Gretel</i> might differ from the traditional fairy tale — preparing them for a darker, more unsettling retelling.</p>	<p>Begin with a brief discussion about World War II and the evacuation of children from London to the countryside. Show photos and a map to help students visualize the setting. Drama - Ask the children how they would feel if they had to leave their home and family to live with strangers in a new place.</p>	<p>Debate – the pros and cons of organ donation.</p>	<p>Expedition Simulation/Base camp - Transform part of the classroom into a base camp with tents, sleeping bags, and a faux map of Antarctica. As the children enter, provide each with a “boarding pass” for the ship <i>Endurance</i>. Split the class into "crews" and give them a problem-solving task similar to the challenges Shackleton faced. For example, ask them to "pack" essential items for an Antarctic expedition and justify their choices.</p>	<p>Children to create PowerPoint presentations about racial segregation.</p>	<p>Design Your Own Child-Only Planet: Pupils to collaborate in small groups to create a visual design of a planet where only children live. They can choose to make a drawing, a 3D model using craft materials, or a collage using magazine cut-outs and recycled items.</p>
<b>Spoken Language:</b>	<ul style="list-style-type: none"> <li>● <b>Listening and Responding:</b> Listen critically and respond with insight, drawing on prior knowledge.</li> <li>● <b>Asking Questions:</b> Pose complex, open-ended questions that stimulate deeper discussion and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Vocabulary Building:</b> Use a wide range of vocabulary and stylistic devices to enhance spoken language.</li> <li>● <b>Audibility and Fluency:</b> Speak audibly, fluently, and with varied expression, demonstrating command of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Articulation and Justification:</b> Present well-reasoned arguments and defend opinions with robust evidence.</li> <li>● <b>Advanced Narrative Skills:</b> Deliver sophisticated narratives and explanations for diverse purposes, including persuasive speaking.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Maintaining Interest:</b> Employ techniques to engage and motivate listeners, such as anecdotes or questions.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Respectful Evaluation of Viewpoints:</b> Consider and build upon the contributions of others, promoting inclusive dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Exploring and Hypothesizing:</b> Speculate and hypothesize on abstract concepts, articulating thought processes clearly.</li> <li>● <b>Leadership in Conversations:</b> Facilitate discussions, guiding peers to consider multiple perspectives.</li> </ul>
<b>Reading: Consolidate prior learning</b>	<p><b>Decoding and Fluency</b></p> <ul style="list-style-type: none"> <li>● Revise and consolidate word reading skills, ensuring fluency, accuracy, and expression.</li> <li>● Apply knowledge of root words, prefixes, and suffixes to read unfamiliar words.</li> <li>● Encourage reading aloud to improve fluency and confidence.</li> </ul>	<p><b>Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>● Focus on the understanding and application of advanced vocabulary.</li> <li>● Teach how to use context to determine the meaning of unfamiliar words.</li> <li>● Encourage the use of dictionaries and thesauruses for vocabulary expansion.</li> </ul>	<p><b>Comprehension Skills (Retrieval and Inference)</b></p> <ul style="list-style-type: none"> <li>● Develop retrieval skills: identifying key information, summarising texts, and locating specific details.</li> <li>● Inference: reading between the lines to understand characters' feelings, motivations, and intentions.</li> <li>● use evidence from the text to support inferences.</li> </ul>	<p><b>Reading for Pleasure and SATs Preparation</b></p> <ul style="list-style-type: none"> <li>● Consolidate all previously learned skills with a focus on timed reading comprehension activities to prepare for SATs.</li> <li>● Encourage reading across genres to develop a love for reading and broaden literary knowledge.</li> <li>● Continue practising comprehension with a focus on accuracy, speed, and depth of response in preparation for assessments.</li> </ul>	<p><b>Comprehension Skills (Structure and Themes)</b></p> <ul style="list-style-type: none"> <li>● Examine how structure and organisation affect meaning in texts (chapters, paragraphs, headings, etc.).</li> <li>● Discuss themes and conventions in a variety of genres and formats, including poetry, fiction, and non-fiction.</li> <li>● Begin comparing different texts in terms of structure and themes.</li> </ul>	<p><b>Critical Reading and Author's Intent</b></p> <ul style="list-style-type: none"> <li>● Focus on understanding the author's use of language, tone, and style.</li> <li>● Analyse how the author uses language to influence the reader's thoughts and feelings.</li> <li>● Discuss the effect of figurative language such as similes, metaphors, and personification.</li> </ul>

<b>Writing 1: Purpose and Audience:</b>	<p>Hansel and Gretel to write a persuasive letter to their dad about why they shouldn't be abandoned in the forest.</p> <p><b>Purpose:</b> To Persuade <b>Audience:</b> Year 6 pupils</p>	<p>Narrative Flashback: Rewrite a key scene as a flashback (such as Willie's arrival in Little Weirwold)</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Year 6 peers</p>	<p>Describe a significant scene from the book in detail, focusing on the setting, characters' actions, and emotions.</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Year 6 peers</p>	<p>Retell a key moment of the expedition from a crew member's perspective.</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Peers at school</p>	<p>Write a diary entry. Develop empathy and understanding of the character's feelings and experiences.</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Jackie's mum</p>	<p>Fantasy short story inspired by the book's setting and moral dilemmas.</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Year 6 peers</p>
<b>Writing 2: Purpose and Audience</b>	<p>Write a diary entry from the perspective of Olive, Cliff, Esther or Sukie at key moments in the story (e.g. the evacuation journey, arrival in Devon, air raids, moments of discovery).</p> <p><b>Purpose:</b> to entertain <b>Audience:</b> Year 3 pupils</p>	<p>Newspaper Report: Write a newspaper report about the evacuation of children from London to the countryside, with Willie as a featured evacuee.</p> <p><b>Purpose:</b> To inform <b>Audience:</b> General public</p>	<p>Write a balance argument on the topic: "Is it ethical to use animal organs for human transplants?"</p> <p><b>Purpose:</b> To discuss <b>Audience:</b> The school community</p>	<p>Write a motivational speech for fellow explorers.</p> <p><b>Purpose:</b> To persuade <b>Audience:</b> Fellow explorers who are tired and deflated.</p>	<p>Write a story based on segregation.</p> <p><b>Purpose:</b> To entertain <b>Audience:</b> Year 6 peers</p>	<p>Write a speech to convince the planet's children to change their ways.</p> <p><b>Purpose:</b> To persuade <b>Audience:</b> Pupils at school</p>
<b>Composition:</b>	<p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>● Use powerful, emotive words to engage and influence the reader (e.g., <i>You must act now to save our planet!</i>)</li> <li>● Include rhetorical questions to provoke thought and reinforce your argument (e.g., <i>How can we allow this to continue?</i>).</li> <li>● Begin with a strong, attention-grabbing introduction, clearly stating your position.</li> <li>● Use personal stories or hypothetical examples to make your argument relatable and compelling.</li> <li>● Use command sentences to drive action or urgency (e.g., <i>Join us today!</i>)</li> <li>● Reiterate key points or phrases to reinforce the message.</li> <li>● Address and refute opposing views to strengthen your argument.</li> <li>● Use phrases such as <i>in conclusion, therefore, because of this</i> to lead the reader through your argument logically.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>● Use precise, formal language appropriate for informative writing such as reports, instructions, or explanations.</li> <li>● Organise writing logically, with each paragraph covering a distinct point or idea, using subheadings if necessary.</li> <li>● Use subject-specific vocabulary (e.g., in a report on a scientific topic).</li> <li>● Be clear and concise, ensuring the reader can easily understand the information.</li> </ul> <p>Include factual information, data, and evidence where appropriate to support the information being shared.</p>	<p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>● Use vivid, sensory details and figurative language (similes, metaphors) to engage the reader and create imagery.</li> <li>● Use dialogue to develop characters and advance the plot, ensuring it sounds realistic and adds to the story's tone.</li> <li>● Choose words for impact, using ambitious and varied vocabulary to convey mood and tension</li> <li>● Show the thoughts, feelings, and motivations of characters in depth.</li> <li>● Vary sentence lengths and structures to create pace, tension, or calm moments in the narrative.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>● Use precise, formal language appropriate for informative writing such as reports, instructions, or explanations.</li> <li>● Organise writing logically, with each paragraph covering a distinct point or idea, using subheadings if necessary.</li> <li>● Use subject-specific vocabulary (e.g., in a report on a scientific topic).</li> <li>● Be clear and concise, ensuring the reader can</li> </ul>	<p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>● Use clear story elements such as setting, characters, problem, and resolution. Incorporate plot twists or climaxes.</li> <li>● Use vivid, sensory details and figurative language (similes, metaphors) to engage the reader and create imagery.</li> <li>● Use dialogue to develop characters and advance the plot, ensuring it sounds realistic and adds to the story's tone.</li> <li>● Choose words for impact, using ambitious and varied vocabulary to convey mood and tension</li> <li>● Show the thoughts, feelings, and motivations of characters in depth.</li> <li>● Vary sentence lengths and structures to create pace, tension, or calm moments in the narrative.</li> </ul> <p><b>Writing to Discuss</b></p> <ul style="list-style-type: none"> <li>● Present different sides of a topic, weighing up the pros and cons.</li> <li>● Maintain an objective tone, using phrases such as <i>on the one hand, however, it could be argued</i>.</li> <li>● Use evidence and examples to back up each point made, allowing the reader to form their own opinion.</li> <li>● Write in a clear, formal style with an introduction, body paragraphs (each presenting a</li> </ul>	<p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>● Use vivid, sensory details and figurative language (similes, metaphors) to engage the reader and create imagery.</li> <li>● Use dialogue to develop characters and advance the plot, ensuring it sounds realistic and adds to the story's tone.</li> <li>● Choose words for impact, using ambitious and varied vocabulary to convey mood and tension</li> <li>● Show the thoughts, feelings, and motivations of characters in depth.</li> <li>● Vary sentence lengths and structures to create pace, tension, or calm moments in the narrative.</li> </ul> <p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>● Use powerful, emotive words to engage and influence the reader (e.g., <i>You must act now to save our planet!</i>)</li> <li>● Include rhetorical questions to provoke thought and reinforce your argument (e.g., <i>How can we allow this to continue?</i>)</li> <li>● Begin with a strong, attention-grabbing introduction, clearly stating your position.</li> <li>● Use personal stories or hypothetical examples to make your argument relatable and compelling.</li> </ul>	<p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>● Use clear story elements such as setting, characters, problem, and resolution. Incorporate plot twists or climaxes.</li> <li>● Use vivid, sensory details and figurative language (similes, metaphors) to engage the reader and create imagery.</li> <li>● Use dialogue to develop characters and advance the plot, ensuring it sounds realistic and adds to the story's tone.</li> <li>● Choose words for impact, using ambitious and varied vocabulary to convey mood and tension</li> <li>● Show the thoughts, feelings, and motivations of characters in depth.</li> <li>● Vary sentence lengths and structures to create pace, tension, or calm moments in the narrative.</li> </ul> <p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>● Use powerful, emotive words to engage and influence the reader (e.g., <i>You must act now to save our planet!</i>)</li> <li>● Include rhetorical questions to provoke thought and reinforce your argument (e.g., <i>How can we allow this to continue?</i>)</li> <li>● Begin with a strong, attention-grabbing introduction, clearly stating your position.</li> <li>● Use personal stories or hypothetical examples to make your argument relatable and compelling.</li> </ul>	<p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>● Use vivid, sensory details and figurative language (similes, metaphors) to engage the reader and create imagery.</li> <li>● Use dialogue to develop characters and advance the plot, ensuring it sounds realistic and adds to the story's tone.</li> <li>● Choose words for impact, using ambitious and varied vocabulary to convey mood and tension</li> <li>● Show the thoughts, feelings, and motivations of characters in depth.</li> <li>● Vary sentence lengths and structures to create pace, tension, or calm moments in the narrative.</li> </ul> <p><b>Writing to Persuade</b></p> <ul style="list-style-type: none"> <li>● Use powerful, emotive words to engage and influence the reader (e.g., <i>You must act now to save our planet!</i>)</li> <li>● Include rhetorical questions to provoke thought and reinforce your argument (e.g., <i>How can we allow this to continue?</i>)</li> <li>● Begin with a strong, attention-grabbing introduction, clearly stating your position.</li> <li>● Use personal stories or hypothetical examples to make your argument relatable and compelling.</li> </ul>

		<p>easily understand the information.</p> <ul style="list-style-type: none"> <li>● Include factual information, data, and evidence where appropriate to support the information being shared.</li> </ul>	<p>different viewpoint), and a conclusion that summarizes the discussion.</p> <ul style="list-style-type: none"> <li>● Offer a balanced conclusion, often indicating your own stance but recognizing the complexity of the issue.</li> <li>● When appropriate, use emotive language to highlight the importance of certain points or issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Use command sentences to drive action or urgency (e.g., <i>Join us today!</i>)</li> <li>● Reiterate key points or phrases to reinforce the message.</li> <li>● Address and refute opposing views to strengthen your argument.</li> <li>● Use phrases such as <i>in conclusion, therefore, because of this</i> to lead the reader through your argument logically.</li> </ul>		<ul style="list-style-type: none"> <li>● Use command sentences to drive action or urgency (e.g., <i>Join us today!</i>)</li> <li>● Reiterate key points or phrases to reinforce the message.</li> <li>● Address and refute opposing views to strengthen your argument.</li> <li>● Use phrases such as <i>in conclusion, therefore, because of this</i> to lead the reader through your argument logically.</li> </ul>
<b>Grammar and Punctuation:</b>	<p><b>Writing to persuade</b></p> <p><b>Varied Sentence Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Rhetorical questions</b> (“Do we really want this to happen?”).</li> <li>● <b>Short, emphatic sentences</b> for impact (“This must stop.”).</li> <li>● <b>Complex sentences</b> to explain reasons in detail (“Although some people believe X, the truth is Y.”).</li> <li>● <b>Modal Verbs &amp; Adverbs of Certainty</b> <ul style="list-style-type: none"> <li>● To show confidence and persuade (“must, should, will, undoubtedly, certainly, definitely”).</li> </ul> </li> <li>● <b>Emotive and Persuasive Vocabulary</b> <ul style="list-style-type: none"> <li>● Adjectives/adverbs that appeal to feelings (“crucial, essential, unfair, dangerous, extremely, urgently”).</li> </ul> </li> <li>● <b>Cohesive Devices</b> <ul style="list-style-type: none"> <li>● To link arguments clearly: “furthermore, in addition, however, therefore, as a result, on the other hand”.</li> </ul> </li> <li>● <b>Formal Tone &amp; Pronouns</b> <ul style="list-style-type: none"> <li>● Use of <b>first-person plural</b> to include the reader (“We must act now...”).</li> <li>● Or <b>direct address</b> to the reader (“You have the power to make a difference.”).</li> </ul> </li> <li>● <b>Punctuation for Emphasis &amp; Clarity</b> <ul style="list-style-type: none"> <li>● <b>Colons</b> to introduce points (“There are three main reasons: cost, time, and safety.”).</li> <li>● <b>Semi-colons</b> to link closely related ideas (“This is not just a choice; it is a responsibility.”).</li> <li>● <b>Dashes</b> for emphasis or dramatic effect.</li> <li>● <b>Exclamation marks</b> used sparingly for impact (“This cannot continue!”).</li> </ul> </li> <li>● <b>Repetition and Parallel Structures</b> <ul style="list-style-type: none"> <li>● To reinforce ideas (“We must act now. We must act together. We must act for the future.”).</li> </ul> </li> </ul>	<p><b>Writing to Entertain</b></p> <p><b>Varied Sentence Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Short sentences</b> for tension and drama (“The door creaked. Silence.”).</li> <li>● <b>Complex sentences</b> to add detail (“Although the forest was dark, Hansel stepped forward cautiously.”).</li> <li>● <b>Expanded noun phrases</b> to create imagery (“the crooked, crumbling cottage with sugar windows”).</li> </ul> <p><b>Dialogue with Correct Punctuation</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> </ul> <p><b>Punctuation for Effect</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> <li>● Use of dialogue to reveal character and move the story on.</li> </ul>	<p><b>Writing to Entertain</b></p> <p><b>Varied Sentence Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Short sentences</b> for tension and drama (“The door creaked. Silence.”).</li> <li>● <b>Complex sentences</b> to add detail (“Although the forest was dark, Hansel stepped forward cautiously.”).</li> <li>● <b>Expanded noun phrases</b> to create imagery (“the crooked, crumbling cottage with sugar windows”).</li> </ul> <p><b>Dialogue with Correct Punctuation</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> </ul> <p><b>Punctuation for Effect</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> <li>● Use of dialogue to reveal character and move the story on.</li> </ul>	<p><b>Writing to Entertain</b></p> <p><b>Varied Sentence Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Short sentences</b> for tension and drama (“The door creaked. Silence.”).</li> <li>● <b>Complex sentences</b> to add detail (“Although the forest was dark, Hansel stepped forward cautiously.”).</li> <li>● <b>Expanded noun phrases</b> to create imagery (“the crooked, crumbling cottage with sugar windows”).</li> </ul> <p><b>Dialogue with Correct Punctuation</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> </ul> <p><b>Punctuation for Effect</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> <li>● Use of dialogue to reveal character and move the story on.</li> </ul>	<p><b>Writing to Entertain</b></p> <p><b>Varied Sentence Structures</b></p> <ul style="list-style-type: none"> <li>● <b>Short sentences</b> for tension and drama (“The door creaked. Silence.”).</li> <li>● <b>Complex sentences</b> to add detail (“Although the forest was dark, Hansel stepped forward cautiously.”).</li> <li>● <b>Expanded noun phrases</b> to create imagery (“the crooked, crumbling cottage with sugar windows”).</li> </ul> <p><b>Dialogue with Correct Punctuation</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> </ul> <p><b>Punctuation for Effect</b></p> <ul style="list-style-type: none"> <li>● Inverted commas for speech.</li> <li>● Commas, question marks, and exclamation marks inside speech.</li> <li>● New speaker, new line.</li> <li>● Use of dialogue to reveal character and move the story on.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Ellipses (...)</b> to build suspense.</li> <li>• <b>Dashes</b> to add dramatic pauses.</li> <li>• <b>Exclamation marks</b> for strong emotion (but used sparingly).</li> <li>• <b>Colons</b> to introduce description or lists (“He had only one thought: escape.”).</li> <li>• <b>Semi-colons</b> to link closely related ideas (“The witch was cunning; Hansel was cleverer.”).</li> </ul> <p><b>Tense Control</b></p> <ul style="list-style-type: none"> <li>• Usually past tense, but pupils should maintain consistent tense throughout.</li> <li>• Flashbacks may switch tense deliberately.</li> </ul> <p><b>Cohesive Devices</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to sequence events (“Suddenly, later that evening, without warning, the next day”).</li> <li>• Pronouns and synonyms to avoid repetition.</li> </ul> <p><b>Figurative Language</b> (grammar linked to style)</p> <ul style="list-style-type: none"> <li>• Similes (“as silent as the grave”), metaphors (“the forest was a dark prison”), personification (“the wind whispered through the trees”).</li> <li>• Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paragraphing for Structure</b></p> <ul style="list-style-type: none"> <li>• Clear paragraphs for beginning, build-up, climax, resolution.</li> <li>• Paragraphs used to shift time, place, or focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colons</b> to introduce description or lists (“He had only one thought: escape.”).</li> <li>• <b>Semi-colons</b> to link closely related ideas (“The witch was cunning; Hansel was cleverer.”).</li> </ul> <p><b>Tense Control</b></p> <ul style="list-style-type: none"> <li>• Usually past tense, but pupils should maintain consistent tense throughout.</li> <li>• Flashbacks may switch tense deliberately.</li> </ul> <p><b>Cohesive Devices</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to sequence events (“Suddenly, later that evening, without warning, the next day”).</li> <li>• Pronouns and synonyms to avoid repetition.</li> </ul> <p><b>Figurative Language</b> (grammar linked to style)</p> <ul style="list-style-type: none"> <li>• Similes (“as silent as the grave”), metaphors (“the forest was a dark prison”), personification (“the wind whispered through the trees”).</li> <li>• Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paragraphing for Structure</b></p> <ul style="list-style-type: none"> <li>• Clear paragraphs for beginning, build-up, climax, resolution.</li> <li>• Paragraphs used to shift time, place, or focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colons</b> to introduce description or lists (“He had only one thought: escape.”).</li> <li>• <b>Semi-colons</b> to link closely related ideas (“The witch was cunning; Hansel was cleverer.”).</li> </ul> <p><b>Tense Control</b></p> <ul style="list-style-type: none"> <li>• Usually past tense, but pupils should maintain consistent tense throughout.</li> <li>• Flashbacks may switch tense deliberately.</li> </ul> <p><b>Cohesive Devices</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to sequence events (“Suddenly, later that evening, without warning, the next day”).</li> <li>• Pronouns and synonyms to avoid repetition.</li> </ul> <p><b>Figurative Language</b> (grammar linked to style)</p> <ul style="list-style-type: none"> <li>• Similes (“as silent as the grave”), metaphors (“the forest was a dark prison”), personification (“the wind whispered through the trees”).</li> <li>• Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paragraphing for Structure</b></p> <ul style="list-style-type: none"> <li>• Clear paragraphs for beginning, build-up, climax, resolution.</li> <li>• Paragraphs used to shift time, place, or focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colons</b> to introduce description or lists (“He had only one thought: escape.”).</li> <li>• <b>Semi-colons</b> to link closely related ideas (“The witch was cunning; Hansel was cleverer.”).</li> </ul> <p><b>Tense Control</b></p> <ul style="list-style-type: none"> <li>• Usually past tense, but pupils should maintain consistent tense throughout.</li> <li>• Flashbacks may switch tense deliberately.</li> </ul> <p><b>Cohesive Devices</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to sequence events (“Suddenly, later that evening, without warning, the next day”).</li> <li>• Pronouns and synonyms to avoid repetition.</li> </ul> <p><b>Figurative Language</b> (grammar linked to style)</p> <ul style="list-style-type: none"> <li>• Similes (“as silent as the grave”), metaphors (“the forest was a dark prison”), personification (“the wind whispered through the trees”).</li> <li>• Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paragraphing for Structure</b></p> <ul style="list-style-type: none"> <li>• Clear paragraphs for beginning, build-up, climax, resolution.</li> <li>• Paragraphs used to shift time, place, or focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exclamation marks</b> for strong emotion (but used sparingly).</li> <li>• <b>Colons</b> to introduce description or lists (“He had only one thought: escape.”).</li> <li>• <b>Semi-colons</b> to link closely related ideas (“The witch was cunning; Hansel was cleverer.”).</li> </ul> <p><b>Tense Control</b></p> <ul style="list-style-type: none"> <li>• Usually past tense, but pupils should maintain consistent tense throughout.</li> <li>• Flashbacks may switch tense deliberately.</li> </ul> <p><b>Cohesive Devices</b></p> <ul style="list-style-type: none"> <li>• Time adverbials to sequence events (“Suddenly, later that evening, without warning, the next day”).</li> <li>• Pronouns and synonyms to avoid repetition.</li> </ul> <p><b>Figurative Language</b> (grammar linked to style)</p> <ul style="list-style-type: none"> <li>• Similes (“as silent as the grave”), metaphors (“the forest was a dark prison”), personification (“the wind whispered through the trees”).</li> <li>• Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paragraphing for Structure</b></p> <ul style="list-style-type: none"> <li>• Clear paragraphs for beginning, build-up, climax, resolution.</li> </ul>
--	--	--	--	--	--

		<p>whispered through the trees”).</p> <ul style="list-style-type: none"> <li>Carefully chosen adjectives/adverbs for mood and atmosphere.</li> </ul> <p><b>Paraphrasing for Structure</b></p> <ul style="list-style-type: none"> <li>Clear paragraphs for beginning, build-up, climax, resolution.</li> <li>Paragraphs used to shift time, place, or focus.</li> </ul>				<ul style="list-style-type: none"> <li>Paragraphs used to shift time, place, or focus.</li> </ul>
<b>Spelling:</b>	<p><b>No Nonsense Spellings:</b></p> <ul style="list-style-type: none"> <li>Word ending ('-able/ably', '-ible/ibly').</li> <li>Revise words with the /i:/ sound spelt 'ei' after 'c'.</li> <li>Adding suffixes beginning with vowel letters to words ending in '-fer'.</li> <li>Word endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)</li> <li>Homophones (advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy)</li> </ul>		<p><b>No Nonsense Spellings:</b></p> <ul style="list-style-type: none"> <li>Words containing the letter string '-ough'</li> <li>Generating words from prefixes and suffixes</li> <li>Word endings: The /ʃəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)</li> <li>Homophones (compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary).</li> <li>All homophones from KS2</li> </ul>		<p><b>No Nonsense Spellings:</b></p> <ul style="list-style-type: none"> <li>Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht).</li> <li>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</li> <li>Homophones and near homophones (draft/draught, dissent/descent, precede/proceed, wary/weary).</li> </ul>	
<b>Handwriting:</b>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Developing an individual handwriting style.</li> <li>Revising slanted writing.</li> <li>Practising keeping letters in proportion.</li> <li>More practice forming and joining descenders.</li> </ul>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Forming and joining the letter t.</li> <li>Practising joining to and from the letter o.</li> <li>Practising punctuation.</li> <li>More practice of slanting writing.</li> </ul>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Practising writing capital letters.</li> <li>Practising spacing.</li> <li>Practising writing instructions.</li> <li>Practising fluency, speed and legibility.</li> <li>Practising diagonal joins.</li> </ul>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Practising the horizontal join..</li> <li>Practising forming letters at the correct height and size.</li> <li>Leaving the correct space between letters.</li> <li>Practising joining to the letter r.</li> <li>Practising horizontal joins.</li> </ul>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Practising printing.</li> <li>Practising paragraphs.</li> <li>Practising writing double letters.</li> <li>Practising spaces within words.</li> </ul>	<p><b>Nelson:</b></p> <ul style="list-style-type: none"> <li>Ensuring letters are the correct proportion.</li> <li>Practising presentation.</li> <li>Practising fluency.</li> <li>Practising speed writing.</li> <li>Practising presentation.</li> </ul>
<b>Poetry Week:</b>	<p><b>The Witch's Spell by Shakespeare (from MacBeth)</b></p> <ul style="list-style-type: none"> <li>Write poems that incorporate a range of figurative language techniques, including metaphors, personification, and alliteration, to add depth and layers of meaning</li> </ul>		<p><b>Jabberwocky by Lewis Carroll</b></p> <ul style="list-style-type: none"> <li>Experiment with tone and style to develop a distinct poetic voice, choosing vocabulary and phrasing that reflect the intended tone, whether humorous, reflective, or dramatic.</li> </ul>		<p><b>Macavity the Mystery Cat by T.S. Elliott</b></p> <ul style="list-style-type: none"> <li>Analyse how T.S. Eliot uses characterization and rhyme scheme in <i>Macavity: The Mystery Cat</i> to create a mischievous, memorable character, and write a short poem that introduces an original "mystery" character using similar techniques.</li> </ul>	