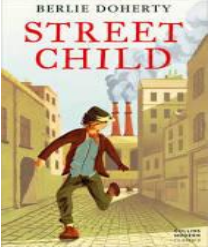


## Pennyhill Primary School English Coverage

Year Group: 6

Aut 1


Text Used	Genre taught	Audience	Possible Writing Journal outcomes
	Diary Entry	Myself	Different character's diary entry
	Newspaper Report	The public	Article: Conditions in the workhouse
	Playscript	The public	Changing the story into a playscript with added information.

### Writing Progression document

Words and spelling	Sentence Structure	Text	Punctuation	Terminology for children
<p><b>To ARE:</b> Y1/2 and Y3/4 words applied correctly</p> <p><b>ARE:</b> Y5 and Y6 words are applied accurately</p> <p><b>GD:</b> Accurate spelling, with only occasional errors in more ambitious vocabulary</p>	<p><b>To ARE/ARE:</b> Variety of simple, compound and complex sentences is used, usually with some control, in order to create specific effects</p> <p><b>ARE:</b> Appropriate choice of tense to support whole text cohesion (T8)</p> <p><b>GD:</b> Deliberate use of the passive voice to affect the presentation of information in both formal and informal situations</p>	<p><b>TO/ARE:</b> dialogue, action and description are interwoven appropriately and interaction between characters.</p> <p><b>All:</b> A range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p>	<p><b>All:</b> Range of punctuation is mostly accurately used (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses</p>	<p>NN</p> <p>Topic specific vocabulary</p> <p>Parts of speech</p> <p>Slang</p> <p>Informal words for specific genres</p>

## Pennyhill Primary School English Coverage

### Aut 2

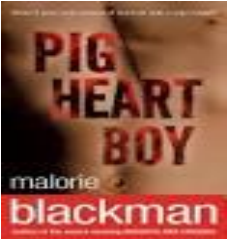
Text Used	Genre taught	Audience	Possible Writing Journal outcomes
	**Descriptive writing	Public	Life in the juvenile camp
	Instructional text	The school community	How to play Maya ballgame
	**Information text	The public	Leaflet: Mayans Festival
	**Comic Stripe <b>(optional)</b>	Year 4/5 students and the public	Stanley's encounters and life experiences in the juvenile correction centre.
	Myths and Legend story writing	The Twitter and the school community.	Retelling a legend

### Writing Progression document

Words and spelling	Sentence Structure	Text	Punctuation	Terminology for children
<p><b>To ARE:</b> Y1/2 and Y3/4 words applied correctly</p> <p><b>ARE:</b> Y5 and Y6 words are applied accurately</p> <p><b>GD:</b> Accurate spelling, with only occasional errors in more ambitious vocabulary</p>	<p><b>To ARE:</b> narratives writing, describe settings and characters. Shows consistently appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.</p> <p><b>All:</b> Uses wider range of narrative techniques to engage the reader, e.g. use of flashback and time-shift. Viewpoint is well controlled and convincing.</p>	<p><b>To ARE:</b> Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related</p> <p><b>ARE:</b> Choose structure and organisation of text depending on audience and purpose</p> <p><b>GD:</b> Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.</p> <p><b>GD:</b> Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum</p> <p>Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.</p>	<p><b>To ARE:</b> Some attempts to use more ambitious punctuation; however this may not be always used accurately.</p> <p><b>ARE &amp; GD:</b> A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.(T1</p>	<p>NN</p> <p>Topic specific vocabulary</p> <p>Parts of speech</p> <p>Slang</p> <p>Informal words for specific genres</p>

## Pennyhill Primary School English Coverage

### Spr 1 and Spr 2


Text Used	Genre taught	Audience	Possible Writing Journal outcomes
	Diary Entry	myself	Cameron's diary entry
	Persuasive text-Speech	Surgeons	Write a formal speech to the team of surgeons
	Poetry <b>(Optional)</b>	The Public	Entitled: The Heart
	Information Text	The public	How to keep the heart healthy
	Descriptive writing	Doctors, medical students and the public	Function of the HEART-A window into my heart

### Writing Progression document

Words and spelling	Sentence Structure	Text	Punctuation	Terminology for children
<p><b>To ARE:</b> Y1/2 and Y3/4 words applied correctly</p> <p><b>ARE:</b> Y5 and Y6 words are applied accurately</p> <p><b>GD:</b> Accurate spelling, with only occasional errors in more ambitious vocabulary</p>	<p><b>To ARE:</b> Shows consistently appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. Conclusion may attempt to relate subject to reader or make direct appeal to reader.</p> <p><b>AT ARE:</b> Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning</p> <p><b>All:</b> Viewpoint is usually well controlled and convincing.</p>	<p><b>To ARE:</b> Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related</p> <p><b>ARE:</b> A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.</p> <p><b>GD:</b> Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.</p>	<p><b>To ARE:</b> Some attempts to use more ambitious punctuation; however this may not be always used accurately.</p> <p><b>ARE &amp; GD:</b> A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.(T1</p>	<p>NN</p> <p>Topic specific vocabulary</p> <p>Parts of speech</p> <p>No contractions for formal writings</p>

## Pennyhill Primary School English Coverage

### Sum 1

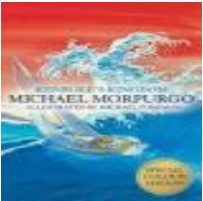
Text Used	Genre taught	Audience	Possible Writing Journal outcomes
Kensuke's Kingdom 	Persuasive writing	Year 6 students and teachers	Write and deliver a debate: Should Michael's parents have taken him out of school to travel the world?
	Descriptive writing	Teachers and assessment partners.	Character description for Kensuke and Michael
	Creative writing/suspense writing	The public, teachers and assessment partners	Produce an additional chapter

### Writing Progression Document

Words and spelling	Sentence Structure	Text	Punctuation	Terminology for children
<p><b>To ARE:</b> Y1/2 and Y3/4 words applied correctly</p> <p><b>ARE:</b> Y5 and Y6 words are applied accurately</p> <p><b>GD:</b> Accurate spelling, with only occasional errors in more ambitious vocabulary</p>	<p><b>To ARE:</b> Complex sentences usually secure, beginning to position clauses for effect, e.g. using embedded subordinate clauses for economy of expression. Range of verbs forms (e.g. conditional and passive ) used, usually accurately.</p> <p><b>ARE:</b> Modal verbs and adverbs to indicate degrees of possibility, probability and certainty.</p> <p><b>GD:</b> Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas</p>	<p><b>To ARE &amp; ARE:</b> Within paragraphs, sequences of events are developed around a main sentence Characters develop through descriptions of appearance, actions and direct or reported</p> <p><b>GD:</b> Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.</p> <p><b>GD:</b> Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum</p> <p>Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.</p>	<p><b>To ARE:</b> Some attempts to use more ambitious punctuation; however this may not be always used accurately.</p> <p><b>ARE &amp; GD:</b> A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.(T1</p>	<p>NN</p> <p>Topic specific vocabulary</p> <p>Parts of speech</p> <p>Informal/formal words for specific genres</p>

## Pennyhill Primary School English Coverage

### Sum 2

Text Used	Genre taught	Audience	Possible Writing Journal outcomes
	Biography	The public	Michael's and Michael's biography
	Autobiography	Myself and the public	Write a personal account
	Information Text	The Public	How to survive in the wild. Sub heading, questions

### Writing Progression document

Words and spelling	Sentence Structure	Text	Punctuation	Terminology for children
<p><b>To ARE:</b> Y1/2 and Y3/4 words applied correctly</p> <p><b>ARE:</b> Y5 and Y6 words are applied accurately</p> <p><b>GD:</b> Accurate spelling, with only occasional errors in more ambitious vocabulary</p>	<p><b>To ARE:</b> Complex sentences usually secure, beginning to position clauses for effect, e.g. using embedded subordinate clauses for economy of expression. Range of verbs forms (e.g. conditional and passive ) used, usually accurately.</p> <p><b>ARE:</b> Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</p> <p><b>GD:</b> Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas</p>	<p><b>To ARE:</b> Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related</p> <p><b>ARE:</b> Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text.</p> <p><b>GD:</b> Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.</p>	<p><b>To ARE:</b> Some attempts to use more ambitious punctuation; however this may not be always used accurately.</p> <p><b>ARE &amp; GD:</b> A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.(T1</p>	<p>NN</p> <p>Topic specific vocabulary</p> <p>Parts of speech</p> <p>No contractions</p>

## **Pennyhill Primary School English Coverage**