

YEAR 6 AUTUMN TERM – SKILLS AND PURPOSE DOCUMENT – Dobcroft Junior School

Texts 1 and 2 Spring 1 for 25/26

Text		THE ARRIVAL	THE INVENTION OF HUGO CABRET	CAN WE SAVE THE TIGER?	THE LAST BEAR
Outcomes Non-fiction Fiction		<p>Letters Character descriptions Diaries Short playscripts Short report</p>	<p>Diary entries Journalistic writing Flashback narratives Speeches Discussions Letters Film critiques</p>	<p>Letters Explanations Persuasive posters Animal description Persuasive speeches Simple poems</p>	<p>Character profile Figurative descriptions Dialogue Monologue Logbook entry Scientific report</p>
		Narrative retelling	Biography	Discussion	Newspaper article
Audience / Form	<p>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</p> <p>Retelling in third person (man's journey to another country)</p>	<p>Continuation of section of story Journalistic report of a scene Diary entry in role as Hugo Flashback scene Formal letter of persuasion to Papa Georges Balanced argument in response to a question Note from the automaton</p> <p>Biography of Georges Méliès' life</p>	<p>Letter to express an argument Persuasive poster to look after endangered animals Description of an animal Simple explanation about endangered animals Persuasive speech to save an endangered animal Simple poem based on The Tyger</p> <p>Discussion text about endangered animals</p>	<p>Logbook entry as April (multiple entries) Figurative description of the island Conversation between April and the bear Monologue in role as April Report about polar bears</p> <p>Newspaper article about April's mission</p>	
Purposes covered	<p>Entertain Reflect Describe Inform</p>	<p>Entertain Inform Reflect Persuade Discuss</p>	<p>Inform Persuade Describe Explain Entertain</p>	<p>Recount Reflect Describe Entertain Inform</p>	
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	<p>effect of verb / adjective choices in context idioms</p>	<p>emotive language vocabulary of informal speech vocabulary of formal speech compound adjectives</p>	<p>dis- / de- / mis- over- / re- prefixes * figurative language vocabulary appropriate for formal speech</p>	<p>figurative language differences in formal / informal vocabulary emotive verbs / adjectives</p>
	SENTENCE	<p>modal verbs * subordinating conjunctions order of clauses adverbial phrases * multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences *</p>	<p>question tags relative pronouns / clauses * passive voice position of reporting clause adverbs of possibility * range of adverbial phrases * subjunctive mood</p>	<p>subjunctive form conditional sentences * multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases * modal verbs * question tags</p>	<p>conjunctions to justify modal verbs * question tags role of adverbials passive voice fronted adverbials *</p>
	PUNCTUATION	<p>use of colons brackets for stage directions use of semi-colons inverted commas for speech *</p>	<p>apostrophes for possession / contraction * dialogue punctuation * hyphens to avoid ambiguity bullet points to list information</p>	<p>commas to demarcate clauses * parenthesis punctuation *</p>	<p>commas to avoid ambiguity dialogue punctuation apostrophes for contraction * use of single dash bullet points to list information</p>
	TEXT	<p>short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs</p>	<p>bias in journalistic writing repetition / adverbials to link across paragraphs layout devices – subheadings present progressive tense * present perfect tense *</p>	<p>short sentences for effect adverbial phrases for cohesion</p>	<p>repetition to link across paragraphs</p>

YEAR 6 SPRING TERM – PROGRESSION OF PURPOSE AND GRAMMAR – Dobcroft Junior School

Texts 1 and 2 not taught 25/25 – Autumn 1 texts taught

Text		SUFFRAGETTE	STONEWALL	THE THREE LITTLE PIGS PROJECT	BOY IN THE TOWER
Outcomes Non-fiction Fiction		<p>Formal letters Diary entries Balanced arguments Speeches Short news reports</p>	<p>Adverts Short news reports Contrasting setting descriptions Protest banners Writing in role</p>	<p>Newspaper headlines News reports Persuasive speeches Narrative from a particular perspective Diaries Debates</p>	<p>Warning posters Packing lists Journalistic writing Formal letters Non-chronological reports Narrative retellings</p>
		Persuasive campaign	Visitor's guide	Opinion letters	Own version narrative
Audience / Form		<p>Letters to William Gladstone Speech as a lawyer Diary entry as Christabel Pankhurst Letter from WSPU Balanced argument in response to a question Newspaper about Epsom Derby events</p> <p>Campaign to raise awareness</p>	<p>Advert for The Stonewall Inn Short news report about Stonewall uprising Protest banners Writing in role as the Stonewall building</p> <p>Visitor's guide to The Stonewall Inn</p>	<p>News headlines showing bias Short news report Further report from alternative perspective Persuasive closing statement Letter from the wolf Diary entry as a little pig Opinions from different perspectives</p> <p>Range of opinion letters</p>	<p>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</p> <p>Own version apocalyptic story</p>
Purposes covered		Persuade Reflect Discuss Inform	Persuade Inform Reflect	Inform Persuade Reflect Discuss	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	differences in vocabulary for formal / informal writing language of bias	-ment / -ness / -tion suffixes -cious suffix abstract / common nouns * technical, formal vocabulary
	SENTENCE	subjunctive mood passive voice modal verbs * adverbial phrases *	noun phrases expanded with adverbial / preposition phrases * range of sentence types * passive voice relative clauses * contrasting conjunctions modal verbs * question tags relative clauses	structures for formal/informal speech relative clauses * multi-clause sentences passive voice	range of sentence types * modal verbs * conjunctions to justify relative clauses * passive voice adverbials / reporting clauses *
	PUNCTUATION	bullet points to list information	dialogue punctuation * apostrophes for contraction * sentence ending punctuation *	parenthesis 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	adverbials for cohesion	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 – Dobcroft Junior School



Text		GRIMM TALES	ROMEO AND JULIET	THE UNFORGOTTEN COAT	NIGHT MAIL
Outcomes Non-fiction Fiction		Retelling from a particular viewpoint Analyses Dialogue Character development	Police reports Character descriptions Narrative scenes Dialogue Diary entries Formal letters	Diary entries Explanations Dialogue Non-chronological reports	Summaries Analysis and performance
		Own version traditional tale	Balanced argument	Own version narrative	Poem with similar structure
Audience / Form		Impromptu fairy tale Analyses of traditional features Retelling from first person viewpoint Dialogue for a section of story Creation of characters Own version traditional tale	Short police report Character descriptions Narrative action scene Conversation between main characters Diary entry as R or J Description of balcony scene Letter from Nurse to Juliet Balanced argument – who is to blame?	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 Discuss	Inform Describe Entertain Reflect Persuade	Entertain Reflect Instruct Inform	Discuss Entertain
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	genre specific language determiners / articles -ful suffix *	synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing	synonyms / antonyms metaphors	language associated with poetry, e.g. assonance, alliteration metaphor simile rhyming pairs
	SENTENCE	modal verbs * fronted adverbials * relative clauses * omitted pronouns	modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences	multi-clause sentences subordinating conjunctions passive voice adverbial phrases * range of sentence types *	multi-clause sentences conjunctions to justify / contrast
	PUNCTUATION	dialogue punctuation * commas for clarity	dialogue punctuation * apostrophes for omission / accent * dash for emphasis	commas to avoid ambiguity dialogue punctuation * apostrophes for contraction * use of colons / semi-colons	sentence ending, where appropriate
	TEXT	adverbials for cohesion	present perfect tense * layout devices – balanced argument	subheadings to organise * past perfect tense adverbials for cohesion progressive tense *	aspects of performance – timing / volume / rhythm