

<p><b>Year 6 Agreed non-negotiables:</b></p>	<ul style="list-style-type: none"> <li>• Write in a legible and consistent style with increased quality and speed</li> <li>• Capital letters (I, names, places and titles, start sentences), full stops, question marks and exclamation marks</li> <li>• Commas within a list and for fronted adverbials</li> <li>• Apostrophes for contractions and singular possession</li> <li>• Spell the majority of the Yr 3/4 statutory spellings correctly</li> <li>• Spell most of the Yr 5/6 statutory spellings correctly</li> </ul>
<p><b>On-going Assessed Skills:</b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences, selecting language that reflects good awareness of the reader.</li> <li>• Effective use of organisational features in fiction and non-fiction, e.g. <a href="#">balancing action, description and dialogue</a>; <a href="#">balancing fact and opinion</a>; <a href="#">bullet points, tables, charts, diagrams</a></li> <li>• Write with appropriate levels of formality for audience and purpose</li> <li>• Use passive voice to create formal tone, empathy and suspense.</li> <li>• Use a range of simple, compound and complex sentence structures, moving the position of the subordinating clause.</li> <li>• Manipulate and control the use of narrative language features</li> <li>• Manipulate and control the use of non-fictional language features</li> <li>• Manipulate and control the use of organisational features</li> <li>• Use a range of figurative language</li> <li>• Use a range of punctuation taught at KS2 mostly correctly</li> <li>• Use a range of devices to build cohesion within and between paragraphs</li> <li>• Use a dictionary and thesaurus effectively, e.g. <a href="#">by 3rd/4th letter, appropriate word choices</a></li> <li>• Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations</li> <li>• Proof-read and edit their writing</li> <li>• Spell many words from the Year 5-6 statutory spelling list and use these accurately in their writing</li> <li>• Meet the Y6 expectations from the chosen spelling scheme</li> <li>• Use legible, joined writing consistently</li> </ul>	

Prior Learning	Term 1 Milestones - COVID RECOVERY	Examples from AREs
<b>Text – The Promise</b>		
	<p><b>Recap – Year 5</b></p> <ul style="list-style-type: none"> <li>- use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause.</li> <li>- Use a range of figurative language; onomatopoeia, metaphors, similes and personification.</li> </ul>	
<b>Digital Literacy - Alma</b>		
<p>Y4 Identify main and subordinate clauses Y5 Use commas to separate main and subordinate clauses Y5 Write sentences with the subordinate clause at the start and end of the sentence</p>	<ul style="list-style-type: none"> <li>• Use a range of simple, compound and complex sentence structures, moving the position of the subordinating clause</li> </ul>	<ul style="list-style-type: none"> <li>• Alma entered the shop / even though the door had been locked when she first tried it.</li> <li>• The boy raced for the door, however Alma was too distracted to notice.</li> <li>• As the doll had now moved onto the top shelf, Alma had to stretch her arm to reach it.</li> <li>• Stopping in one of the few forest clearings, Alex wondered if he would ever get out alive.</li> </ul>
<p>Y3 use inverted commas to punctuate direct speech Y4 Use inverted commas and other punctuation accurately to mark speech Y5 Use dialogue to convey character and advance action</p>	<ul style="list-style-type: none"> <li>• Use directed and reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• “I wish I could find my daughter,” said the tearful mother.</li> <li>• The mother shared her concerns regarding her daughter disappearance.</li> </ul>
<p>Y4 Develop characters in narratives Y4 develop settings linked to the genre and intended effect</p>	<ul style="list-style-type: none"> <li>• Develop settings, characters and atmosphere in detail.</li> </ul>	

<p>Y5 Develop setting, characters and atmosphere in detail</p>		
<p>Y3 Use commas in lists  Y3 u/se apostrophes for contractions and singular possession  Y3 use inverted commas to punctuate direct speech  Y5 use the range of punctuation taught at KS2 mostly correctly</p>	<ul style="list-style-type: none"> <li>• Use the range of punctuation taught at KS2 mostly correctly</li> </ul>	<p>., “” ! ?</p>
<p>Y2 Use an expanded noun phrase  Y4 Use expanded noun phrases with modifying adjectives  Y4 Use expanded noun phrases with modifying nouns  Y4 Use expanded noun phrases with prepositional phrases  Y5 use expanded noun phrases across my writing to convey complicated information precisely.</p>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases across my writing to convey complicated information precisely.</li> </ul>	<p>He scampered up the dangerous path, avoiding the traps beneath his feet.</p>

<p>Y5 Use a range of figurative language</p>	<ul style="list-style-type: none"> <li>• Use a range of figurative language</li> </ul>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; background-color: #f4a460; padding: 5px; margin-bottom: 5px;"> <p><b>Metaphor</b>  She is a ray of sunshine.  Heart of stone.  He is the light of my life.  A rollercoaster of emotions.</p> </div> <div style="width: 50%; background-color: #6a3d9a; color: white; padding: 5px; margin-bottom: 5px;"> <p><b>Personification</b>  The snow speaks.  The grass tickled my feet.  The leaves danced on the trees.  The husky corn spoke.</p> </div> <div style="width: 50%; background-color: #e74c3c; color: white; padding: 5px; margin-bottom: 5px;"> <p><b>Onomatopoeia</b>  Crash! Splash! Boom!  Pop! Bam! Snap!  Honk! Buzz! Drip!  Swish! Ring! Crackle!</p> </div> <div style="width: 50%; background-color: #3498db; padding: 5px;"> <p><b>Simile</b>  Pure as snow.  Quiet as a mouse.  Busy as a bee.  Cute as a kitten.</p> </div> </div>
<p><b>Prior Learning</b></p>	<p><b>Term 2 Milestones</b></p>	<p><b>Examples from AREs</b></p>
<p>Text – Rose Blanche</p>		
<p>Y5 Using parenthesis to show additional information</p>	<p>Use embedded clauses</p>	<ul style="list-style-type: none"> <li>• Alma, although she was frightened, entered the shop</li> </ul>
<p>Y4 Descriptive language drawing on from their reading</p>	<ul style="list-style-type: none"> <li>• Use precise phrases and vocabulary</li> <li>• Use noun phrases expanded precisely to add detail across a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• The beetle scuttled.</li> <li>• Alex uttered his response reluctantly.</li> <li>• “Where will the ceremony be held?” Alex enquired.</li> <li>• He scampered up the dangerous path, avoiding the traps beneath his feet.</li> </ul>
<p>Y4 Use fronted adverbials</p>	<ul style="list-style-type: none"> <li>• Use a range of cohesive devices between paragraphs</li> <li>• Use a range of cohesive devices to link paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs and adverbial phrases; conjunctions</li> </ul>
<p>Y5 Use Passive voice to create empathy</p>	<ul style="list-style-type: none"> <li>• Use passive voice to create empathy or suspense</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Y5 use semi-colons to mark independent clauses</p>	<ul style="list-style-type: none"> <li>• Use semi colons to mark independent clauses</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I girl entered the shop; she was not alone.</li> <li>•</li> </ul>
<p>Y5 use colons to mark independent clauses</p>	<ul style="list-style-type: none"> <li>• Use colons to mark independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Alma was scared: she knew she shouldn't have entered the shop.</li> </ul>

**Digital Literacy– The Christmas Truce**

Y5 /use dialogue to convey character and action	<ul style="list-style-type: none"> <li>Use dialogue to convey character and action</li> </ul>	<ul style="list-style-type: none"> <li>“This is not the first time you have stolen something,” explained the police officer.</li> <li>“Please move to the other side of the room,” instructed the frustrated man.</li> </ul>
Y5 Use a range of devices to build cohesion within and between paragraphs	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion within and between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Con/ed/ing/ly/prep</li> </ul>
Y5 Manipulate control using organisational features	<ul style="list-style-type: none"> <li>Manipulate control using organisational features</li> </ul>	
<b>Prior Learning</b>	<b>Term 3 Milestones</b>	<b>Examples from AREs</b>
<b>Text - Floodland</b>		
Y4 Use of commas for subordinate/ main clause	<ul style="list-style-type: none"> <li>Use defining and non-defining relative clauses                      Defining: provide essential information, no commas needed                      Non-defining: provide additional information, need commas</li> <li>Use relative clauses beginning with <i>who, which, where, when, whose and that</i></li> </ul>	<ul style="list-style-type: none"> <li>It’s a fine day out that everyone will enjoy</li> <li>Alma, who have ventured out alone, skipped through the cobbled streets.</li> </ul>
	<ul style="list-style-type: none"> <li>Indicate degrees of possibility through the use of adverbs and modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>Should, could, may, must</li> <li>Surely, perhaps, possibly</li> </ul>
<b>Digital Literacy - Francis</b>		
	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing/ develop formal language structures for different text types.</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs to indicate possibility within persuasion (<i>It could be argued that... As you may be aware...</i>)</li> </ul>
<b>Prior Learning</b>	<b>Term 4 Milestones</b>	<b>Examples from AREs</b>
<b>Text – The Viewer</b>		
Y5 Commas for relative clauses	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Alma knew (she wasn’t sure how but she just did) that she was in trouble.</li> <li>Alma knew – without a shadow of a doubt – that she was in trouble.</li> </ul>
Y5 figurative language, expanded	<ul style="list-style-type: none"> <li>Develop setting in detail</li> </ul>	<ul style="list-style-type: none"> <li>The forest was terrifying- bleak and foreboding – yet he walked onwards.</li> </ul>

noun phrases, precise phrases and vocabulary.		
<b>Digital Literacy – Avatar</b>		
Y5 figurative language, expanded noun phrases, precise phrases and vocabulary.  Y4 Use of inverted commas	<ul style="list-style-type: none"> <li>• Develop characters in detail</li> <li>• Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech</li> </ul>	<ul style="list-style-type: none"> <li>• Through using dialogue to convey character; describing character' reactions to events</li> <li>• The surgeon seemed satisfied with the operation because he assured the family that a full recovery should be made.</li> </ul>
Y5 Commas for relative clauses	<ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Alma knew (she wasn't sure how but she just did) that she was in trouble.</li> <li>• Alma knew – without a shadow of a doubt – that she was in trouble.</li> </ul>
<b>Prior Learning</b>	<b>Term 5 Milestones</b>	<b>Examples from AREs</b>
<b>Text – The Highwayman</b>		
Y5 Using parenthesis to show additional information	<ul style="list-style-type: none"> <li>• Use embedded clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Alma, although she was frightened, entered the shop</li> </ul>
Y3 Use commas for a list	<ul style="list-style-type: none"> <li>• Use colons to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>• There were 5 main groups in the workhouse: infants, children, adult males, adult females and the elderly and infirm</li> </ul>
Y4 fronted adverbials	<ul style="list-style-type: none"> <li>• Use a range of cohesive devices between paragraphs</li> <li>• Use a range of cohesive devices to link paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs and adverbial phrases; conjunctions</li> </ul>
<b>Prior Learning</b>	<b>Term 6 Milestones</b>	<b>Examples from AREs</b>
	<p style="text-align: center;"><b>All of above, consolidation and ARE gap addressing from Term 5 assessment.</b></p> <p style="text-align: center;"><b>Some children may begin to look at some of the Integra GD statements.</b></p>	