



Autumn					Spring					Summer				
NCR	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Descriptive recount	NCR	Balanced argument	Narrative: Mystery and Suspense	Explanation	Advertising campaign	Reviews	Narrative	Poetry: Free verse
The World of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	Cloud Tea Monkeys	Where the Poppies Now Grow	The Promise	Stone Girl, Bone Girl; Fantastically Great Women who Changed the World; Women in Science	The Misadventures of Frederick	The Watertower	The Skies Above My Eyes The Street Beneath My Feet & The Sea Below My Toes		Boy in the Tower	The Lost Book of Adventure			Birdsong	Cloud Busting
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	10 steps	15 steps	5 steps	15 steps	10 steps	15 steps	10 steps	15 steps	10 steps
57 steps (approx. 12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				


All objectives covered within each Year 5/6 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<b>Writing purpose</b> <b>No. of steps</b>  <b>Genre</b> Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> <li>Revision of <b>objectives</b> from previous year (with year group this was first introduced) <i>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</i></li> <li><b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined</li> <li>New <b>objectives</b> (introduced within current year group) are listed in black</li> </ul>	Revision of <b>objectives</b> from previous year (with year group this was first introduced)  <b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined  New <b>objectives</b> (introduced within current year group) are listed in black	Revision of <b>objectives</b> from previous year (with year group this was first introduced)  <b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined  New <b>objectives</b> (introduced within current year group) are listed in black	<b>Statutory terminology from Appendix 2 of the National Curriculum</b> are listed in this way – bold, teal and underlined
Adaptations for Y6 curriculum	As these mixed-age plans are based on the Y5 ESSENTIALWRITING unit plans, the adjustments that may be necessary for the Y6 curriculum are listed here.				


AUTUMN

 <p><b>Inform</b> 15 steps</p> <p><b>Non-chronological report</b> <i>World of the Unknown: Monsters</i></p> <p><i>The Book of Mythical Beasts and Magical Creatures</i></p>	<p><b>Genre features</b></p> <p><b>NCR:</b> <b>Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p> <p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• <b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>• Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>• When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense (Y2)</b></li> <li>• <b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li>• <b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li>• Use of <b>brackets</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</li> </ul>	<p><b>Sentence level</b></p> <p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p><b>Fronted adverbials</b> provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)</p>	<p><b>Word level including punctuation</b></p> <p><b>Brackets for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Use a <b>comma after a fronted adverbial</b> – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (Y4)</p>	<p><b>Grammatical terminology</b></p> <p><b>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>parenthesis, bracket (Y5)</b></p> <p><b>bullet points<sup>1</sup>, synonym, antonym (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<p><sup>1</sup> Encourage children in Y6 to start to use a fuller range of <b>layout devices</b> to support and guide the reader to follow and understand e.g. (<b>columns, tables, headings, subheadings, diagrams</b>); if appropriate start to use <b>bullet points</b> – consistently punctuated – in order to support organisation of writing.</p> <ul style="list-style-type: none"> <li>• Re-teach/ review learning from Y5/6 (Year A) regarding the <b>difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> (e.g. formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing; more formal writing usually avoids contracting words so that it does not mimic everyday speech; more formal writing usually avoids phrasal verbs for more precise verb choices)</li> <li>• Teach how <b>words are related by meaning as synonyms and antonyms [for example big, large, little]</b> – link this learning to using synonyms to avoid unnecessary repetition for the reader and build <b>cohesion</b></li> </ul>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain</b></p> <p><b>12 steps</b></p> <p><b>Descriptive scene</b></p> <p><i>Cloud Tea Monkeys</i></p>	<p>n/a in this unit (<i>focus on descriptive writing</i>)</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell) (Y3/4)</b></li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell) (Y3/4)</b> and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (<b>Y3/4</b>) or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (<b>Y3/4</b>)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> </ul>	<p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen (<b>Y3/4</b>)</p> <p><b>Fronted adverbials</b> provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (<b>Y4</b>)</p> <p>Add detail to <b>expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (<b>Y4</b>)</p>	<p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (<b>Y4</b>)</p> <p>Use a <b>comma after a fronted adverbial</b> – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (<b>Y4</b>)</p>	<p><b>adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>conjunction, preposition inverted commas, direct speech (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>cohesion (Y5)</b></p> <p><b>synonym, antonym (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Explicitly teach how <b>dialogue can be used to advance the action</b> (plot device) <b>as well as convey character</b> (show, not tell). Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader.</li> <li>Teach how <b>words are related by meaning as synonyms and antonyms [for example big, large, little]</b> – link this learning to using synonyms to avoid unnecessary repetition for the reader and build cohesion</li> </ul>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain</b> <b>5 steps</b> <b>Poetry: Cinquains</b></p> <p><i>Where the Poppies Now Grow</i></p>	<p><b>Poetry:</b> Specific structures of poems can include <b>cinquains</b>, which has five lines and a specific number of syllables in each line: <u>Line 1</u>: 2 syllables; <u>Line 2</u>: 4 syllables; <u>Line 3</u>: 6 syllables; <u>Line 4</u>: 8 syllables; <u>Line 5</u>: 2 syllables</p> <p><b>Meter</b> is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables.</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> </ul>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Remove unnecessary adjectives and adverbs for more <b>precise nouns and verbs</b></p>	<p><u>verb, adjective, noun, noun phrase (Y2)</u></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Encourage children to make judicious and intentional choices with <b>figurative language</b> to effectively create mood and atmosphere in writing.</li> </ul>				


 <p><b>Entertain</b></p> <p><b>15 steps Narrative</b></p> <p><i>The Promise</i></p>	<p><b>Genre features</b></p> <p><b>Narrative:</b>  <b>Story endings</b> can end with a reference to the beginning of the story (feels cyclical)</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell) (Y3/4)</b></li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell) (Y3/4)</b> and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use a new <b>paragraph</b> to show when a <b>new or different character is speaking or when the setting changes (Y3/4)</b> or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> </ul>	<p><b>Sentence level</b></p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description <b>(Y4)</b></p> <p><b>Link ideas across paragraphs<sup>1</sup></b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Word level including punctuation</b></p> <p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along <b>(Y4)</b></p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p><b>Grammatical terminology</b></p> <p><b>adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>conjunction, preposition inverted commas, direct speech (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>cohesion, ambiguity, relative pronoun, relative clause (Y5)</b></p> <p><b>synonym (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Explicitly teach how <b>dialogue can be used to advance the action</b> (plot device) <b>as well as convey character</b> (show, not tell). Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader.</li> <li>Use of the <b>past perfect</b> tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated.</li> </ul> <p><sup>1</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, <b>adverbials, synonyms</b>] - connect this learning to also knowing when to use synonyms to avoid unnecessary repetition for the reader and build cohesion.</p>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p><b>Inform</b> <b>10 steps</b></p> <p><b>Biography</b></p> <p><i>Fantastically Great Women who Changed the World</i></p>	<p><b>Biography:</b> Details of <b>key events</b> in a person’s life, written in <b>chronological order</b></p> <p>Includes <b>several facts</b> to provide the reader with real information about the person</p> <p>Written in <b>third person narrative</b></p>	<ul style="list-style-type: none"> <li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense (Y2)</b></li> <li><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li><b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li>Use of <b>brackets</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</li> </ul>	<p><b>Link ideas across paragraphs<sup>1</sup></b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Brackets or commas for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p>	<p><b>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>parenthesis, bracket, relative pronoun, relative clause (Y5)</b></p> <p><b>bullet point (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Re-teach/ review learning from Y5/6 (Year A) regarding the <b>difference between structures typical of informal speech and structures appropriate for formal speech and writing</b> (e.g. formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing; more formal writing usually avoids contracting words so that it does not mimic everyday speech; more formal writing usually avoids phrasal verbs for more precise verb choices)</li> <li>Use a full range of <b>layout devices</b> to support and guide the reader to follow and understand e.g. (<b>bullet points, columns, tables, headings, subheadings, diagrams</b>)</li> </ul> <p><sup>1</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, adverbials]</p>				


SPRING

 <p><b>Persuade</b></p> <p><b>10 steps</b></p> <p><b>Letters</b></p> <p><i>The Misadventures of Frederick</i></p>	<p><b>Genre features</b></p> <p><b>Letter:</b> Sender's address in top-right corner &amp; <b>Date</b> under the sender's address</p> <p><b>Recipient's address</b> on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p><b>Sign off</b> with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</li> <li>• Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</li> <li>• Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</li> <li>• Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>• Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make (Y4)</li> <li>• Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>• Use of <b>hyperbole/ exaggeration</b> to support the point being made and make the reader pay attention</li> <li>• Use of <b>adverbs &amp; modal verbs</b> to indicate degree of possibility and urge the reader to act</li> <li>• <b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (do not instead of don't)</li> <li>• More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>	<p><b>Sentence level</b></p> <p><b>Link ideas across paragraphs<sup>1</sup></b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Word level including punctuation</b></p> <p><b>Brackets, commas and dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p>	<p><b>Grammatical terminology</b></p> <p><b>comma (Y2)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>relative pronoun, relative clause (Y5)</b></p> <p><b>bracket, dash, parenthesis (Y5)</b></p> <p><b>cohesion (Y5)</b></p> <p><b>modal verb (Y5)</b></p> <p><b>subject, object, active, passive (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>• Teach the use of <b>subjunctive</b> and pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to...)</li> <li>• Teach the use of <b>passive voice</b> to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action)</li> </ul> <p><sup>1</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, <b>adverbials</b>]</p>				


 <p><b>Entertain</b></p> <p><b>10 steps</b></p> <p><b>Descriptive</b></p> <p><b>Recount</b></p> <p><i>The Watertower</i></p>	<p><b>Genre features</b></p>	<p><b>Compositional choices according to writing purpose</b></p>	<p><b>Sentence level</b></p>	<p><b>Word level including punctuation</b></p>	<p><b>Grammatical terminology</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<p>n/a in this unit (<i>focus on descriptive writing</i>)</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b> (Y3/4)</li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> <li>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</li> <li><b>Modal verbs</b> can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative</li> </ul>	<p><b>Fronted adverbials</b> provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)</p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p><b>Link ideas across paragraphs<sup>1</sup></b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use a <b>comma after a fronted adverbial</b> – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (Y4)</p>	<p><b>adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>conjunction, paragraph, inverted commas, direct speech (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>cohesion, modal verb (Y5)</b></p> <p><b>semi-colon, ellipsis<sup>1</sup> (Y6)</b></p>
<ul style="list-style-type: none"> <li>Explicitly teach how <b>dialogue can be used to convey character</b> (show, not tell). Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader.</li> <li>Teach the use of <b>semicolons</b> to mark the boundary between independent clauses, usually through replacing a coordinating conjunction such as ‘and’ or ‘but’ (e.g. It’s raining; I’m fed up.) Semicolons to separate more complicated items in a list will be taught in the subsequent unit.</li> </ul> <p><sup>1</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, <b>adverbials, synonyms</b>]. Teach the use of <b>ellipsis</b> to signal a shift in topic or thought, creating a pause and allowing the reader to mentally adjust before new information is presented, for example, in the subsequent paragraph.</p>					


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Inform</b> <b>15 steps</b></p> <p><b>Non-chronological report</b></p> <p><i>The Skies</i> <i>Above My Eyes,</i> <i>The Street</i> <i>Beneath My Feet &amp; The Sea</i> <i>Below My Toes</i></p>	<p><b>NCR:</b> <b>Captions and labels</b> to add information to illustrations <b>Index</b> to guide reader to know how to find something specific they might be looking for <b>Glossary</b> to provide definitions in a quick and easy guide for the reader <b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents <b>Contents page</b> to show the reader the content of the text and direct them to specific information <b>Boxes with extra information</b> to break up the page layout and add detail or interest for the reader</p>	<ul style="list-style-type: none"> <li>• <b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>• When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense</b> (Y2)</li> <li>• <b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li>• <b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li>• Use of <b>brackets</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</li> <li>• Use <b>bullet points</b> to convey information precisely (Y6)</li> <li>• <b>Underline</b> important words or phrases that you want to draw reader's attention to</li> <li>• <b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')</li> <li>• More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>	<p><b>Precise noun choices</b><sup>1</sup> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p><b>Link ideas across paragraphs</b><sup>2</sup> using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p><b>Brackets, commas and dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p> <p><b>Colons</b> can direct your reader to pay attention to what's next, set up longer list of items (Y6)</p>	<p><b>verb, tense, past tense adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>clause, subordinate clause, paragraph</b> (Y3)</p> <p><b>adverbial</b> (Y4)</p> <p><b>parenthesis, bracket, cohesion, ambiguity</b> (Y5)</p> <p><b>colon, bullet points</b> (statutory terminology for Year 6 but introduced within Year 5 in <i>ESSENTIAL WRITING</i>)</p> <p><b>Semi-colon, hyphen, subject, object, active, passive</b> (Y6)</p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>• Along with teaching the <i>whole class</i> about the use of a colon to set up a list, teach the use of <b>semi colons to separate longer or more complication items in a list.</b></li> <li>• Teach the use of <b>hyphens can be used to avoid ambiguity</b> (they are not dashes) and can be used to make up a new word by putting two words together.</li> <li>• Build upon teaching (from earlier writing to persuade unit) to re-teach the <b>use passive voice to affect the presentation of information in a sentence</b> to guide the reader's focus to the object rather than the subject.</li> <li>• Ensure that children use a full range of layout devices to support and guide the reader to follow and understand e.g. (<b>bullet points, columns, tables, headings, subheadings, diagrams</b>)</li> </ul> <p><sup>1</sup> Link to how <b>words are related by meaning as synonyms and antonyms [for example big, large, little]</b> – connect this learning to also knowing when to use synonyms to avoid unnecessary repetition for the reader and build cohesion (see note<sup>2</sup> below)</p> <p><sup>2</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, <b>adverbials, synonyms</b>]</p>				


 <b>Discuss</b>  <b>5 steps</b> <b>Balanced argument</b>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p><b>Reviews:</b>  <b>Vary in tone and formality</b>, depending on the intended audience.</p> <p>Provide a <b>balance of the positive and negative elements</b> of the product or experience being reviewed</p> <p>Professional reviews should be <b>unbiased</b>, without opinion unrelated to facts or evidence</p> <p>Often <b>conclude with a rating or score</b>, on reflection of whether the positive or negative elements either balance or outweigh each other</p>	<ul style="list-style-type: none"> <li>• Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument</li> <li>• Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint</li> <li>• <b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...)</li> <li>• Careful use of <b>adverbials</b> to maintain <b>cohesion</b> for the reader (e.g. On the other hand... In contrast...)</li> <li>• Use of <b>modal verbs</b> to indicate possibility in measured and unbiased way (e.g. Others <i>may</i> believe that... Some <i>might</i> argue that...)</li> </ul>	<p><b>Link ideas across paragraphs</b> using <b>range of cohesive devices</b>, such as linking back to previous points within the writing [e.g. use of <b>adverbials</b> such as 'on the other hand' or 'in contrast']</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p> <p><b>Colons</b> can direct your reader to pay attention to what's next, set up longer list of items <b>(Y6)</b></p>	<p><b>comma (Y2)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>relative pronoun, relative clause</b></p> <p><b>cohesion, ambiguity modal verb (Y5)</b></p> <p><b>colon</b>  <i>(statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</i></p> <p><b>subjunctive (Y6)</b></p>
<b>Adaptations for Year 6 curriculum</b>	<ul style="list-style-type: none"> <li>• Teach the use of the <b>subjunctive</b> to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)</li> </ul>				


 Entertain 15 steps Narrative (mystery & suspense) Boy in the Tower	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p><b>Narrative:</b>  <b>Story openings</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to <b>new character or setting</b> (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> <li>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</li> <li>Create <b>suspense</b> and <b>tension</b> by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading</li> </ul>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p><b>Precise noun choices<sup>1</sup></b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p><b>Link ideas across paragraphs<sup>1</sup></b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p><b>Ellipsis</b> to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue (Y6)</p> <p><b>Colons</b> can set up a surprise or dramatic pause (Y6)</p>	<p><b>adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>conjunction, paragraph, inverted commas, direct speech</b> (Y3)</p> <p><b>adverbial</b> (Y4)</p> <p><b>cohesion</b> (Y5)</p> <p><b>colon, ellipsis<sup>1</sup></b> (Y6) <i>(statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</i></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Explicitly teach how <b>dialogue can be used to advance the action</b> (plot device) <b>as well as convey character</b> (show, not tell). Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader. This can also be connected to the difference between vocabulary typical of <b>informal speech</b> and vocabulary appropriate for <b>formal speech and writing</b> (informality within dialogue, e.g.: use of <b>question</b> tags in dialogue; use of <b>contracted forms</b>; use of <b>phrasal verbs</b>)</li> <li>Teach the use of <b>past perfect</b> tense in narrative and how – if already writing in the simple past tense – it can be useful to show that something occurred before the time being narrated.</li> </ul> <p><sup>1</sup> Encourage children in Y6 to link ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase, grammatical connections</b> [for example, <b>adverbials, synonyms</b>] using synonyms to also know when to avoid unnecessary repetition for the reader and build cohesion. Teach the use of <b>ellipsis</b> to signal a shift in topic or thought, creating a pause and allowing the reader to mentally adjust before new information is presented, for example, in the subsequent paragraph</p>				


SUMMER

 <p><b>Inform</b> 10 steps</p> <p><b>Explanation</b></p> <p><i>The Lost Book of Adventure</i></p>	<p><b>Genre features</b></p> <p><b>Explanation:</b> Contains <b>diagrams/illustrations</b> with labels</p> <p>May have <b>technical vocabulary</b> specific to the topic being explained</p> <p>Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing</p> <p><b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• <b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>• When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense</b> (Y2)</li> <li>• <b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li>• <b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li>• Use of <b>brackets, commas or dashes</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</li> <li>• Use <b>bullet points</b> to convey information precisely (Y6)</li> <li>• <b>Underline</b> important words or phrases that you want to draw reader's attention to</li> <li>• <b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (do not instead of don't)</li> <li>• More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>	<p><b>Sentence level</b></p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Word level including punctuation</b></p> <p><b>Brackets, commas or dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p><b>Colons</b> can direct your reader to pay attention to what's next, set up longer list of items (Y6)</p>	<p><b>Grammatical terminology</b></p> <p><b>verb, tense, past tense adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>clause, subordinate clause, paragraph</b> (Y3)</p> <p><b>adverbial</b> (Y4)</p> <p><b>parenthesis, bracket, dash, relative pronoun, relative clause</b> (Y5)</p> <p><b>colon, bullet points</b> (statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</p> <p><b>hyphen, semi-colon, dash, passive voice</b> (Y6)</p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>• Teach the use of <b>semicolons, colons and/or dashes</b> to mark the boundary between independent clauses, usually through replacing a coordinating conjunction such as 'and' or 'but' (e.g. It's raining; I'm fed up.)</li> <li>• Teach the use of <b>hyphens can be used to avoid ambiguity</b> (they are not dashes) and can be used to make up a new word by putting two words together.</li> <li>• Build upon teaching (from earlier units) to re-teach the <b>use passive voice to affect the presentation of information in a sentence</b> to guide the reader's focus to the object rather than the subject.</li> <li>• Ensure that children use a full range of layout devices to support and guide the reader to follow and understand e.g. (<b>bullet points, columns, tables, headings, subheadings, diagrams</b>)</li> </ul>				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Persuade</b></p> <p><b>15 steps Advertising Campaign</b></p>	<p><b>Advertisement:</b> Includes a <b>catchy title or slogan</b> to capture the reader's attention</p> <p>Usually includes <b>bright visuals and images</b> of the product being advertised</p> <p>May include a <b>price or specific features</b> of the product, with reasons for the reader needing it</p>	<ul style="list-style-type: none"> <li>• Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</li> <li>• Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</li> <li>• Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</li> <li>• Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>• Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make (Y4)</li> <li>• Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>• Use of <b>hyperbole/ exaggeration</b> to support the point being made and make the reader pay attention</li> <li>• Use of <b>adverbs &amp; modal verbs</b> to indicate degree of possibility and urge the reader to act</li> </ul>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p><b>comma, adverb (Y2)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>relative pronoun, relative clause cohesion, ambiguity, modal verb (Y5)</b></p> <p><b>passive voice, subjunctive (Y6)</b></p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>• Re-teach/ review use of <b>passive voice</b> to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action)</li> <li>• Re-teach/ review use of <b>subjunctive</b> &amp; pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to...)</li> </ul>				

 <b>Discuss</b>  <b>10 steps</b> <b>Reviews</b>	<b>Genre features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
	<p><b>Reviews:</b> Vary in tone and formality, depending on the intended audience.</p> <p>Provide a <b>balance of the positive and negative elements</b> of the product or experience being reviewed</p> <p>Professional reviews should be <b>unbiased</b>, without opinion unrelated to facts or evidence</p> <p>Often <b>conclude with a rating or score</b>, on reflection of whether the positive or negative elements either balance or outweigh each other</p>	<ul style="list-style-type: none"> <li>Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument</li> <li>Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint</li> <li><b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...)</li> <li>Careful use of <b>adverbials</b> to maintain <b>cohesion</b> for the reader (e.g. On the other hand... In contrast...)</li> <li>Use of <b>modal verbs</b> to indicate possibility in measured and unbiased way (e.g. Others <i>may</i> believe that... Some <i>might</i> argue that...)</li> </ul>	<p><b>Link ideas across paragraphs</b> using <b>range of cohesive devices</b>, such as linking back to previous points within the writing [e.g. use of <b>adverbials</b> such as ‘on the other hand’ or ‘in contrast’]</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Use of comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p> <p><b>Colons</b> can direct your reader to pay attention to what’s next, set up longer list of items <b>(Y6)</b></p>	<p><b>comma (Y2)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>relative pronoun, relative clause cohesion, ambiguity, modal verbs (Y5)</b></p> <p><b>colon</b> <i>(statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</i></p> <p><b>subjunctive (Y6)</b></p>
<b>Adaptations for Year 6 curriculum</b>	<ul style="list-style-type: none"> <li>Teach the use of the <b>subjunctive</b> to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)</li> </ul>				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain</b></p> <p><b>15 steps Narrative (description of setting and character)</b></p> <p><i>Birdsong</i></p>	<p><b>Narrative:</b></p> <p><b>Story openings</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. <b>introduction to new character or setting</b> (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> <li>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</li> </ul>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p><b>Ellipsis</b> to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue (Y6)</p>	<p><b>adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>conjunction, paragraph, inverted commas, direct speech</b> (Y3)</p> <p><b>adverbial, dialogue</b> (Y4)</p> <p><b>cohesion, relative pronoun, relative clause</b>, (Y5)</p> <p><b>ellipsis</b> (<i>statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING</i>)</p> <p><b>semi-colon, dash</b> (Y6)</p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Explicitly teach/ review how <b>dialogue can be used to advance the action</b> (plot device) <b>as well as convey character</b> (show, not tell). Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader. This can also be connected to the difference between vocabulary typical of <b>informal speech</b> and vocabulary appropriate for <b>formal speech and writing</b> (informality within dialogue, e.g.: use of <b>question tags</b> in dialogue; use of <b>contracted forms</b>; use of <b>phrasal verbs</b>)</li> <li>Re-teach/ review the use of <b>semicolons, colons and/or dashes</b> to mark the boundary between independent clauses, usually through replacing a coordinating conjunction such as 'and' or 'but' (e.g. It's raining; I'm fed up.)</li> </ul>				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain</b></p> <p><b>10 steps</b></p> <p><b>Poetry</b></p> <p><i>Cloud Busting</i></p>	<p><b>Poetry:</b> Poems can be written as <b>free verse</b>, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</li> </ul>	<p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p><b>adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>inverted commas, direct speech</b> (Y3)</p> <p><b>cohesion, ambiguity</b> (Y5)</p> <p><b>hyphen, dash, colon, semi-colon</b> (Y6)</p>
<p><b>Adaptations for Year 6 curriculum</b></p>	<ul style="list-style-type: none"> <li>Re-teach/ review the use of <b>hyphens can be used to avoid ambiguity</b> (they are not dashes)</li> <li>Re-teach/ review the use of <b>semicolons, colons and/or dashes</b> to mark the boundary between independent clauses, usually through replacing a coordinating conjunction such as 'and' or 'but' (e.g. It's raining; I'm fed up.)</li> </ul>				