**Year 6 Texts and Outcomes**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Star of Fear, Star of Hope by Jo Hoestlandt, Erika’s Story by Ruth Vander Zee** | **Can We Save the Tiger? by Martin Jenkins** | **The Selfish Giant by Oscar Wilde & Ritva Voutila** | **Island by Jason Chin, Jemmy Button by** [**Alix Barzelay**](https://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Alix+Barzelay%22) | **Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys** | **Sky Chasers by Emma Carroll** |
| **Outcome**  Fiction: write a flashback story & non-chronological report  **Greater Depth**  To write a narrative with a flashback including a section in recount genre *e.g. diary, letter, eye-witness account* | **Outcome**  Information/explanation/ persuasion: write a hybrid booklet about an amazing animal & Recount: diary  **Greater Depth**  Write a Newsround TV style report about the tiger crisis | **Outcome**  Fiction: retell a classic narrative from a character’s point of view &  Explanation  **Greater Depth**  Write the narrative from the viewpoint of the special tree | **Outcome**  Recount: write a journalistic report (hybrid text) about Charles Darwin’s discoveries & Discussion  **Greater Depth**  Include extracts from another genre *e.g., diary, interview, information* | **Outcome**  Recount: write a biography of Jacques Cousteau & Fiction: adventure story  **Greater Depth**  Include a section entitled ‘How Jacques Cousteau inspired me’ | **Outcome**  Fiction: write an adventure story from two different viewpoints & Recount: autobiography  **Greater Depth**  Include a section written from the viewpoint of another person |

**Year 6 Mastery Keys**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word** | **Word** | **Word** | **Word** | **Word** |
| **Sentence**  Use expanded noun phrases to convey complicated information concisely  Use passive verbs | **Sentence**  Use modal verbs or adverbs to indicate degrees of possibility (Y5) | **Sentence**  Recognise structures for formal speech and writing, including subjunctive forms  Use passive verbs | **Sentence**  Use passive verbs | **Sentence**  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) | **Sentence**  Recognise vocabulary and structures for formal speech and writing, including subjunctive forms |
| **Text**  Link ideas across paragraphs using a wider range of cohesive devices  *Integrate dialogue to convey character and advance the action* | **Text**  *Enhance meaning through selecting appropriate grammar and vocabulary* | **Text**  *Distinguish between the language of speech and writing*  *Integrate dialogue to convey character and advance the action* | **Text**  Use a wider range of devices to build cohesion  Use organisational and presentational devices to structure text  Variety of verb forms used correctly and consistently (progressive present perfect forms) | **Text**  Use a wider range of devices to build cohesion | **Text**  *Identify the audience for and purpose of writing*  *Choose the appropriate register* |
| **Punctuation**  Punctuate bullet points consistently | **Punctuation**  Use brackets, dashes or commas to indicate parenthesis (Y5) | **Punctuation**  Use semi-colons to mark boundaries between independent clauses | **Punctuation**  Use colons or dashes to mark boundaries between independent clauses | **Punctuation**  Use a colon to introduce a list and use of semi-colons within lists  Use hyphens to avoid ambiguity | **Punctuation**  Use semi-colons, colons or dashes to mark boundaries between independent clauses |

*\*Objectives in italics are writing composition objectives*