

## Year 6

Year 6 Summer MTP													
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
Grammar and Punctuation	Punctuation  use a colon to introduce a list  • use semicolons within lists  • use brackets, dashes or commas confidently to indicate parenthesis.  (Focus from GAPS analysis)	Punctuation  • use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)  • use commas confidently to clarify meaning or avoid ambiguity in writing (Focus from GAPS analysis)	• use semicolons, colons or dashes to mark boundaries between independent clauses  • edit for comma splicing  • punctuate bullet points consistently		SATS Assessments  Cohesion			Consolidation of KS2  Misconceptions from analysis/GAPS				Assessments	
Alan Peat Sentences	Paired conjunctions							Imagine 3 examples					
Spelling	25.Words with the suffix '-ably' 26.Words with the suffix '-ible' 27.Adding the suffix '-ibly' to create an adverb			28.Words ending in '-ent' and '-ence' 29.Words ending in '-er', '-or' and '-ar' 30.Adverbs synonymous with determination			31.Adjectives to describe settings 32.Adjectives to describe feelings 33.Adjectives to describe characters			34.Grammar Vocabulary 1 35.Grammar Vocabulary 2 36.Mathematical Vocabulary			
Spelling Shed													
Handwriting	The Curly Caterpillar Family (f,q,o)  Linked to spellings and Year 5/6 Word list						Assess and Review	The Zig zag Monster family (z, x, w, v) Linked to spellings and Year 5/6 Word list				Practice and Review	
Reading text	Why humans should treat animals better – Persuasive writing NF Tyger Tyger P						Autism NF Report Can you see me? F Imagine P (John Lennon)						
Writing Sequence	Francis (Narrative – Mystery story)				Shackleton's Journey (Non Chronological report)					Transition Unit (Horror) 'The Facts in the case of Mr Hollow' or The Mysteries of Harris Burdeck			
Writing Outcomes	Can I retrieve information from a clip to describe the setting? Can I use a variety of descriptive phrases? Can I identify how writers build tension and suspense? Can I empathise with a main character and identify figurative language?				Can I identify the key features of a text? Can I make appropriate notes? Can I locate vocabulary? Can I understand the timeline of Shackleton's journey? Can I collect information on a famous person?					Can I make observational notes? Can I create a list of key vocabulary? Can I generate ideas around the mystery? Can I create a story map noticing key details? Can I use figurative language?			

	<p>Can I use figurative language to build tension and suspense?</p> <p>Can I use pathetic fallacy to evoke feelings and atmosphere?</p> <p>Can I identify the differences between formal and informal language in writing?</p> <p>Can I select appropriate vocabulary to describe the atmosphere?</p> <p>Can I identify and use paired conjunctions?</p> <p>Can I plan a mystery narrative?</p> <p>Can I write a mystery narrative?</p> <p>Can I edit my writing?</p> <p>Can I re-draft my writing?</p>	<p>Can I write using the more, the more and De:De sentences?</p> <p>Can I write 2-pairs and one word/phrase definition sentences?</p> <p>Can I write an introduction?</p> <p>Can I write a section of a non-chronological report?</p> <p>Can I story map the key parts of Shackleton's Journey?</p> <p>Can I plan a non-chronological report?</p> <p>Can I write a non-chronological report?</p> <p>Can I edit and redraft a non-chronological report?</p>	<p>Can I write using imagine-3 sentences?</p> <p>Can I write using 3-ed and O(l) sentences?</p> <p>Can I write an introduction?</p> <p>Can I write using suspense?</p> <p>Can I plan a mystery narrative?</p> <p>Can I write a mystery narrative?</p> <p>Can I edit and redraft a mystery narrative?</p>
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