

Year 6

| Year 6 Toolkit | | | | | | | | | | |
|----------------|------------|-----------------|---------------|-----------------|--|---|--|--------------|---|----------------------------|
| Full Stops | Commas | Capital Letters | Finger Spaces | Full Sentences | Apostrophes (contraction and possession) | Subordination (subordinating conjunction) | Co-ordination (co-ordinating conjunction) | Noun phrases | Present and past tense (active and passive) | Semi-colon, colon and dash |
| Adverbs | Adjectives | Prepositions | Hyphen | Inverted commas | Fronted adverbials | Cohesion | Relative clauses beginning with a relative pronoun | Modal verbs | Parenthesis | Subject and object |

| Autumn Term 1 | Autumn Term 2 | Spring Term 3 | Spring Term 4 | Summer Term 5 | Summer Term 6 |
|--|---|---|--|---|--|
| Biography | Explanation | Persuasive Speech | Balanced Argument | Newspaper Report | Advert |
| <p>(Year 1) Ideas grouped together in time sequence</p> <p>Past Tense</p> <p>Third Person</p> <p>(Year 5) An introduction that summarises the main events of a person's life</p> <p>Formal tone</p> <p>Detailed information about the key events in the person's life in chronological paragraphs</p> <p>Specific facts about achievements, influences and significant people</p> <p>A conclusion about how they are/will be remembered?</p> <p>Adverbials</p> | <p>A question as a title</p> <p>A short opening that includes a question</p> <p>The stages of the process in chronological order</p> <p>Technical language for the topic</p> <p>Diagrams with illustrations and captions</p> <p>Detailed information about the topic</p> <p>Expanded noun phrases</p> <p>Prepositions</p> <p>Co-ordinating and subordinating conjunctions</p> <p>Fronted adverbials</p> <p>Relative clauses beginning with relative pronouns</p> <p>Adverbials for cohesion</p> | <p>Introduce the issue</p> <p>Explain why it is important</p> <p>Pose a problem</p> <p>Call for action</p> <p>Use evidence and examples</p> <p>Suggest a solution</p> <p>Memorable closing statement or provocative question to end</p> <p>Formal language</p> <p>Rule of 3</p> <p>Repetition</p> <p>Rhetorical questions</p> | <p>An introductory paragraph</p> <p>Reasons for and against the argument in separate paragraphs</p> <p>Most of the paragraphs written in the third person</p> <p>The final paragraph written in the first person and containing a personal opinion</p> <p>Subordinating conjunctions</p> <p>Fronted adverbials</p> | <p>The name of the newspaper</p> <p>A headline</p> <p>The reporter's name</p> <p>An introductory paragraph which includes the 5Ws.</p> <p>Pictures with captions</p> <p>Facts about the main events</p> <p>Formal language, for example, 'commented' and 'confirmed'</p> <p>Quotes written as direct speech</p> <p>Appropriate coordinating and subordinating conjunctions, for example, 'therefore' and 'despite'.</p> | <p>Catchy title or slogan</p> <p>Short introduction which directly addresses the reader</p> <p>Exaggerate the positive points</p> <p>Rhetorical questions</p> <p>Layout includes sub-headings and bullet points</p> <p>Entice reader with Special offers and customer reviews</p> <p>Describe the facility or features in detail</p> <p>Vary sentence structure and punctuation for effect</p> <p>Persuasive language including powerful adjectives and memorable phrases</p> <p>Modal verbs</p> |

| | | | | | |
|---|--|---|---|---|--|
| <p>Quotes from the person them self or other key people in their life</p> <p>Relative clauses.</p> | <p>Impersonal or formal tone</p> <p>Use of passive voice to make more formal</p> <p>Organisational devices to structure your text.</p> <p>Subject and object</p> | <p>Use direct address ('you')</p> <p>Vary sentence length and structure to maintain interest and engage reader</p> <p>Facts and statistics</p> <p>Powerful language to exaggerate point.</p> | <p>Consistent use of 3rd person</p> <p>Adverbials</p> <p>Formal vocabulary</p> | <p>Information is prioritised according to importance</p> <p>Headlines include puns.</p> | <p>Benefits and focus on why and how the product/place will help the reader</p> <p>Commands.</p> |
| Narrative | Narrative – description (setting, people and mood together) | Narrative Story – retell a story (from a different viewpoint or picture book) *New* | Narrative Story | Diary | |
| <p>Beginning, problem and resolution (problem solved)</p> <p>Written in appropriate tense</p> <p>Chronologically organised</p> <p>Paragraphs</p> <p>Sentence types: statements, command, question and exclamation</p> <p>Accurately punctuated speech</p> <p>Standard and non-standard English appropriate for character</p> <p>Dialogue which moves the story forward</p> <p>Adjectives</p> <p>Expanded noun phrases</p> <p>Coordinating- and or but</p> | <p>Powerful vocabulary</p> <p>Sensory details</p> <p>Figurative language</p> <p>Varied sentence structure 'show, don't tell'</p> <p>Interesting and varied openers</p> <p>Words and phrases to create atmosphere and mood</p> <p>Use of dialogue</p> | <p>Clear structure</p> <p>'show, don't tell'</p> <p>Dialogue</p> <p>Descriptive and figurative language to create vivid descriptions</p> <p>Varied sentence structure for different effects and detail.</p> | <p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> <p>Relative Clause; beginning with a relative pronoun or omitted relative pronoun.</p> <p>Dashes to indicate parenthesis</p> <p>Use of semi colon, colon and dash to mark boundary between independent clauses</p> | <p>The date and/or time that the entry was written</p> <p>Writing in the first person</p> <p>Writing in past tense for main events</p> <p>Personal emotions and feelings</p> <p>An informal style of writing</p> <p>Paragraphs</p> <p>Chronological order</p> <p>Personal emotions and feelings</p> <p>Adopt voice of author fully, for example, short sentences to show worry and panic; jokes to show humour.</p> <p>Time conjunctions</p> <p>Adverbials</p> <p>Present tense</p> | |

| | | | | | |
|---|-----------------------------------|--|--|---|--|
| <p>Subordination- when if that because Apostrophe for contraction, possession and plural possession Powerful adjectives to describe appearance, actions, thoughts and feelings Use the 5 senses and powerful adjectives and verbs to describe Prepositional phrases for time and place Speech Marks – inverted commas to demarcate direct speech with other punctuation Cohesion Varied reporting verbs Use figurative language to create effect.</p> | | | <p>Sequence of plot may be disrupted for effect e.g. flashback Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods.</p> | <p>Parenthesis (brackets, dashes and commas) * No new learning – consolidating *</p> | |
| <p>The narrative is well constructed and raises intrigue Dialogue is used to move the action on to heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text. Use of colons and semi-colons</p> | <p>Use of passive Dashes</p> | <p>Cohesive devices (adverbials, ellipsis and pronouns) Consistent use of tense for cohesion Hyphens</p> | | | |
| | | <p>Non Chronological Reports</p> | <p>Recount (from the point of view of something abstract – red blood cell)</p> | <p>Incident Report *New*</p> | |

| | | | | | |
|--|--|---|---|---|--|
| | | <p>Third person Topic words Ideas grouped together by similarity Sub-headings Fact box Introduction and summary at the end Glossary to explain some of the topic language Present tense verbs (unless it is a historical report) Writing in the third person Formal language Fronted adverbials</p> | <p>Introduction Conclusion Past Tense First Person Sequencing Events Pronoun we Chronological order Paragraphs Extra details to interest the reader. Using co-ordinating conjunctions 'and' and 'but' Time conjunctions Powerful verbs and adjectives to describe</p> | <p>A heading/title Date, time and location Names, descriptions and roles of people involved Actions taken – what was done and who was informed Conclusion and outcome Past tense Third person Formal and factual.</p> | |
| | | <p>* No new learning – consolidating *</p> | <p>Use of colloquial language and standard and non-standard English to embody the view/character of the writer Use of humour to engage the reader</p> | | |