



Year Group: 6

Term: Spring

Subject: English



'A Midsummer Night's Dream'

Publisher: Egmont

Author: The Shakespeare Globe Trust

<u>Final writing Outcome(s):</u>	Persuasion
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<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">• Make appropriate choices of grammar and vocabulary: To clarify and enhance meaning and to reflect the level of formality required• Use a dictionary and thesaurus to check word meaning and appropriateness
<u>Composition</u>	<ul style="list-style-type: none">• Plan writing by identifying the audience and purpose of the writing.• Develop setting, characters and plot in narrative writing: - Use dialogue to advance the action and/or reveal new information; - Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel; - Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others• Evaluate and edit - Summarise longer passages to clarify and enhance meaning - Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject-verb agreement and register, to enhance effects and clarify meaning• Proof-read for spelling and punctuation errors
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none">• The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: - accurate spelling of most prefixes and suffixes; - accurate spelling of most words with silent letters; - accurate spelling of most homophones and other words which are often confused; - accurate spelling of most words that need to be specifically learnt (see appendix)
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">• Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and choice of writing implement.
<u>Focus skills</u>	
<ul style="list-style-type: none">• Mostly appropriate use of the passive voice to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud• Mostly appropriate use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty e.g. Their performance will be cursed; They could clearly see inside; Should I risk it?; We won't, but you might; Maybe you could do that.• Some accurate use of hyphens to avoid ambiguity.	