



Year Group: 6

Term: Autumn

Subject: English



## *'The Tyger*

*Author: William Blake*

<b><u>Final writing Outcome(s):</u></b>	Classic poetry
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<b><u>Success Criteria</u></b>	
<b><u>Continuous skills</u></b>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"><li>• Make appropriate choices of grammar and vocabulary: To clarify and enhance meaning and to reflect the level of formality required</li><li>• Use a dictionary and thesaurus to check word meaning and appropriateness</li></ul>
<u>Composition</u>	<ul style="list-style-type: none"><li>• Plan writing by identifying the audience and purpose of the writing.</li><li>• 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</li><li>• Proof-read for spelling and punctuation errors</li></ul>
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"><li>• 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)</li></ul>
<u>Handwriting and presentation</u>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b><u>Focus skills</u></b>	
<ul style="list-style-type: none"><li>I can explore the meaning of unfamiliar words in context</li><li>I can draw inferences from a poem</li><li>I can identify the structure and rhyming pattern used within a poem</li><li>I can identify the effect of a range of figurative language</li><li>I can plan a poem in the style of Blake</li><li>I can use a range of figurative language</li><li>I can write a poem in the style of Blake</li></ul>	