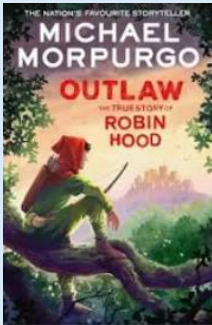
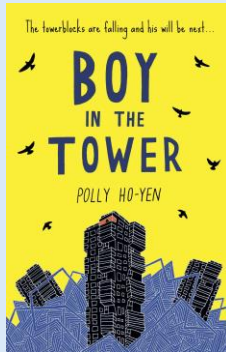
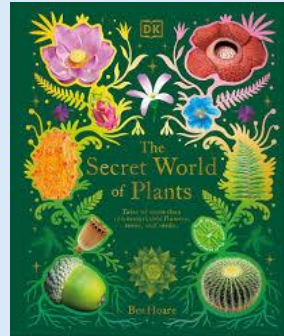
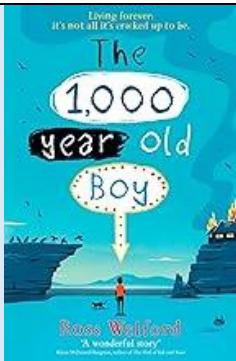
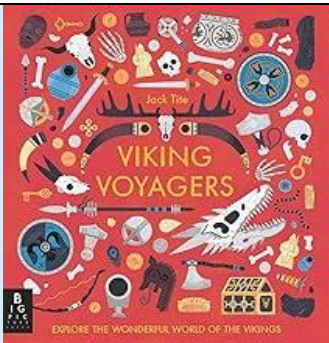
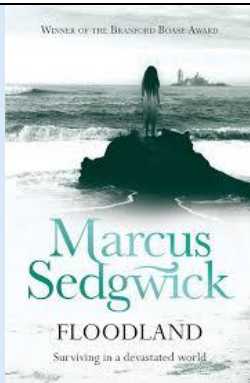
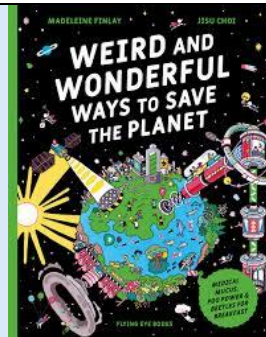


Year 6	Autumn 1		Autumn 2	
Text for writing focus	Heroes: Inspirational people and the amazing jobs they do- Jonny Marx (3 weeks)  Genre: Non-Fiction	Outlaw- Michael Morpurgo (3 weeks)  Genre: Traditional Tale/Adventure Fiction	Boy in the Tower- Polly Ho Yen (3 weeks)  Genre: Contemporary Fiction	The Secret World of Plants: Tales of More Than 100 Remarkable Flowers, Trees, and Seeds- Ben Hoare (3 weeks)  Genre: Non-fiction
Why this, why now?	Links to: DEI: Representation across careers and public life, including disability, race, gender, class and neurodiversity. Biography is revisited from Year 5, with pupils moving from presenting significant information coherently to making deliberate decisions about emphasis, register and representation. Pupils synthesise research, précis longer material and use formal vocabulary and cohesive devices to create authoritative biographies.	Links to: traditional tales as a thread across school from EYFS-Y6 DEI: Poverty, social inequality, power, law and justice. Narrative is revisited from Year 5, progressing from sustaining a viewpoint to exploring a moral conflict. Pupils manipulate character, dialogue and action so that different ideas about justice and responsibility emerge through the narrative rather than being explained directly.	Links to : DEI: Mental health, young carers, isolation and hidden responsibilities. Journalistic recount is revisited from Year 5, with pupils developing greater control of objectivity and evidence. They select and combine information from different sources, use passive constructions to manage emphasis and distinguish confirmed facts from speculation.	Links to: Plants Science Explanation is revisited from Year 5, progressing from organising guidance logically to controlling how technical information is presented. Pupils combine precise vocabulary, passive constructions, cohesive devices and layout features to produce a detailed survival explanation.
Main outcome	Non-Chronological Report- Biographies Genre progression Non Chronological.docx	Narrative- Morality Tale Genre progression Narrative.docx	Recount – Journalistic Writing (Newspaper Reports) Genre progression Recount.docx	Explanation Text- How to survive the Bluthers. Genre progression Explanation Texts.docx

Purpose for writing	To inform	To entertain	To inform/entertain	To explain
Possible Immersive Hook	Create an “Inspiration Awards” selection panel. Pupils receive anonymous profiles, quotations and objects linked to different individuals before identities are revealed. They are commissioned to research and write biographies for an exhibition celebrating a wider range of achievements.	A royal decree and wanted poster appear alongside conflicting evidence: tax demands, witness statements, a stolen purse and a letter from a hungry family. Pupils act as a council deciding whether the outlaw should be condemned or defended.	A breaking-news room is created following the sudden collapse of a local building. Pupils receive photographs, emergency announcements, witness accounts and incomplete official reports, then decide what is verified, uncertain or unsuitable for publication.	A black vine-like growth appears to have breached the classroom. A damaged scientific dossier identifies it as a “Blutcher” but the survival guidance is incomplete. Pupils examine plant samples, warning notices and observation records before completing the advice.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Apply knowledge of morphology and etymology when spelling.* Apply all previously taught prefixes and suffixes.* Revise words ending in -cious, -tious, -cial and -tial .* Distinguish between homophones and commonly confused words.* Spell an increasing number of words from the Year 5 and 6 statutory list.* Use dictionaries to check uncommon or ambitious vocabulary.* Use a thesaurus accurately and appropriately.*	<u>Transcription:</u> Apply previously taught prefixes, suffixes and spelling patterns.* Revise words ending in -ant, -ance, -ancy, -ent, -ence and -ency.* Distinguish between homophones and commonly confused words.* Apply statutory spellings.* Use dictionaries and thesauruses independently.*	<u>Transcription:</u> Apply taught morphology, prefixes and suffixes.* Revise words ending in -able, -ible, -ably and -ibly.* Distinguish between commonly confused words.* Spell statutory words accurately.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*	<u>Transcription:</u> Apply taught prefixes, suffixes and spelling patterns.* Revise rules for words ending in -fer.* Revise the use of hyphens when attaching prefixes.* Distinguish between commonly confused words.* Apply statutory spellings.* Use dictionaries and thesauruses independently.*
	<u>Composition:</u> Identify the audience and purpose and select the appropriate form.* Use similar biographies as models.* Note and develop ideas from reading and research.* Précis longer passages.* Select appropriate grammar and vocabulary.* Use a range of cohesive devices within and across paragraphs.* Use organisational and presentational devices to guide	<u>Composition:</u> Identify the audience and purpose of the narrative.* Draw on morality tales and traditional stories as models.* Develop initial ideas, drawing on reading.* Consider how authors develop characters and settings.* Select grammar and vocabulary to enhance meaning.* Describe settings, characters and atmosphere.* Integrate dialogue to convey character and advance the	<u>Composition:</u> Identify audience, purpose and form.* Use journalistic writing as a model.* Note and develop ideas from several sources.* Précis witness accounts and official information.* Select vocabulary and grammar appropriate to a journalistic register.* Build cohesion within and across paragraphs.* Use organisational and	<u>Composition:</u> Identify audience, purpose and appropriate form.* Use explanations and survival guides as models.* Develop ideas through reading and research.* Précis longer scientific information.* Select precise technical vocabulary.* Build cohesion within and across paragraphs.* Use organisational and presentational devices.*

	the reader.* Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense, subject-verb agreement and register.* Proofread for spelling and punctuation errors.*	action.* Build cohesion within and across paragraphs.* Assess effectiveness and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense and subject-verb agreement.* Proofread accurately.* Perform sections using appropriate intonation, volume and movement.*	presentational devices.* Assess effectiveness and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Maintain tense, subject-verb agreement and register.* Proofread accurately.*	Assess writing and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense and formal register.* Proofread accurately.*
	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Choose appropriate letter shapes and decide whether to join specific letters.* Choose the writing implement best suited to the task.*	<u>Handwriting:</u> Write legibly and fluently at an appropriate speed.* Make purposeful choices about joining and presentation.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Select letter shapes, joins and writing implements appropriately.*	<u>Handwriting:</u> Write legibly and fluently.* Select appropriate joins, letter forms and writing implements.*
	<u>Vocabulary, Grammar and Punctuation:</u> Recognise differences between vocabulary typical of informal speech and vocabulary appropriate to formal writing. Use passive verbs to affect the presentation of information. Explore how words are related by meaning as synonyms and antonyms. Use relative clauses and parenthesis accurately.* Use expanded noun phrases to convey information concisely.* Link ideas across paragraphs using a wider range of cohesive devices. Use layout devices including headings, subheadings, columns and fact boxes. Introduce and use subject, object, active, passive, synonym and antonym.	<u>Vocabulary, Grammar and Punctuation:</u> Select formal or informal vocabulary according to character, situation and narrator. Use synonyms and antonyms to make precise vocabulary choices.* Use active and passive constructions deliberately.* Use the perfect form of verbs to mark relationships of time and cause.* Use relative clauses and parenthesis accurately.* Use a colon, semicolon or dash to mark the boundary between independent clauses. Introduce and use the terminology colon, semicolon and dash. Use prior grammatical terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use passive constructions to manage emphasis, for example The tower was discovered during the night. Use formal vocabulary instead of conversational alternatives. Use modal verbs and adverbs to distinguish fact from possibility.* Use relative clauses and parenthesis accurately.* Use colons, semicolons and dashes between independent clauses.* Use cohesive devices including repetition, adverbials and tense choices. Use the terminology subject, object, active, passive, colon and semicolon accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use passive constructions appropriately.* Use formal vocabulary and structures. Use relative clauses and expanded noun phrases to convey precise information.* Use colons to introduce lists. Use semicolons within detailed lists. Punctuate bullet points consistently. Use hyphens to avoid ambiguity. Use cohesive devices within and across sections.* Introduce and use the terminology hyphen and bullet points.

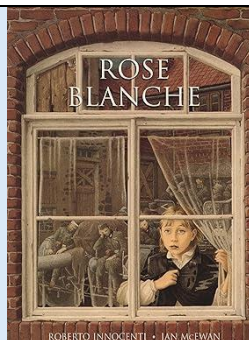
Year 6	Spring 1		Spring 2	
Text for writing focus	The 1,000 Year Old Boy- Ross Welford (3 weeks)	Viking Voyages- Jack Tite (3 weeks)	Floodland- Marcus Sedgwick (3 weeks)	Weird and Wonderful Ways to Save the Planet: Medical Mucus, Poo Power and Beetles for Breakfast- Jisu Choi, Madeleine Finlay (3 weeks)

	 Genre: Fiction	 Genre: Non-Fiction	 Genre: Fiction	 Genre: Non-Fiction
Why this, why now?	Links to: Historical learning 'How did Grimsby get its name?' which explores Grimsby as a Viking settlement. DEI: Belonging, grief, loneliness and identity across generations. Time-slip narrative builds directly on the Year 5 flashback unit. Pupils now manage movement between distinct historical periods, using deliberate tense choices and cohesive devices so that complex shifts in time remain clear to the reader.	Links to Historical learning 'How did Grimsby get its name?' which explores Grimsby as a Viking settlement. Report writing is revisited through increasingly technical historical content. Pupils synthesise information from several sources, use formal language and passive constructions, and select layout devices that allow the reader to navigate complex information efficiently.	Links Geographical learning in Y5 (What is climate change?) and Y6 learning 'What can we do to help protect our planet?' DEI: Climate justice, displacement, scarcity and inequality. Narrative is revisited through a more conceptually demanding dystopian form. Pupils draw together atmosphere, viewpoint and moral conflict while using cohesion to connect setting, threat and consequence across a sustained narrative.	Links Geographical learning in Y5 (What is climate change?) and Y6 learning 'What can we do to help protect our planet?' DEI: Environmental justice, global inequality and access to technology Discussion writing is revisited from Year 5 and moves towards the expectations of KS3. Pupils evaluate unusual proposals, synthesise evidence from multiple sources and maintain a controlled formal register while presenting and weighing contrasting arguments.
Main outcome	Narrative- Time Slip Genre progression Narrative.docx	Non-Chronological Report- Viking Longships Genre progression Non Chronological.docx	Narrative- Dystopian Short Story Genre progression Narrative.docx	Discussion Text- Balanced Argument Genre progression Discussion texts.docx
Purpose for writing	To entertain	To explain	To entertain	To discuss

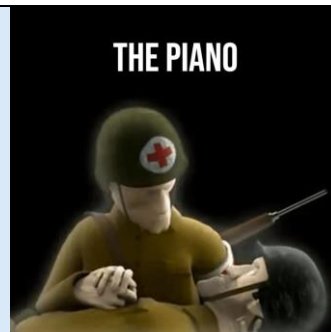
Possible Immersive Hook	A locked trunk contains objects from several historical periods, but the same child appears in every accompanying photograph. A recently written note asks pupils to work out how the objects are connected and why the child has not aged.	A shipwreck crate arrives containing a damaged longship plan, navigation objects, trade goods and part of a museum label. Pupils are asked to reconstruct what the vessel was used for and create an accurate report for a local history exhibition.	Create an emergency planning station with a partially submerged map, changing coastline data, weather warnings and conflicting evacuation instructions. Pupils decide what their character knows, what has already been lost and what decision must now be made.	A fictional environmental council presents several unusual proposals (poo-powered transport, insect-based food, artificial clouds or buildings made from waste). Pupils receive evidence packs and must advise which ideas should be funded.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Apply all taught spelling rules, prefixes and suffixes.* Revise words containing ei after c.* Revise words containing the different sounds represented by ough.* Distinguish between homophones and commonly confused words.* Spell statutory words accurately.* Use dictionaries and thesauruses independently.*	<u>Transcription:</u> Apply taught morphology, prefixes and suffixes.* Revise words with silent letters.* Distinguish between homophones and commonly confused words.* Spell statutory words accurately.* Use dictionaries to check technical and historical vocabulary.* Use thesauruses appropriately.*	<u>Transcription:</u> Apply all taught spelling patterns, prefixes and suffixes.* Distinguish between homophones and commonly confused words.* Spell words containing silent letters accurately.* Apply statutory spellings.* Use dictionaries and thesauruses independently.* Proofread and correct errors.*	<u>Transcription:</u> Apply all taught spelling patterns and morphology.* Distinguish between homophones and commonly confused words.* Apply statutory spellings.* Use dictionaries to check uncommon and technical vocabulary.* Use thesauruses accurately.* Proofread and correct spelling errors.*
	<u>Composition:</u> Identify the audience and purpose.* Use time-slip and flashback narratives as models.* Develop ideas by drawing on reading and historical knowledge.* Consider how authors develop characters and settings.* Select grammar and vocabulary to enhance meaning.* Describe settings, characters and atmosphere.* Integrate dialogue to advance the action.* Use a wide range of cohesive devices.* Assess effectiveness and suggest improvements.* Revise vocabulary, grammar and	<u>Composition:</u> Identify audience, purpose and form.* Use reports as models.* Develop ideas through reading and research.* Précis longer passages.* Select precise technical vocabulary.* Build cohesion within and across paragraphs.* Use headings, subheadings, columns, diagrams and other presentational devices. Assess writing and suggest improvements.* Revise vocabulary, grammar and punctuation.* Maintain formal register and subject–verb agreement.* Proofread accurately.*	<u>Composition:</u> Identify the audience and purpose.* Draw on dystopian fiction as a model.* Develop ideas from reading and geographical learning.* Consider how authors develop characters and settings.* Select grammar and vocabulary to create atmosphere.* Integrate dialogue to convey character and advance action.* Use cohesive devices within and across paragraphs.* Assess writing and suggest improvements.* Revise vocabulary, grammar and punctuation.* Ensure deliberate tense and viewpoint choices.*	<u>Composition:</u> Identify audience, purpose and form.* Use balanced arguments as models.* Develop ideas through reading and research.* Précis longer passages and evidence.* Select grammar and vocabulary appropriate to a formal argument.* Use a wide range of cohesive devices.* Use organisational and presentational devices.* Assess effectiveness and suggest improvements.* Revise vocabulary, grammar and punctuation.* Ensure subject–verb agreement

	punctuation.* Ensure deliberate and consistent tense choices.* Proofread accurately.*		Proofread accurately.* Read writing aloud with appropriate expression.*	and consistent register.* Proofread accurately.*
	<u>Handwriting:</u> Write legibly and fluently at increasing speed.* Choose appropriate letter shapes, joins and writing implements.*	<u>Handwriting:</u> Write legibly, fluently and at an appropriate speed.* Use an unjoined style where appropriate for labels and diagrams. Select the appropriate writing implement.*	<u>Handwriting:</u> Write legibly and fluently at increasing speed.* Make purposeful choices about letter shapes and joining.*	<u>Handwriting:</u> Write legibly, fluently and at an appropriate speed.* Choose suitable letter forms, joins and writing implements.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use perfect verb forms to mark relationships of time and cause.* Use active and passive constructions deliberately.* Link ideas through repetition, adverbials and tense choices.* Use ellipsis to indicate omitted words or an unfinished thought. Use colons, semicolons and dashes between independent clauses.* Use commas and hyphens to avoid ambiguity.* Introduce and use the terminology ellipsis. Use all previously taught terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use passive constructions to foreground processes and objects.* Use formal vocabulary and structures.* Use expanded noun phrases and relative clauses precisely.* Use cohesive devices across paragraphs and sections.* Use colons to introduce lists.* Use semicolons within lists where appropriate.* Punctuate bullet points consistently.* Use hyphens to avoid ambiguity.* Use Year 6 terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use active and passive constructions deliberately.* Use modal verbs and adverbs to indicate uncertainty.* Use relative clauses and parenthesis accurately.* Link ideas using repetition, adverbials, tense choices and ellipsis.* Use colons, semicolons and dashes between independent clauses.* Use hyphens and commas to avoid ambiguity.* Use formal or informal language appropriately.* Use Year 6 terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use vocabulary and structures appropriate to formal writing.* Use passive constructions to present evidence objectively.* Use modal verbs and adverbs to express degrees of certainty.* Use the subjunctive form in appropriate formal constructions, for example If this proposal were adopted... Use cohesive devices to link arguments and counterarguments.* Use colons to introduce lists.* Use semicolons within lists and between independent clauses.* Punctuate bullet points consistently.* Use hyphens and commas to avoid ambiguity.* Use Year 6 terminology accurately.*

Year 6	Summer 1		Summer 2	
Text for writing focus	Rose Blanche- Roberto Innocenti (3 weeks)	The Piano- Aiden Gibbons	Windrush Child- Benjamin Zephaniah	People Need People- Benjamin Zephaniah



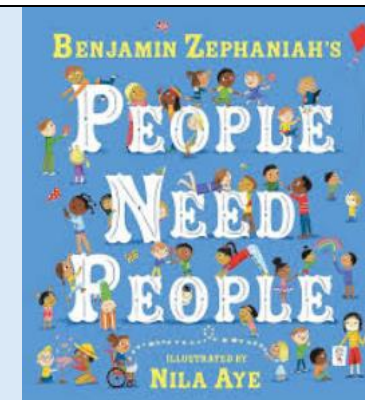
Genre: Fiction



Genre: Fiction



Genre: Historical Fiction



Genre: Performance Poetry

Why this, why now?

Links to Historical learning 'Was World War II worth the sacrifice?'

DEI: Antisemitism, persecution, prejudice, human rights and the impact of war on civilians. Viewpoint writing is revisited in a historically and emotionally complex context. Pupils select a perspective other than the central character's and infer what that narrator could realistically know, maintaining control of viewpoint, historical detail and emotional restraint.

Links to Historical learning 'Was World War II worth the sacrifice?'

DEI: Grief, ageing and memory Flashback writing is revisited from Year 5 with greater structural independence. Pupils control movement between the present and several memories, using tense, repeated images and other cohesive devices to make the relationship between events clear.

Links to: builds on the chronology of WW2 and what life was like in Britain after the war.

DEI: Black British history, migration, citizenship, racism and institutional injustice.

Persuasive letter writing is revisited in an authentic historical and civic context. Pupils draw together evidence, formal register and carefully structured arguments to advocate for recognition and action, demonstrating increasing independence and control.

Links to:

DEI: Community, belonging, diversity, relationships and interdependence.

The final unit revisits poetry while drawing together the vocabulary, cohesion and performance expectations developed across KS2. Pupils make independent choices about form, repetition, imagery and punctuation before performing for a genuine audience.

Main outcome	Narrative from a different perspective (For example- mum, prisoner) Genre progression Narrative.docx	Flashback Narrative Genre progression Narrative.docx	Persuasive Writing- Letter to government arguing for the recognition of the Windrush generation. Genre progression Persuasion.docx	Poetry Genre progression Poetry.docx
Purpose for writing	To entertain	To entertain.	To persuade	To entertain
Possible Immersive Hook	Create a historical archive containing photographs, ration documents, letters and official notices connected to the same events but produced by different people. Pupils investigate how perspective changes what is noticed, known and left unsaid.	Play the film without revealing its full context and place a piano, photograph, medal and toy horse in a memory display. Each object triggers a different fragment of the character's past, which pupils sequence and connect.	An archive case contains an arrival card, suitcase labels, photographs, job advertisements, personal letters and later official correspondence. Pupils investigate the contribution and treatment of the Windrush generation before receiving a commission to seek formal recognition.	Create a community sound and image installation using photographs of hands, places and shared activities alongside short anonymous recordings answering the question, "Who helps us belong?" Pupils collect words, phrases and voices to develop into a collaborative performance.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	Transcription: Apply all taught spelling patterns, prefixes and suffixes.* Distinguish between homophones and commonly confused words.* Spell statutory words accurately.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*	Transcription: Apply all Years 5 and 6 spelling rules.* Distinguish between homophones and commonly confused words.* Spell statutory words accurately.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*	Transcription: Apply all Years 5 and 6 spelling patterns, prefixes and suffixes.* Distinguish between homophones and commonly confused words.* Spell an increasing number of statutory words correctly.* Use dictionaries to check uncommon and ambitious vocabulary.* Use thesauruses appropriately.* Proofread and correct spelling errors.*	Transcription: Apply all taught spelling patterns, prefixes and suffixes independently.* Distinguish between homophones and commonly confused words.* Spell an increasing number of Year 5 and 6 statutory words correctly.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*
	Composition: Identify audience, purpose and narrative viewpoint.* Draw on historical and viewpoint narratives as models.* Develop ideas from reading and research.* Consider how authors develop characters, settings and atmosphere.*	Composition: Identify audience, purpose and narrative form.* Use flashback narratives and film as models.* Develop and organise ideas.* Select grammar and vocabulary to enhance meaning.* Develop character, setting and atmosphere.*	Composition: Identify audience, purpose and appropriate form independently.* Use effective formal letters as models.* Develop arguments through reading and research.* Précis longer historical sources.* Select vocabulary and grammar appropriate to a formal	Composition: Identify audience, purpose and form independently.* Draw on a range of poetry as models.* Note, develop and organise ideas.* Select grammar and vocabulary to enhance meaning.* Use cohesive devices including

Select grammar and vocabulary to convey a controlled emotional response. Integrate dialogue only where it conveys character or advances action.* Use cohesive devices within and across paragraphs.* Assess effectiveness and suggest improvements.* Revise vocabulary, grammar and punctuation.* Maintain consistent tense and viewpoint.* Proofread accurately.*	Integrate dialogue selectively.* Use a wide range of cohesive devices.* Assess writing and suggest improvements.* Revise vocabulary, grammar and punctuation.* Ensure deliberate, consistent tense choices.* Proofread accurately.* Read writing aloud with appropriate intonation and volume.*	audience.* Use cohesive devices within and across paragraphs.* Use organisational devices to guide the reader.* Assess effectiveness and suggest improvements.* Revise vocabulary, grammar and punctuation.* Ensure consistent tense, subject-verb agreement and register.* Proofread accurately.*	repetition and pattern.* Assess the effectiveness of their own and others' writing.* Revise vocabulary, grammar and punctuation.* Proofread accurately.* Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.
<u>Handwriting:</u> Write legibly and fluently at increasing speed.* Make appropriate choices about joining and presentation.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Select letter shapes, joins and writing implements appropriately.*	<u>Handwriting:</u> Write legibly, fluently and at an appropriate speed.* Select letter forms, joins and writing implements appropriately.*	<u>Handwriting:</u> Write legibly and fluently at an appropriate speed.* Make deliberate choices about joining, layout and presentation.* Select the writing implement best suited to the final piece.*
<u>Vocabulary, Grammar and Punctuation:</u> Use active and passive constructions to control emphasis.* Choose formal or informal vocabulary according to narrator and context.* Use relative clauses and parenthesis precisely.* Use cohesive devices including repetition, adverbials and ellipsis.* Use colons, semicolons and dashes between independent clauses.* Use commas and hyphens to avoid ambiguity.* Use synonyms and antonyms to make precise vocabulary choices.* Use Year 6 terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use perfect verb forms to mark relationships between different times.* Link ideas through repeated words and phrases, adverbials, tense choices and ellipsis.* Use active and passive constructions deliberately.* Use relative clauses and parenthesis precisely.* Use colons, semicolons and dashes between independent clauses.* Use commas and hyphens to avoid ambiguity.* Use Year 6 terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use formal vocabulary and structures.* Use the subjunctive form where appropriate, for example We ask that recognition be given... Use passive constructions to foreground actions and decisions.* Use modal verbs and adverbs to control the strength of claims.* Use relative clauses and parenthesis precisely.* Use a wide range of cohesive devices.* Use colons, semicolons and dashes accurately.* Use commas and hyphens to avoid ambiguity.* Use Year 6 grammatical terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Explore synonyms and antonyms to make precise vocabulary choices.* Use formal or informal language according to voice and purpose.* Use relative clauses, modal verbs and parenthesis where effective.* Use repetition and other cohesive devices deliberately.* Use ellipsis where appropriate.* Use colons, semicolons and dashes where they clarify relationships between ideas.* Use hyphens and commas to avoid ambiguity.* Make deliberate punctuation choices to support meaning and performance. Use the Year 6 terminology accurately: subject, object, active, passive, synonym,

				antonym, ellipsis, hyphen, colon, semicolon and bullet points.*I
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