



| Year 6 | Autumn 1 Topic: <i>Seven Seas</i> (<i>Pirates, Survival, Titanic</i>) | Autumn 2 Topic: <i>Seven Seas</i> (<i>Economic Activity</i>) | Spring 1 Topic: <i>One World</i> (<i>World War Two</i>) | Spring 2 Topic: <i>One World</i> (<i>Nevada - tourism/natural resources</i>) | Summer 1 Topic: <i>Great Minds</i> (<i>Earthquakes</i>) | Summer 2 Topic: <i>Great Minds</i> (<i>Early Islamic Civilisation</i>) |
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| Reading Texts | Boy with the Butterfly Mind - novel (6 weeks) Class Reader: Kensuke's Kingdom | Wondergarden - novel (4 weeks) Blue Planet II - non-fiction (2 weeks) Overheard in the Tower Block - poetry (1 week) The Enchanted Christmas Treasury - poetry and fiction (1 week) Class Reader: Kensuke's Kingdom | The Boy in the Striped Pyjamas - novel (6 weeks) Class Reader: Safiyyah's War | Reading technique - SATs prep Class Reader: Safiyyah's War | Reading technique - SATs prep Class Reader: Leila and the Blue Fox | Crater Lake (novel) - (6 weeks) Class Reader: Leila and the Blue Fox |
| Writing Text Drivers | Survivor | World's Worst Parents: Revolting Rhymes Blue Planet II and David Attenborough scripts Russian Doll | Rose Blanche Little Ships | Rose Blanche Macbeth | Whole School Text I Am Every Good Thing | Harvey Milk The Final Year |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | *Titanic film clips *YouTube monologue clips | *David Attenborough scripts and clips *Chessington trip to explore *Blue Planet II *Inside out film clips *Variety of song lyrics | *WW2 workshops/military museum *Dolce et Decorum Est (stimulus) *WW2 speeches *WW2 newspaper extracts *The Darkest Hour film extract *In Flanders Fields *Churchill Speech *Sophia Scholl quotes | *Shakespeare workshop Clips from Macbeth *Shakespearean language *Children's version/story book of Macbeth *Recipe example | *Graduation speeches | *Pride flag colours and representations *Non-fiction text for background information |
| Purpose-Audience-Form | <u>Survivor</u> *To describe -description of ship embarking *To instruct - how to handle dragon's blood (PSA) *To entertain - narrative with dialogue (missing scene) new planning *To describe - monologue | <u>David Attenborough scripts</u> *To inform - non-fiction creature - documentary narration *To persuade - reduce pollution <u>World's Worst Parents:</u> *To instruct- repulsive recipe <u>Russian Doll</u> *To entertain - poem | <u>Little Ships</u> *To persuade - fishermen-speech as Admiral of the Fleet *To describe - boat at the scene of Dunkirk <u>Rose Blanche</u> * To explain - letter to mother | <u>Rose Blanche</u> * To describe - narrative with dialogue to advance action <u>Macbeth</u> *To instruct - witches' potion *To entertain - narrative of witches on the hill *To inform - dagger resignation | <u>I Am Every Good Thing</u> *To persuade - motivational speech <u>Whole school text</u> *To entertain - podcast transcript (missing people) | <u>Harvey Milk</u> *To entertain - year 6 - dialogue/short narrative <u>The Final Year</u> * To entertain -poem |
| Grammar opportunities | Word class (revision) Sentence types and structures | Author's voice Colons | Progressive tenses Subjunctive form | | AfL to lead to updating this to meet the children at the level and area of need where they sit. | |



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| | Modal verbs Colons Cohesive devices Commas Clauses and phrases Use of correct tense Paragraphing Noun phrases Speech (direct) | Superlatives Comparatives Similes Noun phrases Synonyms Sentence structures (embedded clauses) Passive voice Semi-colons Dashes Formal/ informal tone Brackets Speech (direct) Tense shifts | Formal/ informal tone Author's style Colons and semi-colons Dashes Brackets Hyphens Cohesive devices Range of sentence structures (for an intended effect) Active and passive voice Speech (direct and reported) Tense shifts | |
| KPIs covered | | | | |
| Phase 1 | <ul style="list-style-type: none"> Identifies the audience for, and purpose of the writing Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning In narratives can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensures the consistent and correct use of tense throughout a piece of writing Proof-reads for spelling and punctuation Links ideas across paragraphs using a wider range of cohesive devices: repetition of words or phrases, use of adverbials, and ellipsis* Writes legibly, fluently and with increasing speed* | | | |
| Phase 2 | <ul style="list-style-type: none"> Uses the passive voice to affect the presentation of information in a sentence Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Uses semi-colons, colons and dashes (hyphens can be used to avoid ambiguity) Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically | | | |
| Phase 3 | <ul style="list-style-type: none"> Can write increasingly longer passages Uses expanded noun phrases to convey complicated information concisely Uses dictionaries and thesauruses to check the spelling and meaning of words | | | |