YEAR 6	Autumn 1 We Are Family	Autumn 2 Journeys	Spring 1 Objects/People Who Changed the World	Spring 2 Planet Earth	Summer 1 Can You help Me?	Summer 2 Wildlife Connections
	Goodnight Mr Tom – Michelle Magorian (including film) Poetry -The Missing by Michael Rosen	A Christmas Carol – graphic novel and classic novel – Charles Dickens	The Tempest retold by Marcia Williams, extracts from play William Shakespeare (Drama workshop) The Dreadful Menace – poem/ BBC Winter Olympics trailer	The Viewer – Shaun Tan Information texts about Mary Anning	The Rabbit Problem – Emily Gravett Information texts – The Romans	Non-fiction texts, poetry linked to the theme of conservation and local conservation. Animalium – Jenny Broom
Literary Form	Classic children's literature, prose recollections, poetry, documents, letters and photographs	Comparison between graphic novel format and classic fiction novel, visual literature, science fiction. Non- linear structure:	Figurative language, poetry, playscript Internal monologue, personification, simile, hyperbole, metaphor, alliteration, rhyme rhythm, visual literacy	Picture book, science fiction, fantasy, horror, visual literature, symbolism, 3rd person narrator, subject specific vocabulary	Picture book, humour, concept book, newspaper article, recipes, adverts, information text, formal language, subject specific vocabulary.	Formal and technical language, Latin names/ Information text, subject specific language, persuasive language, emotive language, figurative language, rhyme, rhythm, alliteration. Assonance, non-rhyming verse.
Link to Main NC Area of Learning	History	Computing – Book Creator		Geography, Science	History, Geography, Mathematics	Science – Plants Living Things and their habitats RE – Our world
PSHE	Separation, growing up, friendship, family, finding oneself, fitting in, loss, freedom, growth, resilience, The Holocaust, persecution, the refugee crisis	Family, greed, generosity and forgiveness	Reconciliation, overthrowing for power, the Crown and forgiveness	Parallel between human quest for knowledge and civilisation's progress towards self-destruction	friends, and growing up	Pollution, responsibility, caring for the environment, taking action, campaigning
Reading	Children continue to develop their fluency skills which in turn deepens their comprehension of texts. Fluency is developed through the use of effective word decoding strategies and increased word recognition (accuracy and automaticity). Children are also taught how to read with expression and intonation, applying the correct pace, phrasing, volume whilst paying attention to the punctuation and vocabulary in the text (prosody). Children follow the school's own scheme of work for reading using Reciprocal Reading technique: Predict, Clarify, Question and Summarise. Home reading is linked to the Accelerated Reading programme. **Word Reading:** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet Read and understand words from the statutory Year 5/6 National Curriculum word list **Reading Comprehension:** **Make predictions** -. Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. **Use prior knowledge to support understanding** -Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read. **Use strategies to locate or infer the meaning of unfamiliar words** **Build a wide vocabulary** - Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. **Use a dictionary effectively** -. Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. **Ask questions to improve their understanding** - Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching **Skim, scan and read closely** - Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions **Annotate text** - Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful. **Summarise understanding** -. Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals. **Demonstrate understanding of stories, poetry and plays through retelling and reciting orally** - Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. **Develop and express their understanding** - Contribute constructively to a discussion about reading, responding to and building on the views of others Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read. **Justify their ideas about a text** - Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis. **Retrieve information from texts** - Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.					
Reading linked to writing	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice,	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded	Distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and	Discuss the way that writers match language and text structure to their intentions - to entertain, amuse, inform, persuade etc.	Collect information from different sources. In texts written for mixed purposes (e.g. leaflets that are

	explaining how this influences the readers' view of characters. Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas. Ask questions to clarify and explore their understanding of what is implied in the text Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning	Investigate different versions of the same story or different books on the same topic, identifying similarities and differences. Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text.	metaphors) met in texts, considering why authors might have used them. Read aloud different texts, including playscripts, poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.	developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas. Ask questions to clarify and explore their understanding of what is implied in the text	Explain and use accurately the subject specific vocabulary used in different non-fiction texts. Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.	both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view. Discuss the way that writers of non-fiction match language and text structure to their intentions - to inform, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts. Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.
Vocabulary, Grammar, Punctuation (and Spelling)	**Grammatical Terminology:** Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), modal verb, imperative verb, preposition, conjunction, determiner, pronoun, possessive pronoun, relative pronoun, relative clause, adverbial, fronted adverbial, cohesion, ambiguity, modify, statement, question, exclamation, command, clause, subordinate clause, main clause, relative clause, phrase, subject, object, active, passive synonym, antonym apostrophe (contraction and possession), comma, direct speech, inverted commas, parenthesis, bracket, dash, ellipsis, hyphen, colon, semi-colon, bullet points Standard English Present perfect, past perfect, present simple, past simple, future simple, present progressive, past progressive, future progressive	**Grammatical Terminology:** Common/proper/abstract/collective noun, expanded noun phrase, adjective, adverb, verb tense (past, present, future), 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	Revise: Relative clauses, modal verbs, using adverbs to indicate possibility, using brackets, commas and dashes to indicate parenthesis, using expanded noun phrases, using commas for clarity and to avoid ambiguity. Revise – Relationship between antonyms and synonyms	Revise : Word classes, including the identification of the subject and object of a sentence. Recognise vocabulary and structures that is appropriate for formal speech and writing, including the subjunctive form	Use of colons and semi colons in lists Using the passive and active form of verbs Recognise vocabulary and structures that is appropriate for formal speech and writing, including the subjunctive form. Contrast with vocabulary used in informal speech and writing.	Use of colons, semi colons and dashes to mark the boundary between independent clauses. Use of hyphens to avoid ambiguity.	Use of cohesive devices to link ideas across paragraphs Ellipsis	Revision of KS 2 Grammar, punctuation and vocabulary
Writing: Transcription	Handwriting – follow Letter Join scheme Daily dictation. Spelling – follow RWI Spelling programme. Learn to spell National Curriculum CEW					
Writing: Composition	Examine how characters and settings are presented in films. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and apply aspects in own writing. Discuss and record ideas on a planning frame. Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, Apply techniques from text studied, such as hinting at or implying something. Collect, create and use vocabulary banks (including expanded noun phrases, similes, metaphors, idioms) Use a range of devices to build cohesion: *Link ideas across paragraphs using fronted adverbials for when and where.* *Use commas to indicate parenthesis in descriptive writing.* *Select nouns and pronouns to avoid repetition.* Use modal verbs to indicate possibility Proof read own writing to ensure: consistent tense, consistent subject and verb agreements and for accurate use of punctuation and spelling.	Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and apply aspects in own writing. Select and use planning format best suited to the writing task. *Create and punctuate complex sentences, starting with 'ed' and 'ing' opening clauses.* Collect and use vocabulary typical of the genre in own writing. Use a wide range of devises to build up cohesion such as conjunctions, adverbials, pronouns, synonyms, repetition of words or phrases Use modal verbs to indicate possibility Proof read own writing to ensure: consistent tense, consistent subject and verb agreements, accurate use of punctuation and spelling. Suggest changes to grammar and vocabulary to enhance effects and clarify meaning.	Discuss and select the appropriate vocabulary and language affects appropriate to the task, audience and purpose, for precision and impact. Use the appropriate tone, intonation and volume when presenting own work to class/group, ensuring meaning is clear. Use a wide range of devises to build up cohesion such as conjunctions, adverbials, pronouns, synonyms, repetition of words or phrases Use rhetorical questions to engage listener/reader. Proof read own writing and the writing of others suggest changes to grammar and vocabulary to enhance effects and clarify meaning.	Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative and non narrative and apply aspects in own writing. Select and use planning format best suited to the writing task. Use a range of sentence structures for effect. Use a range of devices to build cohesion: *Link ideas across paragraphs using fronted adverbials for when and where.* *Use commas to indicate parenthesis in descriptive writing.* *Use brackets to indicate parenthesis in formal writing* *Use commas in sentences to avoid ambiguity* *Use nouns for precision and description. Select nouns and pronouns to avoid repetition.* Reflect upon the effectiveness of writing suggesting and making changes to enhance effects and clarify meaning. Proof read for grammatical, spelling and punctuation errors.	Identify the audience and purpose of a piece of writing and consider this when selecting the text form, grammar and vocabulary. Select and discuss appropriate register for formal and informal purposes. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory writing, e.g adverbials. Use synonyms and pronouns to build cohesion across a piece of writing. Use modal verbs to indicate possibility Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader Reflect upon the effectiveness of writing suggesting and making changes to enhance effects and clarify meaning. Proof read for grammatical, spelling and punctuation errors.	Identify the audience and purpose of a piece of writing and consider this when selecting the text form, grammar and vocabulary. Select and discuss appropriate register for formal and informal purposes. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory writing, e.g adverbials. Use a range of sentence structures for impact and effect. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proof read for grammatical, spelling and punctuation errors
Writing Outcomes	Character and setting descriptions Diary entries written in role Informal letters Playscript linked to film extract Write a missing chapter including dialogue	Setting description Write the opening to the story Recount key scenes as a story (using graphic novel) Letter in role	Character descriptions Setting descriptions Diary entries showing contrasting viewpoints Recount key scenes as a story Write and present a speech Write own poem using poem studied as a model	Setting description Description of a restless dream Series of journal entries Research and write a magazine article including a biography.	Use original text as a model for own version (include: adverts, recipe cards, newspaper articles)	Persuasive writing – letters and leaflets. Formal letters Balanced argument Research and write magazine article based on conservation theme. Research and write an information entry for inclusion in a class book based on original text