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| Year 6 | Autumn 1  Topic: Seven Seas | Autumn 2  Topic: Seven Seas | Spring 1  Topic: One World | Spring 2  Topic: One World | Summer 1  Topic: Great Minds | Summer 2  Topic: Great Minds |
| Reading Texts | Boy with the Butterfly Mind - **novel** (5 weeks)  Overheard in the Tower Block - **poetry** (1 week) | Kensuke’s Kingdom - **novel** (4 weeks)  Blue Planet II – **non-fiction** (2 weeks) | The Boy in the Striped Pyjamas – **novel** (6 weeks) | Reading technique – SATS prep  Fluency Project – The Boy at the Back of the Class **– novel** (4 weeks) | Romeo and Juliet (link to Shakespeare) | Crater Lake |
| Writing Text Drivers | Survivor | World’s Worst Parents: Revolting Rhymes  Blue Planet - David Attenborough scripts | Anne Frank’s Diary: Diary of a Young Girl  Little Ships | I Am Every Good Thing  Russian Dolls  Courage  Whole School Text: Found  (2 weeks) | Macbeth – plain text (3 weeks)  Romeo and Juliet (2 weeks) | Harvey Milk (3 weeks)  Crater Lake (3 weeks) |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | \*How to train a dragon – film clip  \*Titanic film clips  \*Sully – film clip  \*Unbroken- film clip  \*YouTube monologue clips. | \*David Attenborough scripts and clips  \*Chessington trip to explore  \*Blue Planet II | \*WW2 workshops  \*Variety of song lyrics including Ed Sheeran – Supermarket Flowers  \*Dolce et Decorum Est (stimulus)  \*WW2 speeches  \*WW2 newspaper extracts  \*The Darkest Hour film extract  \*In Flanders Fields  \*Churchill Speech  \*Variety of song lyrics including Ed Sheeran – Supermarket Flowers | \*Inside out film clips  \*Variety of song lyrics  \*Graduation speeches | \*Shakespeare workshop Clips from Macbeth  \*Shakespearean language  \*Children’s version/story book of Macbeth  \*Recipe example | \*Pride flag colours and representations  \*Non-fiction text for background information |
| Purpose- Audience- Form | **Survivor:**  \*To describe – year 6 readers – description of ship embarking  \*To instruct/explain – general public – explanatory safety leaflet  \*To inform, describe, entertain – sceptics – non-chronological report on dragons  \*To express emotion – ourselves as a captain – monologue | **David Attenborough scripts:**  \*To inform - BBC audience – non-fiction voice over  \*To persuade – the general public – persuasive whale piece  **World’s Worst Parents;**  \*To recount – British Public – Tweet  \*To instruct- Adult cooks – Recipe | **Little Ships**  \*To persuade – fishermen– speech as Admiral of the Fleet  \*To recount – boat (or other unique perspective) at the scene of Dunkirk    **Anne Frank’s Diary: Diary of a Young Girl**  \* To write an emotive letter    **The Boy in the Striped**  **Pyjamas**  \*To entertain – narrative inc. dialogue | **Whole School Text- Found:**  \*To express love and sadness - poem  **I Am Every Good Thing**  \*To motivate – speech for year 6  **Rachel Rooney** –**Russian Dolls**  \*To write poetically - poem use | **Macbeth**  \*Letter of resignation as a dagger  \*Unique perspective – witches description  \*To instruct – how to turn enemy into a frog/beast  **Romeo and Juliet** | **Harvey Milk**  \*To entertain – year 6 - dialogue/short narrative  \* To inform – acrostic poem  **Crater Lake**  To entertain/ scare my audience! |
| Grammar opportunities | Word class (revision)  Sentence types and structures  Modal verbs  Colons  Cohesive devices  Commas  Clauses and phrases  Use of correct tense  Paragraphing  Noun phrases  Speech (direct) | Author’s voice  Colons  Superlatives  Comparatives  Similes  Noun phrases  Synonyms  Sentence structures (embedded clauses)  Passive voice  Semi-colons  Dashes  Formal/ informal tone  Brackets  Speech (direct)  Tense shifts | Progressive tenses  Subjunctive form  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 | | AfL to lead to updating this to meet the children at the level and area of need where they sit. | |
| **KPIs covered** | | | | | | |
| **Phase 1** | * 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** | * 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** | * 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 | | | | | |