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| Year 6 | Autumn 1Topic: Seven Seas | Autumn 2Topic: Seven Seas  | Spring 1Topic: One World  | Spring 2Topic: One World | Summer 1Topic: Great Minds | Summer 2Topic: 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 RhymesBlue Planet - David Attenborough scripts | Anne Frank’s Diary: Diary of a Young GirlLittle Ships | I Am Every Good ThingRussian DollsCourageWhole 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 CommasClauses and phrases Use of correct tenseParagraphing Noun phrasesSpeech (direct)  | Author’s voice Colons Superlatives ComparativesSimiles Noun phrasesSynonyms Sentence structures (embedded clauses)Passive voice Semi-colons Dashes Formal/ informal tone Brackets Speech (direct) Tense shifts | Progressive tenses Subjunctive form Formal/ informal toneAuthor’s style Colons and semi-colonsDashes BracketsHyphens 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\*
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| **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
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| **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
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