

**Year Group: 6**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Text Title** | **The Chronicles of Narnia – The Lion, the Witch and the Wardrobe - C.S.Lewis** | | **Street Child – Berlie Doherty** | | **The Wolf Wilder – Katherine Rundell** | |
| **Additional Texts** | * WW2 Texts * Prince Caspian * Poetry – changing seasons – Pie Corbett | | * Oliver Twist * The Vanishing Trick * Room 13 * Secret Garden | | * Non-fiction books about wolves | |
| **Genre/Outcomes** | * Narrative embellishment – retell chapter end of chap 1 and 2 – Lucy goes with Mr Tumbnus – choose change perspective or explode the moment. * Narrative embellishment – retell chapter 4 – change perspective from the chapter – Queen’s or Edmund’s. * Persuasive instructions – Turkish delight * Narrative embellishment – chapter 9 – retell from Edmund’s perspective | | * Poetry – workhouse poem * Non-chronological report – workhouses * Biography * Character analysis – most villainous villain - Fagan, Sykes, Dracula, Voldemort, Wicked Queen, Spinks, Maleficent * Narrative embellishment – retell – first person * Persuasive letter | | * Fact file * Non-chronological report * Narrative embellishment – retell key events incorporating character’s thoughts and feelings | |
| **Reading skills** | * I can make connections between other similar texts, prior knowledge and experience and explain the links * I can summarise key information from different parts of a text * I can recognise the writer’s point of view and discuss it * I can present a personal point of view based on what has been read and refer to the text to support opinion * I can present a counter-argument in response to others’ points of view and provide reasoned justifications for their views * I can distinguish between statements of fact and opinion * I can find information using skimming to establish main idea and to find specific information * I can text mark to make research efficient and fast and organise information or evidence appropriately * I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions * I can read closely to ensure understanding * I can identify and discuss themes in a range of writing and across longer texts * I can identify key points in an appropriate text * I can learn a range of poetry by heart. For example, narrative verse, sonnet * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action * I can identify and comment on writer’s choice of vocabulary, giving examples and explanation. * I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension * I can show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts * I can express a personal point of view about a text, giving reasons linked to evidence from texts * I can raise queries about texts * I can listen to others’ ideas and opinions about a text and build on others’ ideas and opinions about a text in discussion | | * I can make connections between other similar texts, prior knowledge and experience and explain the links * I can summarise key information from different parts of a text * I can recognise the writer’s point of view and discuss it * I can present a personal point of view based on what has been read and refer to the text to support opinion * I can present a counter-argument in response to others’ points of view and provide reasoned justifications for their views * I can distinguish between statements of fact and opinion * I can find information using skimming to establish main idea and to find specific information * I can text mark to make research efficient and fast and organise information or evidence appropriately * I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions * I can read books that are structured in different ways and consider and evaluate how effectively texts are structured and laid out * I can recognise texts that contain features from more than one text type * I can read non-fiction texts to support other curriculum areas * I can read closely to ensure understanding * I can identify and discuss themes in a range of writing and across longer texts * I can identify and discuss the conventions of different text types * I can identify key points in an appropriate text * I can learn a range of poetry by heart. For example, narrative verse, sonnet * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action * I can identify and comment on writer’s choice of vocabulary, giving examples and explanation. * I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension * I can show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts * I can express a personal point of view about a text, giving reasons linked to evidence from texts * I can raise queries about texts * I can listen to others’ ideas and opinions about a text and build on others’ ideas and opinions about a text in discussion | | * I can make connections between other similar texts, prior knowledge and experience and explain the links * I can summarise key information from different parts of a text * I can recognise the writer’s point of view and discuss it * I can present a personal point of view based on what has been read and refer to the text to support opinion * I can present a counter-argument in response to others’ points of view and provide reasoned justifications for their views * I can find information using skimming to establish main idea and to find specific information * I can text mark to make research efficient and fast and organise information or evidence appropriately * I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions * I can read books that are structured in different ways and consider and evaluate how effectively texts are structured and laid out * I can recognise texts that contain features from more than one text type * I can read non-fiction texts to support other curriculum areas * I can read closely to ensure understanding * I can recommend books that I have read to my peers, giving reasons for my choices * I can identify and discuss themes in a range of writing and across longer texts * I can identify and discuss the conventions of different text types * I can identify key points in an appropriate text * I can learn a range of poetry by heart. For example, narrative verse, sonnet * I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action * I can identify and comment on writer’s choice of vocabulary, giving examples and explanation. * I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension * I can show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts * I can express a personal point of view about a text, giving reasons linked to evidence from texts * I can raise queries about texts * I can listen to others’ ideas and opinions about a text and build on others’ ideas and opinions about a text in discussion | |
| **Composition** | * I can identify the audience for and purpose of the writing. * I can choose the appropriate form and register for the audience and purpose of the writing. * I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. * I use a range of sentence starters to create specific effects. * I can use developed noun phrases to add detail to sentences. * I use commas to mark phrases and clauses. * I can sustain and develop ideas logically in narrative and non-narrative writing. * I can use character, dialogue and action to advance events in narrative writing. * I can summarise a text, conveying key information in writing. | | * I can identify the audience for and purpose of the writing. * I can choose the appropriate form and register for the audience and purpose of the writing. * I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. * I use a range of sentence starters to create specific effects. * I can use developed noun phrases to add detail to sentences. * I use the passive voice to present information with a different emphasis. * I use commas to mark phrases and clauses. * I can sustain and develop ideas logically in narrative and non-narrative writing. * I can use character, dialogue and action to advance events in narrative writing. * I can summarise a text, conveying key information in writing. | | * I can identify the audience for and purpose of the writing. * I can choose the appropriate form and register for the audience and purpose of the writing. * I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. * I use a range of sentence starters to create specific effects. * I can use developed noun phrases to add detail to sentences. * I use the passive voice to present information with a different emphasis. * I use commas to mark phrases and clauses. * I can sustain and develop ideas logically in narrative and non-narrative writing. * I can use character, dialogue and action to advance events in narrative writing. * I can summarise a text, conveying key information in writing. | |
| **Sentence Structure** | * I vary sentence structure depending whether formal or informal. | | * I can use the passive voice. * I vary sentence structure depending whether formal or informal. | | * I can use the passive voice. * I vary sentence structure depending whether formal or informal. | |
| **Text Structure** | * I write in paragraphs which can clearly signal a change in subject, time, place or event. | | * I can use a variety of organisational and presentational devices correct to the text type. * I write in paragraphs which can clearly signal a change in subject, time, place or event. | | * I can use a variety of organisational and presentational devices correct to the text type. * I write in paragraphs which can clearly signal a change in subject, time, place or event. | |
| **Punctuation** | * I can use the colon to introduce a list and semi-colon within lists. | | * I can use the semi-colon, colon and dash. * I can use the colon to introduce a list and semi-colon within lists. * I can use a hyphen to avoid ambiguity. | | * I can use the semi-colon, colon and dash. * I can use the colon to introduce a list and semi-colon within lists. * I can use a hyphen to avoid ambiguity. | |
| **Vocabulary** | Tier 1  Tier 2 | | Tier 1 mines, chimney, education, cotton, mill, fabric, machine, iron, itchy, queued, bench, narrow, split, poor, powerful, deep, pale, annoyed, angry,  Tier 2 labour, industrial, orphan, infirmary, master, broth, matron, historian, hunched, musty, emerging, lurch, decay, sunken, croaking, crept, gnarled, demanded, protective, payment, heartless, awful, frustrated, concerned, brought | | Tier 1  Tier 2 | |
| **Grammar Lessons** | * Using relative clauses * Using modal verbs to indicate degrees of possibility * Indicating degrees of possibility using modal verbs * Using adverbs to indicate degrees of possibility using adverbs * Using brackets, dashes or commas to indicate parenthesis * Using expanded noun phrases to convey complicated information concisely * Using the perfect form of verbs to mark relationships of time and cause * Using commas to clarify meaning or avoid ambiguity in writing * How words are related by meaning as synonyms and antonyms * Word classes * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctives forms * The difference between vocabulary typical of informal speech and writing, including subjunctive forms * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * The difference between structures typical of informal speech and structures appropriate for formal speech and writing * Recognising subjunctive forms * Complete assessment and address gaps | | * Using a colon to introduce a list * Use of the colon to introduce a list * Use of semi colons within lists * Punctuating bullet points consistently * Punctuation of bullet points to list information * Using passive verbs to affect the presentation of information in a sentence * Use of the passive to affect the presentation of information in a sentence * Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing * The difference between structures typical of informal speech and structures appropriate for formal speech and writing * Using semi-colons to mark boundaries between independent clauses * Using colons to mark boundaries between independent clauses * Using dashes to mark boundaries between independent clauses * Use of the semi-colon to mark the boundary between independent clauses * Use of the colon to mark the boundary between independent clauses * Using hyphens to avoid ambiguity * How hyphens can be used to avoid ambiguity * Complete assessment and address gaps | | * Revision units * Linking ideas across paragraphs using a wider range of cohesive devises * Layout devises * Consolidation * Complete assessment and address gaps | |