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**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
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| **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
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| **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
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* 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
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* 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.
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* 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.
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| **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.
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* 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.
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* I can use the colon to introduce a list and semi-colon within lists.
* I can use a hyphen to avoid ambiguity.
 |
| **Vocabulary**  | Tier 1Tier 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 1Tier 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
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