|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 6 | Autumn 1Topic: Seven Seas | Autumn 2Topic: Seven Seas  | Spring 1Topic: One World  | Spring 2Topic: One World | Summer 1Topic: All the World’s a Stage | Summer 2Topic: All the World’s a Stage/ Magical Kingdoms |
| Reading Texts  | Kensuke’s Kingdom (6 weeks) | Overheard in the Tower Block (1 week)A Boy Called Christmas (2 weeks) Wonder Garden (2 weeks) | The Boy in the Striped Pyjamas (6 weeks) | Reading technique – SATS prepFluency ProjectReading for pleasure | Macbeth – graphic novelShakespeare short storyThe Boy with the Butterfly Mind (4 weeks) | The Boy with the Butterfly Mind (4 weeks)Pride (1 week) |
| Writing Text Drivers | Survivor | World’s Worst ParentsBlue Planet - David Attenborough scripts | Anne Frank’s Diary: Diary of a Young GirlIn Little ShipsDolce et Decorum Est (stimulus)Churchill SpeechIn Flanders Fields (stimulus) | Diary of a Young GirlThe IslandWhole School Text (The Lions and the Mouse) | Macbeth – plain text | Revolting Rhymes |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | How to train a dragon – film clipTitanic film clipsSully – film clipUnbroken- film clipYouTube monologue clips. | David Attenborough scripts and clipsChessington trip to explore  | WW2 workshopsVariety of song lyrics including Ed Sheeran – Supermarket Flowers The IslandWW2 speechesWW2 newspaper extractsThe Darkest Hour film extract | Variety of song lyrics including Ed Sheeran – Supermarket Flowers The IslandRachel Rooney poetry | Shakespeare workshop Clips from MacbethClips to represent madnessObituary/eulogy examples | Shakespeare workshop Clips from MacbethClips to represent madnessObituary/eulogy examples |
| 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 Lion and the Mouse**\*To entertain – year 6+ readers – narrative \*To inform using bias – general public – newspaper report**I Am Every Good Thing**\*Motivation speech – year 6 audience**Rachel Rooney** –**Russian Dolls**\*To write poetically – audience TBC – poem use  | Formal obituary for Shakespeare. Letter of resignation as a daggerUnique perspective – witches description | Dialogue/short narrative: Harvey MilkSoliloquy as Lady Macbeth – focus on representation of madness.Persuasive text – personal tone. Visit this castle. Persuade by selling. |
| 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\*
 |
| **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
 |