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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: All the World’s a Stage | Summer 2  Topic: 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 prep  Fluency Project  Reading for pleasure | Macbeth – graphic novel  Shakespeare short story  The 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 Parents  Blue Planet - David Attenborough scripts | Anne Frank’s Diary: Diary of a Young Girl  In Little Ships  Dolce et Decorum Est (stimulus)  Churchill Speech  In Flanders Fields (stimulus) | Diary of a Young Girl  The Island  Whole 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 clip  Titanic film clips  Sully – film clip  Unbroken- film clip  YouTube monologue clips. | David Attenborough scripts and clips  Chessington trip to explore | WW2 workshops  Variety of song lyrics including Ed Sheeran – Supermarket Flowers The Island  WW2 speeches  WW2 newspaper extracts  The Darkest Hour film extract | Variety of song lyrics including Ed Sheeran – Supermarket Flowers The Island  Rachel Rooney poetry | Shakespeare workshop Clips from Macbeth  Clips to represent madness  Obituary/eulogy examples | Shakespeare workshop Clips from Macbeth  Clips to represent madness  Obituary/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 dagger  Unique perspective – witches description | Dialogue/short narrative: Harvey Milk  Soliloquy 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  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 | | | | | |