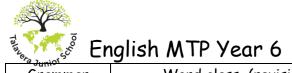
Year 6	Autumn 1 Topic: Seven Seas (Pirates, Survival, Titanic)	Autumn 2 Topic: Seven Seas (Economic Activity)	Spring 1 Topic: One World (World War Two)	Spring 2 Topic: One World (Nevada – tourism/natural resources)	Summer 1 Topic: Great Minds (Earthquakes)	Summer 2 Topic: Great Minds (Early Islamic Civilisation)
Reading Texts	Boy with the Butterfly Mind - novel (6 weeks)  Class Reader: Kensuke's Kingdom	Wondergarden - novel (4 weeks) Blue Planet II - non-fiction (2 weeks) Overheard in the Tower Block - poetry (1 week) The Enchanted Christmas Tree - poetry and fiction (1 week)  Class Reader: Cogheart	The Boy in the Striped Pyjamas - novel (6 weeks)  Class Reader: Goodnight Mister Tom	Reading technique - SATs prep Class Reader: Goodnight Mister Tom	Reading technique - SATs prep  Class Reader: Crater Lake  Romeo and Juliet - playscript (3 weeks link to Shakespeare)	Crater Lake ( <b>novel</b> ) - (6 weeks)
Writing Text Drivers	Survivor Poetry Day	World's Worst Parents: Revolting Rhymes Blue Planet II and David Attenborough scripts	Rose Blanche Little Ships	The Boy in the Striped Pyjamas Whole School Text: Arrival (2 weeks) Russian Dolls I Am Every Good Thing Courage	Macbeth (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/military museum *Dolce et Decorum Est (stimulus) *WW2 speeches *WW2 newspaper extracts *The Darkest Hour film extract *In Flanders Fields *Churchill Speech *Sophia Scholl quotes	*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  Rose Blanche  * To write an emotive monologue  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	Word class (revision)	Author's voice	Progressive tenses	AfL to lead to updating this to meet the children at the level			
opportunities	Sentence types and structures	Colons	Subjunctive form	and area of need where they sit.			
	Modal verbs	Superlatives	Formal/informal tone				
	Colons	Comparatives	Author's style				
	Cohesive devices	Similes	Colons and semi-colons				
	Commas	Noun phrases	Dashes				
	Clauses and phrases	Synonyms	Brackets				
	Use of correct tense	Sentence structures (embedded	Hyphens				
	Paragraphing	clauses)	Cohesive devices				
	Noun phrases	Passive voice	Range of sentence structures (for an intended effect)				
	Speech (direct)	Semi-colons	Active and passive voice				
		<u>Dashes</u>	Speech (direct and reported)				
		Formal/informal tone	Tense shifts				
		<b>Brackets</b>					
		Speech (direct)					
		Tense shifts					
			KPIs covered				
Phase 1	Identifies the audience for, and purpose of the writing						
	<ul> <li>Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning</li> </ul>						
	<ul> <li>In narratives can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>						
	<ul> <li>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>						
	Ensures the consistent and correct use of tense throughout a piece of writing						
	Proof-reads for spelling and punctuation						
	<ul> <li>Links ideas across paragraphs using a wider range of cohesive devices: repetition of words or phrases, use of adverbials, and ellipsis*</li> </ul>						
	<ul> <li>Writes legibly, fluently and with increasing speed*</li> </ul>						
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)						
	<ul> <li>Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically</li> </ul>						
Phase 3	Can write increasingly longer passages						
	Uses expanded noun phrases to convey complicated information concisely						
	<ul> <li>Uses dictionaries and thesau</li> </ul>	iruses to check the spelling and meanin	ng of words				