

Aldermaston CE Primary School



Starlings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Transition	<u>Northern Lights, by Philip Pullman</u> Narrative Descriptions – character and setting					<u>Cosmic, by Frank Cottrell-Boyce</u> Instructions – How do I fly a rocket?			<u>The Explorer, by Katherine Rundell</u> Persuasive writing- Adverts and advertising Link to Mayans and chocolate				
Spring	<u>Survivors, by David Long</u> Narrative - Recounts First person diary recounts and newspaper reports					<u>Adventures of Odysseus, by Hugh Lipton</u> Information texts – Non chronological reports linked to Ancient Greece/ Greek myths or		Residential	<u>Darwin's Dragons, by Lindsay Galvin</u> Information texts – Biography/autobiography					
Summer	<u>Shakespeare</u> Narrative/ Playscript Alternative ending				SATS Week	Consolidation	<u>The Listeners by Walter de la Mare</u> Poetry		<u>The Final Year – Matt Goodfellow</u> Discussion texts and balanced arguments			Transition		

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Year 6: Detail of content to be introduced (statutory requirement)	
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]