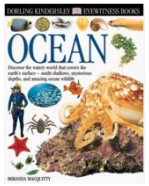
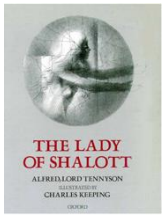
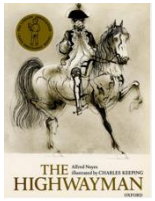
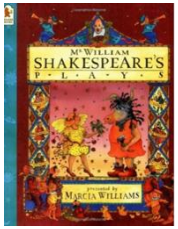
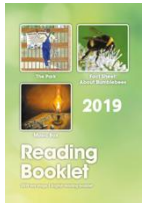
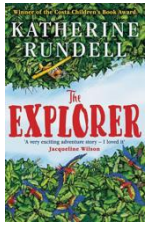
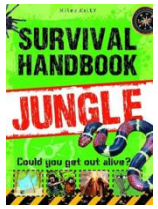
Fiction Non-fiction Poetry

	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
6	Reading							
	Pirates 'n' Pistols Pirate Tales (Chris Mould) Fiction 	Treasure Island (Adaptation) Fiction The Wreck of the Zanzibar (Michael Morpurgo) Fiction 'Ocean Voices' Magazine (Various authors)  Non-fiction	The Lady of Shalott (Alfred Lord Tennyson) Classic poem/lyrical ballad  The Highwayman (Alfred Noyes) Narrative poem/romantic ballad 	Mr. William Shakespeare's Plays (Marcia Williams) Fiction/ tragedy Romeo and Juliet Macbeth 	Revision 	The Explorer (Katherine Rundell) Fiction  Survival Handbook: Jungle – Could you get out alive? (Miles Kelly) Non-fiction 	**Word reading:** To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. **Comprehension:** To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text. To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	VIPERS Vocabulary Inference Prediction Explain Retrieve Summarise/sequence Vocabulary will be topic based depending on the text.

Fiction Non-fiction Poetry

							To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	
6	Writing							
	Persuasive Advert – The Old Mermaid (Selling a pirate ship) **Mystery Story Setting** – The Door (Descriptive language)	**Biography** – Blackbeard the Pirate **Informal Letter** – 'Dear Laura' (The Wreck of the Zanzibar)	**Non-chronological Report** – 'Monsters of the Deep' (Ocean Voices Magazine) **Medieval Story** – (Linked to The Lady of Shalott)	**Diary Entry** – 'A World War II Evacuee'. (Linked to History topic) **Newspaper Report** – The Verona Times' (Linked to Romeo and Juliet)	**Non-chronological Report** – 'New Species Found' **Formal Persuasive Letter** – 'Dear Dragons…'	**Balanced Argument** – 'Should Mobile Phones be allowed in school?'	**<u>Composition:</u>** To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	Refer to 'Progression from Foundation Stage to Year 6 for different text types – a useful reference guide'.

Fiction Non-fiction Poetry

6	SPaG							
	Grammar: Noun phrases Modal verbs and subjunctive mood Suffixes Nouns and Adjectives to verbs Relative Clauses **Punctuation:** commas	**Grammar:** Pronouns and possessive pronouns Adverbs (frequency) Prefixes Subordinating conjunctions and clauses **Punctuation:** Colons in lists	**Grammar:** Synonyms and antonyms Adverbs to show possibility Root words Coordinating conjunctions **Punctuation:** Hyphens	**Grammar:** Subject and object Ambiguity Perfect form of verbs All KS2 grammar objectives revisited before national assessments for Y6 **Punctuation:** Hyphenated compound words Bullet points	**Grammar:** Direct and reported speech Active and passive Formal and informal speech vocabulary **Punctuation:** Semi-colons, colons and dashes to mark clauses Layout devices	**Grammar:** Verb tenses Editing and evaluating Formal and informal writing Cohesion across paragraphs **Punctuation:** Parenthesis – brackets, commas and dashes	**Word** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. **Sentence** Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] **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 on the other hand, in contrast, or as a consequence], 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, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Fiction Non-fiction Poetry

							How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	
During Year 6, the full SPaG curriculum is revised throughout the academic year. This ensures that the children have had the opportunity to revisit each of the topics, in preparation for their SATs. SPAG.com is also used, both at school and at home to help reinforce the children's knowledge and understanding.								