

Year 6	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p><u>Classic Fiction</u> To know how to understand underlying themes, causes and consequences within whole texts To know how to regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. To know how to analyse the conventions of different types of writing eg – use of dialogue to indicate historical settings for a story. To know how to express preferences about a wider range of books including fiction from our literary heritage</p>	<p>Poem – Free verse To know how to listen to, read and discuss an increasingly wide range of poetry. To know how to prepare poems to read aloud and perform using dramatic effects. To know how to recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>. To know how to make comparisons within and across texts To know how to explore texts in groups and deepening comprehension through discussion. To know how to explore the meaning of new vocabulary within the context of the text. To know how to explore, recognise and use the terms personification, analogy, style and effect.</p>	<p>Flashbacks / Time shift To independently read longer texts with sustained stamina and interest. To recommend books to their peers with detailed reasons for their opinions. To know how to compare characters within and across texts. <u>Persuasion</u> To know how to effectively listen to, read and discuss an increasingly wide range of non-fiction.</p>	<p>Explanation To know how to accurately analyse the conventions of different types of writing. To know how to effectively explain and discuss their understanding of what they have read, including through formal presentations and debates. To know how to effectively explain the meaning of new vocabulary within the context of the text. To know how to effectively scan for key information e.g. <i>Find words/phrases which suggest that a theme park is exciting.</i> To know how to skim in order to get the gist of a text. <ul style="list-style-type: none"> Use a combination of skimming, </p>	<p><u>Discussion</u> To know how to provide reasoned justifications for their views. To know how to distinguish between statements of fact or opinion within a text To know how to retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. To know how to effectively participate in discussions about books that are read to them and those they</p>	<p>Detective fiction</p> <ul style="list-style-type: none"> To know and understand underlying themes, causes and consequences within whole texts. To know how to accurately recognise authors' techniques to influence and manipulate the reader. <p>To know how to listen to, read and discuss an increasingly wide range of fiction To know how to regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. To know how to accurately analyse the</p>

<p>To know how to explore new vocabulary in context To know how to compare texts written in different time periods. To know how to make comparisons within and across books.</p> <p>Recount – Biography To know how to analyse the conventions of different types of writing. To know the importance of re-reading and reading ahead to locate clues to support understanding and justifying with evidence from the text. To know how to effectively scan for key information (e.g. looking for</p>	<p>Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques.</p> <p>Novel as a theme</p> <p>Listening to whole novels read aloud by the teacher from a range of authors, which they may not choose themselves. To know and recognise themes within and across texts e.g. hope, fortune, survival.</p> <p>Comparing texts written in different periods.</p> <p>To know and explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p>	<p>To know and Recognise authors' techniques to influence and manipulate the reader. Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet. Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p> <ul style="list-style-type: none"> • Scan for key information 	<p>scanning and close reading across a text</p> <p>Poetry – Song lyrics</p> <ul style="list-style-type: none"> • Explore texts in groups and deepening comprehension through discussion. • Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. • Use a reading journal to record on-going reflections and 	<p>can read for themselves, building on their own and others ideas and challenging views courteously</p> <p>Classic Narrative Poetry To know how to accurately apply their own etymological skills in order to help them find the meaning and pronunciation of new words (e.g. chef, chalet, machine, brochure – French in origin). To know how to explore, recognise and use the terms personification, analogy, style and effect. To know how to analyse the conventions of different types of</p>	<p>conventions of different types of writing e.g. detective fiction: <i>red herring, motive, alibi, alias, the reveal</i> Using a reading journal to record on going reflections and responses to personal reading. Exploring texts in groups and deepening comprehension through discussion. Demonstrating active reading strategies e.g. challenging peers with inferring questions, justifying opinions, responding to different viewpoints within a group. Inferring character feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point; Evidence; Explanation. Justifying opinions and elaborating by</p>
--	--	--	--	--	--

	<p>words associated with 'childhood'.</p> <p>To know how to effectively skim for the gist of a text. To know how to use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>To know how to explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</p> <p>To know how to prepare formal presentations individually or in groups.</p> <p>To know to use and take notes to support presentation</p>	<p>To know how to infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point:Evidence:Explanation</p> <p>To know and predict what might happen from information stated and implied</p> <p><u>Texts</u></p> <p>In Flanders Fields Thrill Ride The Seagulls</p> <p>The London Eye Mystery – Siobhan Dowd</p>	<ul style="list-style-type: none"> • Skim for gist. • Use a combination of skimming, scanning and close reading across a text to locate specific detail. • Make comparisons within and across texts. <p><u>Texts</u></p> <p>Floodland – Markus Sedgwick</p>		<p>writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</p> <p>To know how to effectively listen to, read and discuss an increasingly wide range of poetry.</p> <p><u>Texts</u></p> <p>Range of classic poetry</p>	<p>referring to the text e.g. Point; Evidence; Explanation</p> <p><u>Texts</u></p>
--	---	---	---	--	--	---

	<p>of information. To know how to respond to questions generated by a presentation.</p> <p><u>Texts</u> Wizard of OZ – L Frank Baum</p> <p>Range of biography texts</p>					
--	--	--	--	--	--	--

GPS

To know and use the correct tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To know how to use the subjunctive form in formal writing.

To know how to use the perfect form of verbs to mark relationships of time and cause. To know how to use the passive voice.

To know how to use question tags in informal writing.

To know how to use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

To know and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Planning, writing and editing

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 know the purpose and audience of their writing.

To habitually proofread for spelling and punctuation errors when planning, writing and editing.

To select and 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 –

Audience and purpose

To know how to write effectively for a range of purposes and audiences, selecting the appropriate vocabulary and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)

To know how 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).

Spelling- Transcription

To know how to write, from memory, simple sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules. To know how to use dictionaries and thesauruses to check the meaning of words and confidently find synonyms and antonyms.

Endings that sound like

spelt –cious – eg - conscious spelt –tious - eg - ambitious spelt –cial – eg -

official spelt –tial – eg - partial

Words ending in

-ant – eg - relevant

-ance – eg - nuisance, hindrance

-ancy -

-ent – eg - ancient

-ence – eg - convenience

-ency – eg - emergency

-able – eg - vegetable

-ably - eg - agreeably

-able – eg - available

-after - eg - incapably

-ce or –ge – eg - privilege

–ible – eg - corruptible

Words with the /i:/ sound spelt ei after c and ei though not after c – eg - weird, receive, weigh,

neighbour Words containing the letter-string ough – eg - Thorough

Words with “silent” letters: silent b, silent n, silent g and silent c – eg - Thumb, knife, gnaw and scene

Homophones and near-homophones – eg - Practise / practice, lead / led, past / passed

To know how to spell all of the Y5 and Y6 common exception words correctly as well as statutory words from previous year groups.

Handwriting

To know how to write legibly and fluently with an increasing speed

by: - To choose the writing implement that is best suited for a task.

To recognise when to use a printed style (e.g. writing an email address or for algebra) and capital letters.