

<b>Autumn 1 ( 12 weeks) Kensuke’s Kingdom</b>	<b>Spring 1 Viewpoints 1 (6 weeks)</b>	<b>Summer 1 (4 weeks)</b>
<p><u>Reading:</u></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the text and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> <li>• Forming an opinion of their own</li> <li>• Sequencing</li> </ul> <p><b>Fiction:</b> <i>Kensuke’s Kingdom</i> – Michael Morpurgo. Extract from <i>Treasure Island</i> –Robert Louis Stepehnson</p> <p><b>Poetry:</b> A selection of personification poems (2/3) – embedded into the teaching of the fiction text. <i>Poetry Jump up</i>-John Agard <i>The Fog</i> –F.R McCreary</p>	<p><u>Reading:</u></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the text and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> <li>• Forming an opinion of their own</li> <li>• Sequencing</li> </ul> <p><b>Fiction:</b> Extract from <i>Rebecca</i>- Daphne du Maurier or <i>Harry Potter</i> – JK Rowling (Lower sets) Extracts from <i>Black Beauty</i>- Anna Sewell Extract from <i>The Empty Land</i> – Arthur Catherall (SAT 2002) <i>The True Story of the Three Little Pigs</i></p> <p><b>Poetry:</b> A selection of poems (2/3) –</p>	<p><u>Reading:</u></p> <p>SATS practise questions</p> <p>GPS – SATs practise questions</p> <p><u>Writing (assessed pieces):</u></p> <p><b>Persuasive writing</b>- Holiday brochures – prepare a brochure description for a holiday destination</p> <p><b>Narrative writing</b> – Write a story with the title ‘<i>The Watch</i>’</p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><u>Speaking and Listening:</u></p> <p>Share key paragraphs from brochure description with class</p>

<p><i>Mist</i>- Douglas Gibson <i>I met at Eve</i> – Walter de la Mare</p> <p><b>Non-Fiction:</b> Stylistic conventions of non-fiction texts</p> <p><i>Water supplies</i>-Letts Y6 <i>Cornwall's coast and moorland</i>- Collins Focus 6 Biography – Harriet Tubman –Models for Writing 6</p> <p><u>Writing: (assessed pieces)</u></p> <p><b>Playscript writing</b> – Write the next scene as a playscript</p> <p><b>Poetry writing</b> – Write own personification poem</p> <p><b>Narrative writing</b>- write a third person narrative –Lost at Sea</p> <p><b>Discursive writing</b> using the language of argument- Should families sail around the world on a yacht?</p> <p><b>Non-chronological writing</b> – Report about orang-utans (including bibliography)</p> <p><b>Biography</b> – write a biography of Michael Morpurgo</p> <p>Key conventions of each style of writing with appropriate grammar focus</p>	<p>embedded into the teaching of the fiction text. <i>There's a fire in the forest</i> –WWE Ross (SAT 2002)</p> <p><b>Non Fiction:</b> : Stylistic conventions of non-fiction texts: Samuel Pepys Diary Factual account of the Great Fire of London The Spark of New Life (SAT 2002) Newspaper report – Fire threatens thousands of acres (SAT 2002)</p> <p><u>Writing: (Assessed pieces)</u></p> <p><b>Descriptive writing</b>- write a description – ‘<i>Last night I dreamt I went to ....again</i>’ or writing in the style of JK Rowling (lower sets)</p> <p><b>Diary Writing</b>- Write a diary entry from the viewpoint of Samson</p> <p><b>Narrative Writing</b> – write a third person narrative-<i>The Real story of the Three Little Pigs</i></p> <p>Key conventions of each style of writing with appropriate grammar focus</p> <p><b>Key terminology to be influenced by the KS2 GPS specification</b></p>	<p><b>Self-assessment of unit.</b></p> <p><b>Assessment: SAT test Reading and GPS</b></p>
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<p>Key terminology to be influenced by the KS2 GPS specification</p>	<p><b>Speaking and Listening:</b> Hotseat Samson</p>	
<p><b>Speaking and Listening:</b> 5 minute presentation on a subject of their choice Research a subject and produce a presentation to the class. Must not read from a script but may use notes/ppt to help.</p> <hr/> <p><b>Self-assessment of unit.</b></p> <p><b>End of Unit Assessment: Y6 SAT Reading Test 2014 + GPS</b></p>	<p><b>Self-assessment of unit.</b></p> <p><b>Weekly GPS and Reading Practise questions</b></p> <p><b>End of Unit Assessment:</b> Y6 SAT 2016 Reading + GPS</p>	
<p><b>Autumn 2 (4 weeks) Macbeth</b></p>	<p><b>Spring 2 (Viewpoints 2 and SATs Revision)</b></p>	<p><b>Summer 2 (7 weeks) Boy Overboard</b></p>
<p><b>Reading:</b></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the texts and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> </ul>	<p><b>Reading:</b></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the texts and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different interpretations</li> </ul>	<p><b>Reading:</b></p> <p>Areas to cover through reading:</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Presentation of feelings and emotions</li> <li>• Writer’s use of language to present ideas</li> <li>• The structure of the texts and structural devices used within the texts</li> <li>• Writer’s view point</li> <li>• Impact on the reader/different</li> </ul>

<ul style="list-style-type: none"> <li>Forming an opinion of their own</li> <li>Sequencing</li> </ul> <p><b>Fiction: Playscript</b> -<i>Macbeth</i> by William Shakespeare</p> <p><b>Non Fiction:</b> Stylistic conventions of non-fiction texts: <i>The Witch Report</i> – John Mcllwain The Globe Theatre and The Life of Shakespeare – information texts</p> <p><b>Poetry:</b> <i>The Witches’ Spell</i> –learn by heart</p> <p><u>Writing (Assessed Pieces):</u></p> <p><b>Letter-</b> Write a letter from Macbeth to Lady Macbeth telling her about the strange meeting with the witches</p> <p><b>Playscript-</b> Rewrite a scene from Macbeth in modern English</p> <p><b>Instructions-</b> Write instructions for making the witches’ ‘hell both’</p> <p><b>Summary-</b> Write a summary of The Witch Report</p> <p>Key conventions of each style of writing with appropriate grammar focus</p>	<ul style="list-style-type: none"> <li>Forming an opinion of their own</li> <li>Sequencing</li> </ul> <p><b>Fiction</b> Extract from <i>White Fang</i>-Jack London</p> <p><b>Non-fiction</b> Information texts about the Titanic disaster Leaflets Newspaper reports Explanations-Global Warming</p> <p><b>Poetry</b> Spring poems – <i>The Daffodils</i> - William Wordsworth, <i>Sowing</i> – Edward Thomas, <i>Loveliest of Trees, the Cherry now</i> –AE Housman</p> <hr/> <p><u>Writing: (Assessed pieces)</u></p> <p><b>Newspaper report</b> – write a newspaper report about the sinking of the Titanic</p> <p><b>Leaflet-</b> Imagine a museum about the Titanic disaster – produce a leaflet about the museum</p>	<p>interpretations</p> <ul style="list-style-type: none"> <li>Forming an opinion of their own</li> <li>Sequencing</li> </ul> <p><b>Fiction:</b> <i>Boy Overboard</i> – Morris Gleitzman Extract from <i>The Kite Runner</i> – Khaled Homeini Extract from <i>The Breadwinner</i> – Deborah Ellis</p> <p><b>Poetry:</b> <i>Flowers and Man-</i> Pir Muhammad Karwaan</p> <p><b>Non Fiction:</b> Context: Afghanistan</p> <p>Australia’s response to Refugees</p> <hr/> <p><u>Writing: (Assessed pieces)</u></p> <p><b>Descriptive writing</b> <b>Letter writing</b> <b>Diary writing</b></p> <p>Key conventions of each style of writing with appropriate grammar focus</p>
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<p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><b>Speaking and Listening:</b> Learn a verse from Macbeth's Witch's Spell and recite</p> <hr/> <p><b>Self-assessment of unit.</b></p> <p><b>End of Unit Assessment:</b> <b>Y6 SAT 2015 – Reading and GPS</b></p> <p>Cross Y6 Moderation of writing</p>	<p>Key conventions of each style of writing with appropriate grammar focus</p> <p>Key terminology to be influenced by the new KS2 GPS specification</p> <hr/> <p><b>Speaking and Listening:</b> Group presentation about Titanic</p> <hr/> <p><b>Self-assessment of unit.</b></p> <p><b>Weekly GPS and Reading Practise questions</b></p> <p><b>Unit Assessment: Reading SAT Test 2017+ GPS</b></p> <p>Cross Y6 Moderation of writing</p>	<p>Key terminology to be influenced by the KS2 GPS specification</p> <hr/> <p><b>Speaking and Listening:</b></p> <hr/> <p><b>Self-assessment of unit.</b></p> <p>Cross KS2 Moderation of writing</p>
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