

YEAR 6

Term	Reading	Writing
<p>Autumn 1 7 weeks 1 week testing</p> <p>Hook: Video of Auschwitz</p>	<p><u>Texts</u> Good Night Mr Tom By Michelle Magoriain Anne Franks' Diary By Anne Frank</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Compare & Contrast • Inference 	<p>Recount 2 weeks <i>Outcome:</i> To write a series of contrasting diary entries as Anne Frank.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Informal language, including question tags • Repetition for effect • Adverbials • Passive voice <p>EDIT- CUPS</p> <p>Informational text 1 week <i>Outcome:</i> To design a health information leaflet for a specific audience.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Informal/Formal language • Bullet points • Headings/subheadings/tables • Colons & semi-colons in lists • Subjunctive • Columns <p>EDIT- CUPS</p> <p>Historical narrative 3 weeks <i>Outcome:</i> To write a story in the character of an evacuee with a descriptive opening.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Cohesive devices • Adverbials • Hyphens to avoid ambiguity • Ellipsis <p>EDIT & EVALUATE-CUPS & ARMS</p>
<p>Autumn 2 7 weeks</p>	<p><u>Texts</u> Good Night Mr Tom By Michelle Magoriain Range of non-fiction texts about WWII Poetry Extracts</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Author Choice 	<p>Auto/biographies 3 weeks <i>Outcome 1:</i> To write an autobiography in the character of William Beech.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Cohesive devices • Adverbials • Hyphens to avoid ambiguity • Dash for independent clauses <p>EDIT & EVALUATE-CUPS & ARMS</p> <p><i>Outcome 2:</i> To write a biography for Adolf Hitler.</p>

	<ul style="list-style-type: none"> • Inference 	<p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Formal language • Bullet points • Headings/subheadings/tables • Semi-colon for independent clauses <p>EDIT- CUPS</p> <p>Persuasion 2 weeks <i>Outcomes:</i> To write and perform a speech as Winston Churchill.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Repetition for effect • Active voice • Formal language • Subjunctive <p>EDIT- CUPS</p> <p>Personification Poetry 2 weeks <i>Outcome 1:</i> To write a poem with personification. <i>Outcome 2 :</i> To write a personification poem with a twist- evil.</p>
<p>Spring 1 6 weeks 1 week testing</p>	<p><u>Texts</u> The Lion, The Witch and The Wardrobe By C.S. Lewis</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Author Choice • Inference • Summary 	<p>Fantasy stories 4 weeks <i>Outcome:</i> To write a fantasy story with an action opening.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Adverbials • Cohesive devices • Ellipsis • Colons for independent clauses. <p>EDIT & EVALUATE-CUPS & ARMS</p> <p>Recount 1 week <i>Outcome 1:</i> To write a letter home from Narnia.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Adverbials • Cohesive devices <p>EDIT- CUPS</p>
<p>Spring 2 6 weeks 3 weeks revision</p>	<p><u>Texts</u> The Lion, The Witch and The Wardrobe By C.S. Lewis The Magicians Nephew By C.S. Lewis</p> <p><u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary 	<p>Reports 3 weeks <i>Outcome 1:</i> To write a newspaper article for a tabloid reporting on events in Narnia.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Informal language • Columns • Passive voice • Subjunctive

	<ul style="list-style-type: none"> • All 7 question types • SATs style questions 	<ul style="list-style-type: none"> • Cohesive devices • Adverbials <p>EDIT- CUPS</p> <p><i>Outcome 2:</i> To write a police report for an armed robbery.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Formal language • Semi-colon and colons for independent clauses • Passive voice • Colons and semi-colons for lists • Hyphens to avoid ambiguity <p>EDIT- CUPS</p> <p><i>Outcome 3:</i> To write a non-chronological report for a trainer.</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Formal language • Bullet points • Subheadings/tables • Subjunctive • Passive voice <p>EDIT & EVALUATE-CUPS & ARMS</p>
<p>Summer 1 6 weeks 3 weeks revision 1 week testing</p>	<p><u>Texts</u> Poetry Extracts <u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • All 7 question types • SATs style questions 	<p>Performance Poetry 2 weeks</p> <p><i>Outcome:</i> To write and perform a poem to express their feelings about SATs being over, leaving primary school and starting high school. This should include imagery such as similes, metaphors and personification.</p>
<p>Summer 2 7 weeks</p>	<p><u>Texts</u> Bill Bryson’s A Short History Of Everything. Range of non-fiction text including encyclopaedias The Curse of Cogstone House <u>Comprehension focuses:</u></p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Summary • Compare & Contrast 	<p>Balanced Arguments 2 weeks</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Formal language • Cohesive devices • Colons and semi-colons for independent clauses <p>EDIT- CUPS</p> <p>Explanation texts 2 weeks</p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> • Formal language • Bullet points • Headings/Subheadings • Colons and semi-colons for independent clauses

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Horror stories 3 weeks

Grammar focuses:

- Cohesive devices
- Adverbials
- Hyphens to avoid ambiguity
- Ellipsis

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