

Year Group: 6 Autumn 1 and 2	Core Text: Trash by Andy Mulligan	Topic Links: Geography – South American country, rain forest. Science- Classification	
Unit Written Outcomes: Discussion texts Journalistic writing Narrative – new chapter		Possible Application: Recount Description Information texts	
Reading Focus: Core text The Barefoot Book of Earth Poems by Judith Nicholls Non-fiction texts/sources on South America and rain forest			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides the reader to find specific information. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Know that texts have different layers of meaning. – between the lines and beyond the lines. Find the different layers of meaning in a text. Explain how they contribute to the reader's understanding of the overall meaning, characters, themes. Make predictions from evidence found and implied information. Summarise the main ideas drawn from a text. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. Identify themes in books which have different cultural, social or historical contexts. Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text.</p>	<p>Objectives Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader.</p>	<p>Objectives Know that paragraphs help to organise texts and guide the reader. Understand that a wide range of devices are used to link ideas in paragraphs. Identify the devices used to link paragraphs in reading. Recognise that these will be different according to the text type, purpose and audience. Find and categorise different cohesive devices from narrative reading: repetition of words , phrases or sentences, pronouns, adverbials. Explain how they link ideas in and across paragraphs. Find and categorise different cohesive devices from non-narrative writing – adverbials, conjunctive adverbs, pronouns. Explain how they link ideas in and across paragraphs. Use appropriate cohesive devices in own writing. Check that selected devices link ideas. Choose the correct level of formality for the audience and purpose of the writing. Develop a bank of noun phrases for current writing. Understand that sentences can be active or passive and when it is appropriate to use it. Recognise that a semi-colon can be used to separate items that are longer than one word in a list. Write sentences using a semi-colon to separate items in a list.</p>
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