

Year Group: 6 Spring 1 3 weeks	Core Text: Macbeth by William Shakespeare Shakespeare Stories by Leon Garfield	Topic Links: History theme – Shakespeare plays	
Unit Written Outcomes: Persuasive text in role as Lady Macbeth Spell poem Balanced argument – who was responsible for Duncan's death?		Possible Application: Recount of any trip, experience or visitor Description of first meeting with witches Information text on crime and punishment	
Reading Focus: Core text			
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. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex 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. Develop a tool kit or success criteria for the writing, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view Develop a tool kit or success criteria for the writing, taking into account: plot structure character development techniques language choices point of view</p>	<p>Objectives Understand that a wide range of devices are used to link ideas in paragraphs. Recognise that these will be different according to the text type, purpose and audience. 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. Understand when it is appropriate to use the passive voice. Use the passive voice appropriately to change the focus or emphasis or in impersonal writing.</p>
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Year Group: 6 Spring 1 and 2	Core Text: Wonder by R.J. Palacio Reading Focus	Topic Links: Science – evolution and inheritance	
Unit Written Outcomes: Responses to reading Recount of school tour Eye-witness account		Possible Application: Recount of any trip, experience or visitor Diary entry Information text on evolution and inheritance	
Reading Focus: Core text Benjamin Zephaniah poetry – Body Talk			
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. Explain how the context of a text reflects the reaction of the audience it was written for. Identify themes in books which have different cultural, social or historical contexts. Identify key information from a text. Summarise key information in sentences. Find and summarise key information from different parts of the text. Find identified key information in longer and more complex 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. Develop a tool kit or success criteria for the writing, taking into account: structure organisation including presentational devices techniques language choices technical/specific word choices point of view Develop a tool kit or success criteria for the writing, taking into account: plot structure character development techniques language choices point of view</p>	<p>Objectives Understand that a wide range of devices are used to link ideas in paragraphs. Recognise that these will be different according to the text type, purpose and audience. 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. Understand when it is appropriate to use the passive voice. Use the passive voice appropriately to change the focus or emphasis or in impersonal writing. Use semi-colons, colons and dashes. Use hyphens.</p>
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