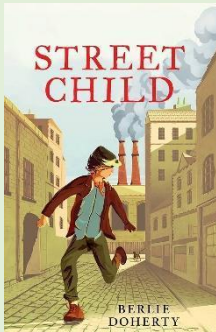
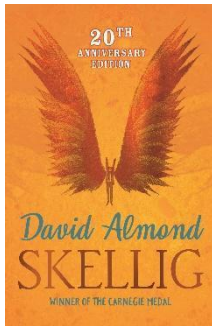
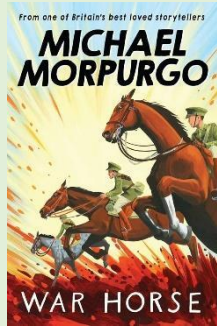


<u>Year 6:</u>						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic:	‘Up The Chimneys’ 		‘Blue Planet’ 		‘WW1 & WW2’ 	
Whole class texts:	‘Street Child’ by Berlie Doherty 		‘Skellig’ by David Almond 		‘Warhorse’ by Michael Morpurgo 	
Other texts covered:	➤ National Poetry day: Invictus (William Ernest Henry), The River (Valerie Bloom), The Magic Box (Kit Wright), The Witches Spell (Shakespeare)		➤ Information texts on rivers (range) ➤ Long Way Home (Berlie Doherty) ➤ Literacy Shed Comprehensions (Range)		➤ WW2 Poetry: (Dulce Et Decorum Est - Wilfred Owen, They - Siegfried Sassoon, In Flanders Fields - John McCrae) ➤ WW2 information texts (range)	

	➤ Scrap (Guy Bass) ➤ Goosebumps - The Scariest Book Ever (by R.L Stine) ➤ Historical literature from the Victorian Period (sources) ➤ Information texts on 'Light' (Range) ➤ Literacy Shed Comprehensions (Range) ➤ Testbase Comprehensions (Range)		➤ Testbase Comprehensions (Range)		➤ Literacy Shed Comprehensions (Range) ➤ Testbase Comprehensions (Range)	
Text types:	● Information text on local landmark ● Narrative	● Persuasive Letter ● Poetry based on 'The Flood' picture book ● Instructions based on 'The Grinch'	● Letter based on 'The Arrival' by Shaun Tan ● Non-chronological report ● Character description	● Instructions based on residential ● Narrative based on Skellig	● Narrative ● Choice of outcome	● Choice of outcome ● Narrative based on 'War Horse' ● Poetry

Pupil termly writing outcomes:	<u>Landmark writing:</u> <i>To inform</i> <u>Victorians - Time Travel Narrative:</u> <i>To entertain</i> <u>Victorians - Diary Entry:</u> <i>To entertain/reflect</i>	<u>Street Child – Letter:</u> <i>To persuade</i> <u>The Flood – Poem:</u> <i>To entertain</i> <u>The Grinch – Instructions:</u> <i>To inform/instruct</i>	<u>The Arrival – Letter:</u> <i>To entertain</i> <u>Owls – Report:</u> <i>To inform</i> <u>Skellig – Character description:</u> <i>To entertain/to inform</i>	<u>Inspired by Residential – Instruction text:</u> <i>To inform/instruct</i> <u>Inspired by ‘Skellig’ – Narrative:</u> <i>To entertain</i>	<u>Inspired by ‘The Piano’ – Narrative:</u> <i>To entertain</i> <u>Inspired by ‘Warhorse’ – Perspective narrative:</u> <i>To entertain/to inform</i>	<u>Inspired by our visit to Eden Camp:</u> <i>Choice of outcome</i> <u>Inspired by our visit to ‘The Last Post’:</u> <i>Choice of outcome</i> <u>Inspired by WW1/WW2 poetry:</u> <i>To entertain</i>
By the end of each term most children should:	● Use paragraphs to organise ideas. ● In narratives describe settings and characters. ● Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. ● Write legibly.		● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. ● In narratives, describe settings, characters and atmosphere. ● Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. ● Spell correctly MOST words from the Y5/6 spelling list – use a dictionary to check spellings.		● Use the range of punctuation taught at KS2. ● Distinguish between the language of speech and writing and choose the appropriate register. ● Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.	