# Year 6 (2024 – 2025)

| Autumn 1 | | Autumn 2 | |
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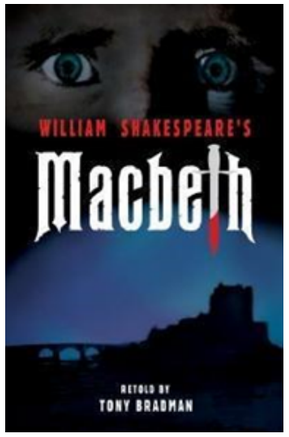
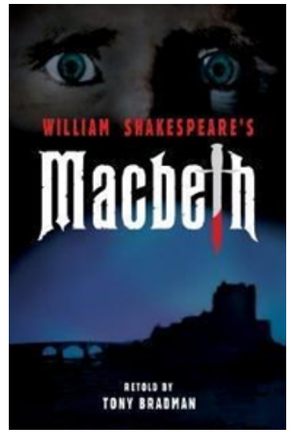
| **3 weeks** | **4 weeks** | **4 weeks** | **3 weeks** |
| **Core Text: The dreadful menace THEP**<br>**Author: Jonathan David** | **Core Text: Arthurian Legends**<br>**Author: Rosalind Kerven** | **Core Text: Macbeth FOCUS ed.**<br>**Author: Tony Bradman** | **Core Text: Macbeth**<br>**Author: Tony Bradman** |
| **Narrative poetry** | **Legends** | **Classic literature - tragedy** | **Classic literature - tragedy** |
|  |  |  |  |
| ***Writing purpose: Entertain*** | ***Writing purpose: Entertain*** | ***Writing purpose: Inform- recount*** | ***Writing purpose: Discussion*** |
| Oracy: performance poetry<br><br>Short Write: split internal monologue [two different viewpoints, the athlete and the fear talking to them]<br><br>**Extended Write: Poetry writing** ***[in the style of the dreadful menace]*** | Oracy: orally summarise the story<br><br>Short Write: sentence focus [dialogue to move action on]<br><br>**Extended Write: Narrative [*Legend - retelling of the sword in the stone with dialogue as a focus]*** | Oracy: oral news report<br><br>Short Write: sentence focus [Direct and reported speech]<br><br>**Extended Write: Newspaper report [reporting on the death of King Duncan]** | Oracy: debate (who is responsible for the death of King Duncan?)<br><br>Short Write: Informal letter [from the POV of the castle guard]<br><br>**Extended Write: Balanced argument [who is culpable for the death of King Duncan]** |
| **Get Skilled - Writer's Toolkit** | | | |
| Stanza<br>Line<br>Rhythm<br>Rhyme<br>Refrain (repetition)<br>Figurative language- similes, metaphors, personification<br>Symbolism/hyperbole<br><br>**Grammar:**<br>1. Adjectives (for vividness and effect)<br>2. Precise verbs (used for impact and accuracy)<br>3. Passive and active sentence<br>4. Adverbs | **Grammar:**<br>1. Simple past/past perfect tense<br>2. Third person<br>3. Pronouns (to avoid repetition)<br>4. Adjectives (for vividness and effect)<br>5. Precise verbs (used for impact and accuracy)<br>6. Adverbials of place (eg. in, behind, on)<br>7. Adverbials of time (eg. after, immediately)<br>8. Adverbials of manner (eg. cautiously, quickly)<br>9. Modal verbs (eg. must, could)<br><br>**Punctuation:**<br>1. Apostrophes for contraction<br>2. Commas to demarcate fronted adverbials | Headline<br>Formal (factual, impersonal language)<br>Technical vocabulary<br>Emotive language (positive and negative adjectives that draw on emotion)<br><br>**Grammar:**<br>1. Third person<br>2. Appropriate tense<br>3. Adjectives (to specify/for clarity)<br>4. Passive voice<br><br>**Punctuation:** | Formal (factual, impersonal language)<br>Emotive language (positive and negative adjectives that draw on emotion)<br><br>**Grammar:**<br>1. Third person<br>2. Present perfect verb forms<br>3. Modal verbs (eg. must, could)<br>4. Modal adverbs (eg. certainly, definitely)<br>5. Adverbials of time (eg. after, immediately)<br><br>**Punctuation:**<br>1. Commas used to mark and separate clauses<br>2. Question marks (rhetorical question) |

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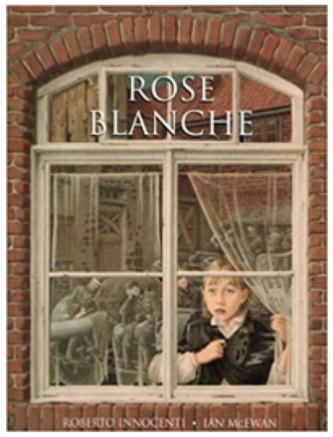
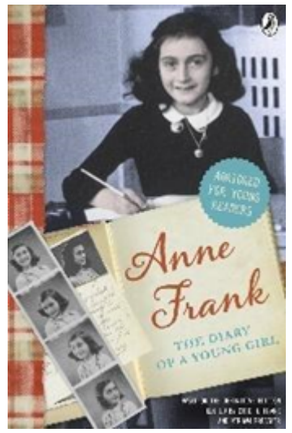
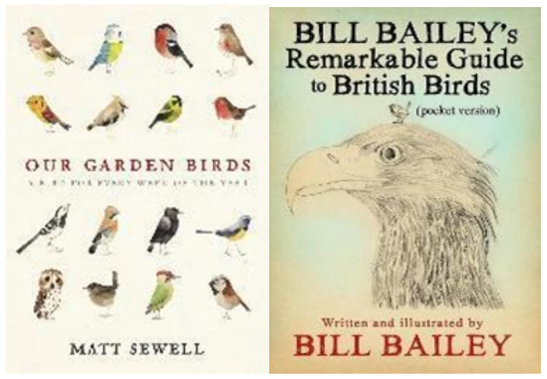
| **Punctuation:**<br>1. Appropriate punctuation (comma, full stop) | 3. Exclamation mark<br>4. Inverted commas to punctuate direct speech<br>5. Commas used to mark and separate clauses<br>6. Brackets, dashes or commas to indicate parenthesis | 1. Direct and reported speech (punctuated correctly)<br>2. Commas used to demarcate fronted adverbials<br>3. Question marks<br>4. Commas used to mark and separate clauses<br>5. Brackets, dashes or commas to indicate parenthesis | 3. Commas in a list<br>4. Brackets, dashes or commas to indicate parenthesis |
| **Sentence Work:**<br>As appropriate | **Sentence Work:**<br>-Coordinating conjunctions (and, but, so)<br>-Subordinating conjunctions (when, as, while, after, before)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or, so)<br>-Subordinating conjunctions (because, when, if)<br>-Causal conjunctions (therefore, since)<br>-Conjunctions to add information (additionally, furthermore)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or, so)<br>-Subordinating conjunctions (because, when)<br>-Causal conjunctions (therefore, since)<br>-Conjunctions to illustrate (for example, such as)<br>-Conjunctions to add information (additionally, furthermore) |
| **Autumn Class Reader: Skellig (David Almond)** | | | |
| **Guided Reading texts:**<br>**( 3 days fiction/ 2 days non fiction )**<br>Princess Blankets (Carol Ann Duffy)<br>Firebird<br>Camelot stories<br>Nonfiction - RE/topic links | **Guided Reading texts:**<br>Nonfiction recount of Arthur<br>Sword in the stone (Michael Morpurgo)<br>Versions of Sword in the stone<br>Robin Hood (legends)<br>St George and the Dragon | **Guided Reading texts:**<br>Short Shakespeare plays (Othello, Hamlet)<br>Michael Morpurgo - Tales from Shakespeare<br>newspaper reports for historical events (monarchy, historical events)<br>Nonfiction - RE/topic links | **Guided Reading texts:**<br>Short Shakespeare plays (Othello, Hamlet)<br>Michael Morpurgo - Tales from Shakespeare<br>Shakespeare's biography<br>Historical links<br>Nonfiction - RE/topic links |

# Year 6 (2024 – 2025)

| Spring 1 | | Spring 2 | |
|---|---|---|---|
| **3 weeks** | **2.5 weeks** | **3 weeks** | **3 weeks** |
| **Core Text: Rose Blanche CLPE**<br>**Author: Ian McEwan** | **Core Text: Anne Frank**<br>**Author: Anne Frank** | **Core Text: Alma THEP**<br>**Author: Literacy shed** | **Core Text: Birds (assortment of texts) THEP**<br>**Author:** |
| **Historical narrative** | **Non-fiction – Recount (Diary)** | **Modern fiction/animation** | **Non-fiction - Information** |
|  |  |  |  |
| ***Writing purpose: Entertain*** | ***Writing purpose: Inform- recount*** | ***Writing purpose: Entertain*** | ***Writing purpose: Inform- report*** |
| Oracy: oral response [from POV of Rose]<br><br>Short Write: descriptive writing [about the concentration camp from Rose's POV]<br><br>**Extended Write: Historical Narrative [third person with innovated end]** | Oracy: oral response [empathising with Anne]<br><br>Short Write: sentence focus [imitating Anne's use of vocabulary and phrasing ]<br><br>**Extended Write: Diary recount [from the POV of Anne based on a key burglary event - April 1944]** | Oracy: dialogue between Alma and her friend<br><br>Short Write: sentence structure [focus on openers and sentence length]<br><br>**Extended Write: Narrative [Innovate the character and the outcome of entering the shop]** | Oracy: orally describing mythical birds<br><br>Short Write: sentence focus [paragraph cohesion- modes of voice]<br><br>**Extended Write: Non-chronological report [write a report on a fictional mythical bird inspired by those found in myths and legends]** |
| **Get Skilled - Writer's Toolkit** | | | |
| **Grammar:**<br>1. Appropriate tense<br>2. Third person<br>3. Pronouns (to avoid repetition)<br>4. Adjectives (for vividness and effect)<br>5. Precise verbs (used for impact and accuracy)<br>6. Adverbials of place (eg. in, behind, on)<br>7. Adverbials of time (eg. after, immediately)<br>8. Adverbials of manner (eg. cautiously, quickly)<br>9. Modal verbs (eg. must, could)<br><br>**Punctuation:**<br>1. Apostrophes for contraction<br>2. Commas to demarcate fronted adverbials | Emotions - show not tell<br><br>**Grammar:**<br>1. Past tense (except references to places/circumstances that are ongoing)<br>2. First Person - Personal pronouns<br>3. Specific people, places, events (usually proper nouns)<br>4. Precise verbs (used for impact and accuracy)<br>5. Adverbials of time (eg. after, immediately)<br>6. Adjectives (to specify/for clarity)<br>7. Modal verbs (eg. must, could)<br>8. Modal adverbs (eg. certainly, definitely)<br>**Punctuation:** | **Grammar:**<br>1. Appropriate tense<br>2. Third person<br>3. Pronouns (to avoid repetition)<br>4. Adjectives (for vividness and effect)<br>5. Precise verbs (used for impact and accuracy)<br>6. Adverbials of place (eg. in, behind, on)<br>7. Adverbials of time (eg. after, immediately)<br>8. Adverbials of manner (eg. cautiously, quickly)<br>9. Modal verbs (eg. must, could)<br><br>**Punctuation:**<br>1. Apostrophes for contraction<br>2. Commas to demarcate fronted adverbials | Headings<br>Sub-headings<br>Formal (factual, impersonal language)<br>Technical vocabulary<br><br>**Grammar:**<br>1. Third person<br>2. Present perfect tense<br>3. Adjectives (to specify/for clarity)<br>4. Passive voice<br><br>**Punctuation:**<br>1. Commas used to mark and separate clauses<br>2. Commas in a list |

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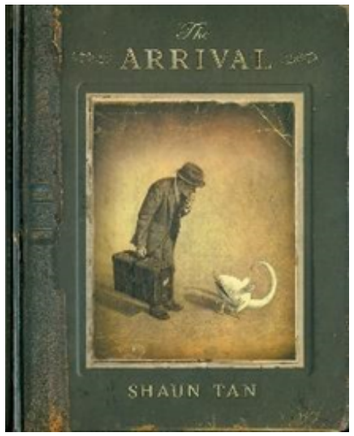
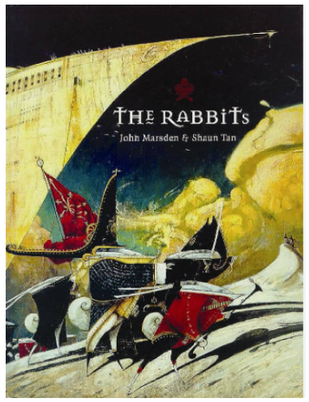
| 3. Exclamation mark<br>4. Inverted commas to punctuate direct speech<br>5. Commas used to mark and separate clauses<br>6. Brackets, dashes or commas to indicate parenthesis | 1. Apostrophes for contraction<br>2. Apostrophes for possession<br>3. Question marks<br>4. Exclamation marks | 3. Exclamation mark<br>4. Inverted commas to punctuate direct speech<br>5. Commas used to mark and separate clauses<br>6. Brackets, dashes or commas to indicate parenthesis<br>7. Ellipses | 3. Question marks<br>4. Exclamation marks<br>5. Brackets, dashes or commas to indicate parenthesis<br>6. semi-colon, colon and dash to mark boundary between independent clauses |
| **Sentence Work:**<br>-Coordinating conjunctions (and, but, so)<br>-Subordinating conjunctions (when, as, while, after, before)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or ,so)<br>-Subordinating conjunctions (because, when, as, while, after, before) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, so)<br>-Subordinating conjunctions (when, as, while, after, before)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or, so)<br>-Subordinating conjunctions (because, when, if)<br>-Causal conjunctions (therefore, since)<br>-Conjunctions to add information (additionally, furthermore)<br>-Relative clauses (who, which, where, whose, that) |
| **Spring Class Reader: Holes (Louis Sachar)** | | | |
| **Guided Reading texts:**<br>The Day war came - Davies/Cobb<br>When Hitler stole pink rabbit extracts - Judith Kerr<br>Children's experience as evacuees<br>Kindertransport extracts (East London link)<br>nonfiction | **Guided Reading texts:**<br>Anne Frank<br>Rosie Raja- Churchill's spy<br>Anne Frank versions of stories<br>Princess Sophia Duleep Singh -<br>Historical reading - nonfiction | **Guided Reading texts:**<br>Nonfiction<br>Ghost stories - Roald Dahl<br>Ghost<br>Lost | **Guided Reading texts:**<br>The Lost Words<br>Mythological bird books<br>Bird books<br>Non fiction profiles birds |

# Year 6 (2024 – 2025)

| Summer 1 | Summer 2 | |
|---|---|---|
| **3 weeks (SATs week)** | **4 weeks (writing data due)** | **3 weeks** |
| **Core Text: Arrival LIT. C**<br>**Author: Shaun Tan** | **Core Text: Amazing Muslims who changed the world**<br>**Author: Burhana Islam** | **Core Text: The Rabbits**<br>**Author: John Marsden** |
| **Modern fiction** | **Non-fiction - Biographies** | **Non-fiction - Information** |
|  |  |  |
| ***Writing purpose: Inform*** | ***Writing purpose: Inform - recount*** | ***Writing purpose: Persuade*** |
| Oracy: oral summary/inference [of what has happened in the story]<br><br>**Extended Write: Informal letter [3 letters written at different points of the story (from father's POV to his family)]** | Oracy: oral summary [of the life of key figures that inspire them personally]<br><br>Short Write: paragraph focus [imitating the writing of Burhana Islam]<br><br>**Extended Write: Recount writing [biographical writing about significant figures that inspire them]** | Oracy: Take part in a structured debate on the question: "Were the Rabbits just trying to help, or did they take over?"<br><br>Short Write: Compose a diary entry from the point of view of a native creature witnessing the Rabbits' arrival and the loss of their land.<br><br>**Extended Write: Persuasive letter [protesting the Rabbits' actions]** |
| **Get Skilled - Writer's Toolkit** | | |
| Emotions - show not tell<br><br>**Grammar:**<br>1. Past tense (except references to places/circumstances that are ongoing)<br>2. First Person - Personal pronouns<br>3. Precise verbs (used for impact and accuracy)<br>4. Adverbials of time (eg. after, immediately)<br>5. Adjectives (to specify/for clarity)<br>**Punctuation:**<br>1. Apostrophes for contraction<br>2. Apostrophes for possession<br>3. Question marks<br>4. Exclamation marks | Headings<br>Sub-headings<br>Formal language<br>Technical vocabulary<br><br>**Grammar:**<br>1. Appropriate tense<br>2. Formal vocabulary (e.g. placed rather than put)<br>3. Proper nouns for specific people, places, events<br>4. Adjectives (to specify/for clarity)<br>5. Modal verbs (eg. must, could)<br>6. Modal adverbs (eg. certainly, definitely)<br>7. Passive voice | **Grammar:**<br>1. Present perfect verb forms<br>2. Expressing time, place and cause using conjunctions, adverbs and/or preposition<br>3. Modal verbs (eg. must, could)<br>4. Modal adverbs (eg. certainly, definitely)<br>5. Formal tone<br>6. Causal conjunctions (therefore, because)<br><br>**Punctuation:**<br>1. Commas used to mark and separate clauses<br>2. Commas in a list<br>3. Question marks<br>4. Exclamation marks |

# Year 6 (2024 – 2025)

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| | **Punctuation:**<br>1. Use of direct quotations and/or reported speech (punctuated accurately)<br>2. semi-colon, colon and dash to mark boundary between independent clauses<br>3. Commas used to mark and separate clauses<br>4. Hyphens | 5. Brackets, dashes or commas to indicate parenthesis |
| **Sentence Work:**<br>-Coordinating conjunctions (and, but, or ,so)<br>-Subordinating conjunctions (because, when, as, while, after, before)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or, so)<br>-Subordinating conjunctions (because, when, if)<br>-Relative clauses (who, which, where, whose, that) | **Sentence Work:**<br>-Coordinating conjunctions (and, but, or ,so)<br>-Subordinating conjunctions (because, when, as, while, after, before)<br>-Relative clauses (who, which, where, whose, that) |
| **Summer Class Reader: Windrush Child ((Benjamin Zephaniah)<br>Coming to England - Floella Benjamin** | | |
| **Guided Reading texts:**<br><br>nonfiction<br>The Windrush child<br>Migration stories | **Guided Reading texts:**<br>Windrush Child<br>Arrival<br>Coming to England<br>Jemmy Button<br>Black and British - David Olusogo | **Guided Reading texts:**<br>The island<br>Wolves in the walls<br>Where the forest meets the sea<br>Fox |