

Year 6

Unit	Term 1 (14 wks)				Suggested Texts
Fiction Modern fiction (3wks) (including biographies and diaries)	Spoken Language To listen to others and ask relevant questions	Grammar, Spelling, punctuation and vocabulary In reading, investigate: The difference between the structures typical of informal speech and formal speech Use of the active voice as opposed to the passive voice Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis Use of semi-colon,	Reading and Writing - identify story structure, typical to particular fiction genres, including biography and diary. - identify stories within stories, flash backs, revelations - Investigate how story endings are linked to a particular genre. - identify stock characters in particular genres. Look for evidence of characters that challenge stereotypes and surprise the reader. - transform narrative writing in to a diary or biography. - tell own short story in a particular genre. - plan and write a complete story in a particular genre using a flash back or a revelation.	<u>Teaching Strategies</u> Teaching strategies (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and listen to a range of biographies and diaries. -Verbalise stories using the 5-part model - book talk - Audience and purpose. - post-it technique to change and adapt story structures to include cliffhanger, flashback (WAT) - boxing up - paragraphing - drama techniques	The Brothers Grimm stories

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		<p>colon and dash to mark the boundary between independent clauses</p> <p>How hyphens are used to avoid ambiguity, e.g. man eating shark versus man-eating shark</p> <p>In writing, children will apply these skills to:</p> <p>Use different structures typical of informal speech and formal speech</p> <p>Use both the active and the passive voice to affect the presentation of information in a sentence</p> <p>Use a wider range of cohesive devices, e.g. repetition, use</p>		<p>to investigate feelings/viewpoint and perspective</p> <p>- Write Away Together</p>	
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		<p>of adverbials (e.g. on the other hand) and ellipsis</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity, e.g. recover and re-cover</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>			
<p>Reading Outcomes: Children will be able to identify story structures typical of particular fiction genres including non-linear stories.</p> <p>Spoken Language Outcomes: Children will be able to tell their own short story in a particular genre.</p> <p>Writing Outcomes: Children will be able to plan and write a non-linear story and transform their writing into a diary or biography.</p>					

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<p>Fiction from our literary heritage (2wks)</p>	<p>To listen to others and ask relevant questions to extend their understanding and to build their vocabulary and knowledge.</p>	<p>In reading, investigate:</p> <p>The difference between the structures typical of informal speech and formal speech</p> <p>Use of the active and the passive voice to affect the presentation of information in a sentence</p> <p>Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p>-revise learning from Year 5.</p> <ul style="list-style-type: none"> - Explore clues to enable the reader to identify when the story was happening. -Recognise that the use of language and sentence structure is different from that of modern fiction. - look at elements of the author's style currently being studied and recognise similarities from the Year 5 texts. - Take a modern retelling of the story and compare to the original. Discuss their understanding of the original text. - Take a section of the text that is causing difficulty to the children and explore understanding through improvisation. - Take a classic fiction book and write a modern retelling. <p>Chn to then take a modern retelling and turn it in to a classic retelling (may just be a section).</p>	<p>Teaching strategies (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together)</p> <ul style="list-style-type: none"> -Read aloud and listen to a whole novel -Verbalise stories using the 5-part model - book talk - Audience and purpose. - post-it technique to change and adapt story structures (WAT) - drama techniques exploring the use of archaic language and compare with modern language - boxing up - paragraphing - Write Away Together 	
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		<p>In writing, children will apply these skills to:</p> <p>Use different structures typical of informal speech and formal speech</p> <p>Use the active and passive voice to affect the presentation of information in a sentence</p> <p>Use a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p>			
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		<p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>			
<p>Reading Outcomes: Children will be able to identify the elements of an author's style by comparing a modern retelling with the original.</p>					
<p>Writing Outcomes: Children will be able to plan and write a modern retelling of a classic story and transform a modern retelling into a classic text.</p>					
<p>Play scripts (2wks)</p>	<p>Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different</p>	<p>In reading, investigate:</p> <p>How play scripts are punctuated to lend clarity to speech and stage directions, e.g. colons, semi-colons and dashes</p> <p>In writing, children apply these skills to:</p>	<p>-Revise the structural conventions and language features for writing a play script, including layout on the page. -revise the language features of play scripts (see Subject Knowledge Papers). -Take the classic fiction book studied in term 1 and write sections of it as a play script. - perform own script to the class.</p>	<p>Teaching strategies Talk for Writing (Imitation) (Innovation) (Invention) Guided Writing (To include Write Away Together) -- Reciprocal reading strategies. - Guided reading (share examples of playscripts, recap conventions)</p>	

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	viewpoints.	<p>Punctuating play scripts to lend clarity to speech and stage directions</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>		<ul style="list-style-type: none"> - Reading as a writer - Read aloud and orally perform playscripts thinking about use of voice. - book talk - role play, hot seating, drama activities - props - Inference from pictures/text (focus of character's emotions and how these are depicted through dialogue) - oral rehearsal - Write Away Together 	
<p>Reading Outcomes: Children will be able to consolidate the structural conventions and language features of play scripts.</p> <p>Spoken Language Outcomes: Children will be able to perform their own script.</p> <p>Writing Outcomes: Children will be able to transform a classic fiction book into a play script.</p>					
Books from other cultures	To consider examples of conflict and	In reading, investigate:	<ul style="list-style-type: none"> - Read books from other cultures or traditions. - Compare with other books they have read previously (in Year 5). 	Teaching strategies (Imitation)	Journey to Jo'burg (Read as class novel).

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<p>and traditions (1wk)</p>	<p>resolution, exploring the language used. Use the language of negotiation to arrive at a consensus of opinion.</p>	<p>The difference between the structures typical of informal speech and formal speech</p> <p>Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>	<p>-identify techniques to create mood and atmosphere by describing a character's response to a particular setting. - Compare characters, settings and themes in books from other cultures. - Investigate how different settings can influence the events in the book. -Investigate how the author's language influences the reader's view. -Identify examples of effective descriptions which evoke place. -compare the theme in the book read to other similar themes.</p>	<p>(Innovation) (Invention) Guided Writing (To include Write Away Together) -Read aloud and listen to stories from other cultures and traditions -Verbalise stories using the 5-part model - book talk – reading as a writer (use of language to create effects) - Audience and purpose. - post-it technique to box up story into 5 part model - drama techniques exploring the use of multi-cultural language - Write Away Together</p>	<p>This social issues book about apartheid by Beverley Naidoo is published by J.B. Lippincott and written for kids ages 8 to 12.</p>
<p>Reading Outcomes: Children will be able to compare books from other cultures including characters, language and themes.</p>					

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Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions					
Recounts (2wks) (linked to fiction unit)	To describe and explain what they have learnt with an increasing command of standard English. To articulate and justify answers, arguments and opinions.	In reading, investigate: The difference between the structures typical of informal speech and formal speech	- revise recount text using the Subject knowledge Papers. -distinguish between biography and autobiography. - distinguish between fact, opinion and fiction. - distinguish between implicit and explicit point of view. - choose a historical character and prepare a CV, school report, police statement or a newspaper obituary based on research.	Teaching strategies Talk for Writing (Imitation) (Innovation) (Guided Writing) - Reciprocal reading strategies. -Guided reading – share biographies and autobiographies -focus on language features - Inference work – focus on effect created to entice reader (Book talk- focus on viewpoint) - Teacher model orally alongside text map (with more complex sentence signposts e.g. Moments later, In a short while after) -boxing up to support sequencing	
		Use of the active and passive voice Use of semi-colon, colon and dash to mark the boundary between independent clauses In writing, children will apply these skills to: Use different structures typical of informal speech and formal speech Use both the active			

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		<p>and the passive voice to affect the presentation of information in a sentence</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>		<p>events.</p> <ul style="list-style-type: none"> - Children verbalise sequence of events from own text map - Book talk, Reading as a writer 	
<p>Reading Outcomes: Children will be able to distinguish between fact, opinion and fiction and also biography and autobiography.</p> <p>Writing Outcomes: Children will be able to prepare a CV, school report, police statement, for a historical character.</p>					
Explanations (1wk	To listen and evaluate	In reading, investigate:	<p>-revise the form and style of writing an explanatory text.</p> <p>-distinguish between explanatory texts, reports and recounts.</p>	Teaching strategies	

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<p>teaching and a further week cross-curricular)</p>	<p>specific points and identify what they have learnt.</p>	<p>How lay-out devices e.g. headings, sub headings, columns, bullets and tables are used to structure text</p> <p>In writing, children will apply these skills to:</p> <p>Use lay-out devices e.g. headings, sub headings, columns, bullets and tables to structure text</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>	<ul style="list-style-type: none"> - Revise the features of explanation text using the Subject Knowledge Papers. - write an explanation text consider the purpose and audience and choose the appropriate form of writing and style. 	<p>Talk for Writing (Imitation) (Innovation) (Guided Writing)</p> <ul style="list-style-type: none"> - Reciprocal reading strategies. -Guided reading – share a range of explanation texts use as models to focus on structure/language. -boxing up to support sequencing events. - read, evaluate explanation texts -Reading as a writer 	
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Reading Outcomes: Children will be able to distinguish between explanations, reports and recounts.					
Writing Outcomes: Children will be able to write an explanation text using the appropriate form of writing and style.					
Non-chronological reports (1wk)	To listen to, and evaluate specific points and identify what they have learnt. To listen to others and ask relevant questions to extend their understanding and to build their vocabulary and knowledge.	In reading, investigate: How lay-out devices e.g. headings, sub headings, columns, bullets and tables are used to structure text How colons are used to introduce a list, and how semi-colons are used within lists The punctuation of bullet points to list information In writing: Use lay-out devices e.g. headings, sub headings, columns, bullets and tables to	- Revise and secure understanding of non-chronological reports including the structure, language conventions and grammatical features. -write non-chronological reports as part of a presentation in other curriculum areas.	Teaching strategies Talk for Writing (Imitation) (Innovation) (Guided Writing) - Reciprocal reading strategies. -Guided reading – share a range of non-chronological reports to use as models to focus on structure/language. -boxing up to support paragraphing - read, evaluate texts -Reading as a writer	

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		<p>structure text</p> <p>Use colons to introduce a list, and semi-colons within lists</p> <p>Punctuate bullet points when listing information</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>			
<p>Reading Outcomes: Children will be able to secure understanding of the structure and language features of non-chronological reports.</p> <p>Spoken Language Outcomes: Children will be able to present their non-chronological report.</p> <p>Writing Outcomes: Children will be able to write a non-chronological report.</p>					

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<p>Poetry to perform (2wks)</p>	<p>Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different viewpoints.</p>	<p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>	<ul style="list-style-type: none"> - discuss the meaning of the poetry read. -discuss understanding of the poems and explore the meaning of words in contexts. - Use and understanding the technical terms needed for discussing poetry, e.g. metaphor, simile, imagery, style and affect. - interpret the poetry read, explain how the poet creates shades of meaning, justify own views and explain underlying themes. - Perform poetry by varying pitch, pace, volume, rhythm and expression in relation to the poems' meaning. - Learn some of the poems by heart, e.g. narrative poetry or free verse. 	<p>Teaching strategies Talk for Writing (Imitation) (innovation) (Invention) Read and listen to a range of poetry. -discuss vocab used and play games to develop the children's use of vocabulary/imagery (Jumpstart by Pie Corbett) -children to innovate by changing the vocab used but by keeping the structure the same. - likes/ dislikes - Book talk - focus on impact and effect - Drama activities – Jumpstart by Pie Corbett - Model how to recite and perform</p>	
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				in rhythm. - Recite poem as a class, in groups, pairs. - Film pupils performing poem, peer assessment with teacher support and improve.	
<p>Reading Outcomes: Children will be able to use technical terms when discussing poetry and they will interpret the poetry read.</p> <p>Spoken Language Outcomes: Children will be able to perform poetry using a variety of techniques to enhance the poem's meaning.</p> <p>Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions</p>					

Unit	Term 2 (14 wks)				Suggested Texts
Fiction Modern fiction (2wks) (Include Same Author Studies)	Spoken Language To consider examples of conflict and resolution, exploring the language used.	Grammar, Spelling, punctuation and vocabulary In reading, investigate: The difference	Reading and Writing - look at elements of an author's style to identify common elements and then make comparisons between books. - Explore aspects of an author's style by comparing themes, setting and characters in different stories. - Identity the audience that the author had in mind.	<u>Teaching Strategies</u> Build upon previous terms and year group academic strategies	

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		<p>between the structures typical of informal speech and formal speech</p> <p>Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>In writing, children will apply these skills to:</p> <p>Use different structures typical of informal speech and formal speech</p> <p>Use a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p>	<ul style="list-style-type: none"> - review different ways to present a character in same author studies. - make judgements about the story endings and if they are effective. - revise character learning from Year 5. - plan quickly and effectively the plot, characters and structures of own narrative writing. Use paragraphs to vary pace and emphasis. Use a variety of techniques to introduce characters and develop characterisation. Use dialogue at key points to move the story on or reveal new information. - use the author's writing as a model for their own. 		
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		Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.			
Reading Outcomes: Children will be able to make comparisons between books based on the same author for example, themes settings and characters.					
Writing Outcomes: Children will be able to plan and write a narrative using the author's narrative as a model for their own.					
Fiction from our literary heritage (3wks) (including biographies and diaries)	To describe and explain what they have learnt with an increasing command of standard English. To articulate and justify answers, arguments and opinions.	In reading, investigate: The difference between the structures typical of informal speech and formal speech The use of subjunctive forms in some very formal writing, e.g. <i>If I were a giraffe, I would</i>	- Study a biography or diary or narrative from our literary heritage and explore archaic language and sentence grammar, considering the impact on the reader. - Take a section of text and ask children to summarise the main ideas. - Explain and discuss their understanding of		

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		<p><i>have a longer neck.</i></p> <p>The use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>In writing, children will apply these skills to:</p> <p>Use different structures typical of informal speech and formal speech</p> <p>Use subjunctive forms in very formal writing, e.g. <i>I wish I were a cat and could sleep all day.</i></p> <p>Use a wider range of cohesive devices, e.g. repetition, use of</p>	<p>what they have read and providing reasons, justification for their views.</p> <ul style="list-style-type: none"> - distinguish between facts and opinions in the text. - take a key issue from the text and prepare a debate considering both sides of the issue (maintain a focus on the book and use notes where necessary). 		
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		<p>adverbials (e.g. on the other hand) and ellipsis</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>			
<p>Reading Outcomes: Children will be able to identify archaic language and sentence grammar in a biography, diary or narrative.</p> <p>Spoken Language Outcomes: Children will be able to explain their understanding of what they have read providing reasons and justifications from the text. Children will be able to take a key issue from the text and prepare a debate, considering both sides of the issue.</p> <p>Writing Outcomes: Children will be able to take a section of text and summarise the main ideas. They will be able to make notes in preparation for their debate.</p>					
Play scripts (1wks)	To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.	<p>In reading, investigate:</p> <p>How play scripts are punctuated to lend clarity to speech and stage directions, e.g.</p>	<p>-Revise the structural conventions and language features for writing a play script, including layout on the page.</p> <p>-Using their own</p>		

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		<p>colons, semi-colons and dashes</p> <p>In writing, children apply these skills to:</p> <p>Punctuating play scripts to lend clarity to speech and stage directions</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>	<p>modern fiction story (written in term 2), develop a conversation between two or more of the characters, including stage directions.</p> <p>- perform own script to the class.</p>		
<p>Reading Outcomes: Children will be able to identify the structural conventions and language features of a play script.</p> <p>Spoken Language Outcomes: Children will be able to perform their own play scripts to the class.</p> <p>Writing Outcomes: Children will be able to use their modern fiction story to develop a conversation between two or more characters.</p>					
Persuasive writing (2wks)	To put forward a variety of hypotheses,	In reading, investigate:	-Read persuasive texts and recognise		

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	<p>confirm or reject the hypotheses using reasoned justifications to develop their understanding and clarify their thinking. To use formal and informal registers purposefully. To present a spoken argument, sequencing points logically and defending views with evidence (using notes), gaining, maintaining and monitoring the interest of listeners.</p>	<p>The use of structures appropriate to formal speech and writing</p> <p>Use of the active voice as opposed to the passive voice</p> <p>The use of linking devices across paragraphs to aid cohesion e.g. repetition of a word or phrase, the use of adverbials (on the other hand)</p> <p>In writing, children will apply these skill to:</p> <p>Use of structures appropriate to formal speech and writing</p> <p>Use of the active voice as opposed to the passive voice</p>	<p>how persuasive arguments are constructed by pre-empting or answering potential objections and appealing to the known views and feelings of the audience.</p> <p>-after analysing persuasive texts, construct an effective oral persuasive arguments using persuasive language techniques to deliberately influence the listener, develop a point logically and effectively, supporting and illustrating points persuasively, anticipating possible objections, harnessing the known views, interests and feelings of the audience.</p> <p>-write up the oral</p>		
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		<p>Use of linking devices across paragraphs to aid cohesion e.g. repetition of a word or phrase, the use of adverbials (on the other hand)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>	<p>persuasive argument as a formal presentation.</p> <p>-present argument as a whole class debate using the conventions and language of debate.</p> <p>- evaluate the effectiveness.</p>		
<p>Reading Outcomes: Children will be able to recognise how persuasive arguments are constructed by pre-empting potential objections.</p> <p>Spoken Language Outcomes: Children will be able to present a persuasive argument as a whole class debate.</p> <p>Writing Outcomes: Children will be able to write the oral persuasive argument as a formal presentation.</p>					
<p>Discussion texts (2wks)</p>	<p>To put forward a variety of hypotheses, confirm or reject the hypotheses using</p>	<p>In reading, investigate:</p> <p>The use of structures</p>	<p>-through reading a discussion text, summarise the different sides of the</p>		

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	<p>reasoned justifications to develop their understanding and clarify their thinking. To use formal and informal registers purposefully. Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different viewpoints.</p>	<p>appropriate to formal speech and writing</p> <p>Use of the active voice as opposed to the passive voice</p> <p>The use of linking devices across paragraphs to aid cohesion e.g. repetition of a word or phrase, the use of adverbials (on the other hand)</p> <p>In writing, children will apply these skill to:</p> <p>Use of structures appropriate to formal speech and writing</p> <p>Use of the active voice as opposed to the passive voice</p> <p>Use of linking devices across</p>	<p>argument, investigate persuasive techniques for persuasive arguments and build a bank of useful terms, identify the strengths and weaknesses of the different positions, identity the personal opinion and evaluate the reasoned conclusion.</p> <ul style="list-style-type: none"> - recognise and understand the distinction between persuasive texts and balanced arguments. - with the help of the children, choose a controversial issue. -present an oral argument, summarising fairly the competing views and using formal language as appropriate. - evaluate the oral argument, analysing strengths and 		
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		<p>paragraphs to aid cohesion e.g. repetition of a word or phrase, the use of adverbials (on the other hand)</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.</p>	<p>weaknesses of different positions and the reasoned conclusion.</p> <p>- write up their oral argument considering audience and purpose.</p>		
<p>Reading Outcomes: Children will be able to recognise the distinction between persuasive texts and balanced arguments.</p> <p>Spoken Language Outcomes: Children will be able to present an oral argument representing competing views.</p> <p>Writing Outcomes: Children will be able to write up their oral argument considering audience and purpose.</p>					
<p>Poetry to perform (1wks)</p>	<p>To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.</p>	<p>In reading, investigate:</p> <p>How different poetic structures influence meaning</p>	<p>-Read free verse or narrative poems.</p> <p>- Use and understanding the technical terms needed for discussing poetry, e.g. metaphor,</p>		

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		<p>How information is presented in poetry</p> <p>Pupils will also be able to use the following terminology:</p> <p>Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>	<p>simile, imagery, style and affect.</p> <ul style="list-style-type: none"> -Discuss themes from the poems read. - ask questions to improve their understanding of the poems. - Comment on the poems' structures and how these influence meaning. - retrieve information from the poetry. - Perform poetry by varying pitch, pace, volume, rhythm and expression in relation to the poems' meaning. - Learn some of the poems by heart. 		
<p>Reading Outcomes: Children will be able to identify the technical terms needed for discussing poetry and identify themes. To retrieve information from poetry.</p> <p>Spoken Language Outcomes: Children will be able to use the technical terms needed for discussing poetry. Perform poetry using a variety of techniques to convey the poems meaning. Children will be able to ask questions to improve their understanding of the poems read.</p> <p>Where there is no writing outcome, this is an opportunity for teachers to focus on group writing targets during guided writing sessions</p>					

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Unit	Term 3 (14 wks)				Suggested Texts
<p>Fiction</p> <p>Modern fiction (3wks) (Include Same Theme Studies)</p>	<p>Spoken Language Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different viewpoints.</p>	<p>Grammar, Spelling, punctuation and vocabulary In reading, investigate:</p> <p>The difference between the structures typical of informal speech and formal speech</p> <p>Use of a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>The range of punctuation used to mark the boundaries between independent clauses</p>	<p>Reading and Writing</p> <ul style="list-style-type: none"> - revise work from previous terms, especially non-linear structure (e.g. two-parallel narrative threads). - Explore common themes in stories by different authors and make comparisons between books. - identify the audience and purpose for the writing. -consider the development of characters, including their different perspectives. - look for evidence of why characters change during a story and discuss possible reasons. 	<p><u>Teaching Strategies</u> Build upon previous terms and year group academic strategies</p>	

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		<p>In writing, children will apply these skills to:</p> <p>Use different structures typical of informal speech and formal speech</p> <p>Use a wider range of cohesive devices, e.g. repetition, use of adverbials (e.g. on the other hand) and ellipsis</p> <p>Use the full range of punctuation to mark the boundaries between independent clauses</p> <p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon,</p>	<p>-consider the development of settings in the books pupils have read.</p> <p>-write a story on a studied theme using the structure of non-linear narratives as a model for their own writing. E.g. using two narrators to tell the story from two different perspectives (to be linked to play script Term 3 learning)</p>		
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		bullet points.			
Reading Outcomes: Children will be able to identify common themes in stories by different authors and identify the development of characters.					
Writing Outcomes: Children will be able to plan and write a story on a studied theme using non-linear structure.					
Play scripts (2wks)	To speak clearly and convey ideas confidently using standard English and to gain and maintain the interest of listeners.	In reading, investigate: How play scripts use formal and informal language structures In writing, children apply these skills to: Punctuate correctly Use a range of formal and informal language structures appropriately Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym,	-Take their written story from Same Themed Studies (two narrators presenting different perspectives). Turn this in to a play script and perform for the class. (e.g. Use spot lights for each narrator's perspective creating dramatic mood to interest the audience). -Evaluate the play scripts for structural conventions and exclusive use of direct speech and the absence of narrative texts.		

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		elipses, hyphen, colon, semi-colon, bullet points.			
Reading Outcomes: Children will be able to evaluate playscripts for structural conventions and exclusive use of direct speech.					
Spoken Language Outcomes: Children will be able to perform their play script to the class.					
Writing Outcomes: Children will be able to turn their written story from Same Themed Studies into a playscript					
<u>Revise the six non-fiction genres</u> (5wks) -using the Subject Knowledge Papers and Progression Papers Non-chronological reports Explanatory text Recounts Persuasive text Discussion text Instructional texts	To listen to, and evaluate specific points and identify what they have learnt. To listen to others and ask relevant questions to extend their understanding and to build their vocabulary and knowledge. To present a spoken argument, sequencing points logically and defending views with evidence (using notes), gaining, maintaining and monitoring the interest of listeners.	Use the language features and text structures appropriate to each genre – see subject knowledge papers Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, elipses, hyphen, colon, semi-colon, bullet points.	Information text -In all curriculum areas research information on a topic, decide the value, quality or usefulness of a text. Evaluate the status of source material looking for positive bias, recognise rhetorical devices to argue, persuade, mislead and sway the reader. -Evaluate the language style and effectiveness of examples of non-fiction writing, such		

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	<p>To put forward a variety of hypotheses, confirm or reject the hypotheses using reasoned justifications to develop their understanding and clarify their thinking. Use the language of negotiation to arrive at a consensus of opinion.</p>		<p>as, periodicals, reviews, reports and leaflets.</p> <ul style="list-style-type: none"> -Read examples of official language, such as, consumer information and legal documents. -Identify the characteristic features of layout (see Information Progression papers) -write information texts selecting the appropriate style and form to suit a specific purpose and audience. - establish and maintain viewpoint. - use formal language and dialogue - know the difference between formal and informal contexts and identify the way spoken language varies. 		
<p>Reading Outcomes: Children will be able to identify the structures and language features of the different non-fiction text types and evaluate</p>					

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their effectiveness.

Writing Outcomes: Children will be able to write non-fiction texts selecting the appropriate style and form.

<p>Poetry to perform (2wks)</p>	<p>To listen to, and evaluate specific points and identify what they have learnt. To listen to others and ask relevant questions to extend their understanding and to build their vocabulary and knowledge.</p>	<p>Pupils will also be able to use the following terminology: Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p>	<p>-Read poems for this unit (free verse and narratives). - draw inferences about characters' feelings, thoughts and motives for their actions and justify inference with evidence. - Use and understanding the technical terms needed for discussing poetry, e.g. metaphor, simile, imagery, style and affect. -explain the impact of figurative and expressive language, including metaphor. -Perform poetry by varying pitch, pace, volume, rhythm and expression in relation to the poems' meaning and learn</p>		
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			<p>some by heart.</p> <ul style="list-style-type: none">- use simple metaphors and simple personification to create own poems based on real or imaginative experience.- perform own poems, highlighting meaning by varying pitch, pace, volume, rhythm and expression.		
<p>Reading Outcomes: Children will be able to infer character's feelings, thoughts and motives from their actions and justify with evidence. They will also be able to explain the impact of figurative and expressive language.</p> <p>Spoken Language Outcomes: Children will be able to perform their poetry using a variety of techniques to convey the poem's meaning.</p> <p>Writing Outcomes: Children will be able to write their own poems using simple metaphors and personification.</p>					