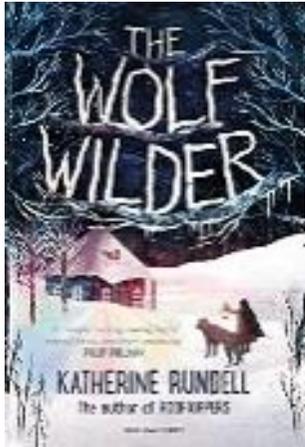


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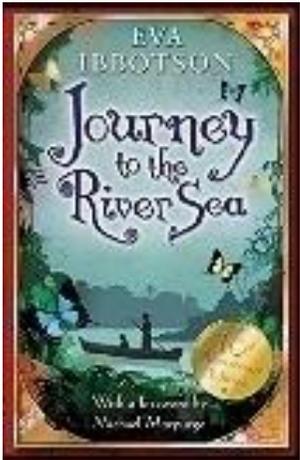
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	<p>Fiction</p> <p>Writing Focus Diary writing- write a diary entry as one of the characters.</p> <p>*Rising Stars Vocabulary Activity- Page 48- How do authors use words to describe actions? *</p>	<p>Non Fiction</p> <p>Writing Focus Writing instructions- Keeping safe in an air raid.</p> <p>*Rising Stars Vocabulary Activity- Page 50- Which words were used in the past? *</p>	<p>Poetry</p> <p>Writing Focus In-depth study of war poetry.</p> <p>In Flanders Fields by John McCree and Dulce et Decorum Est Wilfred Owen.</p> <p>Children to write their own version of In Flander's Fields using a range of figurative language.</p> <p>*Rising Stars Vocabulary Activity- Page 46- How does the poet use questions for effect? *</p>																		
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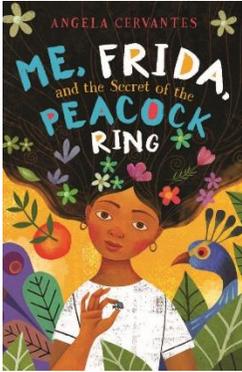
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<p>Spring 1</p> 	<p>Driver Text: Journey to the River Sea by Eva Ibbotson</p>		
	<p>Fiction</p>	<p>Non-Fiction</p>	<p>Poetry</p>
	<p>Writing Focus Study of plot and characters. Create own narrative on the theme of following your dreams.</p>	<p>Writing Focus Persuasive letter writing- Save the Rainforest. *Rising Stars Vocabulary Activity- Page 64- How can we use words to describe light and darkness? *</p>	<p>Writing Focus Rainforest Phantoms by Dennis Martindale. Using similes, personification and metaphors in poetry. *Rising Stars Vocabulary Activity- Page 58- How do habit words work? *</p>
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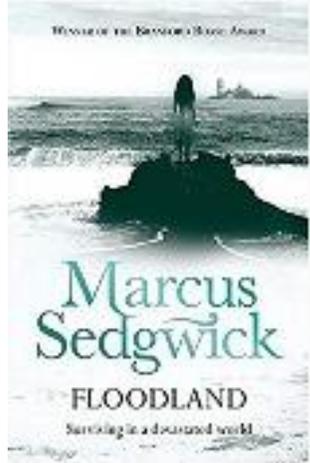
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	<p>Fiction</p> <p><u>Writing Focus</u> Narrative- creating a setting with particular focus on Mexico and South America</p> <p>*Rising Stars Vocabulary Activity- Page 40- Can we talk about settings? *</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Information text – The influence of the Mayans on modern civilisation.</p>	<p>Poetry</p> <p><u>Writing Focus</u> Storm in the Rainforest- Earth2Mother</p> <p>Children to write a poem about the different weather that can be found within the rainforest- personifying weather or natural elements within the rainforest.</p>																		
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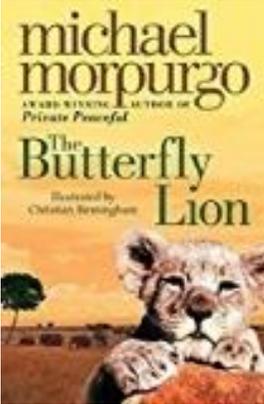
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<p>Summer 1</p> 	<p>Driver Text: Floodland by Martin Sedgewick</p>		
<p><u>Vocabulary, grammar and punctuation for Year 6</u></p>	<p>Fiction</p> <p><u>Writing Focus</u> Adventure narrative- writing an extended story using the same themes developed in Floodland.</p> <p>https://marcussedgwick.com/floodland/</p> <p>*Rising Stars Vocabulary Activity- Page 60- How can we describe character reactions? *</p>	<p>Non- Fiction</p> <p><u>Writing Focus</u> Explanation- The water cycle</p> <p>*Rising Stars Vocabulary Activity- Page 44- Can we use prefixes to change meaning?*</p>	<p>Poetry</p> <p><u>Writing Focus</u> Invictus- William Earnest Henry</p> <p>Using Invictus as a model for their own writing, children to write a short poem about the journey Zoe takes through Floodland- theme of overcoming hardship.</p> <p>*Rising Stars Vocabulary Activity- Page 56- Can we use words to describe motion?*</p> <p>*Rising Stars Vocabulary Activity- Page 66- Which words make us feel scared?*</p>
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	<p>Fiction</p> <p><u>Writing Focus</u> Narrative- write a short story with an alternative view point: hunter/hunted.</p>	<p>Non-Fiction</p> <p><u>Writing Focus</u> Report writing on hunting providing reasoned arguments.</p> <p>*Rising Stars Vocabulary Activity- Page 42- How do newspaper articles use vocabulary? *</p> <p>*Rising Stars Vocabulary Activity- Page 68- Can we talk about evolution?</p>	<p>Poetry</p> <p><u>Writing Focus</u> The Sound Collector- Roger McGough</p> <p>Generate sounds/onomatopoeia. In the style of the sound collector, children should use their ideas to write a poem about collecting the different sounds of the Serengeti.</p> <p>*Rising Stars Vocabulary Activity- Page 62- Can we use lost to create new words and phrases? *</p>																											
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English Curriculum Long Term Plan Year 6

	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags. He is your friend, isn't he?) Or the subjunctive forms such as 'If I were' or 'were they' to come in some very formal writing and speech.</p> <p>Text Linking idea across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis Layout devices (e.g. headings sub-headings, columns, bullets, or tables, to structure text)</p> <p>Punctuation Use of a semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining: I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. man eating shark VERSUS man-eating shark or recover VERSUS re-cover)</p>																		
<p>Reading Comprehension Focus</p>	<table border="1" data-bbox="517 584 1655 1043"> <thead> <tr> <th colspan="2" data-bbox="517 584 1655 632">Content domain reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 632 607 679">2a</td> <td data-bbox="607 632 1655 679">give / explain the meaning of words in context</td> </tr> <tr> <td data-bbox="517 679 607 727">2b</td> <td data-bbox="607 679 1655 727">retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td data-bbox="517 727 607 775">2c</td> <td data-bbox="607 727 1655 775">summarise main ideas from more than one paragraph</td> </tr> <tr> <td data-bbox="517 775 607 823">2d</td> <td data-bbox="607 775 1655 823">make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td data-bbox="517 823 607 871">2e</td> <td data-bbox="607 823 1655 871">predict what might happen from details stated and implied</td> </tr> <tr> <td data-bbox="517 871 607 951">2f</td> <td data-bbox="607 871 1655 951">identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td data-bbox="517 951 607 999">2g</td> <td data-bbox="607 951 1655 999">identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td data-bbox="517 999 607 1043">2h</td> <td data-bbox="607 999 1655 1043">make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
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<p>Terminology</p>	<p>Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points</p>
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