Year 6			
Term			
Autumn 1	Driver Text: The Wolf Wilder by Cat	herine Rundell	
TUF TUF	Fiction	Non Fiction	Poetry
RETAIL OF STATES	Writing Focus Character study, developing empathy. Third person narrative. *Rising Stars Vocabulary Activity- Page 52- How can I improve my writing? *	Writing Focus Explanation text about re-wilding Yellowstone National Park. *Rising Stars Vocabulary Activity- Page 54- How is vocabulary used in non-fiction texts? *	Writing Focus Cry of Wolves- Shelagh Bullman Use 'Cry of the Wolves' a model for creating a poem about wolves using personification and metaphors.
<u>Vocabulary, grammar and punctuation for Year 6</u>	The difference between vocabulary typical of i – discover, ask for- request, go in- enter) How words are related by meaning as synony Sentence Use of the passive to affect the presentation of window in the greenhouse was broken by me) The difference between structures typical of in question tagsL He is your friend, isn't he?) Or the subjunctive forms such as If 'I were' or Text Linking idea across paragraphs using a wider (e.g. the use of adverbials such as on the othe Layout devices (e.g. headings sub-headings, or Punctuation	f information in a sentence (e.g. I broke the win formal speech and structures appropriate for fo 'were they' to come in some very formal writing range of cohesive devices: repetition of a word er hand, in contrast or as a consequence) and e columns, bullets, or tables, to structure text) he boundary between independent clauses (e.g.	dow in the greenhouse VERSUS The rmal speech and writing (e.g. the use of and speech. or phrase, grammatical connections llipsis

Reading Comprehension		Contract	de se sie se ferrer se	
Focus	2-		domain reference	
	2a	give / explain the meaning of words i		
	2b	-	ntify key details from fiction and non-fiction	
	2c	summarise main ideas from more that	an one paragraph	
	2d	make inferences from the text / expla	ain and justify inferences with evidence from the	e text
	2e	predict what might happen from deta	ails stated and implied	
	2f	identify / explain how information / r meaning as a whole	narrative content is related and contributes to	
	2g	identify / explain how meaning is ent	nanced through choice of words and phrases	
	2h	make comparisons within the text		
Autumn 2 Micheele Magorian	Driver	Text: Good Night Mr Tom by I	Michelle Magorian	Poetry
	Fiction Writing Diary wri characte *Rising S	Focus ting- write a diary entry as one of the rs. Stars Vocabulary Activity- Page 48- authors use words to describe	-	Poetry         Writing Focus         In-depth study of war poetry.         In Flanders Fields by John McCree         and Dulce et Decorum Est Wilfred         Owen.         Children to write their own version of         In Flander's Fields using a range of         figurative language.         *Rising Stars Vocabulary Activity-         Page 46- How does the poet use

	How	words are related by meaning as synonyms and antonyms (e.g. big, large, little)				
	Sente					
	Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VERSUS					
		w in the greenhouse was broken by me)				
		lifference between structures typical of informal speech and structures appropriate for formal speech appropriate for format s	beech and writing (e.g. the use of			
		question tagsL He is your friend, isn't he?) Dr the subjunctive forms such as If 'I were' or 'were they' to come in some very formal writing and speech.				
	Text	e subjunctive forms such as it i were or were they to come in some very formal whiting and sp	beech.			
		ig idea across paragraphs using a wider range of cohesive devices: repetition of a word or phra	ase grammatical connections			
		the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis	dee, grammatical connectione			
		It devices (e.g. headings sub-headings, columns, bullets, or tables, to structure text)				
	Punc	tuation				
		of a semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's ra	aining: I'm fed up)			
		of the colon to introduce a list and use of semi-colons within lists				
		tuation of bullet points to list information				
Reading Comprehension		hyphens can be used to avoid ambiguity (e.g. man eating shark VERSUS man-eating shark or	recover vERSUS re-cover)			
Focus		Content domain reference				
	28	give / explain the meaning of words in context				
	21	retrieve and record information / identify key details from fiction and non-fiction				
	2c summarise main ideas from more than one paragraph					
	20	make inferences from the text / explain and justify inferences with evidence from the text				
	2e predict what might happen from details stated and implied					
	21	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					

Spring 1	Driver Text: Journey to the River Se	ea by Eva Ibbotson	
EVA T	Fiction	Non-Fiction	Poetry
Journey River Sea	Writing Focus Study of plot and characters. Create own narrative on the theme of following your dreams.	Writing Focus         Persuasive letter writing- Save the         Rainforest.         *Rising Stars Vocabulary Activity- Page 64-         How can we use words to describe light and         darkness? *	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? *
Vocabulary, grammar and punctuation for Year 6	<ul> <li>discover, ask for- request, go in- enter)</li> <li>How words are related by meaning as synony</li> <li>Sentence</li> <li>Use of the passive to affect the presentation of window in the greenhouse was broken by meaning as synony</li> <li>The difference between structures typical of in question tagsL He is your friend, isn't he?)</li> <li>Or the subjunctive forms such as If 'I were' or</li> <li>Text</li> <li>Linking idea across paragraphs using a wider (e.g. the use of adverbials such as on the oth Layout devices (e.g. headings sub-headings,</li> <li>Punctuation</li> <li>Use of a semi-colon, colon and dash to mark Use of the colon to introduce a list and use of Punctuation of bullet points to list information</li> </ul>	of information in a sentence (e.g. I broke the win ) nformal speech and structures appropriate for for 'were they' to come in some very formal writing range of cohesive devices: repetition of a word er hand, in contrast or as a consequence) and e columns, bullets, or tables, to structure text) the boundary between independent clauses (e.g. semi-colons within lists	dow in the greenhouse VERSUS The armal speech and writing (e.g. the use of and speech. or phrase, grammatical connections Ilipsis g. It's raining: I'm fed up)

Reading Comprehension					
Focus		Content	domain reference		
	<b>2</b> a	give / explain the meaning of words	in context		
	2b	retrieve and record information / ide	entify key details from fiction and non-fiction		
	2c	summarise main ideas from more th	an one paragraph		
	2d	make inferences from the text / expl	lain and justify inferences with evidence from th	e text	
	2e	predict what might happen from det	ails stated and implied		
	2f	identify / explain how information / meaning as a whole	identify / explain how information / narrative content is related and contributes to		
	2g	identify / explain how meaning is en	hanced through choice of words and phrases		
	2h	make comparisons within the text			
Spring 2	Driver Text: Me, Frida and the Secret of the Peacock Ring by Angela Cervantes				
\star ANGELA CERVANTES 来	Fiction	1	Non-Fiction	Poetry	
ANGELA CERVANTES	focus on *Rising S Can we	Focus e- creating a setting with particular Mexico and South America Stars Vocabulary Activity- Page 40- talk about settings? *	Writing Focus Information text – The influence of the Mayans on modern civilisation.	Writing Focus Storm in the Rainforest- Earth2Mother Children to write a poem about the different weather that can be found within the rainforest- personifying weather or natural elements within the rainforest.	
Vocabulary, grammar and punctuation for Year 6	<u>Word</u>				

	- ( Ho Se Us Wi Th qu Or Lin (e. La Us Us Us Pu	discove ow word se of the ndow in he differ lestion to the sul ext hking id .g. the u ayout de unctuation se of a se se of the unctuation	e passive to affect the presentation of information in a sentence (e.g. I broke the window in a the greenhouse was broken by me) ence between structures typical of informal speech and structures appropriate for formal sp tagsL He is your friend, isn't he?) bjunctive forms such as If 'I were' or 'were they' to come in some very formal writing and sp ea across paragraphs using a wider range of cohesive devices: repetition of a word or phra use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis evices (e.g. headings sub-headings, columns, bullets, or tables, to structure text) ion semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's ra e colon to introduce a list and use of semi-colons within lists on of bullet points to list information	the greenhouse VERSUS The beech and writing (e.g. the use of beech. ase, grammatical connections
Reading Comprehension	How hyphens can be used to avoid ambiguity (e.g. man eating shark VERSUS man-eating shark or recover VERSUS re-cover)			
Focus		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				

Summer 1	Driver Text: Floodland by Martin See Varmints- Helen Ward	dgewick	
A free	Fiction	Non- Fiction	Poetry
Marcus Sedgwick FLOODLAND Serving as decounted	Writing Focus         Adventure narrative- writing an extended         story using the same themes developed in         Floodland.         https://marcussedgwick.com/floodland/         *Rising Stars Vocabulary Activity- Page 60-         How can we describe character reactions? *         Environmental Change Narrative- linked to         Varmints	Writing Focus Explanation- The water cycle *Rising Stars Vocabulary Activity- Page 44- Can we use prefixes to change meaning?*	Writing Focus Invictus- William Earnest Henry 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. *Rising Stars Vocabulary Activity- Page 56-Can we use words to describe motion?*
			*Rising Stars Vocabulary Activity- Page 66- Which words make us feel scared?*
<u>Vocabulary, grammar and</u> <u>punctuation for Year 6</u>	<ul> <li>discover, ask for- request, go in- enter)</li> <li>How words are related by meaning as synonyr</li> <li><u>Sentence</u></li> <li>Use of the passive to affect the presentation of window in the greenhouse was broken by me)</li> <li>The difference between structures typical of in question tagsL He is your friend, isn't he?)</li> <li>Or the subjunctive forms such as If 'I were' or 'I text</li> <li>Linking idea across paragraphs using a wider (e.g. the use of adverbials such as on the othe Layout devices (e.g. headings sub-headings, or Punctuation</li> </ul>	f information in a sentence (e.g. I broke the wir formal speech and structures appropriate for for were they' to come in some very formal writing range of cohesive devices: repetition of a word or hand, in contrast or as a consequence) and e columns, bullets, or tables, to structure text) he boundary between independent clauses (e.g	ndow in the greenhouse VERSUS The formal speech and writing (e.g. the use of and speech. or phrase, grammatical connections ellipsis

		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)				
Reading Comprehension Focus			*	nt domain reference		
		<b>2</b> a	give / explain the meaning of word	ds in context		
		2b	retrieve and record information / i	identify key details from fiction and non-fiction		
		2c	summarise main ideas from more	than one paragraph		
		2d	make inferences from the text / ex	plain and justify inferences with evidence from the	e text	
		2e	predict what might happen from d	letails stated and implied		
		2f	identify / explain how information meaning as a whole	/ narrative content is related and contributes to		
		2g	identify / explain how meaning is e	enhanced through choice of words and phrases		
		2h	make comparisons within the text			
Summer 2	D	river T	ext: The Butterfly Lion by	Michael Morpurgo		
michael	Fi	iction		Non-Fiction	Poetry	
morpurzo Prinze Pranefit Butterfly Prinze Pranefit Exercise Control of the second	<u>Writin</u> Narrat		ocus write a short story with an e view point: hunter/hunted.	Writing FocusReport writing on hunting providing reasoned arguments.*Rising Stars Vocabulary Activity- Page 42- How do newspaper articles use vocabulary? **Rising Stars Vocabulary Activity- Page 68- Can we talk about evolution?	Writing FocusThe Sound Collector- Roger McGoughGenerate sounds/onomatopoeia.In the style of the sound collector,children should use their ideas to writea poem about collecting the differentsounds of the Serengeti.*Rising Stars Vocabulary Activity-Page 62- Can we use lost to createnew words and phrases? *	
Vocabulary, grammar and punctuation for Year 6	Tr – d Ho	discove	r, ask for- request, go in- enter) Is are related by meaning as synor	f informal speech and vocabulary appropriate for hyms and antonyms (e.g. big, large, little)	· · ·	

		o of the	a passive to affect the presentation of information in a sentence (e.g. I broke the window in	the greenhouse VERSUS The	
		Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse VERSUS The window in the greenhouse was broken by me)			
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of guestion tage).			
		question tagsL 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.			
			ojunctive forms such as it i were or were they to come in some very formal whiting and sp	Deech.	
	Te				
			ea across paragraphs using a wider range of cohesive devices: repetition of a word or phra	ase, grammatical connections	
			use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis		
			evices (e.g. headings sub-headings, columns, bullets, or tables, to structure text)		
		inctuat		- in in an the fact was	
			semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's ra	aining: i m led up)	
			e colon to introduce a list and use of semi-colons within lists		
			on of bullet points to list information		
Deeding Common on sign	НС	How hyphens can be used to avoid ambiguity (e.g. man eating shark VERSUS man-eating shark or recover VERSUS re-cover)			
Reading Comprehension		Content domain reference			
<u>Focus</u>					
		2a   give / explain the meaning of words in context			
		2b retrieve and record information / identify key details from fiction and non-fiction			
	2csummarise main ideas from more than one paragraph2dmake inferences from the text / explain and justify inferences with evidence from the text				
		<ul> <li>2e predict what might happen from details stated and implied</li> <li>2f identify / explain how information / narrative content is related and contributes to</li> </ul>			
		meaning as a whole			
		2g	identify / explain how meaning is enhanced through choice of words and phrases		
		2h	make comparisons within the text		

Terminology	Subject, object
	Active, passive
	Synonym, antonym
	Ellipsis, hyphen, colon, semi-colon, bullet points