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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year Six** | Books | **Theme: Growing Together** The Promise by Nicola Davis**Theme: Friendship and Refugee/Asylum** The Boy at the back of the Class**Roald Dahl Week:** Charlie and the Chocolate Factory**Poetry Week:** Ted Hughes poetry collection**Class reader (Theme: Autism/individual differences:** Can you see me? Libby Scott and Rebecca Wescott**Black History Month**: High Rise Mystery by Sharna JacksonTall Story by Candy Gourlay | **Theme: Friendship and Refugee/Asylum** The Boy at the back of the Class**Theme: WW1/WW2**Extracts from War Horse and The boy in the striped pyjamas**Class reader (Theme: Autism/individual differences:** Can you see me? Libby Scott and Rebecca Wescott**Black History Month:** A Glasshouse of Stars by Shirley Marr | **Theme: Resilience** Kensuke’s Kingdom by Michael Morpurgo **Class reader:** The Nowhere Emporium: Rosa Mackenzie**Theme: Fantasy Worlds** Pandora (Literacy Shed)**Poetry Week:** The Tyger by William Blake  | **Theme: Resilience** Kensuke’s Kingdom by Michael Morpurgo **Theme: Refugee/Asylum**The Journey by Francesca SannaPersuasive writing: The Day the Crayons Quit by Drew Daywalt**Theme: Environmental Issues**Leaf by Sandra Dieckmann | **Theme: Family**Tuesday by David Wiesner**Class readers:** The Journey to the River Sea by Eva Ibbotson Front Desk by Kelly Yang**Poetry Week:** Hot Like Fire by Valerie Bloom | **Theme: Mayans**The Curse of the MayaMayan Civilization (The History Detective Investigates) by Clare Hibbert**Class readers:** The Journey to the River Sea by Eva Ibbotson Look both ways by Jason ReynoldsOf Lions and Unicorns by Michael Morpurgo (short stories) |
| **Reading****(Word Reading & Comprehension)** | For children working towards the expected standard we use PM Benchmarking to assess the children’s word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. All children’s reading ability is assessed by using SATS reading papers. We promote reading for pleasure and children have a free choice of books to take home. |
| **Destination Reader** | Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identifies within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying. |
| **Writing (Transcription- Spelling)** | Revision of work done in previous yearsuse dictionaries to check spellings and meanings of words use thesauruses to find synonyms and antonyms  | spelling words with ‘silent letters’the difference between uncommon homophones and other confusing words  | using morphology and etymology in spelling -using a thesaurus to expand their vocabulary.Suffixes (English Appendix 1 NC)Words containing the letter-string ough Hyphen  | revise all common exception words and their meanings ready for national SPAG test completed at end of year 6  | revise all common exception words and their meanings ready for national SPAG test completed at end of year 6  | Consolidation of Year 6 curriculum |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme |
| **Writing (Composition)** | Revise work done in Year 5writing narratives about personal experiences and those of others (real and fictional)poetry writing  | identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ensuring the consistent and correct use of tense throughout a piece of writing  | re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  | Focus on evaluating and editing writing. | performing own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  | Consolidation of Year 6 curriculum |
| **Writing (Vocabulary, grammar and punctuation )** | Revision of all the grammar and punctuation from previous years.  | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms passive verbs to affect the presentation of information in a sentence the perfect form of verbs to mark relationships of time and cause semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list  | expanded noun phrases to convey complicated information concisely modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  | using commas to clarify meaning or avoid ambiguity in writing hyphens to avoid ambiguity brackets, dashes or commas to indicate parenthesis semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a listuse and understand the grammatical terminology in English Appendix 2  | Revise all of Year 6 curriculum and grammar from English Appendix 2 in NC document. | Consolidation of Year 6 curriculum and grammar from English Appendix 2 in NC document. |