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| **Year 6** |  |  |  |  |  |  |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Progression of Core Texts** | Goodnight Mister Tom |  | page5image823568My Secret War Diary  |  | page6image880832Flood  |   | page6image736080Stuff You Should Know |  | page4image800368Straw into Gold: Fairy tales re-spun  |  | page2image719488Incredible Edibles  |  |
| **Read aloud book** | Teacher to decide | Teacher to decide | Teacher to decide | Teacher to decide | Teacher to decide | Teacher to decide |
| **Links to Wider Curriculum** | (Nancy Wake) | (Amelia Earhart) | (Ibn Battuta) |
| **Enrichment** | Visit Dartmoor Air raid shelters | Visit Bygone museum in Torquay | Visit the Naval aviation museum  | Visit Plymouth Museum  | Theme day  | Cook off day  |
| **Independent purposeful writing outcomes** | To write a missing chapter/ alternative ending to Goodnight Mr Tom | To write a sequence of diary entries linked to a period in history  | To write the story of Flood | To write an explanation about how something works | To write a retelling of a well-known fairy tale but alter this in some way | To write a concise set of instructions based on a product designed |
| **Grammar and punctuation** | * Use relative clauses
* Use model verbs
* Use adverbs
* Use brackets, dashes and commas
* Use expanded noun phases
* Understanding Synonyms and Antonyms
 | * use a range of sentence constructions
* standard English forms for verb inflections instead of local spoken forms
* the difference between structures typical if of informal speech and structures appropriate for formal writing
* Recognising subjunctive forms
 | * using passive verbs to affect the presentation of information in a sentence
* using expanded noun phrases to convey complicated information concisely
* using relative clauses
* using a colon to introduce a list
* using semi-colon within lists
* Bullet points
* Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive form
 | * Using semi-colons to mark boundaries between independent clause
* Use of the colon to mark the boundary between independent clauses
* Use of the dash to mark the boundary between independent clauses
* Using hyphens to avoid ambiguity
 | * Revision from previous years to address the Writing objectives re: selection and authorial choice to create settings, character and atmosphere: listing phrases and clauses (compounding, coordinated clauses Y2); adverbials (Y3/4); noun phrases - pre- and post-modification (Y2-6) and vocabulary choice.
* SAT assessments
 | * Consolidation (Key Stage 2)
* Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.
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| **Spelling** | No Nonsense Spelling Programme |