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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 |  | page5image823568  My Secret War Diary |  | page6image880832  Flood |  | page6image736080  Stuff You Should Know |  | page4image800368  Straw into Gold: Fairy tales re-spun |  | page2image719488  Incredible 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. | |
| **Spelling** | No Nonsense Spelling Programme | | | | | | | | | | | |