

Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>		Persuasive writing	Graphic Novel	Poetry	Short stories from other cultures	Non-Chronological report	Autobiography
<b>Resources</b>		Beowulf  Advertisements - asking for donations (video) Persuasive letter	The Journey  Toms Midnight Garden	Songs and Lyrics Narrative poetry Poems with a theme	Short stories The boy who cried wolf (Greek) Pinocchio (Italian)	Subjects of interest to the children/ cross curricular links e.g. Light, Food	Modern Musicians such as Ed Sheeran
<b>Knowledge and skills</b>	<b>Reading</b>	Information retrieval Predicting Characterisation Language use for an audience/purpose.	Information retrieval Summarising Predicting Characterisation	Rhyming patterns Figurative language	Information retrieval Summarising Setting	Information retrieval How the information is organised Subject specific key words (glossary)	Information retrieval Summarising Sequencing
	<b>Writing</b>	Character descriptions Persuasive letter writing	Writing to sequence the events that have happened using a storyboard  Writing using the graphic novel style  Setting description	Writing their own rhyming poem.  Writing their own song/rap with a narrative and/or theme	Writing their own short story	Writing their own Non-chronological report	Writing some events from their own lives in chronological order – autobiography 1 <sup>st</sup> person
	<b>SPaG</b>	Adjectives Persuasive devices; rhetorical question, emotive language, repetition. Co-ordinating conjunctions	Expanded noun phrases Adverbials of time Subordinating conjunctions Direct speech Modal verbs	Adjectives Expanded noun phrase Verbs Adverbs Co-ordinating and sub-ordinating conjunctions	Expanded noun phrase Direct speech Paragraphs Adverbials of time and place. Tenses.	Paragraphs Commas Colons for a list	Personal pronouns Adverbials Paragraphs Adjectives Tenses

	<b>Sp&amp;L</b>	Hot seating – becoming a character from Beowulf  Role-Play – persuading customers to buy more from your shop.	Debate and discussion – asking the children to debate on the actions taken from characters in the story.  Hot seating – Tom reluctant to leave.	Performing their poems.	Discussing if there was a moral to the story who their favourite part of the story/ their favourite character and why.	Explaining why they have chosen what they have chosen for their non-chronological report	Presenting an event from their autobiography using their storytelling voice.
<b>Assessment - Formative assessment at mid term</b>	Pupils knowledge and understanding is supported and assessed through the use of formative and summative assessments, ensuring our pupils know more and remember more.						

