

# YEAR SIX

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>TEXT (WHERE POSSIBLE, LINKED TO CURRICULUM TOPIC)</b></p>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• Brightstorm</li> </ul> <p>Creative Curriculum:</p> <ul style="list-style-type: none"> <li>• Friend or Foe</li> <li>• Letters from the Lighthouse</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Information texts linked to Living Things and Their Habitats (Corolus Linneaus and Odd, Egg-Laying Mammals)</li> </ul> <p>Black History:</p> <ul style="list-style-type: none"> <li>• Henry's Freedom Box</li> <li>• The Story of Windrush</li> </ul>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• Brightstorm</li> <li>• Rose Blanche</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Information texts linked to Electricity (James Chadwick, How Burglar Alarms Work, Wires by Athlete)</li> </ul>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• Nevermoor</li> </ul> <ul style="list-style-type: none"> <li>• North West school brochure</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Texts linked to Light (On a Beam of Light and The Parts of the Eye)</li> </ul>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• Nevermoor</li> </ul>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• Skellig</li> <li>• October, October</li> <li>• Survivors:               <ul style="list-style-type: none"> <li>○ Juliane Koepcke: The Girl Who Fell From The Sky</li> <li>○ Strelczyk and Wetzel: The friends who crossed the border by balloon</li> <li>○ Chapman and Mallinson: The men who shared a sandwich on the seabed</li> <li>○ John Capes: The survivor no one believed</li> <li>○ Brant Webb and Todd Russell: The miners who spent two weeks underground</li> </ul> </li> <li>• Examples of Tanka and Blackout poems</li> <li>• List poems: Ten things found in a wizards pocket, Things I'd do if it weren't for my son</li> <li>• Poems using repetition and metaphor: Lone Dog, Amulet, The Highwayman Verse 1, Dreams (Working Above – Hope is the things with Feather)</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Texts linked to Animals Including Humans (Red Blood Cells, Preventing Coronary Heart Disease – NHS Advice and Fad Diets)</li> </ul>	<p>Creative Writing:</p> <ul style="list-style-type: none"> <li>• The Nowhere Emporium</li> <li>• The Magic Pencil (Malala)</li> <li>• Book World Cup</li> <li>• Historical Oscars</li> <li>• Enterprise Project</li> <li>• Science Fair</li> </ul>

<p style="text-align: center;"><b>WRITING GENRES</b></p>	<ul style="list-style-type: none"> <li>•Newspaper article – focus on writing to inform and features of the genre (Brightstorm Ch. 2))</li> <li>•Formal letter – focus on formal vocabulary and format (Brightstorm Ch. 6)</li> <li>•Diary entry – focus on informal language and exploring characters emotions (Brightstorm Ch. 7-9)</li>   <li>•Non-chronological reports (Black History)</li> <li>•Themes / morals (Black History)</li> </ul>	<ul style="list-style-type: none"> <li>•Setting description – focus on extending and developing sentence structure (Brightstorm Ch. 11)</li> <li>•Poetry (Brightstorm Ch. 11 &amp; Rose Blanche)</li> <li>•Character description – focus on developing character though their actions, speech etc. (Brightstorm Ch, 19 &amp; 20)</li> <li>•Campaign/speech – focus on writing to persuade (Ch. 23)</li>   <li>•Non-chronological report (Creative Curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>•Informal Letter (Nevermoor Ch. 1)</li> <li>•Diary entry (Nevermoor Ch. 2)</li> <li>•Narrative – focus on creating intrigue and drama (Nevermoor Ch. 4)</li> <li>•Description of a setting – Focus on varied sentence starters (Nevermoor Ch. 5)</li> <li>•Review (Nevermoor Ch. 6&amp; 7)</li> <li>•Description of an object – focus on inference skills (Nevermoor Ch. 8)</li> <li>•Balanced argument (Nevermoor Ch. 8)</li>   <li>•Non-chronological Report (Science)</li> </ul>	<ul style="list-style-type: none"> <li>•Persuasive Speech (Nevermoor Ch. 9)</li> <li>•Advertising (Nevermoor Ch. 14)</li> <li>•Narrative (Nevermoor Ch, 15 &amp; 16)</li> <li>•Campaign (Nevermoor Ch. 17)</li> <li>•Review (Nevermoor Ch. 18)</li> <li>•Narrative (Nevermoor Ch. 20/21)</li> <li>•Balanced Argument (Nevermoor Ch. 22)</li> <li>•Newspaper Article (Nevermoor Ch. 23)</li> <li>•Explanation/Recount (Nevermoor Ch. 25)</li>   <li>•Review (Science)</li> </ul>	<ul style="list-style-type: none"> <li>•Advertise (Skellig Ch. 1)</li> <li>•Setting description – focus of varying sentence starters (Skellig Ch. 2)</li> <li>•Essay writing (October, October) – focus on structure and development of ideas</li> <li>•Black Out Poem (Juliane Koepcke: The Girl Who Fell From The Sky)</li> <li>•Tanka Poem (Strelczyk and Wetzel: The friends who crossed the border by balloon)</li> <li>•Poem conveying emotion (Chapman and Mallinson: The men who shared a sandwich on the seabed)</li> <li>•Poem using repetition, onomatopoeia and metaphor (John Capes: The survivor no one believed)</li> <li>•List Poem (Brant Webb and Todd Russell: The miners who spent two weeks underground)</li>   <li>•Non-chronological Report (School Brochure / Science)</li> </ul>	<ul style="list-style-type: none"> <li>•Character description – focus on developing character though their actions, speech etc. (The Nowhere Emporium)</li> <li>•Advertisement (The Nowhere Emporium)</li> <li>•Biography (The Nowhere Emporium &amp; The Magic Pencil)</li>   <li>•Recount (Science)</li> </ul>
<p style="text-align: center;"><b>COMPREHENSION FOCUS</b></p>	<ul style="list-style-type: none"> <li>•Baseline assessment</li>   <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>•Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>Vocabulary</li>   <li>•Assessment</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>•Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>•Vocabulary</li> <li>•Deduction</li> <li>•3-mark questions</li>   <li>•Assessment</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>•Vocabulary</li> <li>•Deduction</li> <li>•3-mark questions</li>   <li>•KS2 SATS</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieval</li> <li>•Fact vs Opinion</li> <li>•Inference</li> <li>•Summary</li> <li>•Explanation</li> <li>•Prediction</li> <li>•Vocabulary</li> <li>•Deduction</li> </ul>

<b>SPAG FOCUS</b>	<ul style="list-style-type: none"> <li>•Baseline assessment</li> <li>•Different types of nouns</li> <li>•Semi colons</li> <li>•Conjunctions</li> <li>•Adverbs</li> <li>•Direct speech</li> </ul>	<ul style="list-style-type: none"> <li>•Direct vs indirect speech</li> <li>•Speech (including use of correct punctuation)</li> <li>•Commas</li> <li>•Synonyms / antonyms</li> <li>•Assessment</li> </ul>	<ul style="list-style-type: none"> <li>•Active vs Passive</li> <li>•Prefixes</li> <li>•Suffixes</li> <li>•Verb tenses</li> <li>•Recap of all previously learnt materials</li> </ul>	<ul style="list-style-type: none"> <li>•Pronouns</li> <li>•Relative pronouns</li> <li>•Root words</li> <li>•Recap of all previously learnt materials</li> <li>•Assessment</li> </ul>	<ul style="list-style-type: none"> <li>•Recap of all previously learnt materials</li> <li>•KS2 SATS</li> </ul>	<ul style="list-style-type: none"> <li>•Application of knowledge in writing</li> </ul>
<b>SPELLING / PHONICS</b>	<ul style="list-style-type: none"> <li>•Ambitious Synonyms</li> <li>•Homophones &amp; Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/ -s</li> <li>•Adjectives ending in -ant into nouns ending in -ance/-ancy)</li> <li>•Adjectives ending in -ent into nouns ending in -ence/ -ency)</li> <li>•Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</li> <li>•(Hyphens: To join compound adjectives to avoid ambiguity)</li> </ul>	<ul style="list-style-type: none"> <li>•Words sending in -able</li> <li>•Words ending in – ably</li> <li>•Word families based on common words</li> <li>•Creating diminutives using prefixes min-i or micro-</li> </ul>	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>•Words with a long /e/ sound spelt 'ie' oe 'ei' after c (and exceptions)</li> <li>•Word families based on common words showing how words are related in form and meaning</li> <li>•Statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>•Words with endings which sound like /shuh/ after a vowel letter</li> <li>•Words with endings which sound like /shuh/ after a consonant letter</li> <li>•Word families based on common words showing how words are related in form and meaning</li> <li>•Statutory spelling challenge words</li> </ul>	<ul style="list-style-type: none"> <li>•100 word list</li> <li>•KS2 SATS</li> <li>•Word families based on common words showing how words are related in form and meaning</li> <li>•Words that can be nouns and verbs</li> <li>•Words with a long /o/ sound spelt 'ou' or 'ow'</li> <li>•Words ending in -ible</li> <li>•Words ending in -ibly</li> </ul>	<ul style="list-style-type: none"> <li>•Synonyms and antonyms</li> </ul>
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>	<ul style="list-style-type: none"> <li>•Weekly handwriting, with a SPaG focus</li> </ul>
<b>SPEAKING OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> <li>•Prospective Parents' Evening &amp; Morning</li> </ul>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> <li>•Grandparents' Day</li> </ul>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> <li>•Meeting with MPs</li> </ul>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> <li>•School Play</li> </ul>	<ul style="list-style-type: none"> <li>•Current Affairs Presentations</li> <li>•Book Review Presentations</li> <li>•Dvar Torah in Kabbalat Shabbat</li> <li>•Historical Oscars</li> <li>•School Play</li> </ul>
<b>CLASS BOOK/GUIDED READING TEXT</b>	<ul style="list-style-type: none"> <li>•Brightstorm</li> </ul>	<ul style="list-style-type: none"> <li>•Brightstorm</li> </ul>	<ul style="list-style-type: none"> <li>• Nevermoor</li> </ul>	<ul style="list-style-type: none"> <li>• Nevermoor</li> </ul>	<ul style="list-style-type: none"> <li>•Various short snippets from texts such as: <ul style="list-style-type: none"> <li>➢ A Place Called Perfect</li> <li>➢ Who Let The Gods Out?</li> <li>➢ A Pocketful of Stars</li> <li>➢ Alex Rider: Stormbreaker</li> <li>➢ The Bubble Boy</li> <li>➢ Kick</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Various short snippets from texts such as: <ul style="list-style-type: none"> <li>➢ A Place Called Perfect</li> <li>➢ Who Let The Gods Out?</li> <li>➢ A Pocketful of Stars</li> <li>➢ Alex Rider: Stormbreaker</li> <li>➢ The Bubble Boy</li> <li>➢ Kick</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>➤ The Boy At The Back of The Class</li> <li>➤ The House With Chicken Legs</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Boy At The Back of The Class</li> <li>➤ The House With Chicken Legs</li> </ul>
<b>COMPREHENSION TEXTS</b>	<ul style="list-style-type: none"> <li>•The True Story of the Three Little Pigs (Critiquing the Media)</li> <li>•Rooftoppers &amp; The Good Thieves (Katherine Rundell)</li> <li>•Goodnight Stories for Rebel Girls (Inspirational Women – Information Texts)</li> <li>•Breathless, Defying Gravity (Song Lyrics)</li> <li>•A change is going to come, Biography of Rosa Parks and Caged Bird (Civil Rights)</li> </ul>	<ul style="list-style-type: none"> <li>• Malamander, The Dreamsnatcher and Room 13 (Dramatic Openings)</li> <li>•The Cave</li> <li>•Holes, The Graveyard Book, Treasure Island, Swallows and Amazons, Oliver Twist and Northern Lights (Children’s Classics)</li> <li>•The Proudest Blue, I am a Muslim Woman and Proud (Ibtihaj Muhammad)</li> <li>• Once and Goodnight Mr Tom (WW2)</li> </ul>	<ul style="list-style-type: none"> <li>• Silverfin and Jake Atlas (Spies)</li> <li>•The Last Spell Breather</li> <li>• Ozymandias, The Moment and Tyger (Poetry Week 1)</li> <li>•Invictus and Jabberwocky (Poetry Week 2)</li> <li>•The Dot, Drive and You Are Awesome (Resilience)</li> </ul>	<ul style="list-style-type: none"> <li>•When You Love Someone, The Living Years, Both Sides Now (Song Lyrics)</li> <li>• The Arrival</li> <li>•The Raven</li> <li>•The Crossover, Inside Out and Back, Other Words for Home (Verse Novels)</li> <li>•Farther, Way Home, The Dam, Mysteries of Harris Burdick (Picture Books)</li> </ul>	<ul style="list-style-type: none"> <li>•Spy Fox and Journey Through the Forest (video)</li> <li>•Biographies of: Alan Turing, Malala Yousafzai and Claudette Colvin (Notable People 1)</li> <li>•Biographies of: John Brodie, Reginald Joseph Mitchell and Kitty Wilkinson (Notable People 2)</li> <li>• Phoenix, The Star, Orphans of the Tide (Novels)</li> <li>•As Above (class / guided reading text)</li> </ul>	<ul style="list-style-type: none"> <li>• Mortal Engines, The Goldfish Boy and Who Let The Gods Out? (Novels 2)</li> <li>•Understanding ASD, The London Eye Mystery and Can You See Me?</li> <li>•Tuesday, The Viewer, Sulwe and Can I build Another Me? (Picture Books)</li> <li>•The Last Wild, There May Be A Castle and The Lost Magician (Piers Torday)</li> <li>•As Above (class / guided reading text)</li> </ul>