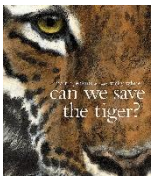
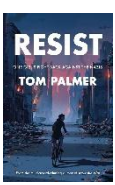
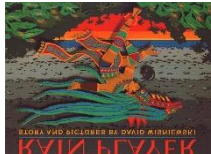
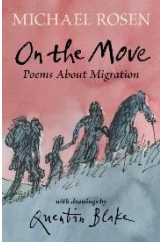
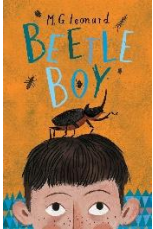
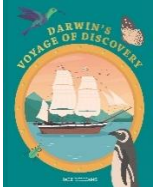
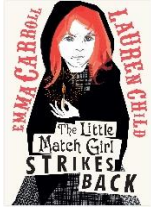
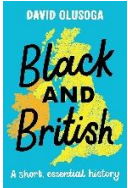
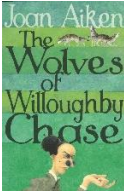
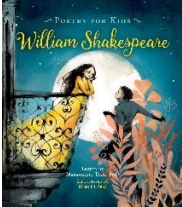
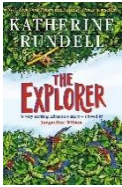
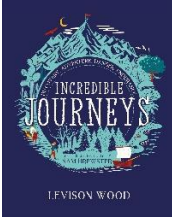
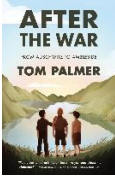


| Year 6                                                                                                                                                                                    |                                                                                                                                                                     |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
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| Autumn 1                                                                                                                                                                                  | Autumn 2                                                                                                                                                            | Spring 1                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                   | Summer 1                                                                                                                                                                                                                                                                      | Summer 2                                                                                                                                                                |
| Theme: Journey & Migration                                                                                                                                                                | Theme: Evolution & Inheritance                                                                                                                                      | Theme: Protest and Activism                                                                                                                                                  | Theme: Utopia vs Dystopia                                                                                                                                                                                                                                                                                                                  | Theme: Fate vs Free Will                                                                                                                                                                                                                                                      | Theme: Crossing Borders                                                                                                                                                 |
|                         |   |        |                                                                                                                                                                      |                                                                                                         |   |
| <i>The Arrival</i> – Shaun Tan<br><i>Leila and the Blue Fox</i> – Kiran Millwood-Hargrave                                                                                                 | <i>Can We Save the Tiger?</i> – Martin Jenkins<br><i>The Last Bear</i> – Hannah Gold                                                                                | <i>Resist</i> – Tom Palmer<br><i>Suffragette, The Battle for Equality</i> – David Roberts                                                                                    | <i>Paradise Sands</i> – Levi Pinfold<br><i>The Last Wild</i> – Piers Torday                                                                                                                                                                                                                                                                | <i>The Wind in the Wall</i> – Sally Gardner<br><i>Rain Player</i> – David Wisniewski                                                                                                                                                                                          | <i>Some Places More Than Others</i> – Renee Watson<br><i>Night Mail</i> – W. H. Auden                                                                                   |
| Fiction<br>Poetry                                                                                                                                                                         | Non-Fiction<br>Fiction                                                                                                                                              | Historical Fiction<br>Non-Fiction                                                                                                                                            | Fantasy Fiction<br>Eco-Fiction                                                                                                                                                                                                                                                                                                             | Fiction<br>Historical Fiction                                                                                                                                                                                                                                                 | Fiction<br>Poetry                                                                                                                                                       |
| Fiction Writing Outcomes                                                                                                                                                                  |                                                                                                                                                                     |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| Letters, character descriptions, diaries, poster, short playscripts, short report<br><br>Main outcome: Narrative retelling (longer story built around a man's journey to another country) | Figurative descriptions, dialogue, monologue, logbook entries, scientific report<br><br>Main outcome: Newspaper report                                              | Resistance recruitment posters, diary entries, journalistic pieces, persuasive leaflets, fictional biographical paragraph<br><br>Main outcome: a biography of Audrey Hepburn | Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review<br><br>Main outcome: Narrative prequel<br><br>Poster, retellings, formal report, character descriptions, diary entries, formal letters<br><br>Main outcome: Own version dystopian narrative | Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue<br><br>Main outcome: Extended Gothic narrative<br><br>Instructions, poster, missing scene, diary, newspaper, debate<br><br>Main outcome: Analytical essay about The Maya | Main outcome: The Suitcase Project - children will produce a suitcase representing themselves containing maps, recipes, poems, photos and a biography                   |
| Non-Fiction Writing Outcomes                                                                                                                                                              |                                                                                                                                                                     |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| N/A                                                                                                                                                                                       | Persuasive poster, persuasive speech, information index card, poetry<br><br>Main outcome: Discussion text (own version: Can we Save the...?)                        | Formal letters, diary entries, balanced arguments, speeches, short news report<br><br>Main outcome: Persuasive campaign                                                      | N/A                                                                                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                                           | N/A                                                                                                                                                                     |
| Poetry Writing Outcomes                                                                                                                                                                   |                                                                                                                                                                     |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                               |                                                                                                                                                                         |
| Poetry, informal message, formal letter, short information text, diary entry, narrative and action scenes, tweet<br><br>Main outcome: Extended blog entry                                 | N/A                                                                                                                                                                 | N/A                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                                                           | Outcomes: Summaries, analysis and performances<br><br>Main outcome: Poem with similar structure                                                                         |

| GPS Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>• The difference between vocabulary typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your</li> </ul> | <ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>• How words are related by meaning as synonyms</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your</li> </ul> | <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using dashes to mark boundaries between independent clauses</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example,</li> </ul> | <p>Develop their understanding of the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5)</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y5)</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover] (use of hyphenated adjectives)</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]</li> </ul> | <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English appendix 2 by:</li> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Learning the grammar for years 5 and 6 in English appendix 2</li> <li>• Indicate grammatical and other features by:</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</li> <li>• Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> | <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using adverbs to indicate degrees of possibility</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using a colon to introduce a list</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> |

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| <ul style="list-style-type: none"> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>• How words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> </ul> | <ul style="list-style-type: none"> <li>friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]</li> <li>• Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with</li> </ul> | <ul style="list-style-type: none"> <li>perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> </ul> | <ul style="list-style-type: none"> <li>• Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision]</li> <li>• Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul> | <ul style="list-style-type: none"> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later]</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> </ul> |  |
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|  | <p>an implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"><li>• Learning the grammar for years 5 and 6 in English Appendix 2</li><li>• Indicate grammatical and other features by:</li><li>• Using commas to clarify meaning or avoid ambiguity in writing</li><li>• Punctuating bullet points consistently</li><li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li></ul> |  | <p>[for example, It's raining; I'm fed up]</p> |  |  |
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| Whole Class Guided Reading Texts                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |
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|  <p><i>On The Move: Poems about Migration – Michael Rosen</i></p>  <p><i>Fly Me Home – Polly Ho-Yen</i></p> |  <p><i>Beetle Boy – M.G Leonard</i></p>  <p><i>Darwin's Voyage of Discovery – Jake Williams</i></p> |  <p><i>The Little Match Girl Strikes Back – Lauren Child</i></p>  <p><i>Black and British: a Short, Essential History – David Olusoga</i></p> | <p><i>Poems:</i></p> <p><i>Caged Bird – Maya Angelou</i></p> <p><i>I, Too – Langston Hughes</i></p>  <p><i>The Wolves of Willoughby- Joan Aiken</i></p> |  <p><i>Poetry for kids: William Shakespeare illustrated edition – William Shakespeare</i></p>  <p><i>The Explorer – Katherine Rundell</i></p> |  <p><i>Incredible Journeys – Levison Wood</i></p>  <p><i>After the War: From Auschwitz to Ambleside – Tom Palmer</i></p> |